

# Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

ECPC Family Cohort

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# Presenter

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# Session Objectives

Provide	Provide the background and rationale for the EI/ECSE Standards
Provide	Provide an overview of the EI/ECSE Standards
Discuss	Discuss aligning family CSPD leadership with the EI/ECSE Standards
Discuss	Discuss the standards as aligned with teaching within IHE
Share	Share resources to facilitate family leader infusion of the standards into family leadership work



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# IDEA: Characterization of Disability and Outcomes



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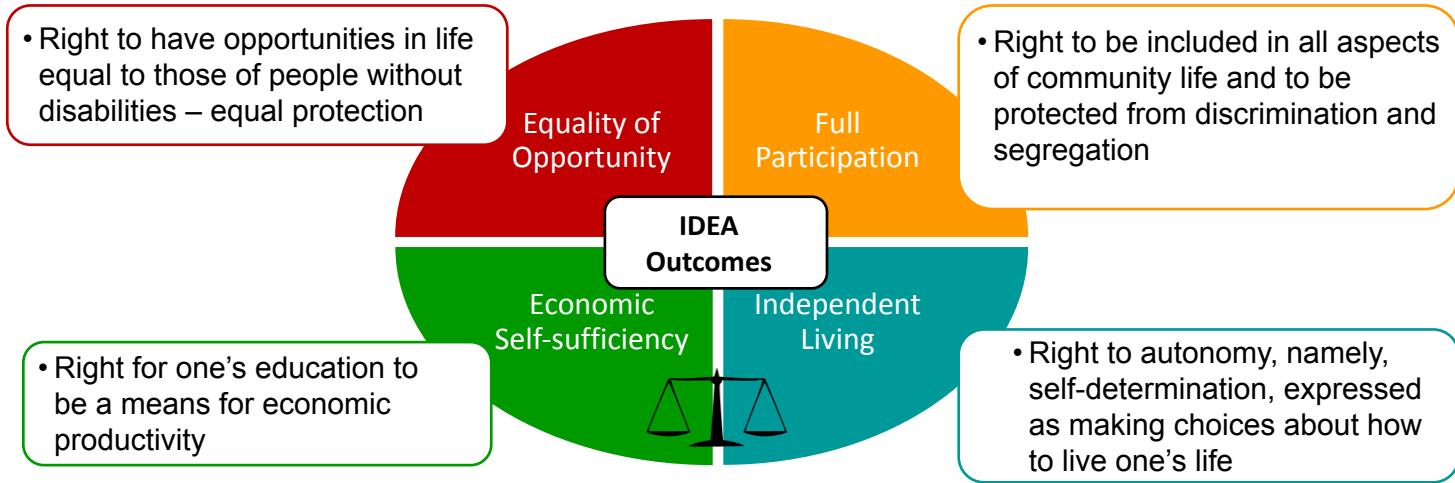
# IDEA's Preamble

“Disability is a natural consequence of the human experience and in no way diminishes the right of individuals to participate in and contribute to society.”



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## Early Intervention/Early Childhood Special Education Personnel Preparation Standards



**EI/ECSE  
Standards  
2020**  
Approved 2020

**DEC Position  
Statement**  
*on Personnel  
Prep/Standards*

**DEC Specialty  
Sets &  
CEC Standards**  
*Prior to 2020*

**Alignment of  
Standards**  
*for DEC and Other  
Professional Associations  
and Recommended  
Practices*

**Literature,  
Research, &  
Resources**  
*Related to Personnel  
Preparation Standards*

**Resources &  
Supports**  
*for Pre- and In-Service  
Development*

[Download the EI/ECSE Standards](#)



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# Family Emphasis in Early Childhood IHE Programs



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# Family Standard

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.

# Options for Infusing Family Standards

- Separate course
- Embedded content in multiple courses
- Family speakers/panels “telling family story”
- Family service-learning projects
- Family members as class participants
- Family members as co-teachers



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# Options for Infusing Family Standards

- Family members as faculty
- Internships with family organizations
- Families as partners on research grants/studies
- Family focus in theses and dissertations
- What else??



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# Why EI/ECSE Standards?

- **Changing National Landscape**
  - ❖ Need for increased “quantity” and “quality” of EI/ECSE professionals
  - ❖ Changing roles with implications for preparation
- **Collaboration with professional associations**
  - ❖ NAEYC
  - ❖ Zero to Three
  - ❖ Related services (e.g., ASHA, PTA, AOTA)
- **Facilitate program review through CAEP**



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# Themes Across the Standards

Recognition and respect for diversity

Expectation for equity and inclusion for all children  
and their families

Individually, developmentally, age, and functionally  
appropriate instruction and intervention

Partnerships, collaboration, team interaction

Families as partners in decision making



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# EI/ECSE Standards

Child Development and Early Learning

Partnering with Families

Collaboration and Teaming

Assessment Processes

Application of Curriculum Frameworks in the Planning of  
Meaningful Learning Experiences

Using Responsive and Reciprocal Interactions, Interventions,  
and Instruction

Professionalism and Ethical Practice

Field and Clinical Experiences



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# Finding a copy of the standards:

DEC Webpage – Standards, Components, & Supporting Explanations

<https://www.dec-sped.org/ei-ecse-standards>

CEC Webpage – Standards & Components

<https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>



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# 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.



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# Component 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.



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## Component 1.4: Supporting Explanation

Candidates describe how the characteristics and etiologies of different exceptionalities may influence individual children's early development and learning, including the timing and order of developmental milestones, how children demonstrate emerging abilities and skills, and the types and intensity of developmental and instructional supports children require. Further, they recognize that the presence of a developmental delay or exceptionality is not the only determinant of the child's development or the types of intervention and instruction that they require. Candidates base decisions about interventions and supports upon an understanding of the whole child and their diverse developmental contexts, not just the developmental area(s) in which the child is showing a developmental delay or exceptionality. Such a holistic view of the child aids the candidate in selecting and developing appropriate assessments, collaborating effectively with families and other professionals, and planning and implementing appropriate intervention and instruction.



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# 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.



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# 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.



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# 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.



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## 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.



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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.



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## 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.



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# EI/ECSE Field and Clinical Experience Standard

EI/ECSE candidates progress through a series of planned and developmentally sequenced field experiences for the early childhood age ranges (birth to age 3, 3 through 5 years, 5 through 8 years), range of abilities, and in the variety of collaborative and inclusive early childhood settings that are appropriate to their license and roles. Clinical experiences should take place in the same age ranges covered by the license. If the license covers all three age ranges, the program must provide clinical experiences in at least two of the three age ranges and a field experience in the third age range. These field and clinical experiences are supervised by qualified professionals.



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# Standards as Leadership and Advocacy Tools

## Best Available Research and EBP Guides the Standards



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# IDEA – Role of Research

- IDEA mentions research or scientifically-based strategies 76 times; regulations mention them 160 times
- IDEA identifies “an insufficient focus on replicable research on proven methods of teaching and learning” as one of two factors that have “impeded” IDEA’s implementation



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# “Fire Hydrant” of Research

- 120 million Google results for early childhood special education research
- Research Synthesis Points on Early Childhood Inclusion
  - <https://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007>
- Brief Summary: Fact Sheet of Research on Preschool Inclusion
  - [http://ectacenter.org/~pdfs/topics/inclusion/research/Brief\\_Inclusion\\_Fact\\_Sheet\\_R.pdf](http://ectacenter.org/~pdfs/topics/inclusion/research/Brief_Inclusion_Fact_Sheet_R.pdf)



# Brainstorming of Standards as Family Leadership and Advocacy Tools



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## Standard 2: Partnering with Families

The purpose of this module is to introduce the Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators (EI/ECSE) Standard 2. The learning resources provided are designed to be used in both pre-service and in-service to facilitate the integration of the knowledge and skills addressed by this standard.

**Standard 2:** 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.

### Components:

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.

### Curriculum Modules

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#### Overview

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#### Topics and PD Guides

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#### Sample Syllabi

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#### Multimedia Illustrations

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#### Learning Activities

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#### Resources

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# What's Next?



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# Questions?



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