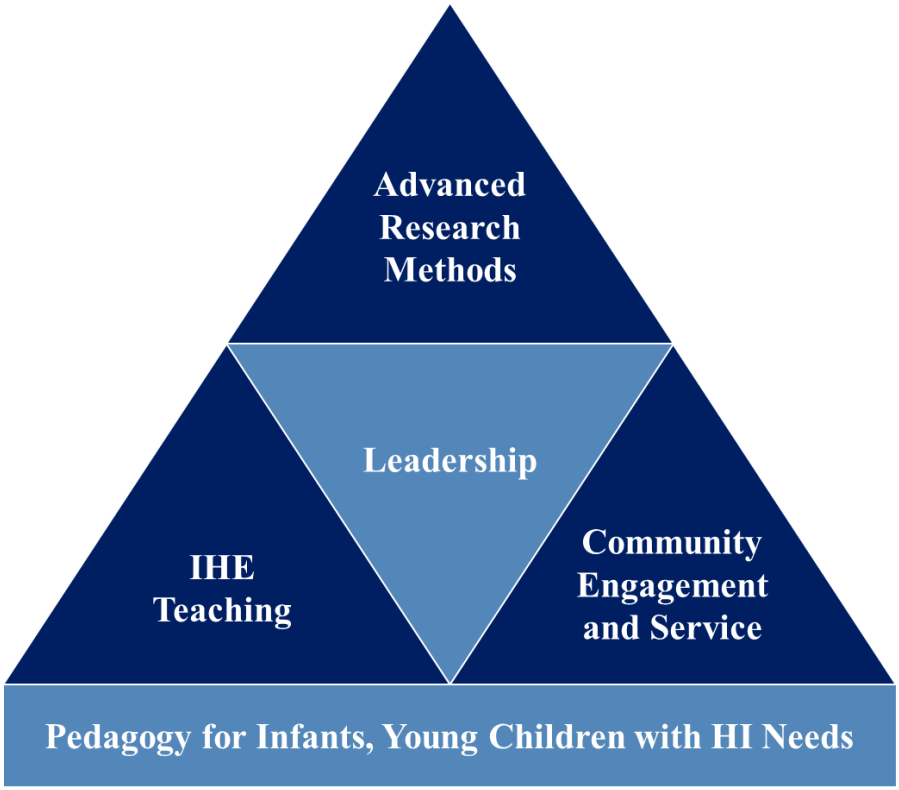
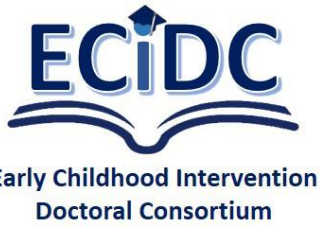
SCHOLAR HANDBOOK

ECiDC

Early Childhood Intervention
Doctoral Consortium



This handbook was developed for the 2020-2021 Early Childhood Intervention Doctoral Consortium (ECiDC) participants to assist you in becoming familiar with the policies, procedures, requirements, and expectations of the ECiDC. The ECiDC is a federally funded interdisciplinary training program with the goal of training the next generation of doctoral scholars to address the needs of infants and young children who have high intensity needs because of cognitive delays.



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Introduction

Congratulations! You have been selected from a highly competitive applicant pool to be one of 15 2020 Office of Special Education Programs (OSEP) scholars through the Early Childhood Intervention Doctoral Consortium (ECiDC). Biographies and contact information for your cohort can be found in Appendix A. Your acceptance to this five-year program reflects your commitment to the field of early childhood education, and your professional accomplishments thus far. As an ECiDC scholar, you will benefit from the expertise of a highly productive interdisciplinary faculty, and ongoing research and professional development projects within and across the ECiDC's nine collaborative Institutions of Higher Education (IHEs). More information on these institutions is available in Appendix B. Your participation in this program will enable you to become a future leader in the field of early childhood intervention for children with high intensity needs, and our faculty and staff look forward to supporting you on this journey. This handbook is designed to provide comprehensive information regarding requirements and expectations for you as an ECiDC scholar.

About the ECiDC

The Early Childhood Intervention Doctoral Consortium (ECiDC) is federally funded by the Office of Special Education Programs (OSEP) to prepare 25 scholars from nine universities (IHEs) who represent four academic disciplines and 14 programs of study to become leaders in early intervention, and early childhood special education and related services (Occupational Therapy, Social Work, and Speech and Language) for infants and young children with high, intensive, interdisciplinary, and individualized learning needs and their families. The ECiDC grant is administered by the University of Connecticut, School of Medicine through the A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research and Service. Participating IHEs include: University of Cincinnati; University of Colorado, Denver; University of Connecticut, University of Georgia; University of Hawai'i at Mānoa; University of Illinois at Urbana-Champaign; University of North Carolina at Chapel Hill; University of Washington; and Vanderbilt University.

Commitment

The faculty and staff who work to support the ECiDC are committed to your success in the program. While all scholars have their own home institution and advisor, know that there is a cadre of support built into this program, and scholars can and should take advantage of both opportunities for learning and research, as well as support across the institutions from both faculty and other ECiDC scholars.

Project Coordinators

An important part of the ECiDC is the team that supports the program. This team collaborates frequently to ensure the planning and implementation of the ECiDC program meets the ECiDC objectives. The following list contains the name, roles and contact information of these team members. They are available to support scholars and answer any questions, comments, or concerns.

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Admission

ECiDC scholars come from a variety of disciplines such as special education, educational psychology, speech and language pathology, and social work. While all scholars have unique backgrounds, all are unified in your demonstrated commitment to early childhood intervention. Admission to the ECiDC is based on a composite evaluation of an applicant's qualifications, including scholarly interests, leadership ability, and potential to contribute to the field of early childhood intervention. Specific criteria used in determining qualified applicants for the ECiDC include: a) admission to a doctoral program in one of the nine ECiDC-affiliated universities, b) direct service experience, c) research interests, and d) personal qualities. Applicants are required to complete a scholar application, and a faculty member must complete a nomination form on your behalf. Upon acceptance into the ECiDC, you signed an agreement with OSEP detailing the expectations around completion of the program. Additional information about the admission process is available from the Admissions Committee Coordinator, Cristina Wilson (cristina.wilson@uconn.edu), or Program Director Mary Beth Bruder (bruder@uchc.edu).

Financial Aid

Tuition and fees are provided by OSEP and allocated through your home institution. Questions regarding tuition remission and funding should be directed to either your faculty advisor, or the ECiDC's Administrative Program Coordinator, Christine Jozef (jozef@uchc.edu).

Advising

Your primary advisor throughout your time as an ECiDC scholar will be your faculty advisor at your home institution, who will work with you to develop an individualized program of study. Plan to have monthly mentorship meetings and weekly check-ins with your advisor to discuss your progress on your individualized program. Your faculty advisor will provide guidance, feedback, information, and support to you as you complete your course of study. Expect a standing agenda for your individual monthly meetings (minimum duration of 1 hour), and a record of the discussion and any action items. Your faculty advisor will be responsible for assisting you in meeting all requirements of the ECiDC. A complete list of faculty affiliated with the ECiDC is available starting on page 6.

Program Procedures and Timeline

As an ECiDC scholar, you are required to meet all doctoral program requirements from your home institution, and demonstrate competencies in five major areas: evidence-based intervention, research and scholarship, teaching and education, and community engagement/service as you move towards doctoral program completion and faculty induction. You will successfully demonstrate your knowledge of these competencies through doctoral coursework, online modules, internships, participation in the ECiDC summer research institute, and other professional development opportunities/experiences identified by the ECiDC and your faculty advisor.

Specific competency areas* include:

1. Evidence-based Interventions (year 1 and 2)
    a. Family-Centered Practice
    b. Interdisciplinary Collaborations for Assessment, Intervention, and Evaluation
    c. Systematic Data-Based Interventions
    d. Learning Environments
2. Research and Scholarship (years 2,3,and 4)
    a. Research Analysis, Synthesis, and Application to Practice
    b. Advanced Research Methods
    c. Implementation Science
    d. Writing for Publication
    e. Grant Writing
3. Teaching and Education (years 3 and 4)
    a. Developing Coursework, Practicum, and Programs of Study
    b. Adult Learning Methods
    c. Mentoring and Supervision
    d. Using Instructional Technology
4. Community Engagement/Service (years 3 and 4)
    a. Participating with State and National Intervention Organizations/Agencies
    b. Policy Development and Analysis
    c. Demonstrating Leadership in Systems change at the State or National Level

d. Participating in Faculty Activities

*A complete outline of competencies and activities to demonstrate knowledge, skills, and examples is located in Appendix C.

Please note: Each scholar will develop an individualized program of study with your faculty advisor, based on needs identified by your advisor, so your level of participation in some components of the ECiDC may vary. However, you are strongly encouraged to avail yourself of all opportunities provided through the ECiDC. Minimally, scholars are required to complete weekly seminars on emerging evidence-based practices for the target population of infants and young children, a pre-conference seminar on faculty development at the DEC annual meeting, and research and scholarship collaborations with faculty and other scholars across the Consortium.

Post-graduation Commitments

As part of accepting OSEP funding, all ECiDC scholars are admitted into the program with the expectation that you will earn a doctorate within five years, and work in the field for which you were trained post-graduation. As an ECiDC scholar, you are required to sign a pre-scholarship agreement that will describe the terms and conditions of accepting OSEP-funding, particularly related to service obligation. Service obligation is calculated as two years of service for each year of financial support. When you graduate or exit the ECiDC program, you will be required to sign an exit certification that will include the length of your service obligation or the required repayment if service is not completed. Information on service agreement requirements can be found at the Personnel Development Program Data Collection System: https://pdp.ed.gov/OSEP/. Questions regarding your service agreement should be sent to either your faculty advisor, or Program Director Mary Beth Bruder (bruder@uchc.edu).

Appendix A: ECiDC Scholars

Cohort 1 Scholars

Jonathan Alexander

Jonathan Alexander is a doctoral student in education-exceptionalities at the University of Hawai‘i at Mānoa. As a doctoral student, Jonathan’s research interests center around families, policy, and advocacy. Prior to starting his doctoral program, Jonathan earned his Bachelor of Arts in Music from George Mason University while serving in the Marine Corps, and recently completed his Master of Social Work in Military and Veteran Affairs at Hawai‘i Pacific University. Jonathan is a former LEND trainee.

Kathryn Bailey

Kathryn Bailey is pursuing a doctorate in special education at Vanderbilt University. As a doctoral student, Kathryn’s research interests center on the development and use of blended language, behavior interventions, and naturalistic developmental behavioral interventions for young children with disabilities. Prior to starting her doctorate degree, Kathryn earned her bachelor’s degrees in neuroscience and psychology from Michigan State University and a master’s degree in special education at Vanderbilt University. Kathryn has previously worked in social communication intervention research for children with autism, and has also assisted in research studying severe challenging behavior in children with IDD.

Paige Bennett

Paige Bennett is pursuing a doctorate in special education at Vanderbilt University. As a doctoral student Paige’s research interests focus on teacher training, skill acquisition, and single case design. She received her bachelor’s degree in special education with an emphasis in high incidence disabilities from the University of Georgia, and earned her master’s degree in special education and applied behavior analysis from Vanderbilt University. Paige has previously worked as a student services manager for an elementary school, and a behavioral consultant in Tennessee.

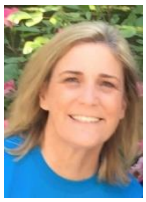
Renee Charlifue-Smith

Renee Charlifue-Smith is pursuing her doctorate in child, youth, and family studies with a concentration in inclusive early childhood education from the University of Colorado Denver. Renee’s research interests include the assessment of young children, routines-based intervention, and transdisciplinary teaming. Prior to starting her doctorate, Renee earned her bachelor’s degree in communication speech communication from the University of Southern Colorado, and her master’s degree in speech-language pathology from Ohio University. Renee has previously worked as a senior instructor in the Department of Pediatrics at the University of Colorado School of Medicine, and has been with the JFK Partners since 1990, where she is the Speech-Language Pathology Discipline Director and the ENRICH Early Intervention Team coordinator. Renee also recently completed an Irving Harris Mid-Career Fellowship in Infant Mental Health and Child Development.

Catherine Citta

Catherine is pursuing her doctorate in early childhood special education from the University of Georgia. As a doctoral student, Catherine's research interests include interdisciplinary teaming in early intervention, family and community member participation in IDEA Part C Interagency Coordinating Councils and workforce preparation for early childhood special education providers. Catherine earned her bachelor's in special education with an emphasis in birth through kindergarten from the University of Georgia, and later earned a Master of Social Work from Valdosta State University. She has previously worked as a preschool special education teacher and a service coordinator and developmental specialist for Babies Can't Wait, Georgia's early intervention program.

Nikki Donnelly



Nikki is pursuing her doctorate in early childhood education at the University of Illinois at Urbana-Champaign. As a doctoral student, Nikki's research interests center on autism and inclusive practices in early childhood/elementary ages. Nikki previously earned her bachelor's degree in early childhood education and her master's degree in special education, both from Fresno Pacific University. She is a former special education teacher and school administrator, and is an adjunct faculty member at Fresno Pacific University. Nikki is a former district representative for the California Autism Professional Training and Information Network (CAPTAIN) as well as on the district leadership team for the Teaching Pyramid Model training and implementation.

Emily Jackson

Emily Jackson is pursuing her doctorate in speech, language, and hearing sciences at the University of Connecticut. Emily's research interests include early language screening and assessment measures, interdisciplinary approaches in early intervention, and family engagement and involvement in therapy. She received a Bachelor of Arts degree in psychology and education and child studies from Smith College and a clinical master's degree in speech-language pathology from the University of Massachusetts Amherst. Emily has worked clinically as an early intervention Speech-Language Pathologist and previously worked as a research assistant in the development of a touchscreen assessment of language comprehension in 2-year-olds.

Mischa McManus

Mischa is pursuing her doctorate in special education at the University of Washington. As a doctoral student, Mischa's research interests focus on students with high-intensity developmental disabilities and their families, communities, and targeted supports. She previously earned a bachelor's degree in history from the University of California, Irvine, and a master's degree in special education from Claremont Graduate University. Mischa has spent the past decade fulfilling various roles within the field of special education, as a volunteer classroom aide, 1:1 behavioral aide, student teacher, educational intern supporting pro bono cases, specialized academic instructor/case manager, department chair, and district program specialist, directly providing support and services to students with disabilities and their families.

Molly Poole

Molly is pursuing a doctorate in special education at the University of Washington. As a doctoral student, Molly's research interests include exploring ongoing supports for early intervention providers in their implementation of evidence based practices and ways technology can further build caregiver and provider capacity while bridging the "research to practice gap" in these settings. She has a bachelor's degree in vocal music from Oklahoma City University, and a master's degree in early childhood special education from the University of Washington. Molly has previously worked as an early childhood special educator in early intervention in the state of Washington, and has previously provided technical assistance to early intervention providers in Washington State.

Crystal Williams

Crystal is pursuing her doctorate in special education at the University of Illinois at Urbana-Champaign. As a doctoral student, her research interests include supportive, family-centered teams in early intervention and empowering early childhood professionals to support children with disabilities in inclusive early childhood classrooms. Crystal previously earned her bachelor's degree in early childhood education and child and family services from Southern Illinois University, and her master's degree in early childhood special education from the University of Illinois at Urbana-Champaign. She has worked as an infant and toddler specialist for Head Start.

Cohort 2 Scholars

Renae Allemann

Renae Allemann (soon to be Cuevas Dias) is pursuing a doctorate in Child, Youth & Family studies with a concentration in Inclusive ECE at University of Colorado, Denver. She previously received a Master's degree in Speech-Language Pathology with a certificate for "Preparing Speech-Language Pathologists to Foster Spoken Language, Learning, and Literacy in Children Who Use Cochlear Implants." Since graduating with her Masters, she moved to Colorado to work with children with hearing differences. For the last 4 years, she has been working in her local Community Center Board providing Early Intervention services primarily to children with hearing differences and vision impairment who utilize Assistive Technology. Aside from that she enjoys working out, hiking, and reading when she has spare time. She is excited to start the Ph.D. program so that she can go on to do more research and teach others how to support the lower incident populations of children that she tends to work with.

Heather Benton

Heather Benton is pursuing a doctorate at the University of Georgia, in the Department Communication Sciences and Special Education with a focus in Early Childhood Intervention and Special Education. She previously earned her M. Ed. in Special Ed. at UGA, and then taught elementary collaborative special education for 7 years. Her current research interests include diversity, equity and inclusion in early intervention and special education, culturally competent family engagement with service providers, and how to improve Child Find and parent empowerment for historically underserved and underrepresented communities. She has two sons with autism, and she enjoys spending time with her family, traveling and adventure.

Mia Chudzik

Mia Chudzik is pursuing a doctorate in special education at the University of Illinois at Urbana-Champaign. As a doctoral student, Mia’s research interests focus on trauma-informed practices in early childhood special education settings and mixed methods research in special education. She has a bachelor’s degree in early childhood education and a master’s degree in early childhood special education, both from the University of Illinois. Mia has previously worked as a preschool special education teacher and developmental therapist in the early intervention system.

Juliane Daniel

Juliane Daniel is pursuing a doctorate in Child, Youth & Family studies with a concentration in Inclusive ECE at University of Colorado, Denver. Julie's research interests are around family access to services including referral to Early Intervention, childcare opportunities for families of children with significant disabilities and early identification of autism spectrum disorder. Julie earned her bachelor's degree in Unified Early Childhood from University of Kansas and her master's degree in Educational Equity & Cultural Diversity from University of Colorado- Boulder. Julie worked as an Early Childhood Special Education teacher in Kansas, Washington and Colorado. Julie is the project coordinator for CU Denver's EPIC-ECE grant. The project addresses the critical need for well-prepared associate degree level personnel who use evidence-based practices for meaningful inclusion of children with disabilities in early childhood programs.

Sara Daniels

Sara Daniels is pursuing a doctoral degree in special education at the University of Washington. As a doctoral student Sara's research interests focus on evidence-based interventions and assessments for young children with Autism; caregiver coaching, education and support; and behavior interventions. Prior to starting her doctorate, Sara earned her bachelor's degree in liberal studies from Westmont College, and her master's degree in special education with an emphasis in early intervention from the University of Oregon. Sara has previously worked as an early childhood special education teacher, inclusion specialist, consultant and home visitor in California and Oregon.

Andrea Etkie

Andrea Etkie is pursuing a doctorate in Speech and Hearing Sciences at the University of North Carolina at Chapel Hill. Her research interests include Augmentative & Alternative Communication (AAC), Rett syndrome, language interventions, and literacy. Working at the Center for Literacy and Disability Studies at UNC allows her the opportunity to explore research related to these areas and more. Prior to coming to UNC, Andrea worked as a licensed Speech-Language Pathologist in various settings and spent most of her clinical time in home health care with individuals who use AAC to communicate. She has a bachelor's and master's degree from the University of Florida.

Lily Gullion

Lily Gullion is pursuing a doctorate in Occupational Science at the University of North Carolina Chapel Hill. Lily is a practicing pediatric occupational therapist with research interests in feeding disabilities, neurodevelopment, and interdisciplinary practices for children and families with complex needs. She completed her Masters of Science in Occupational Therapy at the Medical University of South Carolina and her pediatric fellowship at Oregon Health and Science University. Before beginning her PhD program, Lily developed a community based program in Portland, OR focused on teaching families how to adapt board books to increase early access to literacy. She is passionate about disability justice and advocacy across the lifespan.

Ashlee Houle

Ashlee Houle is pursuing a doctorate in Early Childhood Special Education at the University of Connecticut. Ashlee has been working as a Board Certified Behavior Analyst since 2016. She has primarily been working at a Birth to Three company providing services to children and families in an Autism specific program. Previously she worked in a special education classroom in a public school, an out-of-district day program for adolescents, and a clinic/residential setting. Ashlee is interested in better incorporating behavior analytic practices in early childhood and improving the quality of services provided to children and their families. She is also interested in staff training to better support the people working with children and families so they feel confident in their knowledge and skill sets to provide the best services possible and help reduce ableism by being more aware of the feedback those with disabilities have about their experience with services they have received. She plans to use her time in the program to learn the policies that affect those with disabilities and strategies to help improve services.

Emily Longo

Emily Longo, MA, LMFT is pursuing her doctorate in Social Work through the University of Connecticut with a focus on early intervention for developmental disabilities within the foster care and adoption population. She earned her Master's degree in Marriage & Family Therapy from Fairfield University. Working as a clinician in IICAPS (Intensive In-home Child & Adolescent Psychiatric Services) and Extended Day Programs for children and adolescents with severe emotional disturbance, she advocated for children who were being affected by relational and environmental trauma at young ages. Emily plans to research and create curriculum, policies, and treatment protocols to reach families when children are young and create equal access to these services among all populations.

Amie Lopez

Amie Lopez is pursuing a doctorate in educational psychology with a concentration in early intervention and special education of young children from the University of Connecticut. Her research interests include early communication and special education advocacy. She received her bachelor's degree in psychology from the University of Connecticut and earned two master's degrees from Eastern Connecticut State University, one in early childhood education, and one in organizational management. Amie has spent more than two decades teaching young children, with the most recent ten years being at a laboratory school in which she supported the education of future teachers. She has presented at national conferences on topics that include implementing The Project Approach in early childhood classrooms, as well as early mathematics development in toddlers. Recently, Amie has taught at Quinebaug Valley Community College as an adjunct lecturer in infant and toddler development.

Raejean Lopez

Raejean Lopez is pursuing a doctorate in educational studies with a concentration in developmental and learning sciences at the University of Cincinnati. As a doctoral student, her research interests center on how sensory experiences help children with developmental disabilities develop and learn. Raejean holds a Bachelor of Arts degree from Asbury University and a master of occupational therapy degree from Xavier University. She is a registered and licensed occupational therapist with an advanced practice certification in Sensory Integration from the University of Southern California. Raejean has spent the last decade providing occupational therapy services in the school setting.

Ashton Nalley

Ashton Nalley is pursuing her doctorate in communication sciences and special education at the University of Georgia. Current research interests include interdisciplinary treatment models and maintenance and generalization of treatment effects for young children with high intensity needs. Ashton holds an undergraduate degree in fine arts in painting from the University of Georgia and a Master of Science in Applied Behavior Analysis from Northeastern University. Ashton has been a Board Certified Behavior Analyst since 2011 working across clinic, home, hospital, school, and community settings in multiple states. She is passionate about training the next generation of researchers and practitioners to make the world a better place for families and children with significant needs.

Rebecca Parkin

Rebecca Parkin is pursuing her doctorate in occupational science at the University of North Carolina at Chapel Hill. As a doctoral student, her research interests broadly include sensory regulation and social-emotional learning; disparities and barriers to educational and therapeutic programs; and policy. Prior to starting her doctoral program, Rebecca earned a bachelor's degree in occupational science and master's degree in occupational therapy at St. Catherine University. Rebecca previously worked as a clinical administrator in leadership, with emphasis on therapeutic and early education program and curriculum development and implementation. She also has clinical experience as an occupational therapist, feeding specialist, and certification in the Early Start Denver Model (ESDM).

Molly Reilly

Molly Reilly is pursuing a doctorate in Early Childhood Special Education at the University of Connecticut. Molly's research interests include naturalistic developmental behavior interventions for young children with ASD, caregiver coaching, and bridging the gap between research and community practice. Prior to starting her doctorate degree, she acquired her B.A. in Psychology from Western Connecticut State University and her M.A. in Psychology from Southern Connecticut State University. She has clinical experience working with children with ASD in a variety of settings and spent the last six years working in Birth to Three. Molly has also assisted in research on a variety of topics including an online parent coaching module and the Early Start Denver Model.

Lee Anne Smith

Lee Anne Smith is pursuing a doctorate in applied developmental sciences and special education at the University of North Carolina - Chapel Hill. Lee Anne's research interests target children in early childhood special education programs and early intervention programs, best practices in early childhood special education settings, special education teacher readiness, and supporting first year special education teachers. Lee Anne earned her bachelor's degree in elementary and special education from Carlow University and her master's degree in education with a specialization in early childhood intervention and family services from the University of North Carolina - Chapel Hill. Prior to beginning her doctoral program, Lee Anne was a special education teacher for thirteen years. She has taught preschoolers and middle and high school students with Autism Spectrum Disorder in the self-contained classroom setting.

Appendix B: Institutional Information

University of Connecticut

The ECiDC grant is administered by the University of Connecticut, School of Medicine through the A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research, and Service. The goal at the UConn UCEDD is to develop, implement, and disseminate a coordinated group of applied research, demonstration, and training projects directed at meeting the needs of persons with disabilities and their families in community-based settings. The major research activities of this Center are focused on the problems encountered by families and persons with developmental disabilities as they integrate the medical, educational, and social services needed to facilitate learning and participation in the community. The Center is also developing and validating models for training service providers to deal effectively with some of the most critical issues that now confront this field. The training audiences have been interdisciplinary, and have included Head Start, childcare, medical specialists, special education, and related services personnel. Trainings have been offered in multiple languages, and major initiatives have included cultural competence. Additional resources at the Center include the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program.

Scholars can benefit from numerous resources throughout the University of Connecticut, including: the Center for Behavioral Education and Research; the Office of Special Education Programs (OSEP) Center on Positive Behavioral Interventions and Supports; and the UConn Speech and Hearing Clinic. The School of Social Work also works alongside various Connecticut state agencies including the Department of Children and Families, the Department of Mental Health and Addiction Services, and the Office of Early Childhood to conduct research and evaluation projects to advance the community's response to some of the most pressing issues in social work today. ECiDC faculty from UConn are affiliated with: Health Sciences and Pediatrics, both housed within the School of Medicine; Educational Psychology within the Neag School of Education; Social Work within the School of Social Work; and Early Childhood Education and Speech Language and Hearing Sciences within the College of Liberal Arts and Sciences. The University of Connecticut hosts five ECiDC scholars who will be pursuing doctorates in Social Work, Educational Psychology, and Speech Language and Hearing Sciences.

University of Cincinnati

The University of Cincinnati (UC) is a comprehensive public research university in Cincinnati, Ohio. Founded in 1819 as Cincinnati College, UC has an annual enrollment of over 44,000 students, making it the second largest university in Ohio and one of the 50 largest universities in the United States. With an economic impact of over $3.5 billion per year, it is the largest single employer in Greater Cincinnati. In 2013, UC was named the best ‘overall’ university for economic engagement by the Association of Public and Land Grant Universities Commission on Innovation, Competitiveness, and Economic Prosperity. The University is classified by The Carnegie Classification of Institutions of Higher Education as a Research 1 university, since renamed a RU/VH Research University (very high research activity), and The Chronicle of Higher Education named UC as a "research heavyweight." Current ECiDC faculty have affiliate concentrations in Early Childhood Education and Development, Educational Studies, and Literacy and Second Language Studies.

ECiDC scholars will have the opportunity to collaborate with Cincinnati Children’s Hospital researchers in a variety of research areas including Autism Spectrum Disorders, Down syndrome, and Spina Bifida. Additionally, Cincinnati Children’s Hospital can provide interested students with assistance in grant proposal design, data management, regulation compliance, intellectual property protection, and commercialization assistance. Two research centers housed at Cincinnati Children’s Hospital may be of particular interest to students - the Kelly O’Leary Center for Autism Research and the Center for Developmental and Behavioral Pediatrics which focuses on children’s mental health and developmental

disabilities. The University of Cincinnati also hosts the University of Cincinnati Center for Excellence in Developmental Disabilities UCEDD at the Cincinnati Children's Hospital Medical Center, as well as the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program. The University of Cincinnati has two ECiDC scholars who are pursuing doctorates in Developmental Learning Sciences.

University of Colorado Denver

The University of Colorado, located in Denver, Colorado, offers doctoral degrees across 14 different programs. The University of Colorado's School of Education and Human Development has an established PhD program in Education and Human Development with a concentration in Early Childhood Special Education/Early Childhood Education, of which ECiDC faculty are affiliated.

Housed in the University of Colorado's School of Education and Human Development, the Center for Advancing Practice, Education and Research provides centralized support for faculty and staff, and it currently includes over 24 federally supported projects, totaling over $17 million. Doctoral scholars have opportunities to work with mentor faculty as data analysts or evaluators for projects, programs, or grants within each of these centers. Research labs associated with the Center provide research mentoring and support to doctoral scholars by faculty and doctoral scholars. The Center also offers doctoral scholars opportunities for research on several different externally funded projects and teaching opportunities across School of Education and Human Development programs. The Center has established a record of exemplary management of externally funded projects. In addition to these resources for scholars, the JFK Partners program at the University of Colorado is the state's designated University Center of Excellence in Developmental Disabilities (UCEDD), which also hosts the Leadership Education in Neurodevelopmental Disabilities (LEND) Program. Recent accomplishments include: $20 million in development and training grants funded; on-going training and collaboration with urban districts throughout the United States on issues of race, ethnicity, and educational equity; and a federally funded National P-3 Center. The University of Colorado, Denver has two ECiDC scholar who will be pursuing a doctorate in Education and Human Development.

University of Georgia

The University of Georgia (UGA), located in Athens, Georgia, has an approximate graduate enrollment of 9,000 students and offers doctoral degrees across 37 different areas of interest. UGA is identified by the Carnegie Classification of Institutions of Higher Education as a RU/VH Research University (very high research activity), with total research and development expenditures of $453 million for fiscal year 2018. The College of Education at UGA is one of the largest and most comprehensive in the nation with 200 full-time faculty, 429 graduate assistants, and 150 staff serving a student body of almost 4,000 students. Collaboration with government agencies, local schools, and school and agency personnel for the improvement of education is an important effort.

Resources available to ECiDC scholars include current collaborative relationships and the potential for future collaborations across several nationally ranked programs within the UGA College of Education, including Educational Psychology, Instructional Technology, Early Childhood Education, and Language and Literacy Education. ECiDC faculty are affiliated with the Center for Autism and Behavioral Education Research, which is focused on interdisciplinary translational research, as well as the Department of Communication Sciences and Special Education within the Mary Frances Early College of Education. ECiDC scholars further have access to one of the state's UCEDDs which is hosted at UGA, the Institute on Human Development and Disability, as well as Georgia State's Georgia Leadership Education in Neurodevelopmental Disabilities (GaLEND). UGA hosts two ECiDC scholars, who will be pursuing doctorates in Communication Sciences and Disorders and Early Childhood Education.

University of Hawai‘i at Mānoa

The University of Hawai‘i at Mānoa (UH) is a 10-campus institution serving 51,674 students throughout Hawai‘i, including 5,299 graduate students. Located on the island of Oahu, with 17,710 students and over 6,000 full-time faculty and staff, UHM is the flagship campus of the UH system, and is accredited by the Western Association of Schools and Colleges. It is one of only 88 national institutions classified as a Research University I by The Carnegie Foundation for the Advancement of Teaching. The UHM College of Education provides unique opportunities for graduate students to disseminate research findings via formal publications and conferences. Through its Center for Disability Studies, the College of Education hosts the international Pacific Rim Conference in Honolulu each year; as well as the annual Hawai‘i Educational Research Association conference, which focuses on educational issues in the Hawaii-Pacific region and is held on the UHM campus. These conferences provide project participants opportunities to volunteer and present at relevant, quality conferences within their own community.

ECiDC faculty are affiliated with the Department of Special Education at UHM. UH also houses the Hawai‘i Center on Disability Studies UCEDD Program in Honolulu, which scholars will have access to. The John A. Burns School of Medicine’s Department of Pediatrics, in Honolulu, also hosts the state’s Maternal and Child Health Leadership Education in Neurodevelopmental Disabilities (LEND) Program. The UHM Special Education Department also has actively supported the UH Center on Disability Studies in designing, delivering, and evaluating online education for special educators and related services personnel in American Samoa and Micronesia. The Department offers considerable opportunities for project participants to teach face-to-face and online with coaching from experienced mentor faculty. The University of Hawai‘i at Mānoa has one ECiDC scholar who will be pursuing doctorates in Education with a Specialization in Exceptionalities.

University of Illinois at Urbana-Champaign

The University of Illinois at Urbana-Champaign (UIUC), located in Champaign, Illinois, is a premier research institution hosting over 15,500 students in graduate and professional education. With its distinguished faculty, outstanding resources, breadth of academic programs and research disciplines, and a large, diverse student body, it is ideally suited for personnel preparation as well as scholarship and research.

UIUC’s College of Education ranks among the best in the country, and UIUC’s Department of Special Education, of which ECiDC faculty are affiliated, ranked ninth in 2018 among Special Education Departments in the nation by the U.S. News and World Report. The Department has a strong history of supporting students and faculty from diverse race, national origin, gender, age, and abilities. Faculty have extensive interests in research, teaching and service across a range of disabilities. The University of Illinois, Chicago houses the state’s UCEDD, as well as the state’s Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program. The UIUC has two ECiDC scholars who will be pursuing doctorates in Early Childhood Special Education.

University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill (UNC), located in Chapel Hill, North Carolina, is recognized as the nation's first public university, and hosts a total of over 10,000 graduate and professional students. UNC is ranked first among the 100 best U.S. public colleges and universities that offer high-quality academics at an affordable price, according to Kiplinger's Personal Finance magazine, and fifth among research universities for federal funding devoted to development and research. Current ECiDC faculty are affiliated with the Division of Occupational Science and Occupational Therapy, and the Division of Speech and Hearing Sciences, both housed within the School of Medicine, and Applied Developmental Science and Special Education within the School of Education.

UNC's network of resources and collaborations enable ECiDC scholars to access enrichment opportunities and maximize academic and professional growth. The Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program at the Carolina Institute for Developmental Disabilities, the state's UCEDD, offers interdisciplinary cohorts opportunities to increase coordination and integration of services for individuals with disabilities. Additionally, the Frank Porter Graham Child Development Institute, a National Pre-K and Early Learning Evaluation Center, prepares students to facilitate developmentally appropriate and inclusive practices within an early childhood setting. The Program for Early Autism Research, Leadership, and Service, a multi-site collaboration housed in the Department of Allied Health Sciences, also focuses on aspects of research, leadership, and service that will have the greatest impact on the lives of young children with autism and their families. Additionally, the Odom Research Institute offers statistical and design support for faculty and students. UNC currently host four ECiDC scholars.

University of Washington

The University of Washington (UW) is committed to equitable practices in supporting students, faculty, and local communities, and currently accommodates over 12,000 graduate students across its three campuses. UW is the state's flagship research university and annually ranks among the best public universities in the country. It is nationally recognized for excellence in academic programs, faculty, public service, and research. Specific to this project, it boasts exemplary research and personnel preparation programs in early childhood, early childhood special education, and rehabilitation medicine, all supported by the UW's strong infrastructure.

ECiDC faculty are affiliated with the UW's College of Education's Special Education program, which is regularly ranked in the top 10 by the U.S. News and World Report's annual survey of graduate schools. Special Education currently has externally funded projects totaling more than 30 million USD. Current projects will be available to scholars for research, teaching, and leadership experiences. Affiliate institutions include Center on Human Development and Disabilities, the state's UCEDD Program, within the Center on Human Development and Disability, which offers graduate and post-graduate leadership training in neurodevelopmental and related disabilities, as well as the Haring Center for Inclusive Education, which offers opportunities for research and professional development, and the state's Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program. The University of Washington has two ECiDC scholars, who will be pursuing doctorates in Special Education.

Vanderbilt University

Top-ranked in both academics and financial aid, Vanderbilt University, located in Nashville, Tennessee offers an immersive living–learning undergraduate experience, with programs in the liberal arts and sciences, engineering, music, education and human development. The University also is home to nationally and internationally-recognized graduate schools of law, education, business, medicine, nursing and divinity, and offers robust graduate-degree programs across a range of disciplines. Vanderbilt is ranked 15th for national universities by U.S. News and World Report.

Vanderbilt's Peabody College, of which ECiDC faculty are affiliated with the Special Education and Psychological Sciences Departments, is among the leading education schools in the country receiving external funding for research. In 2014, research expenditures were over $41 million dollars. In addition to the Vanderbilt Kennedy Center for Excellence in Developmental Disabilities**,** one of two UCEDDs in Tennessee, which also hosts the Leadership Education in Neurodevelopmental Disabilities (LEND) Program, the College has 18 research centers including the Center on the Social and Emotional Foundations of Early Learning, and the IRIS Center, a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one. Vanderbilt hosts two ECiDC scholars who will be pursuing doctorates in Special Education.

Appendix C: ECiDC Competencies

Infants and young children with low incidence disabilities, such as intellectual and developmental disabilities (IDD), Autism Spectrum Disorder (ASD) in the home and inclusive community and classroom environments. Hereafter referred to as infants/young children with IDD/ASD.

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
I. Population Specific Pedagogy: Designs, implements and evaluates systematic, evidenced based interdisciplinary interventions with families and professionals to facilitate the development and learning of infants and young children with intellectual and developmental disabilities (IDD), Autism Spectrum Disorder (ASD) in the home and inclusive community and classroom environments.				
Etiology and Characteristics of infants and young children with IDD/ASD	Understands the characteristics of individual etiologies of infants and young children with IDD/ASD and the application to early childhood intervention.	Demonstrates and promotes the application of interventions that address the individual needs of infants and young children with IDD/ASD.	Complete a module on the characteristics of various etiologies if infants and young children with IDD/ASD. Revise or design and teach a course to a syllabus that addresses a specific disability etiology related to IDD/ASD. Develop activities for students and/or practitioners about a specific disability etiology related to IDD/ASD. Design and teach a course or a professional development activity about a specific disability etiology related to IDD/ASD.	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
			Provide supervision and mentorship to students and/or practitioners on individual characteristics of a specific disability etiology related to IDD/ASD. Design and implement a professional development activity with administrators or practitioners in the field of early childhood intervention on content to illustrate a specific disability etiology related to IDD/ASD. Design and implement individualized assessment protocols that meet the needs of infants and young children with low incidence disabilities associated with IDD/ASD. Design and implement interventions that meet the individual needs of infants and young children with low incidence disabilities associated with IDD/ASD. Evaluate interventions that meet the individual needs of infants and young children with low incidence disabilities associated with IDD/ASD.	

Competency Area	**Knowledge**	**Demonstration** ***Examples***	**Evidence of Competency** ***Examples***	**Date Completed**
Family-Centered Practice	Understands the impact of family systems (including the role of culture) on child development and interventions.	Demonstrates and promotes principles of family centered practice in all interactions with or about diverse families with infants or young children with IDD/ASD.	Complete a module on family partnership and family centered practice. Revise or design and teach a course to a syllabus that is aligned with the EI/ECSE Personnel Standards and DEC Recommended Practice on family partnership and family centered practice. Develop activities for students and/or practitioners to implement family centered practices. Design and teach a course or a professional development activity about family centered practices in areas such as authentic assessment, parent -child social interactions, family orchestrated learning opportunities, teaching and coaching methodology with diverse families, participatory methods planning for their child.	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
			Provide supervision and mentorship to students and/or practitioners on the use of family centered practices. Design and implement a professional development activity with administrators or practitioners in the field of early childhood intervention on content to illustrate family centered practices.	
Interdisciplinary Collaborations	Understands the practice and value of other disciplines who are involved in the assessment, intervention and evaluation of infants and young children with IDD/ASD and their families and their families.	Demonstrates and facilitates the ability in others to collaborate and consult with other disciplines during assessment, intervention and evaluation of infants and young children with IDD/ASD and their families, and in IHE teaching, research and service.	Complete a module on interdisciplinary practice. Revise or design and teach a course to a syllabus that is aligned with the EI/ECSE Personnel Standards and DEC Recommended Practice on interdisciplinary team practice. Develop activities for students and/or practitioners to implement interdisciplinary team practices. Design and teach a course or a professional development activity about interdisciplinary team practice. Provide supervision and mentorship to students and/or practitioners on the use of interdisciplinary practice.	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
			Design and implement a professional development activity with administrators or practitioners in the field of early childhood intervention on content to illustrate family centered practices.	
Evidenced Based Interventions for infants and young children with IDD/ASD and their families.	Understands how to design and implement evidence-based and data-based interventions to support the development and learning of infants and young children with IDD/ASD and their families.	Demonstrates and facilitates the ability in others to collect, analyze, and use data to guide decisions about the interventions for infants and young children with IDD/ASD and their families.	Complete a module on evidence-based practices for infants and young children with IDD/ASD and their families. Revise or design and teach to a syllabus that is aligned with the EI/ECSE Personnel Standards and DEC Recommended Practices on evidence-based interventions to support the development and learning of infants and young children with IDD/ASD and their families. Develop activities for students and/or practitioners to implement evidence-based interventions to support the development and learning of infants and young children with IDD/ASD and their families. Design and teach a course or a professional development activity about evidence-based interventions to support the development and learning	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
			of infants and young children with IDD/ASD and their families. Provide supervision and mentorship to students and/or practitioners on the use of evidence-based interventions to support the development and learning of infants and young children with IDD/ASD and their families. Design and implement a professional development activity with administrators or practitioners in the field of early childhood intervention on content to illustrate evidence-based interventions to support the development and learning of infants and young children with IDD/ASD and their families.	
Inclusive Learning Environments	Understands how to implement evidence-based interventions to infants and young children with IDD/ASD and their families in inclusive environments.	Demonstrates and facilitates the ability in others to implement evidence-based interventions infants and young children with IDD/ASD and their families in inclusive environments.	Complete a module on intervention for infants and young children with IDD/ASD and their families in inclusive environments. Revise or design and teach a course to a syllabus that is aligned with the EI/ECSE Personnel Standards and DEC Recommended Practice on inclusive learning environments.	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
			Develop activities for students and/or practitioners to implement interventions to infants and young children with IDD/ASD and their families in inclusive learning environments. Revise or design and teach a course or a professional development activity about implementing interventions to infants and young children with IDD/ASD and their families in inclusive learning environments. Provide supervision and mentorship to students and/or practitioners about interventions for infants and young children with IDD/ASD and their families in inclusive learning environments. Design and implement a professional development activity with administrators or practitioners in the field of early childhood intervention on content to illustrate interventions for infants and young children with IDD/ASD and their families in inclusive learning environments.	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
II. Research and Scholarship: Designs, implements, analyzes, and synthesize and report research about infants and young children with intensive learning needs and their families, and to apply findings to the scaling up of effective practices into service delivery.				
Research Analysis, Synthesis and Application to Practice	Understands the research process, and how to analyze and synthesize research findings across different methodologies and multiple studies.	Demonstrates and facilitates the ability in others to apply research findings to practice with infants and young children with IDD/ASD and their families.	Complete a module on research methodology for infants and young children with IDD/ASD and their families. Review research articles for a research journal. Participate on a research team. Participate in the development of a research proposal. Complete a written literature review, synthesis or meta-analysis on a topic or issue related to using intensive individualized interventions for infants and young children with IDD/ASD and their families. The paper will follow APA style and include an introduction to the problem, methodology, results, and discussion. Revise or design, teach or co-teach a course or a professional development activity on research methods in early childhood intervention.	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
Advanced Research Methods	Understands how to design and implement research methods to address intervention needs of infants and young children with IDD/ASD and their families.	Demonstrates and facilitates the ability in others to apply advanced research methodologies to address the intervention needs of infants and young children with IDD/ASD and their families.	Complete a module on advanced research methodology for infants and young children with IDD/ASD and their families that will include single case design using methods including ABA, multiple baselines, multiple probes, or alternating treatment conditions; qualitative methods including case studies, focus groups, interviews, and open question surveys; mixed methods using any combination of both quantitative and qualitative methods; and meta-syntheses and scoping reviews. In collaboration with scholars and faculty from the Consortia design an experimental research study. The final product will be a research paper following APA style and including an introduction to the problem, methodology, results and discussion. Revise or design and co-teach a course or a professional development activity on advanced research methods to use with research about infants and young children with IDD/ASD and their families.	
Implementation Science	Understands how to identify, implement, and	Demonstrates and facilitates the ability in others to scale	Complete a module on implementation science.	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
	scale up an evidenced based practice for infants and young children with IDD/ASD and their families.	up an evidenced based practice into the early childhood intervention service system for infants and young children with IDD/ASD and their families.	In collaboration with others, develop, implement, and scale up an evidenced based practice into the early childhood intervention service system that addresses the learning needs of infants and young children with IDD/ASD and their families. An APA style paper will be completed about the process and outcomes of the scaling up process.	
Writing for Publication	Understands the writing process, style guides and publication requirements for articles in early childhood intervention	Demonstrates and promotes the submission of scholarly manuscripts to peer reviewed journals in early childhood interventions for infants and young children with IDD/ASD and their families.	Complete a module on writing for publication. Review research articles for a research journal. Submit a research-based manuscript to a peer review journal as a co-author on infants and young children with IDD/ASD and their families. Submit a manuscript to a peer review journal as the lead author about infants and young children with IDD/ASD and their families.	
Writing Grants	Understands how to identify funding opportunities for government and/or private grants, how to prepare a	Demonstrates to the ability to submit and manage grants as part of a team that benefits infants and young	Complete a module on grant writing and management. Participate in grant reviews.	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
	grant for submission, and how to manage a funded grant to benefit infants and young children with IDD/ASD and their families	children with IDD/ASD and their families	Participate on a grant writing team. Participate on a grant management team. Complete a grant application	
III. Teaching and Education: Effectively teaches, supervises and mentors students preparing for careers in ECI with infants and young children with high, intensive interdisciplinary and individualized learning needs and their families				
Evidenced Based IHE Personnel Preparation Programs	Understands how to develop coursework and teach students the use of evidence-based interventions within inclusive settings to support the learning and development of infants and young children with IDD/ASD and their families.	Demonstrates the ability to design and teach in an IHE program of study consisting of multiple courses, including practicum for students in personnel preparation programs about infants and young children with IDD/ASD and their families. Demonstrates universal design strategies when designing and teaching about infants/young children with IDD/ASD.	Complete a module on designing and teaching IHE courses, including practicum and programs of study. Revise or design and teach a course about intervention with infants and young children with IDD/ASD and their families. The syllabus should be aligned with ECI/ECSE Personnel Standards and state standards, as well as DEC Recommended Practices. Provide supervision and mentorship to students and/or practitioners on the use of evidence-based and data-based interventions to support the development and learning of infants and young children with IDD/ASD and their families.	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
			Design a syllabus about evidence-based pedagogy for infants/young children with IDD/ASD that meets EI/ECSE personnel standards. Design a program of study (multiple courses and practica) about evidence-based pedagogy for infants/young children with IDD/ASD that meets EI/ECSE personnel standards.	
Adult Learning Principles and Practice	Understands the principals of evidenced based adult learning practices to support IHE teaching and collaborations to support the development and learning of infants and young children with IDD/ASD and their families.	Demonstrates the use of evidenced based adult learning practices in all courses, lectures, and class assignments in IHE teaching and collaborations.	Complete a module on adult learning principles and practices. Revise or design and teach a course to a syllabus that is about intervention with infants and young children with IDD/ASD and their families using adult learning principles and practices. The syllabus will provide illustration of course content in various formats, opportunities to practice of skills, and opportunities for students to facilitate their own learning in small groups based on the adult learning principles and practices. Design and implement a professional development activity with administrators or practitioners in the field of early childhood intervention to	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
			illustrate evidence-based adult learning practices to support the development and learning of infants and young children with IDD/ASD and their families. Scholars will develop process agendas that include applications of adult learning principles and practices for planning, illustration, and acquisition of skills.	
Supervision and Mentorship	Understands evidenced based practices to support the professional learning of students in personnel preparation programs for infants and young children with IDD/ASD and their families.	Demonstrates the use of evidenced based practices in supervision, coaching, performance feedback and mentorship to support the professional learning of students in personnel preparation programs for infants and young children with IDD/ASD and their families.	Complete a module on supervision and mentorship. Provide samples of students individualized learning plans and documentation (e.g., meeting notes) of supervision, coaching, performance feedback and mentorship to support the student to meet collaborative learning objectives to support the development and learning of infants and young children with IDD/ASD and their families.	
Instructional Technology	Understands how to use technology to teach, supervise and collaborate with others to support the development and learning of infants and young children with IDD/ASD and their families.	Demonstrates the use of technology to teach, supervise and collaborate with others to support the development and learning of infants and young children with IDD/ASD and their families.	Complete a module on instructional technology and distance learning. Use an on-line platform to revise or design and teach to a syllabus that is aligned with the EI/ECSE Personnel Standards and DEC Recommended Practices on evidence-based and data-based interventions to support the	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
			development and learning of infants and young children with IDD/ASD and their families. Use an on-line platform to develop activities for students and/or practitioners to implement evidence-based interventions to support the development and learning of infants and young children with IDD/ASD and their families. Design and teach a course or a professional development activity about evidence-based and data-based interventions to support the development and learning of infants and young children with IDD/ASD and their families. Use an on-line platform to provide supervision, coaching, performance feedback and mentorship to support the professional learning of students in personnel preparation programs for infants and young children with IDD/ASD and their families.	
IV. Community Engagement and Service: Demonstrates leadership in practice, policy and advocacy for infants and young children and their families				
State and National Impact	Understands the national landscape of early	Demonstrates active participation in national	Complete a module on professional impact.	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
	childhood intervention for infants and young children with IDD/ASD and their families. Understands current trends in early childhood intervention service delivery for infants/young children with IDD/ASD.	initiatives to improve and expand systems serving infants and young children with IDD/ASD and their families.	Providing service through an internship at the state or national government, a national TA center, or other agency that provides support to infants and young children with IDD/ASD and their families.	
Policy Analysis	Understands how to analyze, interpret, and influence laws, regulation, and policy at the state and national level to support the development and learning of infants and young children with IDD/ASD and their families.	Demonstrates how to analyze, interpret, and influence laws, regulation, and policy at the state and national level to support the development and learning of infants and young children with IDD/ASD and their families.	Complete a module on the laws, regulations, and policy in early childhood intervention. Propose or revise a policy to improve or expand services or service systems for infants and young children with IDD/ASD and their families. Provide a rationale for the policy, including citations from the research literature and if applicable state or national data, and a description of their role in the development of the policy. In collaboration with others, propose or revise a law or regulation to improve or expand services or service systems for infants and young children with IDD/ASD and their families. Provide a rationale for the law or	

Competency Area	Knowledge	Demonstration *Examples*	Evidence of Competency *Examples*	Date Completed
			regulation, including citations from the research literature and if applicable state or national data, and a description of their role in the development of the policy. Meet with policy makers, legislators or government officials about the service needs of infants and young children with IDD/ASD and their families.	
System Change	Understands how to work with ECI practitioners and administrators to initiate a reform change in service delivery through a strategic planning that benefits infants and young children with IDD/ASD and their families, and/or those who serve them.	Demonstrates strategic planning for a reform of change in service delivery that benefits infants and young children with IDD/ASD and their families, and/or those who serve them.	Complete a module on strategic planning and systems change. In collaboration with others, develop and implement a system reform or change and provides written description of the service delivery reform or change, including the need and the strategic planning process to implement, evaluate and support the changes to their service delivery system.	
Faculty Induction	Understands faculty roles and responsibilities in an IHE environment to support the development and learning of infants and young children with IDD/ASD and their families.	Demonstrates participation in faculty meetings, committees, and collaborative and scholarly activities.	Complete a module on faculty induction. Participate in faculty meetings, committees, and collaborative and scholarly activities.	

Appendix D: Professional Resources

ADA National Network: http://adata.org/

APA Style Citation: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Association of University Centers on Disabilities (AUCD): www.aucd.org

AUCD Trainee Corner: https://www.aucd.org/template/page.cfm?id=313

CEEDAR Center: https://ceedar.education.ufl.edu/

Center for Parent Information & Resources: http://www.parentcenterhub.org/

Center on Human Development and Disability: https://depts.washington.edu/chdd/

The Center for IDEA Early Childhood Data Systems (DaSy): https://dasycenter.org/

Council for Exceptional Children (CEC): https://www.cec.sped.org/

Division for Early Childhood of the Council for Exceptional Children (DEC): https://www.dec-sped.org/

Early Career Professionals: http://www.aucd.org/ecp/template/index.cfm

Early Childhood Personnel Center (ECPC): https://ecpcta.org/

Early Childhood Technical Assistance Center (ECTA): https://ectacenter.org/

Federal Website with Disability-Related Resources: www.disability.gov

IRIS Center: https://iris.peabody.vanderbilt.edu/

Maternal and Child Health Bureau: http://www.mchb.hrsa.gov/

Maternal & Child Health Knowledge Base & Library Collection, Georgetown University: http://www.ncemch.org/knowledge-base.php

Maternal and Child Health Training: https://mchb.hrsa.gov/training/

National Center on Disability and Journalism (disability language): http://ncdj.org/wp-content/uploads/2012/08/NCDJStyleGuide2015.pdf

National Center on Pyramid Model Innovations (NCPMI): https://challengingbehavior.cbcs.usf.edu/about/index.html

National Council on Disability: www.ncd.gov/

Office of Special Education and Rehabilitative Services (OSEP): https://www2.ed.gov/about/offices/list/osers/osep/index.html

OSEP IDEAs That Work: https://osepideasthatwork.org/

People-First Language: https://www.thearc.org/who-we-are/media-center/people-first-language

Positive Early Learning Experiences Center (PELE): https://morgridge.du.edu/pele-center/

Principles of Strengths-Based Practice: http://www.ayscbc.org/Principles%20of%20Strength-2.pdf

United States Department of Health and Human Services: http://www.hhs.gov/

University of Connecticut LEND Website: http://uconnucedd.org/leadership-education/

University of Connecticut Center for Excellence in Developmental Disabilities: http://uconnucedd.org/