

Default Question Block

Early Childhood Higher Education Interdisciplinary Survey

This survey has been developed to collect interdisciplinary information on early childhood-related course content, field experiences, and the demographics of graduates from personnel preparation programs in Kansas. It will be distributed to the preservice programs of 15 professional disciplines who provide services to young children including children with disabilities as part of a needs assessment to better understand a) college content, coursework, and fieldwork opportunities specific to the early childhood population provided to their students, and b) identify potential training needs in an effort to build the competence of the early childhood workforce in Kansas. Your response to this survey will help us better understand the common knowledge and abilities of all disciplines, and identify potential gaps that can help us prioritize future ongoing professional development for the early childhood workforce in Kansas.

There is no cost to you to participate in this study nor is there any compensation. You are not expected to get any direct benefit from this research study. Your participation in this study is anonymous. This means no names or identifying information including IP addresses will be recorded during the study. There will be no way to connect your identity with any of your responses or whether you have participated. It is possible, however, with internet connections, that through intent or accident someone other than the intended recipient may see your response. Nevertheless, there are no known risks to you if you choose to participate in the study.

If you have any additional questions or concerns during or after this study, you may contact: Eva Horn at evahorn@ku.edu or by phone at 785-864-0615.

Further, I understand that if I have additional questions about my rights as a research participant, I may call 785-864-7429 or write Human Subjects Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas, 66045-7568, or email irb@ku.edu.

Thank you for your interest and participation.

Please indicate your college or university.

Citation: Horn, E., Parks, S., Lindeman, D.P., Kong, N.Y., Fees, B., & Stroup-Rentier, V. (2014). Interdisciplinary early childhood preservice survey. Unpublished survey. University of Kansas, Lawrence, Kansas.

Please indicate the discipline(s) your department represents. (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Early Childhood Education / Early Childhood Special Education | <input type="checkbox"/> Vision Specialist |
| <input type="checkbox"/> Speech and Language Pathology | <input type="checkbox"/> Orientation & Mobility Specialist |
| <input type="checkbox"/> Audiology | <input type="checkbox"/> Clinical Psychology |
| <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> School Psychology |
| <input type="checkbox"/> Physical Therapy | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Social Work | <input type="checkbox"/> Teacher of Deaf / Hearing Impaired |
| <input type="checkbox"/> Nursing | <input type="checkbox"/> Administration / Leadership |
| <input type="checkbox"/> Family Therapy | <input type="checkbox"/> Other <input type="text"/> |

What level(s)?

- Undergraduate
 Graduate
 Both

Please share your role in the program (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Faculty (assistant, associate, full) | <input type="checkbox"/> Clinician |
| <input type="checkbox"/> Faculty (lecturer) | <input type="checkbox"/> Fieldwork / Practicum Coordinator |
| <input type="checkbox"/> Faculty (adjunct) | <input type="checkbox"/> Fieldwork / Practicum Supervisor |
| <input type="checkbox"/> Advisor | <input type="checkbox"/> Other <input type="text"/> |

How long have you been a faculty or staff member in your program?

Since 2010, *approximately* how many students graduate from your program per school year?

Since 2010, *approximately* what **percentage** of your graduates stay in Kansas for their first job?
(example: 75 %)

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Since 2010, approximately what **percentage** of your graduates work in the Early Childhood field directly with young children? (example: 10 %)

- Ages birth to 3 _____%
- Ages 3 to 5 _____%
- Ages 6 – 8 _____%

Fieldwork / Practicum Experiences

Are students **required** as part of their program of study to complete a fieldwork or practicum experience working with young children and families (birth to age 5) or in an Early Childhood program?

- Yes
- No
- I don't know
- Not required but, the option is available

Does your program have difficulty locating quality fieldwork or practicum experiences for your students to work with young children and their families?

- No
- I don't know
- Yes

If you answered "yes" for difficulty locating quality fieldwork or practicum experiences, what are the ages of children in these fieldwork settings? (click all that apply)

- Ages 0 through 2
- Ages 3-5
- Early Elementary grades

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Please identify the fieldwork or practicum *early childhood settings* routinely provided by your program? (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Part C / Early Intervention Programs | <input type="checkbox"/> Head Start / Early Head Start |
| <input type="checkbox"/> Part B 619 / ECSE Programs | <input type="checkbox"/> Private Practice (office setting) |
| <input type="checkbox"/> Parents as Teachers Programs | <input type="checkbox"/> Hospital / Medical Facility (e.g. pediatric services) |
| <input type="checkbox"/> Home-based | <input type="checkbox"/> In-patient |
| <input type="checkbox"/> Community child care settings | <input type="checkbox"/> Out-patient |
| <input type="checkbox"/> Community preschool settings | <input type="checkbox"/> Clinical Settings (e.g. hearing clinic) |
| <input type="checkbox"/> School district preschool programs | <input type="checkbox"/> Other _____ <input type="text"/> |

Do your students shadow* or have field experiences with Part C (birth to 3) Early Intervention Providers (in Kansas, called tiny-k)?

*shadow refers to the opportunity to observe other professionals within their daily work routines

- Yes, all students are required to "shadow" or have field experiences in early intervention
- Yes, but only a small percentage complete an early intervention field experience
- No, we do not offer this type of field experience
- Other _____

Do your students "shadow" or have field experiences with Part B (3 to 5) Early Childhood Special Education service providers?

- Yes, all students are required to "shadow" or have field experiences serving preschool age students with disabilities
- Yes, but only a small percentage complete a preschool special education field experience
- No, we don't offer this type of field experience
- Other _____

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To what extent do you believe the your overall experiences outside of the college classroom (field experiences, practica, and/or student teaching) help prepare your students to work with young children?

Field experiences / practica in:

	Minimally Prepared		Somewhat Prepared		Well Prepared
	1	2	3	4	5
Settings with only children who were developing typically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Settings with only children with developmental delays and disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusive settings (children with and without developmental delays and disabilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to complete course projects with family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Early Childhood Course Content

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To what extent are the following experiences or instructional strategies used in your curriculum?

	Not in Curricula		Somewhat		Very Often
	1	2	3	4	5
Presentations from family members (e.g. panels, lectures, videos, etc.) of young children with delays or disabilities (ages birth to 5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guest presentations from early intervention / early childhood professionals in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to learn about relevant legislation specific to early childhood / early childhood special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to reflect on recommended practices from NAEYC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to reflect on recommended practices from DEC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to reflect on early childhood learning standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to draft, and/or participate in IFSP/IEP meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to tour EI/EC/ECSE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) have developed a joint position statement on inclusion. This statement advocates for preparation of practitioners and settings to be able to address access, participation, and supports that will assist each and every child be fully included.

To what extent are the following elements of access, participation, and supports included in your Early Childhood related coursework? The following are examples of opportunities for developing skills.

	Not in Curricula		Somewhat		Very Often
	1	2	3	4	5
Assistive technology for children (ages birth to 5) to access learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universal design for children (ages birth to 5) to access learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptions for children (ages to birth to 5) to participate in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive behavioral supports for preventing challenging behaviors with young children ages birth to 5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transdisciplinary team roles (including primary provider model).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary team roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidisciplinary team roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many **required** early childhood related **courses** are in your program with *significant* content preparing students who will work in the early childhood field with children ages **birth to 5 years**?

0
 1
 2
 3
 4
 5
 6+

Please list course titles and level (undergraduate or graduate level) from the previous question.

Competencies

To what extent do you believe your program prepares your students for **early childhood / early**

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childhood special education competencies described in the 7 professional standards below.

Standard 1. Foundations

Knowledge (models, theories, research for special education practice)

Skill (Articulate philosophy, implement due process)

- Not Prepared or N/A
- Minimally Prepared
- Somewhat Prepared
- Well Prepared

Standard 2. Development and Characteristics of Learners Knowledge

Knowledge (Typical & atypical development, family systems, impact of medical conditions)

Skill (Apply current research to the 5 developmental domains, play, and temperament)

- Not Prepared or N/A
- Minimally Prepared
- Somewhat Prepared
- Well Prepared

Standard 3. Individual Learning Differences

Knowledge (Effects of an exceptional condition on development, differing ways of learning, cultural perspectives)

Skill (Develop, implement, and evaluate learning experiences and strategies respecting the diversity of young children and families)

- Not Prepared or N/A
- Minimally Prepared
- Somewhat Prepared
- Well Prepared

Standard 4. Instructional Strategies

Knowledge (Evidence-based practice, universal design for learning)

Skill (Facilitate integration into various settings, and child-initiated development & learning, use continuum of strategies)

- Not Prepared or N/A
- Minimally Prepared
- Somewhat Prepared
- Well Prepared

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Standard 5. Learning Environments / Social Interactions**Knowledge** (Demands of classroom and other learning environments)**Skill** (Design learning environments for active participation, and embed learning opportunities in activities and routines)

-
- Not Prepared or N/A
- Minimally Prepared
- Somewhat Prepared
- Well Prepared

Standard 6. Language**Knowledge** (Cultural / linguistic differences, augmentative and assistive communication strategies, impact of language delays)**Skill** (Support family & child interactions, use strategies to enhance communication skills)

-
- Not Prepared or N/A
- Minimally Prepared
- Somewhat Prepared
- Well Prepared

Standard 7. Instructional Planning**Knowledge** (Scope & sequence of curricula, national, state, local curricula standards, roles and responsibilities of para-professionals, use of technology in instruction)**Skill** (Support family & child interactions, use strategies to enhance communication skills)

-
- Not Prepared or N/A
- Minimally Prepared
- Somewhat Prepared
- Well Prepared

What statement below best describes the **collaboration** across the faculty, departments/programs, and curriculum at your **college or university**?

-
- Overall, the coursework, departments/programs, curricula, and faculty are independent of each other.
- Overall, the coursework, departments/programs curricula, and faculty overlap, collaborate and coordinate their efforts.
- Overall, the coursework, departments/programs, curricula, and faculty are completely integrated.
- Other _____

From your perspective, what do you see as the **strengths** of your **program of study** in preparing students to provide services to **young children and their families**?

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From your perspective, what do you see as the **difficulties or issues** in preparing students to provide services to **young children and their families**?

If you would like to receive a summary of the results at the conclusion of this study please click on this [link](#) to add your email address to a distribution list.

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