

Early Childhood Special Education Items as “Smoothed” By the K&S Committee

Core Special Education Standard #1: Foundations

Knowledge:		CEC
CC1K1		Models, theories, and philosophies that form the basis for special education practice.
CC1K2		Laws, policies, and ethical principles regarding behavior management planning and implementation.
CC1K3		Relationship of special education to the organization and function of educational agencies.
CC1K4		Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
CC1K5		Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
CC1K6		Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
CC1K7		Family systems and the role of families in the educational process.
CC1K8		Historical points of view and contribution of culturally diverse groups.
CC1K9		Impact of the dominant culture on shaping schools and the individuals who study and work in them.
CC1K10		Potential impact of differences in values, languages, and customs that can exist between the home and school.
Skill:		
CC1S1		Articulate personal philosophy of special education.

Early Childhood Special Education -- Standard #1: Foundations

				Knowledge:	Action
EC	1	K	1	Historical, philosophical foundations, and legal basis of services for infants and young children both with and without exceptional needs.	Accepted DEC 87.8%/ NAEYC 73%
EC	1	K	2	Trends and issues in early childhood education, early childhood special education, and early intervention.	Accepted 80/70
Skills:					
EC	1	S	1	Articulate a personal philosophy that encompasses three distinct age levels: early intervention, preschool, and early elementary.	Delete 51.1/48.1
EC	1	S	2	Implement family services consistent with due process safeguards.	Accepted 84.4/83.1

Core Special Education Standard #2: Development and Characteristics of Learners

Knowledge:	

CC2K1	Typical and atypical human growth and development.
CC2K2	Educational implications of characteristics of various exceptionalities.
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
CC2K4	Family systems and the role of families in supporting development.
CC2K5	Similarities and differences of individuals with and without exceptional learning needs.
CC2K6	Similarities and differences among individuals with exceptional learning needs.
CC2K7	Effects of various medications on individuals with exceptional learning needs.

Early Childhood Special Education – Standard #2: Development and Characteristics of Learners

				Knowledge:	
EC	2	K	1	Theories of typical and atypical early childhood development.	Accepted <u>85.6/87.8</u>
EC	2	K	2	Biological and environmental factors that affect pre-, peri-, and postnatal development and learning.	Accepted <u>83.3/69.1</u>
EC	2	K	3	Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life.	Accepted <u>82.2/76.8</u>
EC	2	K	4	Significance of sociocultural and political contexts for the development and learning of infants and young children from diverse backgrounds.	Delete <u>68.9/62.4</u>
EC	2	K	5	Impact of medical conditions and related care conditions on development and learning.	Accepted <u>77.8/80.7</u>
EC	2	K	6	Impact of medical conditions on family concerns, resources, and priorities.	Accepted <u>65.6/60.8</u>
EC	2	K	7	Developmental consequences of stress and trauma, and of protective factors and resilience.	Delete <u>68.9/69.6</u>
EC	2	K	8	Factors that affect the mental health and social-emotional development of infants and young children.	Accepted <u>91.1/92.3</u>
EC	2	K	9	Infants and young children develop and learn at varying rates.	Accepted <u>88.9/94.5</u>
Skills:					
EC	2	S	1	Apply current research to the five developmental domains, play and temperament in learning situations.	Accepted as revised <u>76.7/71.8</u>

Core Special Education Standard #3: Individual Learning Differences

Knowledge:	
CC3K1	Effects an exceptional condition(s) can have on an individual's life.
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family, and schooling.
CC3K4	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Early Childhood Special Education – Standard #3: Individual Learning Differences

Knowledge:					
EC	3	K	1	Impact of child's abilities, needs, and characteristics on development and learning.	Accepted 97.8/93.2
EC	3	K	2	Impact of social and physical environments on development and learning.	Accepted 94.4/92.1
Skills:					
EC	3	S	1	Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families.	Accepted 87.6/87.6
EC	3	S	2	Develop and match learning experiences and strategies to characteristics of infants and young children.	Accepted 89.9/80.8

Core Special Education Standard #4: Instructional Strategies

Skill:	
CC4S1	Use strategies to facilitate integration into various settings.
CC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.
CC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.

Early Childhood Special Education – Standard #4: Instructional Strategies

Knowledge:					
				None in addition to Common Core.	
Skills:					
EC	4	S	1	Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.	Accepted 93.1/90
EC	4	S	2	Use strategies to develop universally designed curriculum and instruction.	Change to knowledge statement: Concept of universal design for learning 58.6/45.9
EC	4	S	3	Incorporate technology to increase access to curriculum, instruction, and assessment.	Delete redundant w/ CC7S9 58.6/38.2
EC	4	S	4	Facilitate child-initiated development and learning	Accepted 87.4/93.5
EC	4	S	5	Use teacher-scaffolded and initiated instruction to complement child-initiated learning.	Accepted 86.2/85.9
EC	4	S	6	Link development, learning experiences, and instruction to promote educational transitions.	Accepted 79.3/76.9
EC	4	S	7	Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.	Accepted 77/86.5
EC	4	S	8	Use strategies to teach social skills and conflict resolution.	Accepted 81.6/92.4
EC	4	S	9	Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.	Accepted 90.8/88.8
EC	4	S	10	Implement and evaluate preventative and reductive strategies to address challenging behaviors.	Accepted 88.5/84.7

Core Special Education Standard #5: Learning Environments and Social Interactions

Knowledge:	
CC5K1	Demands of learning environments.
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
CC5K3	Effective management of teaching and learning.
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5K5	Social skills needed for educational and other environments.
CC5K6	Strategies for crisis prevention and intervention.

CC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
CC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
CC5K9	Ways specific cultures are negatively stereotyped.
CC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
Skills:	
CC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5S2	Identify realistic expectations for personal and social behavior in various settings.
CC5S3	Identify supports needed for integration into various program placements.
CC5S4	Design learning environments that encourage active participation in individual and group activities.
CC5S5	Modify the learning environment to manage behaviors.
CC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S8	Teach self-advocacy.
CC5S9	Create an environment that encourages self-advocacy and increased independence.
CC5S10	Use effective and varied behavior management strategies.
CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
CC5S12	Design and manage daily routines.
CC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
CC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
CC5S16	Use universal precautions.

Early Childhood Special Education -- Standard #5: Learning Environments and Social Interactions

Knowledge:					
EC	5	K	1	Aspects of medical care for infants who are preterm, low birth weight, or medically fragile, and may be dependent on technology.	Deleted and combined with EC2K5 27.1/32.1
Skills:					
EC	5	S	1	Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.	Accepted 87.1/80.5
EC	5	S	2	Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.	Accepted 88.2/84.9

EC	5	S	3	Embed learning opportunities in everyday routines, relationships, activities, and places.	Accepted 96.5/93.7
EC	5	S	4	Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.	Accepted 81.2/84.9
EC	5	S	5	Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences.	Accepted 81.2/84.9
EC	5	S	6	Use adaptive and assistive technology.	Deleted redundant with CC7S9 68.2/53.5
EC	5	S	7	Implement nutrition and feeding strategies for children with exceptional needs.	Delete: redundant with EC5S8 37.6/52.2
EC	5	S	8	Implement basic health, nutrition and safety management procedures for infants and young children.	Accepted 77.6/84.9
EC	5	S	9	Use appraisal-evaluation procedures and recommend referral with ongoing follow-up to community health and social services.	Accepted 48.2/65.4
EC	5	S	10	Establish communication systems for young children that support self-advocacy in young children .	Accepted 52.9/61.6 (potential confusion as originally written; important skill statement)

Core Special Education Standard #6: Language

Knowledge:	
CC6K1	Effects of cultural and linguistic differences on growth and development.
CC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
CC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
CC6K4	Augmentative and assistive communication strategies.
Skills:	
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
CC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Early Childhood Special Education – Standard #6: Language

Knowledge:					
EC	6	K	1	Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development.	Accepted 96.5/91.7

EC	6	K	2	Impact of language delays on behavior.	Accepted 96.5/95.5
Skills:					
EC	6	S	1	Support and facilitate family and child interactions as primary contexts for development and learning.	Accepted 84.7/81.5
EC	6	S	2	Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations.	Accepted 87.1/87.3

Core Special Education Standard #7: Instructional Planning

Knowledge:	
CC7K1	Theories and research that form the basis of curriculum development and instructional practice.
CC7K2	Scope and sequences of general and special curricula.
CC7K3	National, state or provincial, and local curricula standards.
CC7K4	Technology for planning and managing the teaching and learning environment.
CC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
Skills:	
CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
CC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
CC7S3	Involve the individual and family in setting instructional goals and monitoring progress.
CC7S4	Use functional assessments to develop intervention plans.
CC7S5	Use task analysis.
CC7S6	Sequence, implement, and evaluate individualized learning objectives.
CC7S7	Integrate affective, social, and life skills with academic curricula.
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.
CC7S10	Prepare lesson plans.
CC7S11	Prepare and organize materials to implement daily lesson plans.
CC7S12	Use instructional time effectively.
CC7S13	Make responsive adjustments to instruction based on continual observations.
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Early Childhood Special Education – Standard #7: Instructional Planning

Knowledge:					
EC	7	K	1	Theories and research that form the basis of developmental and academic curricula and	Accepted 67.9/67.5

				instructional strategies for infants and young children.	
EC	7	K	2	Developmental and academic content.	Accepted 86.9/73.5
EC	7	K	3	Connection of curriculum to assessment and progress monitoring activities	Accepted 91.7/84.1
Skills:					
EC	7	S	1	Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.	Accepted 91.7/90.7
EC	7	S	2	Plan and implement developmentally and individually appropriate curriculum.	Accepted 94/94.7
EC	7	S	3	Design intervention strategies incorporating information from multiple disciplines.	Accepted 81/76.2
EC	7	S	4	Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction.	Accepted 83.3/78.8
EC	7	S	5	Align individualized goals with developmental and academic content.	Accepted 86.9/84.8
EC	7	S	6	Develop individualized plans that support development and learning as well as caregiver responsiveness.	Accepted 82.1/86.1
EC	7	S	7	Develop an individualized plan that supports the child's independent functioning in the child's natural environments.	Accepted 92.9/90.1
EC	7	S	8	Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.	Accepted 91.7/88.7

Core Special Education Standard #8: Assessment

Knowledge:	
CC8K1	Basic terminology used in assessment.
CC8K2	Legal provisions and ethical principles regarding assessment of individuals.
CC8K3	Screening, pre-referral, referral, and classification procedures.
CC8K4	Use and limitations of assessment instruments.
CC8K5	National, state or provincial, and local accommodations and modifications.
Skills:	
CC8S1	Gather relevant background information.
CC8S2	Administer nonbiased formal and informal assessments.
CC8S3	Use technology to conduct assessments.

CC8S4	Develop or modify individualized assessment strategies.
CC8S5	Interpret information from formal and informal assessments.
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC8S7	Report assessment results to all stakeholders using effective communication skills.
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S9	Create and maintain records.

Early Childhood Special Education – Standard #8: Assessment

Knowledge:					
EC	8	K	1	Role of the family in the assessment process.	Accepted <u>89/87.8</u>
EC	8	K	2	Legal requirements that distinguish among at-risk, developmental delay and disability.	Accepted <u>74.4/74.1</u>
EC	8	K	3	Alignment of assessment with curriculum, content standards, and local, state, and federal regulations.	Accepted <u>70.7/71.4 (required for state reporting systems)</u>
Skills:					
EC	8	S	1	Assist families in identifying their concerns, resources, and priorities.	Accepted <u>85.4/76.2</u>
EC	8	S	2	Use Integrate family priorities and concerns into guide the assessment process.	As reworded this appears to be a CC item and will be accepted here and added to the CC. <u>82.9/70.1</u>
EC	8	S	3	Assess progress in the five developmental domains, play, and temperament.	Accepted <u>92.7/85.7</u>
EC	8	S	4	Select and administer assessment instruments in compliance with established criteria.	Accepted <u>78/63.3</u>
EC	8	S	5	Use culturally unbiased assessments and procedures.	Accepted <u>90.2/87.8</u>
EC	8	S	6	Use informal and formal assessment to make decisions about infants and young children's development and learning.	Accepted <u>93.9/87.8</u>
EC	8	S	7	Gather information from multiple sources and environments.	Accepted <u>95.1/85</u>
EC	8	S	8	Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.	Accepted <u>89/85</u>
EC	8	S	9	Administer assessment instruments for specific sensory and motor disabilities.	Deleted <u>41.5/49</u>

EC	8	S	10	Participate as a team member to integrate assessment results in the development and implementation of individualized plans.	Accepted <u>93.9/87.8</u>
EC	8	S	11	Emphasize child's strengths and needs in assessment reports.	Accepted <u>93.9/92.5</u>
EC	8	S	12	Produce reports that focus on developmental domains and functional concerns.	Accepted <u>81.7/72.8</u>
EC	8	S	13	Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.	Accepted <u>85.4/70.7</u>
EC	8	S	14	Use summative evaluation to improve program quality.	Deleted <u>56.1/57.8</u>

Core Special Education Standard #9: Professional and Ethical Practice

Knowledge:	
CC9K1	Personal cultural biases and differences that affect one's teaching.
CC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.
CC9K3	Continuum of lifelong professional development.
CC9K4	Methods to remain current regarding research-validated practice.
Skills:	
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
CC9S3	Act ethically in advocating for appropriate services.
CC9S4	Conduct professional activities in compliance with applicable laws and policies.
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
CC9S7	Practice within one's skill limit and obtain assistance as needed.
CC9S8	Use verbal, nonverbal, and written language effectively.
CC9S9	Conduct self-evaluation of instruction.
CC9S10	Access information on exceptionalities.
CC9S11	Reflect on one's practice to improve instruction and guide professional growth.
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

Early Childhood Special Education – Standard #9: Professional and Ethical Practice

Knowledge:

EC	9	K	1	Legal, ethical, and policy issues related to educational, social , developmental, and medical services for infants and young children, and their families.	Accepted as revised <u>73.2/66.2</u>
Skills:					
EC	9	S	1	Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures.	Accepted <u>91.5/97.2</u>
EC	9	S	2	Use-Integrate family systems theories and principles into guide professional practice.	Accepted <u>70.7/59.9</u>
EC	9	S	3	Respect family choices and goals.	Accepted <u>90.2/89.4</u>
EC	9	S	4	Apply models of team process in early childhood.	Accepted <u>81.7/73.2</u>
EC	9	S	5	Advocate-Advocacy for professional status and working conditions for those who serve infants and young children, and their families.	Accepted as a knowledge statement <u>37.8/54.2</u>
EC	9	S	6	Participate in activities of professional organizations relevant to early childhood special education and early intervention.	Accepted <u>34.1/53.8</u>
EC	9	S	7	Read and critically Aa apply evidence-based and recommended practices for infants and young children from-including those from diverse backgrounds.	Accepted as revised <u>69.5/71.1</u>
EC	9	S	8	Serve as Aa advocates on behalf of infants and young children and their families.	Accepted <u>62.2/72.5</u>

Core Special Education Standard #10: Collaboration

Knowledge:	
CC10K1	Models and strategies of consultation and collaboration.
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
CC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
Skills:	
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.
CC10S3	Foster respectful and beneficial relationships between families and professionals.
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.

CC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
CC10S7	Use group problem solving skills to develop, implement, and evaluate collaborative activities.
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
CC10S11	Observe, evaluate and provide feedback to paraeducators.

Early Childhood Special Education – Standard #10: Collaboration

Knowledge:					
EC	10	K	1	Structures supporting interagency collaboration, including interagency agreements, referral, and consultation.	Accepted 43.2/45.7 (related to transition)
Skills:					
EC	10	S	1	Collaborate with caregivers, professionals, and agencies to support children's development and learning.	Accepted 84.6/84.3
EC	10	S	2	Support families' choices and priorities in the development of goals and intervention strategies.	Accepted 81.5/87.1
EC	10	S	3	Implement family-oriented services based on the family's identified resources, priorities, and concerns.	Accepted 84/74.3
EC	10	S	4	Provide consultation and training in early childhood curriculum and service areas.	Delete 42/37.5
EC	10	S	5	Apply <u>Provide</u> consultation in settings serving infants and young children.	Accepted as revised 53.1/47.1
EC	10	S	6	Involve families in evaluation of services.	Accepted 70.4/88.6
EC	10	S	7	Participate as a team member to identify and enhance team roles, communication, and problem-solving.	Accepted 84/82.1
EC	10	S	8	Employ adult learning principles in consulting <u>and training family members and service providers with, supervising and training adults.</u>	Accepted as revised 37/42.9 (important for teaming)
EC	10	S	9	Provide feedback and evaluate performance in collaboration with adults.	Delete: redundant with CC10 S11 51.9/54.3
EC	10	S	10	Evaluate and design <u>Implement</u> processes and strategies that support transitions among settings for	Accepted as revised and switch with S11 75.3/62.9

				infants and young children	
EC	10	S	11	Assist the family in planning for transition.	Accepted 85.2/82.1
EC	10	S	12	Apply models of team process across service delivery settings.	Deleted redundant with EC9S4 and some CC items in 1071.6/60.7-

1. *Infants and Young Children: children birth to age 8 years (infants and young children who have, or are at risk for, developmental delays and disabilities).*
2. *Exceptional Needs: in response to Exceptional Learning Needs (ELN) specified in the CEC standards, “infants and young children with exceptional needs” will be used, and not ELN, since infants and young children have developmental needs as well as learning needs.*
3. *Infants and Young Children with Exceptional Needs: refers to infants and young children, birth to age 8 years, who have, or are at risk for, developmental delays and disabilities.*
4. *Development and Learning: terms to be used, and in that order, to convey the focus of the following knowledge and skills for personnel – to support the developmental and learning needs of infants and young children, and their families.*
5. *IFSP/IEP=Family or Educational Plan: The language of the standards requires spelling out IFSP and IEP. K&S suggests using “family or educational plan” to (a) simplify the expressions and (b) include Canadian terminology in the standards. DEC respectfully requests the use of “individualized plan” to simplify the language since the IFSP is an educational plan too. (Please note: adjustments made to EC7S1, EC7S6, EC7S7, and EC8S10).*
6. *Developmental Domains: Term to be used to simplify the listing of the five developmental domains specified in federal law – cognitive, communicative, social-emotional, motor, and adaptive development.*
7. *Settings for Infants and Young Children: to avoid lists, these settings refer to home, community-based, and school-based settings.*
8. *Developmental and academic content refers to curriculum.*