The Role of Personnel Standards: Enhancing Leadership in Early Childhood Intervention

Early Intervention/Early Childhood Special Education Standards (Birth through 5 Years)

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Purpose with Passion

Division for Early Childhood

of the Council for Exceptional Children

DEC Partnership with ECPC

DEC Partnership with IHE

Associations and Standards

EI/ECSE Standards

Early Childhood Education **Profession**

Early Childhood **Field**

- Early Childhood Educators
- Pedagogical & Instructional Administrators
- Higher Education Faculty
- & many more!
- Children's Librarians
- Pediatricians
- Policy or Advocacy Specialists
- Mental Health Consultants
- Home Visitors
- Individuals Not Meeting Professional Qualifications
- Business or Operations Administrators
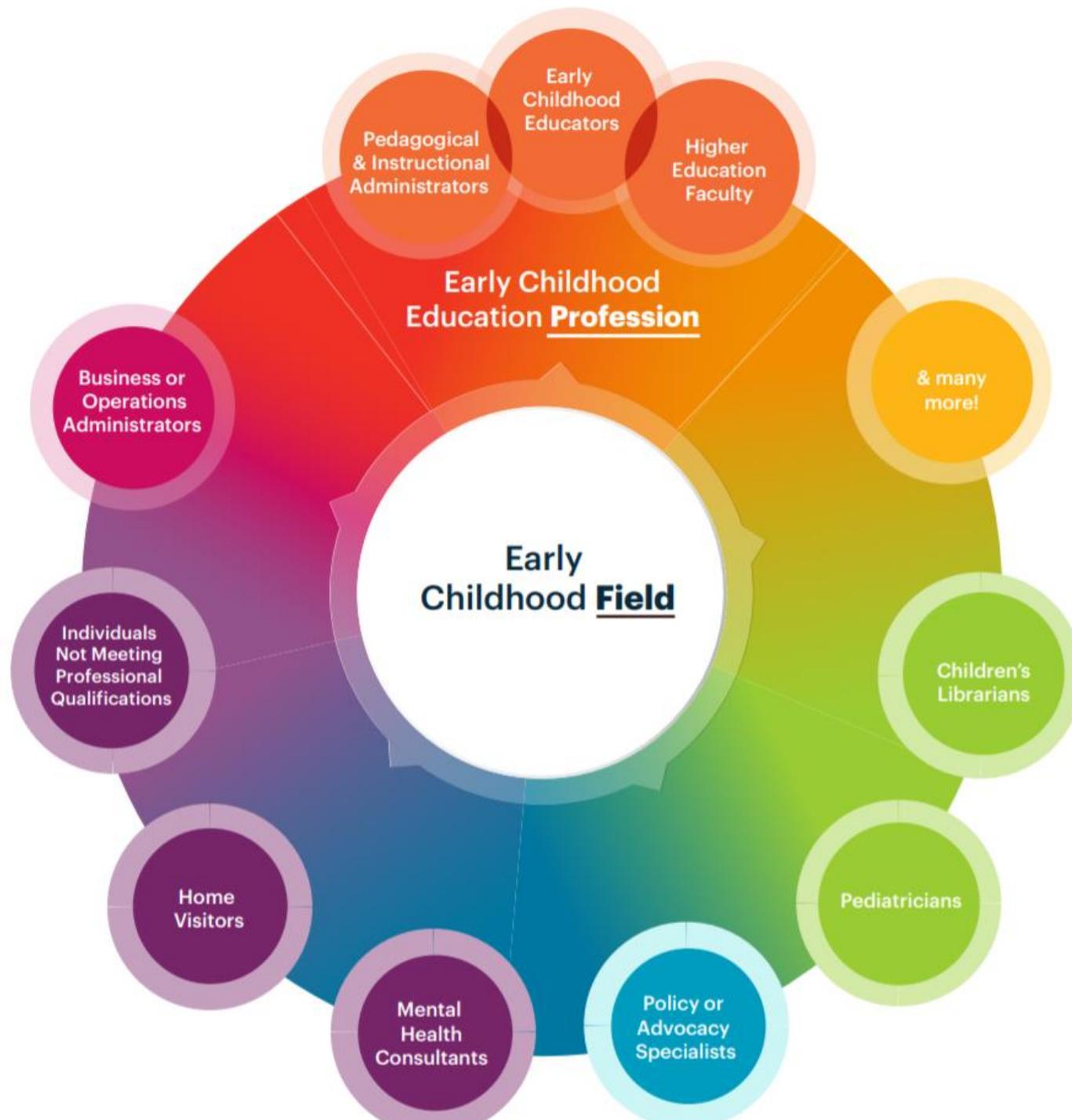
The Current Status

CEC Practice-Based Professional Preparation Standards Early Intervention/Early Childhood Special Education (birth through age 8)

NEW

Also known as: EI/ECSE Standards

DEC Standards

So, Why EI/ECSE Standards?

- **Changing National Landscape Impact**
  - ❖Need for increased "quantity and quality" of EI/ECSE
  - ❖Changing role of EI/ECSE calling for "unique & additional skills" and thus, standards

- **Collaboration with other professional associations and initiatives**
  - ❖Early Childhood Standards being revised by NAEYC and the Power to the Profession Initiative
  - ❖Zero to Three's personnel competencies work

- **Ongoing difficulty in reviewing EI/ECSE educator preparation programs as part of the CAEP/CEC national recognition process**

Standards and Policy Impact

- Potential for Standards to influence curriculum at preservice and in-service

- A more integrated conception of professional knowledge

- Raise quality of professionals

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Draft Standard 1: Child Development and Early Learning

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 factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

1. Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.

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.

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.

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.

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Draft Standard 2: Partnering with Families

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 existing strengths, reflect current goals, and foster family competence and confidence to support children's development and learning.

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.

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.

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.

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Draft Standard 3: Collaboration and Teaming

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.

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.

2. Candidates use a variety of collaborative strategies when working with other adults that are appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.

3. Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and family throughout the birth through 8 age span.

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Draft Standard 4: Assessment Processes

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 strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

1. Candidates know and 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 child, family and program.

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.

3. Candidates analyze, interpret, document and share assessment information using a strengths-based approach with families and other professionals.

4. Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

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Draft Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences

Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences

Candidates collaborate with families and professionals to use an evidence-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.

1. Candidates collaborate with families and other professionals in identifying an 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.

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.

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Draft Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

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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 within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision making to plan for and continually adapt and improve interactions, interventions, and instruction to ensure fidelity of implementation.

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.

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.

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.

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

Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

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.

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.

7. Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.

Draft Standard 7: Professionalism and Ethical Practices

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.

1. Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.

2. Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices.

3. Candidates exhibit leadership skills in advocating for improved outcomes for young children, their families, and the profession, including the promotion of and use of evidence-based practices and decision-making.

4. Candidates practice within ethical and legal policies and procedures.

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2014 DEC Recommended Practices

http://www.dec-sped.org/recommendedpractices

For more information: http://www.dec-sped.org/dec-recommended-practices

Process for Identifying DEC Recommended Practices

Research-Based Practices

Experience & Professional Wisdom

Field Validation

For more information: http://www.dec-sped.org/dec-recommended-practices

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8 Topic Areas

- Assessment

- Environment

- Instruction

- Interaction

- Leadership

- Family

- Teaming

- Transition

For more information: http://www.dec-sped.org/dec-recommended-practices

DEC Recommended Practices

Release Date
04/14/2014

The DEC Recommended Practices provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. Developed by the DEC Recommended Practices Commission.

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- EI professionals
- ECSE professionals
- ECE professionals
- Families
- You!

Who Should use the DEC RP's?

ASSESSMENT

Family

Environment

Instruction

Interaction

Teaming and Collaboration

Transition

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- New DEC EI/ECSE Standards
- DEC RPs inform EI/ECSE Standards
- EI/ECSE Standards inform the RP revisions
- DEC EI/ECSE Standards & IHE
- DEC EI/ECSE Standards and PD

DEC RPs and Standards

E C P C

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DEC Recommended Practice Parameters

- Represent breadth of topic

- Observable

- Represent "high-leverage" practices

- Not disability specific or limited to those with disabilities

- Delivered in all settings (natural/inclusive environments)

- Build on and are not duplicative of other standards (such as NAEYC DAP)

Check out the website:
http://www.dec-sped.org/recommendedpractices

Recommended Practices

For access, click on a resource below

DEC Recommended Practices	DEC RP Glossary
DEC RPs with Embedded Examples	DEC RPs with Interactive Glossary

Slide provided by the DEC Recommended Practices Commission.

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For more information: http://www.dec-sped.org/dec-recommended-practices

References

- CEC Initial Preparation Standards, Components and Supporting Explanations (as of May 9, 2019) –EI/ECSE Standards (DEC)

- https://www.cec.sped.org/Standards/Standards-Development/DRAFT-Standards-and-Support-2019

DEC Recommended Practices