



Some Thoughts on the Challenges Facing the Early Childhood Special Education Workforce

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What Do ECSE Providers Identify As Top Issue?

Identify As Top Issue?

Challenging Behavior



Effects of Exposure on a Daily Basis

- a) Feeling Inadequate, Angry, Frustrated (Joseph & Strain, 2008)
- b) Engaging in Largely Reactive, Punitive and Ineffective Strategies (Joseph & Strain, 2008)
- c) Leaving Field (Bruder & Stayton, 2009)

And the Magnitude of the Problem?

- a) 97% of providers say behaviors are getting worse, happening at younger age and involving more children (Joseph & Strain, 2008)

Magnitude of the Problem, cont.

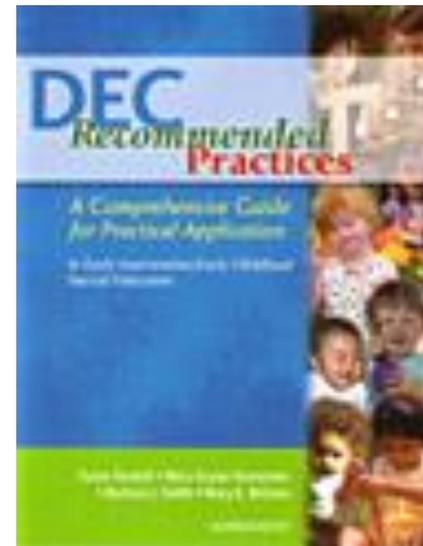
- b) Across 5 large-scale studies the best estimate is that approximately 20% of children in the general population display significant challenging behavior, and up to 70% of children on IFSPs/IEPs (Strain, Joseph & Hemmeter, 2009).

Magnitude of the Problem, cont.

- c) Likely then, every provider deals with significant challenging behavior every year.

Some Good News to Report

- a) The field has a solid foundation of evidence-based practices
- b) These practices are supplemented by NAEYC practices



Good News, cont.

- c) The field has a solid foundation of practices specific to the prevention of challenging behaviors

Presenter's Scripts
Module 1

Promoting Children's Success: Building Relationships and Creating Supportive Environments



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Good News, cont.

- d) The field has fidelity measures to monitor the quality of implementation of evidence-based practices
 - *Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)* (Hemmeter & Fox, 2008)

So, Why the Continuing Concerns?

1. Except where federal initiatives have been involved (CSEFEL/TACSEI) state and local programs have not developed policies and procedures to promote the use of evidence-based practices (Mincic, Smith & Strain, 2009).
2. Where OSEP dollars are unavailable the probability of preservice curricula incorporating EBPs is about 50%. The probability is raised to 80% where OSEP dollars are involved (Bruder & Stayton, 2009).

Continuing Concerns, cont.

3. Practitioners think: prevention LAST, “management” FIRST (Joseph & Strain, 2008)
4. Few Programs offer the type and level of support (namely “Coaching to Fidelity”) needed by support line staff (National Implementation Research Network, 2009; Strain, Joseph & Hemmeter, 2009).

It's All About Fidelity of Implementation

- *Pyramid Model* data – 77% threshold
(Fox & Hemmeter, 2010)
- *LEAP – USA* data – 90% threshold
(Strain & Bovey, 2009)

Fidelity of Implementation, cont.

- Mediator of change is “coaching”
- Coaching Essentials Include:
 - time for coach and client to work together
 - data-driven coaching to establish baseline and monitor progress
 - responsive to client learning style
 - predictable cycle of: show – guided practice – immediate feedback – goal setting

What Happens When EBPs Are Implemented Program-Wide

- ❖ Staff are more confident
- ❖ Staff turnover is diminished
- ❖ Children are not “asked to leave”
- ❖ Incidents of challenging behavior are diminished
- ❖ Children’s social relationships with peers and adults improve
- ❖ Parents are more satisfied with services
(Strain, Joseph & Hemmeter, 2009)

Key Messages

1. “Competent” teachers in incompetent programs yield predictable outcomes.
2. Must combine PD with program-wide improvement and with local-level and state-level policy initiatives that are mutually supportive of EBPs.
3. Must rethink PD in many cases to focus on high-fidelity implementation of EBPs

Key Messages, cont.

4. Must realign preservice curricula, hiring, retention, review and promotion to focus on use of EBPs.
5. Must fix the personnel “pipeline” given a 50% shortage in ECSE teachers (Bruder & Strayton, 2009).

Key Messages, cont.

6. Must institute numerous changes in pre-service, including:
 - a) Aligning curricula with DEC, CEC, NAEYC standards,
 - b) Requiring appropriate age-level field work,
 - c) Involving families and other consumers in IHE policy making and delivery,
 - d) Graduating students based upon their observed delivery of EBPs

Key Messages, cont.

7. We've had a multiple decade experiment with individual states designing standards
 - and it hasn't worked (Bruder & Strayton, 2009)

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