

QUESTIONNAIRE ON TRAINING NEEDS REGARDING THE PROFESSIONAL COMPETENCIES OF FAMILY-CENTRED EARLY CHILDHOOD INTERVENTION

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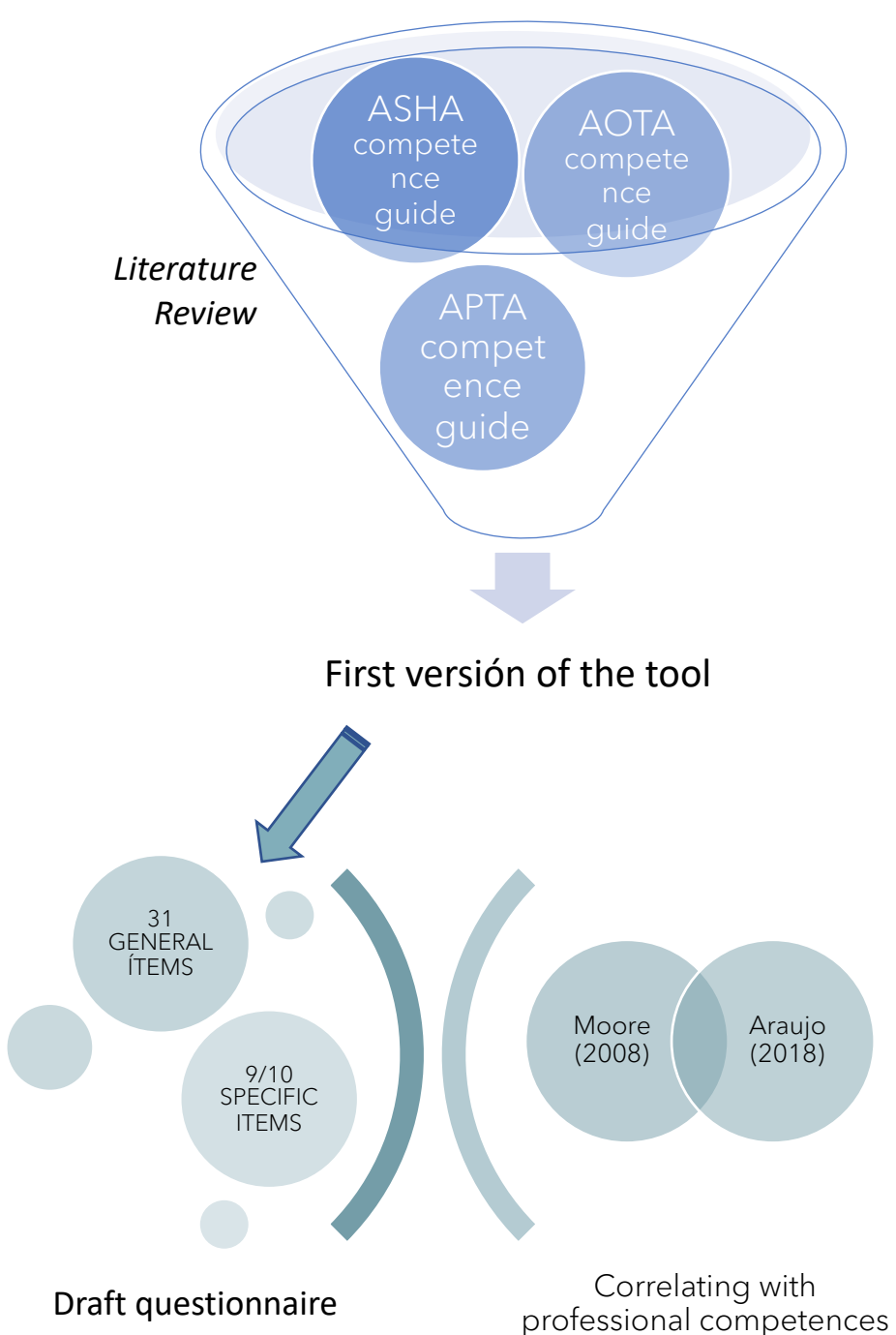
INTRODUCTION

In the process of transformation of Early Childhood Intervention (ECI) services towards Family-centered Practices (FCP), specific training of professionals is required to improve their routine practice (Dunst, 2013; García-Sánchez et al., 2018; Escorcía et al., 2018). This work is part of a research project within a doctoral thesis with the purpose of 1) generating an instrument (questionnaire) that will facilitate the reflection of ECI professionals on their practices during their training in FCP and 2) developing specific training programs for ECI professionals to improve their practice.

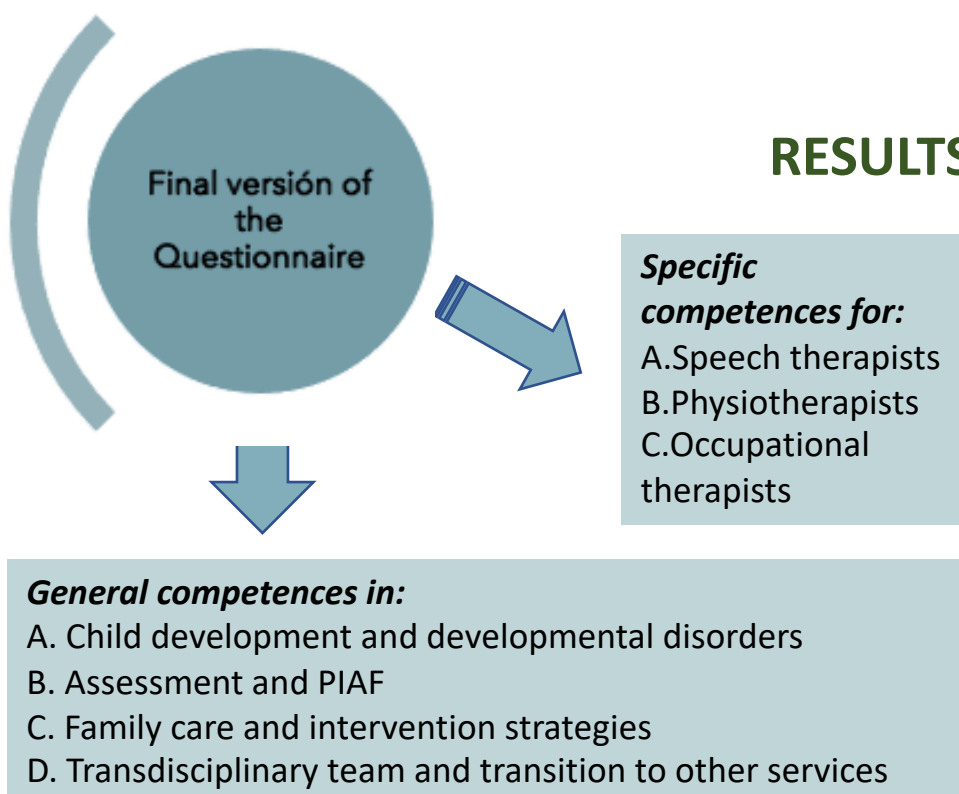
PURPOSE OF THIS POSTER

To share the process of construction of a reflective questionnaire based on literature review for assessing professional competencies in ECI in order to help them to identify their needs and adjust training programs to that specific professional needs

METHOD



RESULTS



Extract from the questionnaire and correlation tables of competences

Evalúa la necesidad de formación de cada uno de los siguientes ítems sobre **competencias teórico-prácticas** que crees que debes tener sobre **DESARROLLO INFANTIL Y TRASTORNOS DEL DESARROLLO**

ÍTEMES		1	2	3	4
1	Conocer el desarrollo normo-típico en todas las áreas				
2	Entender las influencias ambientales sobre la comunicación, interacción social, cognición, habilidades motoras y de adaptación; y el impacto que tienen en la evolución del niño				
3	Comprender cómo aprenden los niños en los contextos naturales, combinando información del marco de desarrollo, las prioridades familiares, las necesidades funcionales y los estilos de aprendizaje				
4	Saber los tipos de retrasos del desarrollo y discapacidades que pueden aparecer en la infancia; y el impacto que provocan en el niño y la familia.				

1 (poca necesidad) 2 (algo de necesidad) 3 (bastante necesidad) 4 (mucha necesidad)

An Expert Group is necessary for the validation of the questionnaire. This is the next step of the process, and it will be presented in the next session.

CONCLUSION

Planning training in hard and soft skills, taking into account the reflection skills, level of knowledge and core competencies that ECI professionals should have, is essential for good results in the implementation of PCF.

REFERENCES



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