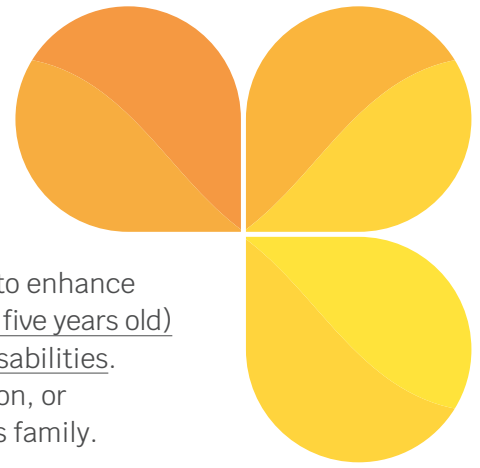


**HAWAII
CSPD**
SUPPORTING THE WORKFORCE
THAT SERVES KEIKI BIRTH TO 5

Guiding Standards, Competencies and Recommended Practices



For professionals who are responsible for and paid to enhance the optimal development of young children (birth to five years old) who have or are at risk for developmental delays/disabilities. This includes professionals providing care, education, or therapy to the child as well as support to the child's family.

STANDARDS

Standards define what you must know to be able to do your job (knowledge and skills)

What are the Early Intervention Early Childhood Special Education (EI/ECSE) professional standards?

The Early Intervention Early Childhood Special Education (EI/ECSE) professional standards define the knowledge, skills, and competencies of the Early Intervention/Early Childhood Special Education workforce.

The Council for Exceptional Children (CEC) and the Division for Early Childhood (DEC) with support from the National Association for the Education of Young Children (NAEYC) worked with the Council for the Accreditation of Educator Preparation (CAEP) to adopt the EI/ECSE Standards in 2020.

What areas are addressed by the 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 Practices

COMPETENCIES

Competencies help define how knowledge, skills, and/or behaviors are mastered in specific content or performance areas

What are the core cross disciplinary Early Childhood competency areas?

Seven national organizations representing disciplines providing services in early childhood have identified core cross disciplinary competencies for all personnel serving infants and young children ages birth to five with disabilities and their families.

These organizations are: American Occupational Therapy Association (AOTA); American Physical Therapy Association (APTA); American Speech-Language-Hearing Association (ASHA); Council of Exceptional Children (CEC); Division of Early Childhood (DEC); National Association for the Education of Young Children (NAEYC); & ZERO TO THREE.

What specific core cross disciplinary competencies have been identified?

- Collaboration and Coordination
- Family Centered Practice
- Interventions as Informed by Evidence
- Professionalism and Ethics

PRACTICES

Recommended practices bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes

What are the Division for Early Childhood (DEC) recommended practices?

The Division for Early Childhood (DEC) Recommended Practices were developed to 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 five years of age, who have or are at-risk for developmental delays or disabilities. The DEC Recommended Practices are not disability-specific and should build on, but not duplicate, practices for typical early childhood settings such as the NAEYC Developmentally Appropriate Practices.

What topic areas are addressed by the DEC recommended practices?

- Leadership
- Assessment
- Environment
- Family
- Instruction
- Interaction
- Teaming & Collaboration
- Transition

Who should use the standards, competencies and recommended practices?

To ensure their staff is knowledgeable and highly qualified

EI/EC PROGRAMS

To develop early childhood licensure frameworks

STATES AND LICENSING AGENCIES

To develop curriculum

HIGHER EDUCATION FACULTY AND PROFESSIONAL DEVELOPMENT PROVIDER

UNIVERSITY PROGRAMS

To meet early childhood reporting requirements for national credentialing program review

PROFESSIONAL ASSOCIATIONS

To inform the development of cross-disciplinary standards, competencies and practices

Why do we need to use the standards, competencies and recommended practices in Hawai'i?

- To ensure that a collaborative, knowledgeable and highly qualified workforce exists to provide culturally and linguistically responsive early learning services to keiki birth to five with special needs and their `ohana
- To address the evolving roles of EI/ECSE personnel calling for "unique & additional skills"
- To address the ongoing difficulty in reviewing knowledge and skills of professionals across professions, programs and between states
- To ensure pre-service and in-service opportunities are available to address the knowledge and skills needed by EI/ECSE professionals
- To ensure Hawai'i can retain and recruit EI/ECSE professionals with the knowledge and skills needed to respond to the unique needs of keiki and their `ohana

