

Self-efficacy of Early Intervention Educators



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Introduction

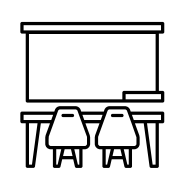
Early intervention educators play a crucial role in the learning and development of children with developmental needs. An educator's belief in their own capabilities – the concept of self-efficacy – is associated with better children outcomes and teaching performance (Guo, Dynia, & Lai, 2021; Klassen, & Tze, 2014).

There is currently a lack of research in the sector about the self-efficacy levels of early intervention educators. Understanding how they perceive their capabilities can highlight gaps for leaders to help better support and equip educators in delivering effective early intervention services.

Measurement

A self-efficacy survey was created by adapting from existing questionnaires (Lamorey & Wilcox, 2005; Love, et al., 2019).

16 questions across 5 domains,



Classroom Practice



Family-Centered Practice



Assessment & Evaluation



Teaming & Collaboration



Natural Environment / Inclusion

Data Collection

39 early intervention educators from five EIPIEC centres, responded to a self-efficacy survey administered online.

These educators are working with children who require high levels of EI support

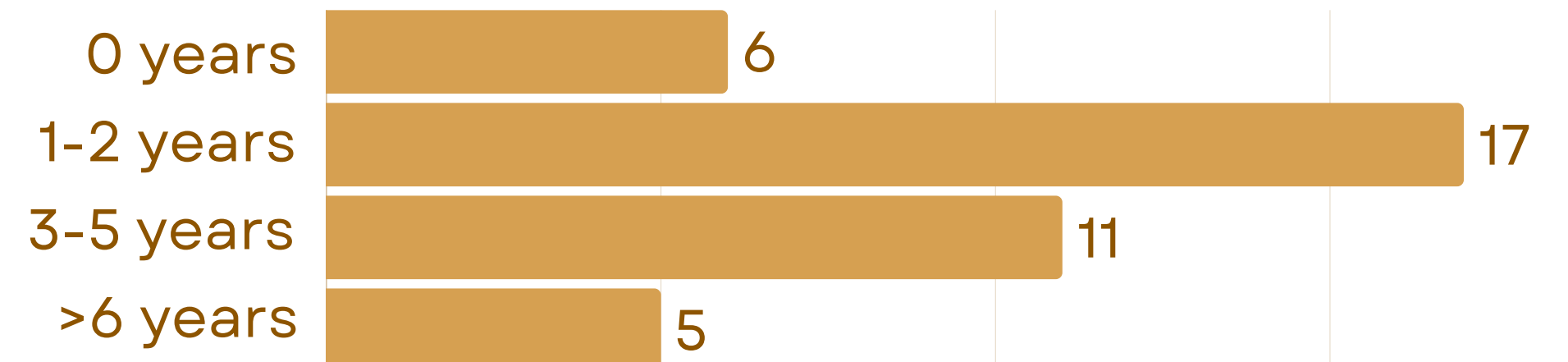


Fig 1. Years of experience working in an early intervention setting

Key Findings

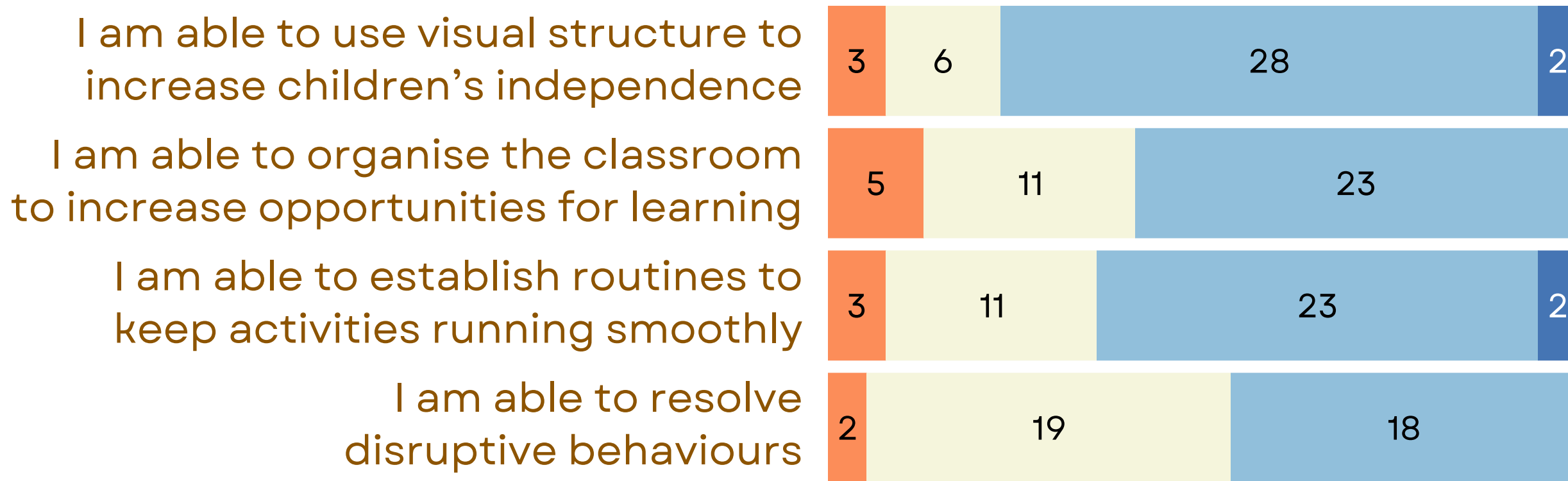
1. The *Teaming and Collaboration* domain was rated the highest
2. The *Family-Centered Practice* domain was rated the lowest.
3. Working with families is difficult for most educators, especially with regards to children's goals
4. Educators of all experience level expressed some challenges in managing children's disruptive behaviours.

References

- Guo, Y., Dynia, J. M., & Lai, M. H. (2021). Early childhood special education teachers' self-efficacy in relation to individual children: Links to children's literacy learning. *Early Childhood Research Quarterly*, 54, 153-163.
- Lamorey, S., & Wilcox, M. J. (2005). Early intervention practitioners' self-efficacy: A measure and its applications. *Early Childhood Research Quarterly*, 20(1), 69-84.
- Love, A. M., Toland, M. D., Usher, E. L., Campbell, J. M., & Spriggs, A. D. (2019). Can I teach students with Autism Spectrum Disorder?: Investigating teacher self-efficacy with an emerging population of students. *Research in Developmental Disabilities*, 89, 41-50.
- Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, 12, 59-76.

● Strongly Disagree
 ● Disagree
 ● Neutral
 ● Agree
 ● Strongly Agree

Classroom Practice

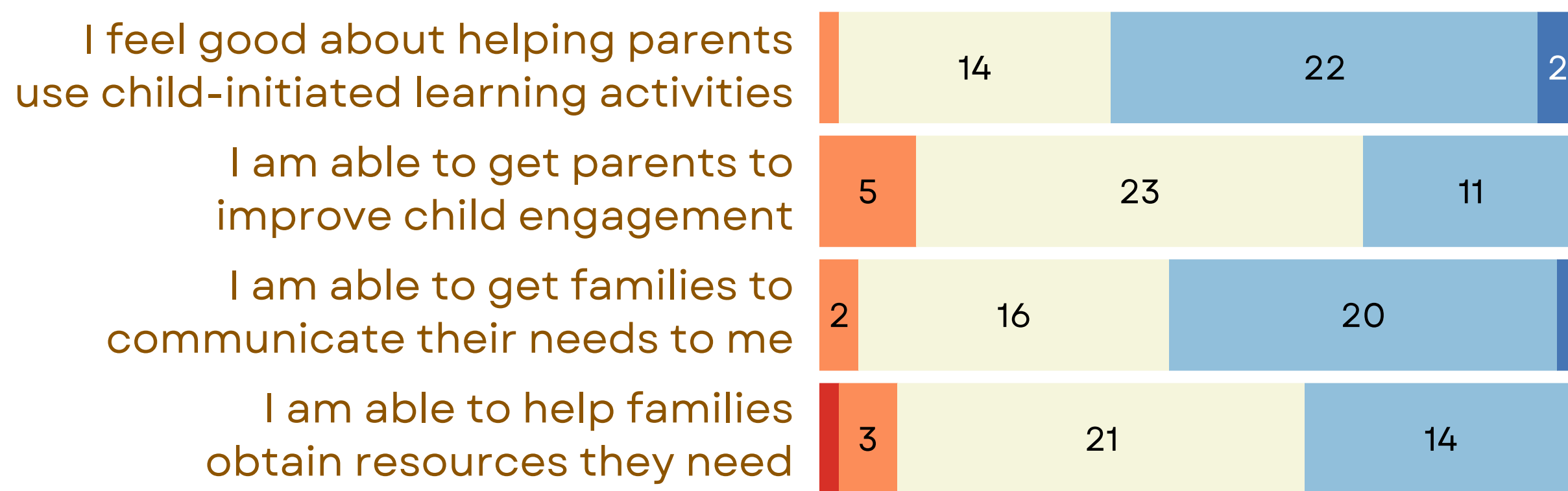


Results

- Educators who “disagreed” had less than two years of EI experience.
- “Neutral” responses were made up of educators from all experience levels.



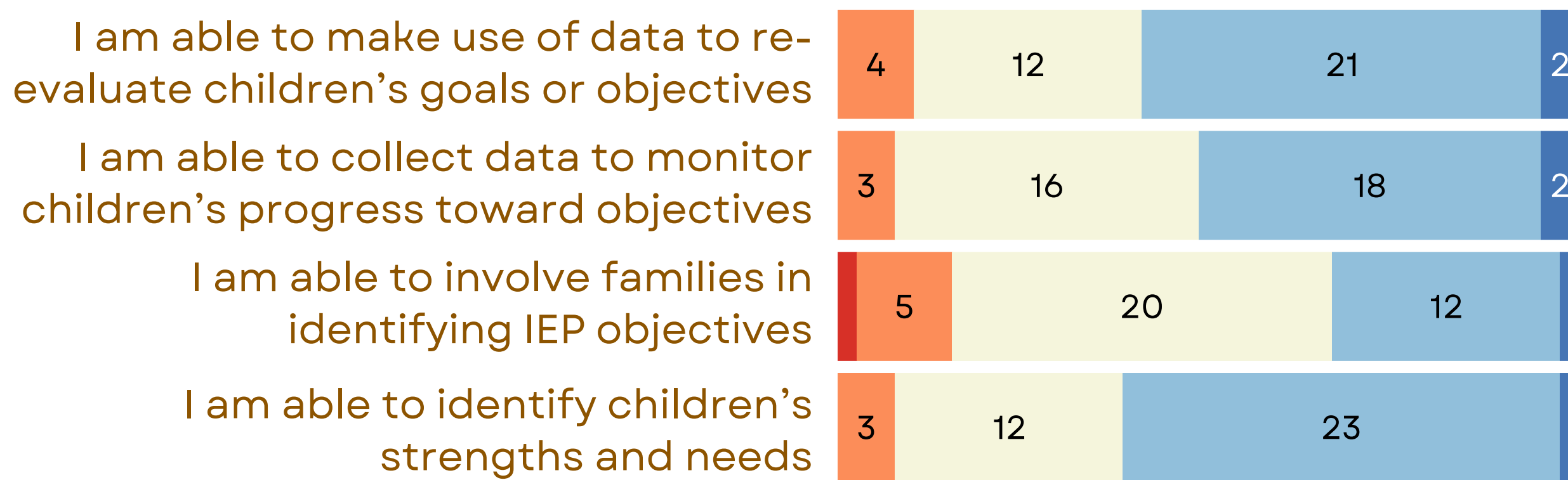
Family-Centered Practice



- More experienced educators were better able to help families obtain resources
- Working with parents to improve child engagement was difficult for most educators

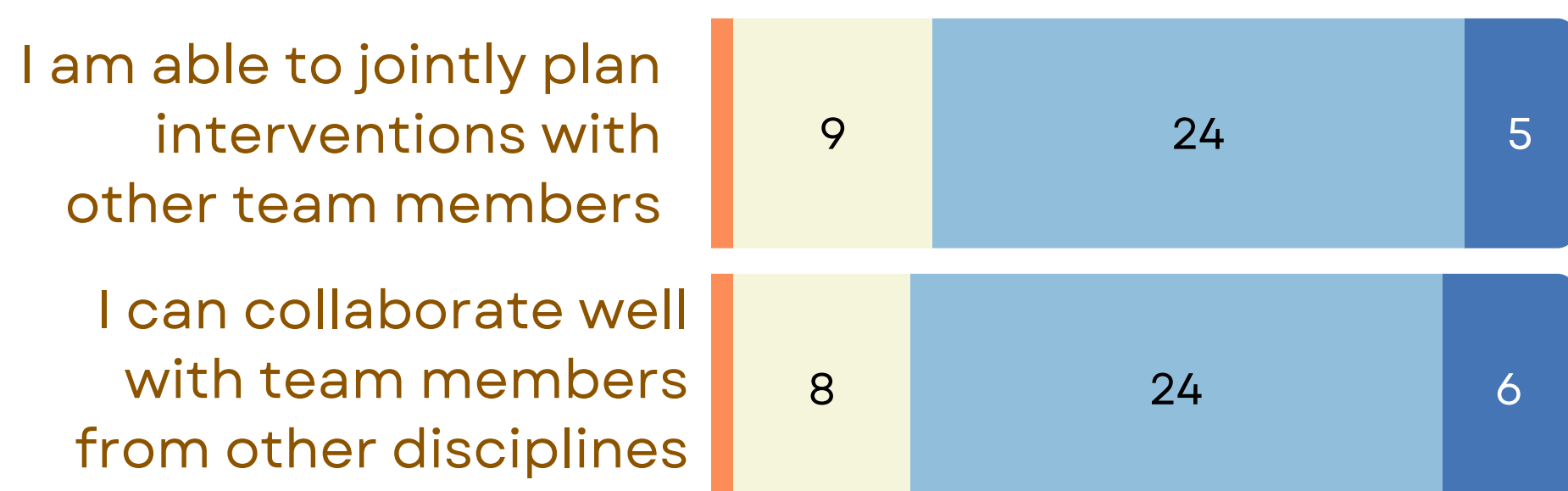


Assessment & Evaluation



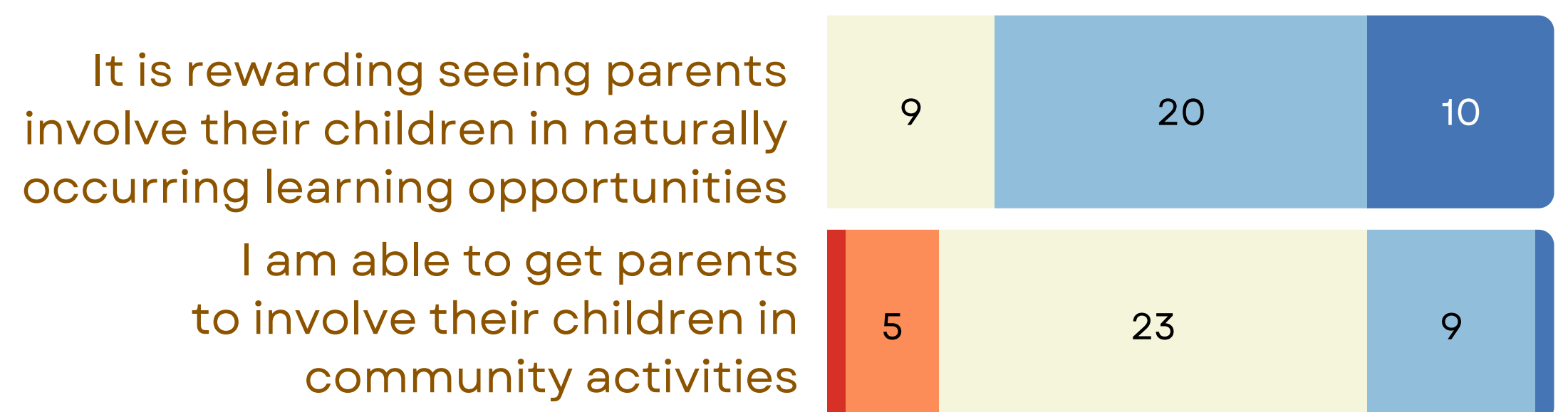
- Educators with less than two years of experience were more likely to disagree to the statements
- Most educators expressed some difficulties in involving families to identify IEP objectives

Teaming & Collaboration



- Regardless of experience level, educators were generally able to work together as part of a trans-d teams

Natural Environment & Inclusion



- Most educators found it rewarding seeing parents involving their children in naturally occurring learning opportunities

Discussion

Our findings showed that there are common challenges faced by early intervention educators regardless of their level of experience.

Resolving disruptive behaviours among children is an area where every educator needs support in. As disruptive behaviours arise from a variety of reasons, educators have to understand the underlying reasons and be equipped with a repertoire of strategies to resolve the behaviour effectively. This entails having a more holistic understanding of the child, from their likes and dislikes, to their preferred sensory strategies for calming down. Regular check-ins by leaders may also be useful in identifying ongoing challenges so that the necessary support can be provided to educators.

Though family-centered practice is a key model in early intervention service, most educators generally found working with families challenging. To meet this need, THK EIC has developed a training module for educators on how to coach families more effectively. This includes workshops on building strong rapport with caregivers, strengthening communication skills, and other skills that will be integral to educators.

By increasing educators' self-efficacy, outcomes for children and families can all be enhanced.