



Early Childhood Personnel Center

Instruction



Crosswalk of 2012 CEC and 2010 NAEYC Initial Professional Standards and 2017 DEC Initial Specialty Set Knowledge and Skill Statements with the DEC Recommended Practices (2014)



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Crosswalk of 2012 CEC and 2010 NAEYC Initial Professional Standards and 2017 DEC Initial Specialty Set Knowledge and Skill Statements with the DEC Recommended Practices (2014) – Instruction

Instruction 1: Practitioners, with the family, identify each child’s strengths, preferences, and interests to engage the child in active learning.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 1: Learner Development and Individual Learning Differences</p> <p>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p> <p>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>		<p>Standard 1. Promoting Child Development and Learning Standard 2. Building Family and Community Relationships</p> <p>1b: Knowing and understanding the multiple influences on development and learning 2a: Knowing about and understanding diverse family and community characteristics</p> <p>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p>
	K1.8 Impact of child’s abilities, needs, and characteristics on development and learning	1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8

	<p>S1.2 Develop and match learning experiences and strategies to characteristics of infants and young children.</p>	<p>1b: Knowing and understanding the multiple influences on development and learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p>
<p>Standard 4: Assessment</p> <p>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p> <p>4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias</p> <p>4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities</p> <p>4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities</p>		<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p>

<p>4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them</p>		
	<p>K4.1 Role of the family in the assessment process</p> <p>S4.8 Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process</p> <p>S4.10 Emphasize child’s strengths and needs in assessment reports</p>	<p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p>
<p>Standard 7: Collaboration</p> <p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p> <p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues</p> <p>7.3 Beginning special education professionals use collaboration to promote the well-being</p>		<p>Standard 2: Building Family and Community Relationships</p> <p>Standard 6: Becoming a Professional</p> <p>7.2</p> <p>2c: Involving families and communities in young children’s development and learning</p> <p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p> <p>7.3</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships mild Community Relationships Standard 6. Becoming a Professional Building Family and Community Relationships</p>

of individuals with exceptionalities across a wide range of settings and collaborators		Standard 6. Becoming. Becoming a Professional
	S7.2 Collaborate with caregivers, professionals, and agencies to support children's development and learning	<p>2c: Involving families and communities in young children's development and learning</p> <p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>

Instruction 2: 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.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 1: Learner Development and Individual Learning Differences</p> <p>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p> <p>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>		<p>Standard 1. Promoting Child Development and Learning Standard 2. Building Family and Community Relationships</p> <p>1b: Knowing and understanding the multiple influences on development and learning 2a: Knowing about and understanding diverse family and community characteristics</p> <p>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p>
	K1.8 Impact of child’s abilities, needs, and characteristics on development and learning	<p>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8 1b: Knowing and understanding the multiple influences on development and learning</p>

<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p> <p>3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p>		<p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts - music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies</p> <p>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p> <p>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts - music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
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<p>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities</p>		<p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
	<p>S3.2 Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community</p> <p>S3.4 Plan and implement developmentally and individually appropriate curriculum</p>	<p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities</p> <p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p>		<p>Standard 2. Building Family and Community Relationships</p> <p>Standard 4. Using Developmentally Effective Approaches</p> <p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>

<p>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities</p> <p>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities</p> <p>5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams</p> <p>5.6 Beginning special education professionals teach to mastery and promote generalization of learning</p> <p>5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities</p>		<p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>2c: Involving families and communities in young children’s development and learning</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
	<p>S5.6 Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines</p> <p>S5.12 Develop an individualized plan that supports the child’s independent functioning in the child’s natural environments</p>	<p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>

Instruction 3: Practitioners gather and use data to inform decisions about individualized instruction.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 4: Assessment</p> <p>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p> <p>4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias</p> <p>4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities</p> <p>4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities</p>		<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p>

<p>4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them</p>		
	<p>S4.6 Use informal and formal assessment to make decisions about infants and young children's development and learning</p> <p>S4.9 Participate as a team member to integrate assessment results in the development and implementation of individualized plans</p>	<p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p>

Instruction 4: 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.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 2: Learning Environments</p> <p>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p> <p>2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p> <p>2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>		<p>Standard 1. Promoting Child Development and Learning</p> <p>Standard 4. Using Developmentally Effective Approaches</p> <p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>
	<p>S2.5 Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences</p>	

<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities</p>		<p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
	<p>S3.4 Plan and implement developmentally and individually appropriate curriculum</p>	<p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities</p> <p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p>		<p>Standard 2: Building Family and Community Relationships</p> <p>Standard 4: Using Developmentally Effective Approaches</p> <p>Standard 5: Using Content Knowledge to Build Meaningful Curriculum</p> <p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>

<p>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities</p> <p>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities</p>		<p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>
	<p>S5.6 Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines</p> <p>S5.12 Develop an individualized plan that supports the child's independent functioning in the child's natural environments</p> <p>S5.13 Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds</p>	<p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>

Instruction 5: Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 1: Learner Development and Individual Learning Differences</p> <p>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p> <p>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>		<p>Standard 1. Promoting Child Development and Learning Standard 2. Building Family and Community Relationships</p> <p>1b: Knowing and understanding the multiple influences on development and learning 2a: Knowing about and understanding diverse family and community characteristics</p> <p>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p>
	<p>S1.2 Develop and match learning experiences and strategies to characteristics of infants and young children</p>	<p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p>

<p>Standard 2: Learning Environments</p> <p>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p> <p>2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>		<p>Standard 1. Promoting Child Development and Learning</p> <p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
	<p>K2.1 Impact of social and physical environments on development and learning</p> <p>S2.2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments</p> <p>S2.3 Embed learning opportunities in everyday routines, relationships, activities, and places</p>	<p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>
<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>		<p>Standard 2: Building Family and Community Relationships</p> <p>Standard 4: Using Developmentally Effective Approaches</p>

<p>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities</p> <p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p> <p>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities</p> <p>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities</p>		<p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>
	<p>S5.2 Use teacher-scaffolded and initiated instruction to complement child-initiated learning</p> <p>S5.3 Link development, learning experiences, and instruction to promote educational transitions</p> <p>S5.6 Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines</p>	<p>4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>

	<p>S5.9 Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction</p> <p>S5.12 Develop an individualized plan that supports the child's independent functioning in the child's natural environments</p>	
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Instruction 6: Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.

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<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p> <p>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities</p> <p>5.6 Beginning special education professionals teach to mastery and promote generalization of learning</p>		<p>Standard 4: Using Developmentally Effective Approaches</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>
	<p>S5.2 Use teacher-scaffolded and initiated instruction to complement child-initiated learning</p>	<p>4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p>

Instruction 7: Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.

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5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.		Standard 4: Using Developmentally Effective Approaches
	S5.2 Use teacher-scaffolded and initiated instruction to complement child-initiated learning	4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

Instruction 8: Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 2: Learning Environments</p> <p>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p> <p>2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>		<p>Standard 4. Using Developmentally Effective Approaches</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>
	<p>S2.4 Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers</p>	<p>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children</p>
<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>		
	<p>S5.5 Use strategies to teach social skills and conflict resolution</p>	

Instruction 9: Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.

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<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities</p>		<p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
	<p>S3.3 Implement and evaluate preventative and reductive strategies to address challenging behaviors</p>	
<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning</p>		<p>Standard 2: Building Family and Community Relationships</p> <p>Standard 4: Using Developmentally Effective Approaches</p> <p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to</p>

<p>experiences for individual with exceptionalities</p> <p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p> <p>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities</p> <p>5. 5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams</p> <p>5.6 Beginning special education professionals teach to mastery and promote generalization of learning</p>		<p>design, implement, and evaluate meaningful and challenging curriculum for each child</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>2c: Involving families and communities in young children’s development and learning</p>
	<p>S5.5 Use strategies to teach social skills and conflict resolution</p>	

Instruction 10: 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.

No DEC Specialty Set Knowledge or Skill Statements received a rating of 1 for this practice.

Instruction 11: 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.

No DEC Specialty Set Knowledge or Skill Statements received a rating of 1 for this practice.

Instruction 12: Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.

No DEC Specialty Set Knowledge or Skill Statements received a rating of 1 for this practice.

Instruction 13: Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

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<p>Standard 2: Learning Environments</p> <p>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p> <p>2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>		<p>Standard 1. Promoting Child Development and Learning</p> <p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
	K2.1 Impact of social and physical environments on development and learning	1b: Knowing and understanding the multiple influences on development and learning
<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>3.3 Beginning special education professionals modify general and specialized curricula to</p>		<p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to</p>

make them accessible to individuals with exceptionalities		design, implement, and evaluate meaningful and challenging curriculum for each child
	S3.1 Apply current research to the five developmental domains, play and temperament in learning situations	
<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities</p>		<p>Standard 2: Building Family and Community Relationships</p> <p>Standard 5: Using Content Knowledge to Build Meaningful Curriculum</p> <p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
	S5.1 Facilitate child-initiated development and learning	
<p>Standard 7: Collaboration</p> <p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>		Standard 2. Building Family and Community Relationships

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators		2c: Involving families and communities in young children's development and learning
	S7.8 Employ adult learning principles in consulting and training family members and service providers	
