

## **Crosswalk of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020) with the DEC Recommended Practices (2014)**



Early Childhood Personnel Center at the University of Connecticut Center for Excellence in Developmental Disabilities. (2020).  
*Crosswalk of the initial practice-based professional preparation standards for early interventionists/early childhood special educators (2020) with the DEC recommended practices (2014).*

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## **Crosswalk of the Initial Practice-Based Professional Preparation Standards for**

### **Early Interventionists/Early Childhood Special Educators (2020) with the DEC Recommended Practices (2014)**

The Early Childhood Personnel Center (ECPC) in collaboration with the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), conducted a crosswalk of the Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators (EI/ECSE Standards) with the DEC Recommended Practices (2014). This crosswalk was completed to assist higher education faculty and professional development providers to integrate the Standards and DEC Recommended Practices into their curricula.

A separate table is provided below for each of the seven EI/ECSE Standards. The left column of the table identifies the components for that standard using the exact component wording. The right column of the table identifies the DEC Recommended Practices that were cross referenced with the respective component. The DEC Recommended Practice is designated by the letter for the practice area, the number of the practice, and the exact wording of the practice. For example, Standard 1, Component 1.1 and DEC Recommended Practices Assessment 3 (A3) and Assessment 10 (A10) were cross referenced.

## Crosswalk of the Initial Practice-Based Professional Preparation Standards for

### Early Interventionists/Early Childhood Special Educators (2020) with the DEC Recommended Practices (2014)

#### Standard 1: Child Development and Early Learning

Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

Component	Recommended Practices
1.1. Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instructional decisions.	<p>A3 Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.</p> <p>A10 Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.</p>
1.2. Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.	INS2 Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.

Component	Recommended Practices
	<p>INS4 Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.</p> <p>INS11 Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.</p>
<p>1.3. Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.</p>	<p>A4 Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.</p>
<p>1.4. Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.</p>	<p>A3 Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.</p> <p>A8 Practitioners use clinical reasoning in addition to assessment results to identify the child's current levels of functioning and to determine the child's eligibility and plan for instruction.</p> <p>INS4 Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.</p> <p>INS10 Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.</p>

<b>Component</b>	<b>Recommended Practices</b>
	INS11 Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.

## Standard 2: Partnering with Families

Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children’s development and learning.

<b>Component</b>	<b>Recommended Practices</b>
<p>2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families’ lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.</p>	<p>F1 Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.</p> <p>F3 Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances.</p> <p>F5 Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.</p>
<p>2.2 Candidates communicate clear, comprehensive, objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.</p>	<p>F2 Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.</p> <p>F7 Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes for goals.</p>

Component	Recommended Practices
	<p>F8 Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child’s growth and development.</p> <p>F9 Practitioners help families know and understand their rights.</p> <p>F10 Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.</p>
<p>2.3 Candidates engage families in identifying their strengths, priorities and concerns; support families to achieve the goals they have for their family and their young child’s development and learning; and promote families’ competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.</p>	<p>A1 Practitioners work with the family to identify family preferences for assessment processes.</p> <p>F3 Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances.</p> <p>F4 Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.</p> <p>F5 Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.</p> <p>F6 Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family’s preferences.</p>

<b>Component</b>	<b>Recommended Practices</b>
	TR2 Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.



### Standard 3: Collaboration and Teaming

Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

<b>Component</b>	<b>Recommended Practices</b>
<p>3.1 Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.</p>	<p>TC1 Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.</p> <p>TC2 Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.</p> <p>TC3 Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.</p> <p>TC4 Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified needs.</p> <p>TC5 Practitioners and families may collaborate with each other to identify one practitioner from the team who serves as the primary liaison between the family and other team members based on child and family priorities and needs.</p>

<b>Component</b>	<b>Recommended Practices</b>
<p>3.2 Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive and take into consideration the environment and service delivery approach.</p>	<p>TC1 Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.</p> <p>TC2 Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.</p>
<p>3.3 Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.</p>	<p>TC1 Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.</p> <p>TR1 Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.</p> <p>TR2 Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.</p>

#### Standard 4: Assessment Processes

Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

<b>Component</b>	<b>Recommended Practices</b>
<p>4.1 Candidates understand the purposes of formal and informal assessment including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.</p>	<p>A3 Practitioners use assessment materials and strategies that are appropriate for the child’s age and level of development and accommodate the child’s sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.</p> <p>A4 Practitioners conduct assessments that include all areas of development and behavior to learn about the child’s strengths, needs, preferences, and interests.</p> <p>A5 Practitioners conduct assessments in the child’s dominant language and in additional languages if the child is learning more than one language.</p> <p>A6 Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life.</p>

Component	Recommended Practices
	<p>A7 Practitioners obtain information about the child’s skills in daily activities, routines, and environments such as home, center, and community.</p> <p>A8 Practitioners use clinical reasoning in addition to assessment results to identify the child’s current levels of functioning and to determine the child’s eligibility and plan for instruction.</p>
<p>4.2 Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families, and other professionals.</p>	<p>A2 Practitioners work as a team with the family and other professionals to gather assessment information.</p> <p>A6 Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life.</p> <p>A10 Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.</p>
<p>4.3 Candidates analyze, interpret, document and share assessment information using a strength-based approach with families and other professionals.</p>	<p>A1 Practitioners work with the family to identify family preferences for assessment processes.</p> <p>A10 Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.</p> <p>A11 Practitioners report assessment results so that they are understandable and useful to families.</p>
<p>4.4 Candidates, in collaboration with families and other team members, use assessment data to determine eligibility,</p>	<p>A3 Practitioners use assessment materials and strategies that are appropriate for the child’s age and level of development and</p>

<b>Component</b>	<b>Recommended Practices</b>
<p>develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.</p>	<p>accommodate the child’s sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.</p> <p>A4 Practitioners conduct assessments that include all areas of development and behavior to learn about the child’s strengths, needs, preferences, and interests.</p> <p>A5 Practitioners conduct assessments in the child’s dominant language and in additional languages if the child is learning more than one language.</p> <p>A6 Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life.</p> <p>A7 Practitioners obtain information about the child’s skills in daily activities, routines, and environments such as home, center, and community.</p> <p>A8 Practitioners use clinical reasoning in addition to assessment results to identify the child’s current levels of functioning and to determine the child’s eligibility and plan for instruction.</p> <p>A9 Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child’s progress to revise instruction as needed.</p> <p>A10 Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.</p>

### Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experience

Candidates collaborate with families and professionals to use evidenced-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high-quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

<b>Component</b>	<b>Recommended Practices</b>
5.1 Candidates collaborate with families and other professionals in identifying evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.	F4 Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.  F8 Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child’s growth and development.
5.2 Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.	E2 Practitioners consider Universal Design for Learning principles to create accessible environments.  E3 Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences.

### **Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction**

Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children’s learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

<b>Component</b>	<b>Recommended Practices</b>
<p>6.1 Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children’s learning and development across all developmental and academic content domains.</p>	<p>F4 Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.</p> <p>INS6 Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.</p> <p>INS10 Practitioners implement the frequency, intensity, and duration of instruction needed to address the child’s phase and pace of learning or the level of support needed by the family to achieve the child’s outcomes or goals.</p>
<p>6.2 Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.</p>	<p>F4 Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.</p>

Component	Recommended Practices
	<p>INS1 Practitioners, with the family, identify each child’s strengths, preferences, and interests to engage the child in active learning.</p> <p>INS2 Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.</p> <p>TC1 Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.</p>
<p>6.3 Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.</p>	<p>E1 Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.</p> <p>E3 Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences.</p> <p>INS2 Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.</p>
<p>6.4 Candidates promote young children’s social and emotional competence and communication, and proactively plan and implement function-based</p>	<p>A4 Practitioners conduct assessments that include all areas of development and behavior to learn about the child’s strengths, needs, preferences, and interests.</p>



<b>Component</b>	<b>Recommended Practices</b>
<p>interventions to prevent and address challenging behaviors.</p>	<p>E3 Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences.</p> <p>INS2 Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.</p> <p>INS6 Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.</p> <p>INS9 Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.</p> <p>INT1 Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.</p> <p>INT2 Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.</p> <p>INT3 Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child’s verbal and non-verbal communication and by using language to</p>

Component	Recommended Practices
	label and expand on the child’s requests, needs, preferences, or interests.
6.5 Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.	<p>INS7 Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.</p> <p>INT4 Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child’s exploration, play, and social activity by joining in and expanding on the child’s focus, actions, and intent.</p>
6.6 Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.	<p>INS1 Practitioners, with the family, identify each child’s strengths, preferences, and interests to engage the child in active learning.</p> <p>INS3 Practitioners gather and use data to inform decisions about individualized instruction.</p> <p>INS4 Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.</p> <p>INS5 Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.</p> <p>INS10 Practitioners implement the frequency, intensity, and duration of instruction needed to address the child’s phase and pace of learning or the level of support needed by the family to achieve the child’s outcomes or goals.</p>

Component	Recommended Practices
<p>6.7 Candidates plan for, adapt, and improve approaches to interaction, intervention, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.</p>	<p>A2 Practitioners work as a team with the family and other professionals to gather assessment information.</p> <p>E4 Practitioners work with families and other adults to identify each child’s needs for assistive technology to promote each child’s access to and participation in learning experiences.</p> <p>E5 Practitioners work with the family and other adults to acquire or create appropriate assistive technology to promote each child’s access to and participation in learning environments.</p> <p>INS3 Practitioners gather and use data to inform decisions about individualized instruction.</p> <p>TC1 Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.</p>

### Standard 7: Professionalism and Ethical Practice

Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in, reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

Component	Recommended Practices
<p>7.1 Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.</p>	<p>L4 Leaders belong to professional associations and engage in ongoing evidence-based professional development.</p>

<b>Component</b>	<b>Recommended Practices</b>
7.2 Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices.	L9 Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.
7.3 Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession including the promotion of and use of evidenced-based practices and decision-making.	L3 Leaders develop and implement policies, structures, and practices that promote shared decision making with practitioners and families.  L5 Leaders advocate for policies and resources that promote the implementation of the DEC Position Statements and Papers and the DEC Recommended Practices.
7.4 Candidates practice within ethical and legal policies and procedures.	L2 Leaders promote adherence to and model the DEC Code of Ethics, DEC Position Statements and Papers, and the DEC Recommended Practices.  L10 Leaders ensure practitioners know and follow professional standards and all applicable laws and regulations governing service provision.  F9 Practitioners help families know and understand their rights.