

The Study of Role and Competence of the Early Intervention Professionals of the Institutions for the Young Children with Special Needs in Taiwan

Chi-Chieh Tang^{1*}, Jin-Ding Lin², Jen-Mien Kung¹, Sheng-Ru Wu³,
Yen-Hsuan Jean⁴, Mei-Chuan Lin⁵

¹ Department of Early Childhood Care & Education, Tajen University of Technology, Pingtung, Taiwan

² School of Public Health, National Defense Medical Center, Taipei, Taiwan

³ National Taichung Special Education School, Taichung, Taiwan

⁴ Orthopedic Department of Pingtung Christian General Hospital, Pingtung, Taiwan

⁵ Eden Social Welfare Foundation, Taipei, Taiwan

*Corresponding Address: No.8,30 Alley, Chung-De I Road, Pingtung City (900), Taiwan.

E-mail: t1132050@ms33.hinet.net

Abstract

“Early interventions” are comprehensive services for the young children with special needs and their families. This study was an exploratory attempt to describe the role and competence of early intervention professional in the institutions by utilizing “ecological model”. A cross-sectional study was employed. A structured questionnaire purposely given to 141 early interventionists of institutions in Taiwan and the response rate was 85.1% (N=120). The results showed that the subjects expressed they were confident in the family partnership and community involvement. The role and competence of professional was significantly correlated. We evaluated the predictive factors of competence of early intervention professionals were cognitive importance of competence, scendancy-passivity personality, identification of educational role, and experience of teaching the visual-disabled children. The implication of the present study emphasizes that the multidisciplinary early intervention team on young children and their families are needed to improve their quality of life, and to provide the academic instructional curriculum design and professionalism for care-and-education personnel and special education teachers.

Key words: Early intervention, Professional competence, Role identification