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.

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

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

What level(s)?

- Undergraduate
- Graduate
- Both

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

- Faculty (assistant, associate, full)
- Faculty (lecturer)
- Faculty (adjunct)
- Advisor
- Clinician
- Fieldwork / Practicum Coordinator
- Fieldwork / Practicum Supervisor
- Other

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%)

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)

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

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 _______________

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:

<table>
<thead>
<tr>
<th>Minimally Prepared</th>
<th>Somewhat Prepared</th>
<th>Well Prepared</th>
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<td>1</td>
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<td>4</td>
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Settings with only children who were developing typically
Settings with only children with developmental delays and disabilities
Inclusive settings (children with and without developmental delays and disabilities).
Opportunities to complete course projects with family members
Other

Early Childhood Course Content

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

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

<table>
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<tr>
<th></th>
<th>Not in Curricula</th>
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<tr>
<td>Assistive technology</td>
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<td>for children (ages birth to 5) to access learning.</td>
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<td>Universal design</td>
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<tr>
<td>for children (ages birth to 5) to access learning.</td>
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<td>Adaptions</td>
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<td>for children (ages birth to 5) to participate in learning.</td>
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<td>Positive behavioral supports</td>
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<td>for preventing challenging behaviors with young children ages birth to 5.</td>
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<td>Transdisciplinary team roles</td>
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<td>(including primary provider model).</td>
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<td>Interdisciplinary team roles.</td>
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<td>Multidisciplinary team roles.</td>
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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?

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<th>6+</th>
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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

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

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?

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](https://kansasedu.qualtrics.com/ControlPanel/Ajax.php?action=...) to add your email address to a distribution list.