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

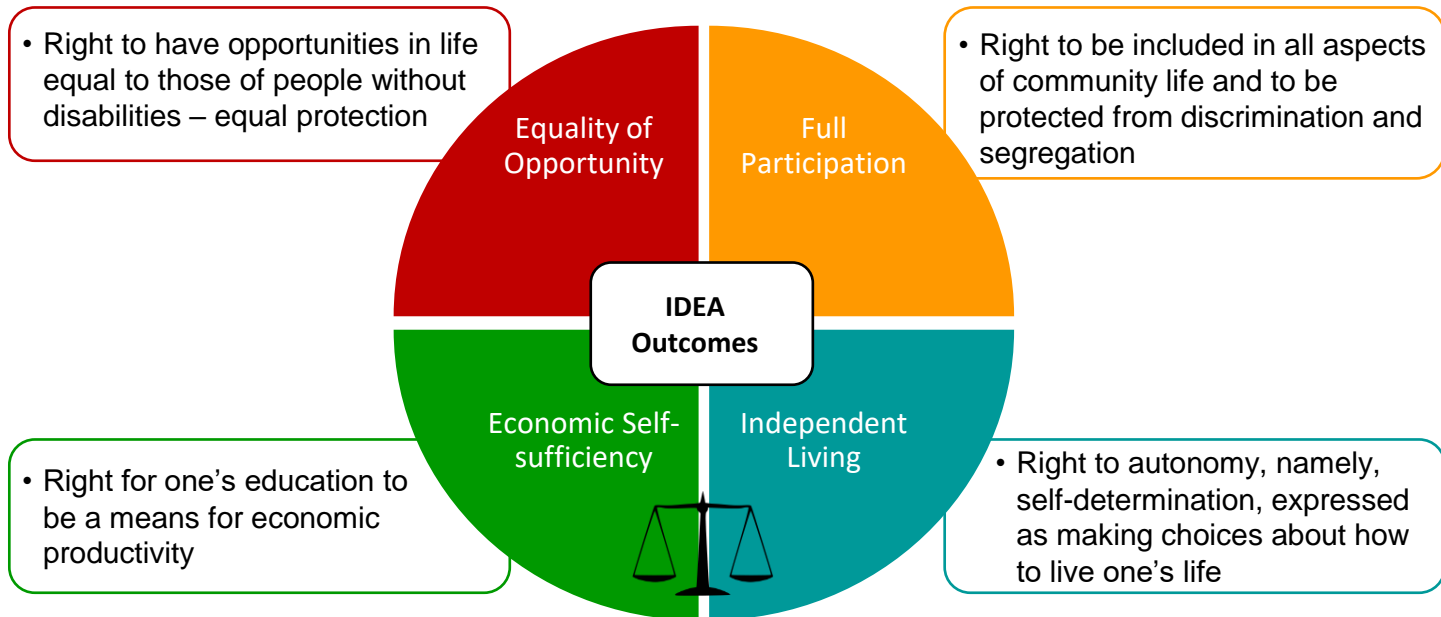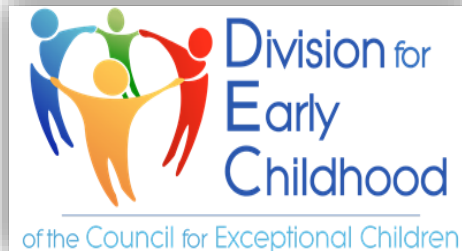|	
Provide	Provide the background and rationale for the EI/ECSE Standards
Provide	Provide an overview of the EI/ECSE Standards
Discuss	Discuss aligning family CSPD leadership with the EI/ECSE Standards
Discuss	Discuss the standards as aligned with teaching within IHE
Share	Share resources to facilitate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

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."

- Right to have opportunities in life equal to those of people without disabilities – equal protection

- Right to be included in all aspects of community life and to be protected from discrimination and segregation

Equality of Opportunity

Full Participation

IDEA Outcomes

Economic Self-sufficiency

Independent Living

- Right for one's education to be a means for economic productivity

- Right to autonomy, namely, self-determination, expressed as making choices about how to live one's life

Family Emphasis in Early Childhood IHE Programs

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.

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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??

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** *(Council for the Accreditation of Educator Preparation)*

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

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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Standard 1: Child Development and Early Learning

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Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instructional, and intervention decisions. Candidates apply knowledge of typical development sequences and variations, individual differences, exceptionalities, 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 within natural and inclusive environments.

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

2. Candidates apply knowledge of normative sequences of early development, individual differences, and families' cultural and linguistic diversity to support each child's development and learning within natural and inclusive environments.

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 exceptionalities and developmental delays, and their potential impact on children's early development and learning.

Component 1.4: Supporting Explanation

Candidates describe the general characteristics of individual differences within and across the range of abilities, including developmental delays and disabilities as documented in law and policy as well as the implications of the ability ranges for intervention and instruction. They identify potential etiologies of developmental delays and disabilities, including genetic conditions, prenatal and postnatal circumstances, and early experiences. At the same time, candidates recognize that individual differences exist in how young children learn and develop such that individual children with a given delay or exceptionality may require differing types and/or intensity of intervention and instruction to facilitate their development and learning.

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.

Standard 2: Partnering with Families

Standard 2: Partnering with Families

Candidates use their knowledge of family systems to develop reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions. They employ adult learning strategies and engage families in opportunities that build on existing strengths and foster family competence and confidence and support children's development and learning.

1. Candidates apply their knowledge of family-centered practices, family systems, and the changing needs and priorities in family life to develop trusting, respectful, culturally responsive and affirming partnerships with all families that allow for the mutual exchange of knowledge and information.

2. Candidates communicate clear, comprehensive, objective information in order to prepare families to make informed decisions about necessary resources and supports, and to advocate for access and equity in natural, inclusive environments.

3. Candidates employ adult learning strategies to engage families in identifying their strengths, priorities, and concerns; to foster opportunities to achieve the goals they have for their family and their child's development and learning; and to support their competence and confidence during assessment, individualized planning, intervention and instruction, and transition processes.

Standard 3: Collaboration and Teaming

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Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally-and linguistically-responsive practices. In partnership with families and other professionals, candidates plan and implement 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 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 and take into considerations the environment and service delivery approach.

3. Candidates partner with family members and other professionals to facilitate individualized plans and the multiple transitions that occur across the age span (birth through age 8).

Standard 4: Assessment Processes

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

1. Candidates know and understand the purposes of formal and informal assessment including ethical and legal considerations, to choose developmentally, linguistically and culturally-appropriate, valid, reliable tools, and methods responsive to the characteristics of the child, family and program.
2. Candidates develop or select and use valid, reliable tools using evidence-based processes/approaches, including technology, in partnership with families and other professionals.
3. Candidates analyze, interpret, document and share strength-based assessment information with families and other professionals.
4. Candidates in collaboration with families and other team members, use assessment data to develop child and/or family-based goals, plan for individualized instruction, and monitor progress to determine efficacy of programming.

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

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Candidates collaborate with families and professionals to use developmentally appropriate, culturally responsive and affirming early childhood curriculum frameworks across developmental and content domains. Candidates create and support universally-designed, inclusive and natural learning environments that provide each child and family with equitable access to high-quality learning experiences. Candidates plan strategies, modifications, and accommodations to provide each child with learning opportunities that meet rigorous learning standards.

1. Candidates collaborate with families and other professionals to identify, adapt, and individualize early childhood frameworks to plan and facilitate meaningful, culturally-responsive and affirming learning opportunities that support the unique abilities and needs of all children and families.

2. Candidates use their knowledge of early childhood curriculum frameworks, academic content knowledge and related pedagogy to plan and implement universally-designed, developmentally appropriate, and challenging learning experiences. In so doing, they individualize programming that promote children's learning within and across developmental and content domains and ensure equitable access to appropriate and challenging learning standards for all children.

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

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Candidates plan and implement intentional, systematic, evidence-based responsive interactions, interventions, and instruction to support all children's learning and development across developmental and content domains in partnership with families and other professionals. They intentionally promote children's social-emotional competence, communication, and play. Candidates facilitate equitable access and participation for all children within natural environments and inclusive settings 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 identify systematic, responsive, and intentional evidence-based practices with fidelity when interacting with children and families.
2. Candidates employ adult-learning strategies as they engage in reciprocal partnerships with families, caregivers, and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.
3. Candidates plan and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction that is adapted to meet the needs of all children and families.
4. Candidates promote children's social 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 children to develop 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 support across activities, routines, and environments to promote child and family access, participation, and engagement in natural environments and inclusive settings.
7. Candidates plan for and continually modify and improve approaches to interaction, intervention, and instruction based on multiple sources of data across a range of natural and inclusive settings.

Standard 7: Professionalism and Ethical Practices

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Candidates identify and engage with the field of early intervention and early childhood special education by exhibiting professional dispositions and advocacy and leadership skills while adhering to ethical and legal guidelines. Research and evidence-based practices are promoted and used by candidates.

1. Candidates engage with the field of early intervention and early childhood special education by participating in local, regional, national, or international activities and professional organizations.

2. Candidates engage in ongoing reflective practice and access professional development to improve their own practices.

3. Candidates exhibit professional dispositions and leadership skills by using ethical and culturally/linguistically responsive practices and applying legal policies and procedures in relationships and interactions with children, families, and other professionals.

4. Candidates advocate for children, families, and the profession including the promotion and use of research and evidence-based practices and decision making.

EI/ECSE Field and Clinical Experience Standard

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Early Intervention/Early Childhood Special Education 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.

Standards as Leadership and Advocacy Tools

Best Available Research and EBP *(evidenced-based practice)* 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

"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

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.

Sidebar

- Curriculum Modules
- Overview
- Topics and PD Guides
- Sample Syllabi
- Multimedia Illustrations
- Learning Activities
- Resources

Questions?