

Kansas Interdisciplinary Higher Education Survey

Purpose of the Survey

The purpose of this survey was to gather information on common competencies developed through preservice preparation of practitioners across all disciplines and administrators serving children (birth to five) and their families in the state of Kansas. It was designed and distributed to 56 higher education programs in an attempt to better understand a) content and fieldwork opportunities specific to the early childhood population and b) potential needs in building the competence of the early childhood workforce in Kansas. Preliminary findings from this survey have revealed common knowledge and abilities across disciplines and assisted in identifying gaps to be addressed through linkages between pre-service and ongoing professional development for the early childhood workforce in Kansas.

Research Questions

1. **Fieldwork Experiences:** Are most students in higher education/preparation programs across disciplines completing high quality fieldwork experiences with children aged birth to five and their families?
 - Are EC fieldwork experiences required? Part C and B, 619?
 - Are EC fieldwork experiences offered? Part C and B, 619?
 - Are high quality early childhood settings available?
 - Is it difficult to locate placements?
2. **Early Childhood/Disability Related Content:** How many courses in early childhood are offered to students in higher education/preparation programs per disciplines? To what extent are students in higher education/preparation programs across disciplines receiving content specific to early childhood and disabilities?
 - AT, Teaming, UDL, PBIS, etc.
 - Foundations and Developmental Theories
 - Typical Development
 - Learning differences
 - EBP and Intervention Strategies
 - Learning Environments
 - Language
 - Instructional Planning
3. **Program Strengths & Challenges:** Strengths and Challenges of Programs (across and within disciplines)?

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 Unpublished survey.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

Kansas Interdisciplinary IHE Results

Occupational Therapy Discipline

Response Rate

Potential Higher Education Programs	1	University of Kansas (KU)
Number of Programs Responding	1	University of Kansas (KU)

A. Fieldwork Experiences (See Table/Graph A-1)

Table/Graph A-1

Fieldwork Question	Results
1. Are EC fieldwork experiences required?	Not required but offered
2. Is it difficult to locate fieldwork placements?	Yes, across all 3 age groups <ul style="list-style-type: none"> • Birth – 3 • Preschool 3-5 • Elementary
3. What are the typical Early Childhood fieldwork settings your program offers?	Part C Part B, 619 Home-based Community childcare settings Community preschool settings School district preschool settings Head Start/Early Head Start Private Practice Hospital In-patient Out-patient Clinical Settings
4. Do students have an opportunity to “Shadow” a practitioner in Part C?	Yes, but only small percentage of students shadow practitioner in Part C
5. Do students have an opportunity to “Shadow” a practitioner in EC/ECSE Preschool?	Yes, but only small percentage of students shadow practitioner in EC/ECSE Preschool

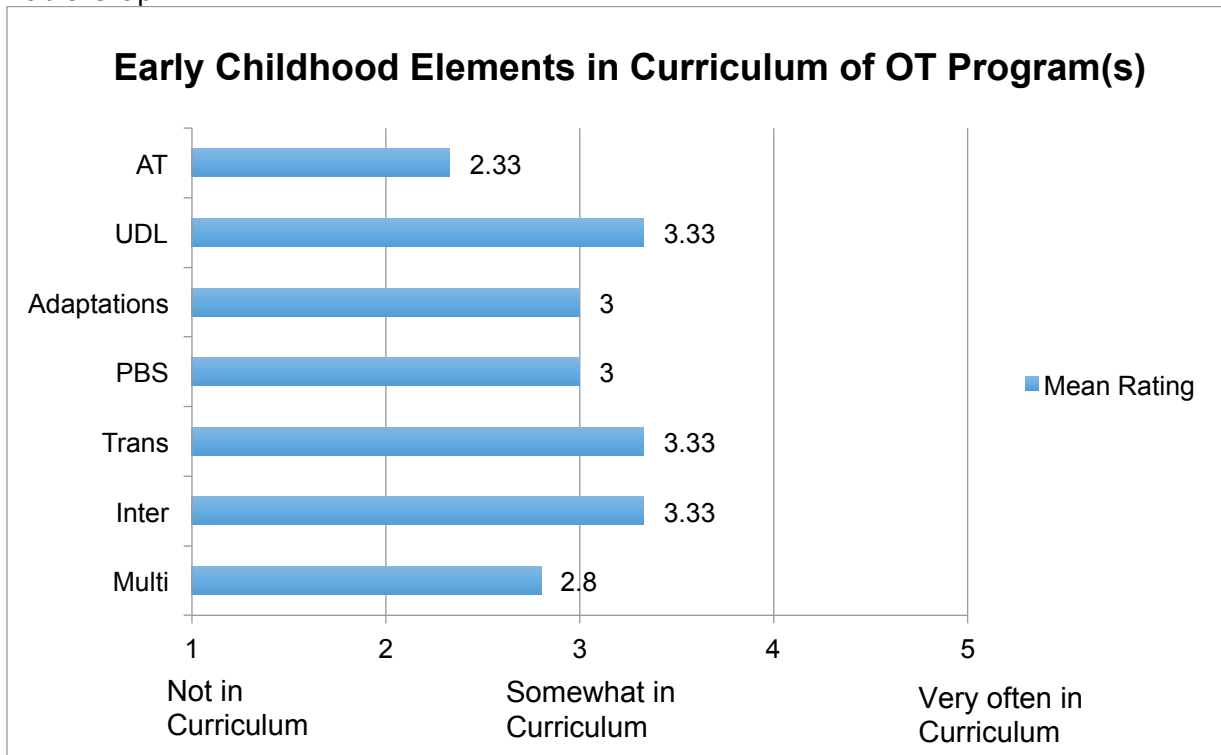
B. Early Childhood/Disability Related Content

1. Early Childhood-Related Content for each Element on a 5-point scale. (See Tables/Graphs B-1 & B-2)

Table/Graph B-1

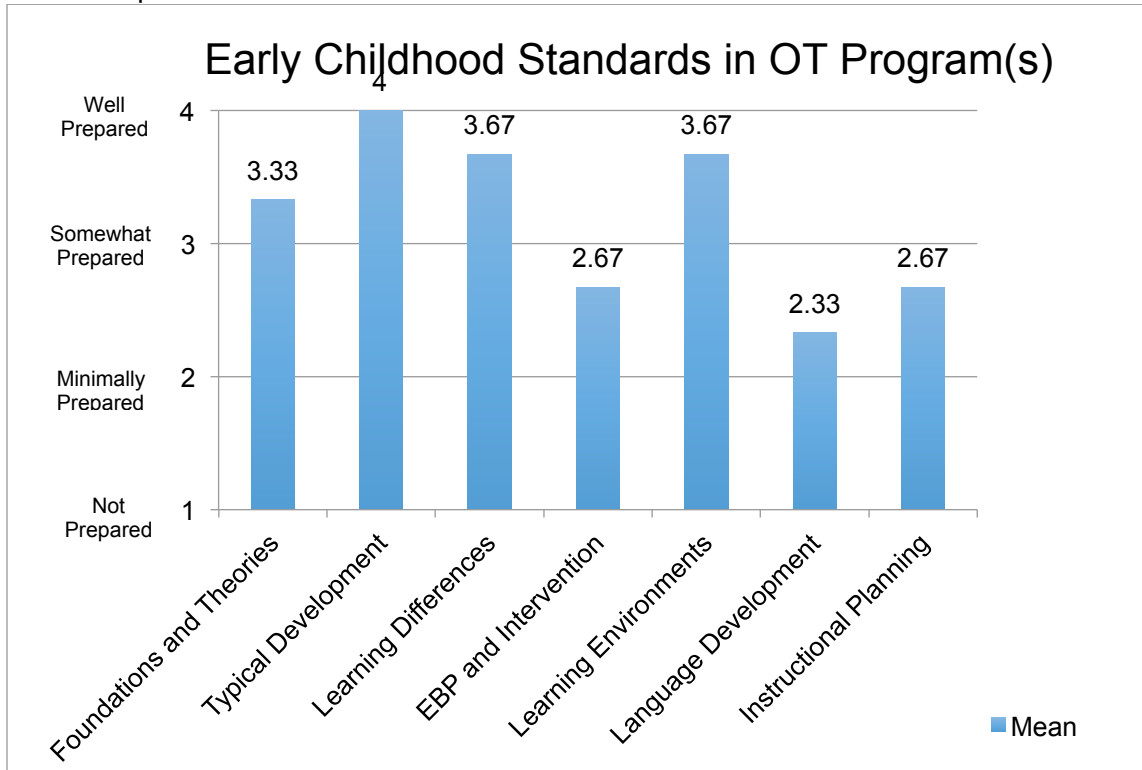
	Element	Mean
1	Assistive technology (AT) for children (ages birth to 5) to access learning.	2.33
2	Universal design (UDL) for children (ages birth to 5) to access learning.	3.33
3	Adaptions for children (ages to birth to 5) to participate in learning.	3.00
4	Positive behavioral supports (PBS) for preventing challenging behaviors with young children ages birth to 5.	3.00
5	Transdisciplinary (Trans) team roles (including primary provider model).	3.33
6	Interdisciplinary (Inter) team roles.	3.33
7	Multidisciplinary (Multi) team roles.	2.80

Table/Graph B-2



2. Rate level of preparedness based on content related to EC Professional Standards.
(See Table/Graph B-3)

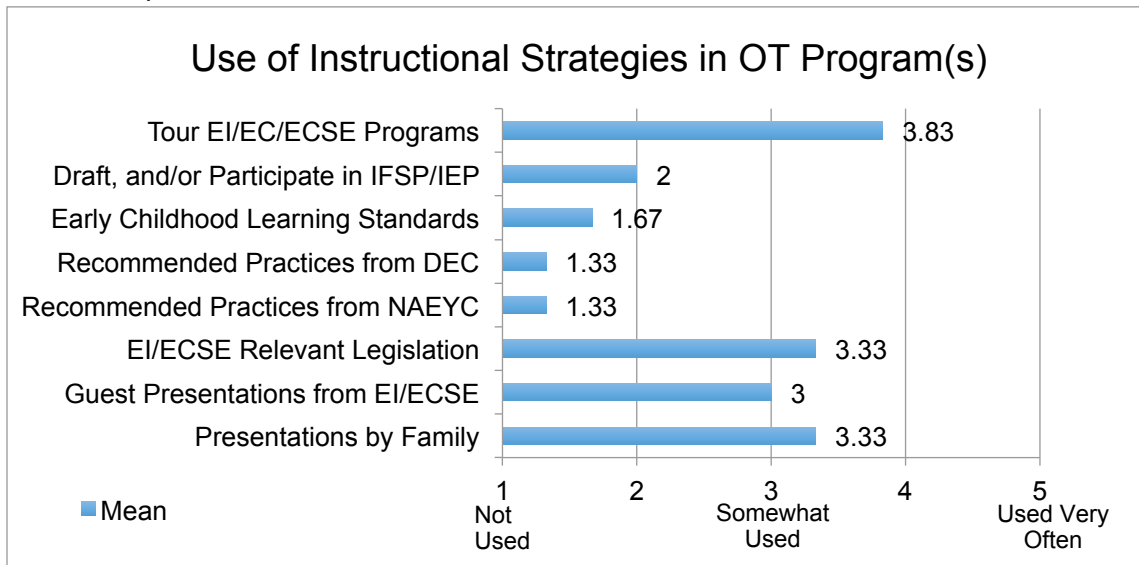
Table/Graph B-3



3. Number of EC Courses per program: 2-3, EC is integrated across coursework

4. How often are the following instructional strategies and experiences are used within courses? (See Table/Graph B-4)

Table/Graph B-4





C. Strengths and Challenges of Programs

1. OT Program strengths reported include:
 - Value authentic environments/contexts
 - Ongoing practical experiences
 - Strengths-based approach
 - Coaching practices

2. OT Program challenges reported include:
 - Lack of preparation for IFSP/IEP
 - Fieldwork sites (Need high quality and more EC opportunity)