

CEC/DEC Knowledge and Skill Base for All Beginning Special Educational Professionals in Early Childhood Special Education/Early Intervention (birth to age 8)

Early Childhood Special Education – Standard #1: Foundations

Knowledge:				
EC	1	K	1	Historical, philosophical foundations, and legal basis of services for infants and young children both with and without exceptional needs.
EC	1	K	2	Trends and issues in early childhood education, early childhood special education, and early intervention.
Skills:				
EC	1	S	1	Implement family services consistent with due process safeguards.

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

Knowledge:				
EC	2	K	1	Theories of typical and atypical early childhood development.
EC	2	K	2	Biological and environmental factors that affect pre-, peri-, and postnatal development and learning.
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.
EC	2	K	4	Impact of medical conditions and related care on development and learning.
EC	2	K	5	Impact of medical conditions on family concerns, resources, and priorities.
EC	2	K	6	Factors that affect the mental health and social- emotional development of infants and young children.
EC	2	K	7	Infants and young children develop and learn at varying rates.
Skills:				
EC	2	S	1	Apply current research to the five developmental domains, play and temperament in learning situations.

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.
EC	3	K	2	Impact of social and physical environments on development and learning.
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.
EC	3	S	2	Develop and match learning experiences and strategies to characteristics of infants and young children.

Early Childhood Special Education – Standard #4: Instructional Strategies

Knowledge:				
EC	4	K	1	Concept of universal design for learning
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.
EC	4	S	2	Facilitate child-initiated development and learning
EC	4	S	3	Use teacher-scaffolded and initiated instruction to complement child-initiated learning.
EC	4	S	4	Link development, learning experiences, and instruction to promote educational transitions.
EC	4	S	5	Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.
EC	4	S	6	Use strategies to teach social skills and conflict resolution.
EC	4	S	7	Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.
EC	4	S	8	Implement and evaluate preventative and reductive strategies to address challenging behaviors.

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

Knowledge:				
				None in addition to Common Core
Skills:				
EC	5	S	1	Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.
EC	5	S	2	Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.
EC	5	S	3	Embed learning opportunities in everyday routines, relationships, activities, and places.
EC	5	S	4	Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.
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.
EC	5	S	6	Implement basic health, nutrition and safety management procedures for infants and young children.
EC	5	S	7	Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

Early Childhood Special Education – Standard #6: Language

Knowledge:				
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EC	6	K	1	Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development.
EC	6	K	2	Impact of language delays on behavior.
Skills:				
EC	6	S	1	Support and facilitate family and child interactions as primary contexts for development and learning.
EC	6	S	2	Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations.
EC	6	S	3	Establish communication systems for young children that support self-advocacy

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

Early Childhood Special Education – Standard #8: Assessment

Knowledge:				
EC	8	K	1	Role of the family in the assessment process.
EC	8	K	2	Legal requirements that distinguish among at-risk, developmental delay and disability.

EC	8	K	3	Alignment of assessment with curriculum, content standards, and local, state, and federal regulations.
Skills:				
EC	8	S	1	Assist families in identifying their concerns, resources, and priorities.
EC	8	S	2	Integrate family priorities and concerns in the assessment process.
EC	8	S	3	Assess progress in the five developmental domains, play, and temperament.
EC	8	S	4	Select and administer assessment instruments in compliance with established criteria.
EC	8	S	5	Use informal and formal assessment to make decisions about infants and young children's development and learning.
EC	8	S	6	Gather information from multiple sources and environments.
EC	8	S	7	Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.
EC	8	S	8	Participate as a team member to integrate assessment results in the development and implementation of individualized plans.
EC	8	S	9	Emphasize child's strengths and needs in assessment reports.
EC	8	S	10	Produce reports that focus on developmental domains and functional concerns.
EC	8	S	11	Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

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

Knowledge:				
EC	9	K	1	Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families.
EC	9	K	2	Advocacy for professional status and working conditions for those who serve infants and young children, and their families.
Skills:				
EC	9	S	1	Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures.
EC	9	S	2	Integrate family systems theories and principles into professional practice.
EC	9	S	3	Respect family choices and goals.
EC	9	S	4	Apply models of team process in early childhood.
EC	9	S	5	Participate in activities of professional organizations relevant to early childhood special education and early intervention.
EC	9	S	6	Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.
EC	9	S	7	Advocate on behalf of infants and young children and their families.

Early Childhood Special Education – Standard #10: Collaboration

Knowledge:				
EC	10	K	1	Structures supporting interagency collaboration, including interagency agreements, referral, and consultation.
Skills:				
EC	10	S	1	Collaborate with caregivers, professionals, and agencies to support children’s development and learning.
EC	10	S	2	Support families’ choices and priorities in the development of goals and intervention strategies.
EC	10	S	3	Implement family-oriented services based on the family’s identified resources, priorities, and concerns.
EC	10	S	5	Provide consultation in settings serving infants and young children.
EC	10	S	6	Involve families in evaluation of services.
EC	10	S	7	Participate as a team member to identify and enhance team roles, communication, and problem-solving.
EC	10	S	8	Employ adult learning principles in consulting and training family members and service providers.
EC	10	S	9	Assist the family in planning for transition.
EC	10	S	10	Implement processes and strategies that support transitions among settings for infants and young children

Terminology developed for the standards:

1. *Infants and Young Children: all children birth to age 8 years.*
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.*
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.*