

ACADEMY OF PEDIATRIC PHYSICAL THERAPY

Early Intervention Competencies for Physical Therapists: Personal Professional Development Plan

The purpose of this document is to assist physical therapists in developing a personal professional development plan to foster continuing competence in early intervention practice. This document utilizes the Early Intervention Competencies for physical therapists (Chiarello & Effgen, 2006).

Steps for Developing a Personal Professional Development Plan

Step 1: Preview the competencies for physical therapists in early intervention (EI) (See article available at <http://journals.lww.com/pedpt/pages/issuelist.aspx?year=2006>). To develop your individual professional development plan, first select content area(s) most relevant to you. Then, for your selected area(s), read each competency and related statements, and reflect on your education, practice experience, and current competence (ie, knowledge, skill, ability, and confidence). Consider the circumstances that may be contributing to your level of competence for each statement. Rate the degree of competency for each statement according to the scale below. These ratings are your personal perception and, thus, there is no judgment of your ratings. Honest, personal reflections and ratings, both in terms of strengths and areas where you believe you need to improve, will help guide you in your professional development. You can make notes and ratings on the pages of the appendix.

- 1 = I have no knowledge/experience in this skill and/or I do not do this skill
- 2 = I have minimal knowledge/experience in this skill and/or I do not do this skill well
- 3 = My competency is emerging and/or I do this skill somewhat well
- 4 = I am competent and/or I do this skill well
- 5 = I have expertise and/or I do this skill very well

Step 2: Select competencies and related statements for your personal professional development plan that you genuinely want to develop and are meaningful to you. You may consider selecting ones that have the most relevance to the needs of the children and families you are serving. The ratings may help you to consider a competency that you feel the need for more experience or a competency with that is a relative strength but in which you would like to develop expertise. It is also important to consider the number of competencies and related statements that you want to develop during a set period of time. This is an individual decision and will vary depending on your other commitments and the depth of learning you plan to do for any one topic. As an example, this year you may want to focus in depth on

one competency and another year you may decide to develop competencies in other areas. If you select several competencies, you should identify the one most important to you to help you prioritize your time and efforts. List the selected competencies and related statements on your personal professional development plan.

Step 3: Identify professional development opportunities to foster skill development for the selected competencies and related statements. Professional development activities include but are not limited to: taking a course, conducting an employment-related program development activity, completing a literature search, accessing and using a related resource in practice, and consulting with or shadowing an expert. Consider the range of possibilities – have fun doing some research to see what resources and opportunities are available. The Academy of Pediatric Physical Therapy website, the Early Intervention SIG webpage, EI SIG Facebook page, and the general EI references listed at the end of this document may include some resources to assist you.

Step 4: Create a specific personal professional development plan to be accomplished within a year. Highlight the steps you will take to further your competence. Implement the plan and document the professional development activities that you completed.

Step 5: Consider how the knowledge and skills you gained can be translated to how you serve young children and their families. Put your knowledge and skills into practice and document your achievements.

Step 6: Celebrate your achievements, share or teach others, and begin a new plan every year!

An Example of a Completed Personal Professional Development Plan

The following is an example of a Personal Professional Development Plan for a physical therapist who has worked in the EI setting for 3 years. She was interested in the intervention content area of the competencies for physical therapists working in EI (Chiarello & Effen, 2006). She first reflected on and rated each competency and related statements. Her ratings ranged from 2 to 4. She then identified 4 statements to include in her plan for the coming year. The plan includes activities, strategies, and resources to increase competence for the statements selected by the therapist. She then selected the activities that were feasible and of greatest interest to her. During the year she kept a record of her accomplishments. Evidence of achievement shows how she applied what she learned while implementing the plan.

Competency and Related Statements	Rating & Reflection	Professional Development Opportunities	Record of Accomplishments	Evidence of Achievement
1. Develop and implement appropriate intervention programs and strategies that address or incorporate:	3 I feel competent in addressing mobility and self-care because I have had a lot of	<p>* The activities highlighted are the ones the therapist chose to pursue.</p> <p>Articles and Books: - Ginsburg, K. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. <i>Pediatrics</i>, 119(1), 182-191. - Lifter, K., Foster-Sanda, S., Arzamarski, C., Briesch, J., McClure, E. (2011). Overview of play: its uses and</p>	1/2014 Read and took notes on key points of Skills for Life and Learning, Overview of Play, and Grounding EI. 3/2014 Met with Special Instructor for coffee. Shared	3/2014 and ongoing. As documented in my service notes, when supporting a family routine I support all of the

<p>a) <i>self-care, mobility, learning and play</i></p>	<p>education in those areas. I do not feel as confident regarding infant learning as I think new information has been discovered in this area. I feel that I can engage children well but I am excited about gaining more formal knowledge about the topic of play.</p>	<p>importance in early intervention / early childhood special education. Infants and Young Children, 24(3), 225-245. - Grounding early intervention: Physical therapy cannot just be about motor skills anymore at http://ptjournal.apta.org/content/early/2012/11/28/ptj.20120158 (article and discussion podcast) <u>Consultation with colleagues:</u> - Consult with an early childhood education specialist and / or occupational therapist on learning and play - Consult with a DME vendor on adaptive switches for toy access <u>Website resources:</u> - Visit the Center on the Developing Child website, Harvard University. and read the INBRIEF Series: The Science of Early Childhood Development and Executive Function: Skills for Life and Learning at www.developingchild.harvard.edu - Visit the Zero the Three Website for resources on play (explore the link "Tips and Tools") http://www.zerotothree.org/child-development/play/ <u>Experiential learning</u> - For children on my caseload in collaboration with the family and other team members, make a routine's based matrix, with the child's key outcomes reflecting self-care, mobility, learning, and play across the top and routines down the first column. In the middle of the matrix, identify key strategies to use during the routines to promote achievement of the outcomes.</p>	<p>insights on infant learning, discussed challenges of providing active learning experiences versus more passive approaches, and considered ways to discuss with families the importance of play. 4/2014 Downloaded resource sheets for families from Zero to Three website. 5/2014-9/2014 Developed routine matrices with team members including the families.</p>	<p>children's IFSP objectives and integrate strategies to promote learning and play as well as self-care and mobility. 4/2014 I have shared the resources on play with families and initiated a dialogue with families to share our perspectives on the value of play. 5/2014 and ongoing. Continue to use and update the routine matrices that have been effective mechanisms to communicate with all team members and provide families key strategies to use during their daily routines.</p>
<p>b) <i>methods of behavior support and management</i> Top priority</p>	<p>2 I received limited training in this area. From my experience to date, this is a very complex but essential</p>	<p><u>Articles and Books:</u> - Check public library or digital library source for books on behavior support and management. For example, Phelan, T. (2014). 1-2-3 Magic: Effective discipline for children 2-12, 5th edition. Illinois: Parent Magic, Inc. <u>Consultation with Colleagues:</u> - Contact a colleague at my agency who is knowledgeable about behavior to</p>	<p>1/2014 Reviewed slides from SoPAC conference (2013): Basic concepts in infant mental health, Margret Nickels, PhD and The effects of organ and system</p>	<p>2/2014 Provided parents with information to improve understanding of different temperaments in infants.</p>

	<p>area in order to support young children and their families. I have selected this as my top priority so I can better understand children's social / emotional development and adaptive behavior as well as various approaches to parenting and effective, positive strategies.</p>	<p>discuss specific interventions for infants with specific behavior patterns that make interactions challenging (i.e. emesis, continued crying, avoidance during interactions).</p> <p><u>Website resources:</u></p> <ul style="list-style-type: none"> - Zero to Three Website http://www.zerotothree.org/child-development/ Behavior and Development section: Temperament and Behavior and Challenging Behaviors - The Center on the Social and Emotional Foundations for Early Learning @ Vanderbilt University: vanderbilt.edu/csefel Addressing Challenging Behaviors in Infants and Toddlers: http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.4.pdf and Understanding Temperament in Infants and Toddlers: http://csefel.vanderbilt.edu/resources/what_works.html - Health Care Tool Box for information on child and family stress: http://healthcaretoolbox.org/ <p><u>Continuing Education Courses:</u></p> <ul style="list-style-type: none"> - Check offerings at local conferences, APTA's Combined Sections Meeting, Academy of Pediatric Physical Therapy Annual Conference (APPTAC), Peditricapta.org, Division for Early Childhood http://www.dec-sped.org/Conference/Learning_Decks 	<p>impairments on mother/infant/caregiver interactions, Pamela A. Mullens PT, PhD. 2/2014 Reviewed two sections in Zero to Three Website: Infant temperament and toddler behaviors. Saved pdf versions for quick reference. 3/2014 Contacted behavior support specialist who was able to observe a videotaped home visit with mother and therapist interacting with infant. She made several recommendations including: videotaping therapist playing with infant to help infant become more comfortable interacting with other people; setting up area where emesis would not be a problem; support mother-infant relationship using guided interactions.</p>	<p>2/2014 and ongoing. Now emphasizing letting infants or toddlers lead the way during play and discovering ways to incorporate activities during play time. As per case notes, increase use of parents' ideas for ways to incorporate therapeutic activities during play. 3/2014 Discussed specific infant behaviors of concern with team during team meetings. Documented in case notes collaborating with parents on ways to address crying. 3/2014 Made video of therapist playing and singing in infant's home and mother is using the videotape to help infant become more familiar</p>
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				with therapist's voice.
2. Assist families in accessing services that promote full inclusion of child and family into the community <i>c) implement small group parent-child and peer activities when appropriate for a particular community setting</i>	2 I have not conducted / participated in group sessions for young children and several families are asking about these opportunities for their children.	<p><u>Website Resources:</u></p> <ul style="list-style-type: none"> - PT Now for summary on Cerebral Palsy. http://www.ptnow.org/ClinicalSummaries/QuickDetail.aspx?cid=00d365b6-8e4d-4f16-92cd-1174ecddc4aa (Download the portable summary and view ideas for community activity settings). - Share Participation 101 tip sheet (from Canchild) with family in preparation for new learning experience. http://participation-environment.canchild.ca/en/resourcesGeneral/Participation101_Accessibility_Final.pdf <p><u>Exploration and Experiential learning:</u></p> <ul style="list-style-type: none"> - Find out about local community programs such as: Help me Grow, YM or YWCA, hippotherapy programs, library programs, aquatics, toddler gym programs. Put together a pamphlet on the local programs for families in the area. Contact one program of interest to families I serve to initiate establishing a collaboration. - Help parent determine/find safe outdoor play space using resource from Head Start Body Start Infant and Toddler Outdoor Play Assessment, http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/nature-based-learning/Create%20and%20Naturalize%20a%20Play%20Space/hsbsb-infant-toddler-play-space-assessment-final.pdf <p><u>Continuing Education Courses:</u></p> <ul style="list-style-type: none"> - Attend SoPAC 2014 session on use of groups in early intervention 	<p>4/2014 Made list of activities from PT Now and googled my geographic region for programs in the community that would provide opportunities to promote family fun and infant/toddler development.</p> <p>5/2014 Provided checklist from Head Start on safe outdoor play areas for infants and toddlers to families.</p> <p>6/2014 Visited area playgrounds and used assessment to support families in identifying best playgrounds to meet their needs.</p> <p>7/2014 – 9/2014 Meet with Director of YMCA and Swim instructor to discuss collaborations in offering inclusive parent and toddler fun water group.</p> <p>10/2014 Attended Schwarcz and Sachse Group Therapy in EI session and spoke with speakers at end of session to discuss recommendations</p>	<p>4/2015 Compiled a pamphlet of community activities that are available for infants/toddler in the surrounding area.</p> <p>6/2014 and ongoing. Supporting families and teams to include participation in community activities into IFSP outcomes.</p> <p>7/2014 and ongoing. Documentation in case notes; spent sessions at playground of parent choice with another family with young children trying activities to facilitate parent-child and peer interactions.</p> <p>11/2014 – 12/2014 Offered to families and participated in YMCA toddler / parent water</p>

			on how to apply information to group sessions in community settings.	fun group. Two families that I am serving participated in the program and service documentation includes information on use of learning objectives, session themes, strategies to lead the group, and participation of clients.
3. Integrate therapy intervention strategies into home and community settings: c) support and facilitate family child interaction as primary context for learning and development	2 My knowledge of parent-child and sibling interactions is experiential and I realize that I need a stronger knowledge base to support family interactions. I believe development of this competency complements competency 2c that I have also selected.	<p><u>Articles and Books:</u></p> <ul style="list-style-type: none"> - Chiarello, L. (2012). Serving infants, toddlers, and their families: Early intervention services under IDEA in Campbell, S., Palisano, R., & Orlin, M. (eds) <i>Physical Therapy for Children</i> (4th ed., pp. 944-965). Missouri: Elsevier. -Chiarello, L. (2013) Family-Centered Care in Effgen, S. (ed) <i>Meeting the Physical Therapy Needs of Children.</i> (pp. 153-180). Philadelphia: F.A. Davis. -O'Regan Kleinert, J., Effgen, S. (2013) Early Intervention in Effgen, S. (ed) <i>Meeting the Physical Therapy Needs of Children.</i> (pp. 475-493). Philadelphia: F.A. Davis. - Blauw-Hospers C., Dirks, T., Hulshof, L., Bos, A., Hadders-Algra, M. (2011). Pediatric physical therapy in infancy. <i>Physical Therapy</i>, 91(9), 1323-1338. - Trivette, C.M., Dunst, C.J., Hamby, D.W. (2010). Influences of family-systems intervention practices on parent-child interactions and child development. <i>Topics in Early Childhood Special Education</i>, 30(1), 3-19. http://npdci.fpg.unc.edu/family-professional-collaboration-resources - Kelly, J.B., Barnard, K.E. (2000). Assessment of parent-child interaction: Implications for early intervention. In JP 	1/2014 Read chapter about Family-centered intervention, presentation on Best practice in EI, and Trivette's article. Took notes highlighting areas that were new to me. 2/2014 Videotaped session working with a family. Noted areas of video that I thought supported family-child interactions as primary context for learning and development. For example: Mom reading to infant and adapting position of book to facilitate eye contact and	2/2014 Documented in service notes discussion with families on family-child interactions. 5/2014 and ongoing. Documented discussions with families identifying additional opportunities for family-child interactions that support development and learning. During IFSP meetings, discussed with team strategies focusing on family-child

		<p>Shonkoff & SJ Meisels (eds.) Handbook of Early Childhood Intervention, 2nd Ed. , pp. 258-289. New York: Cambridge University Press.</p> <p><u>Website Resources:</u></p> <ul style="list-style-type: none"> - Early Intervention: Promoting Best Practice: http://www.pediatricapta.org/special-interest-groups/early-intervention/pdfs/EI%20Presentation%20Promoting%20Best%20Practice-2.pdf - National Center on Parent, Family and Community Engagement http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family, research to practice series on family outcomes fact sheet on positive parent child relationships <p><u>Continuing Education Courses:</u></p> <ul style="list-style-type: none"> - Request EI agency or state EI TA to have a child psychologist speak on the topic at a workshop <ul style="list-style-type: none"> • <u>Experiential learning and Consultation:</u> - Videotape a therapy session, view and reflect on strategies used and opportunities to support parent-child interactions with a colleague 	<p>improve posture of infant while reading. 3/2014 Watched video with occupational therapist requesting input on additional opportunities for supporting family-child interactions. Together identified opportunities to point out successful learning opportunities that family is already providing and places where therapist could support parent reading infant's cues and promote reciprocal interactions.</p> <p>5/2014 Attended lecture by child psychologist focusing on parent child interactions.</p>	<p>interactions that support family-identified IFSP outcomes.</p> <p>12/2014 Developed a performance goal at my place of employment for next calendar year- Provide educational material to 75% of families on my caseload about infant/toddler primary learning during family/child interactions.</p>
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My Personal Professional Development Plan

Competency and Related Statements	Rating & Reflection	Professional Development Opportunities	Record of Accomplishments	Evidence of Achievement

Suggested General References

Chiarello, L. (2012). Serving infants, toddlers, and their families: Early intervention services under IDEA. In S. Campbell, R. Palisano, & M. Orlin (Eds.), *Physical Therapy for Children* (4th Ed., pp. 944-967). St. Louis, MO: Elsevier.

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American Physical Therapy Association, Academy of Pediatric Physical Therapy: www.pediatricapta.org

American Physical Therapy Association, Academy of Pediatric Physical Therapy, Early Intervention Special Interest Group: www.pediatricapta.org/special-interest-groups/sigs.cfm?SIG=EI

American Physical Therapy Association, Academy of Pediatric Physical Therapy, Early Intervention Special Interest Group Facebook Page: www.facebook.com/APTAEISIG

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