

## ***CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students***

### **Standard #1: Foundations**

ICC1K1	Models, theories, philosophies, and research methods that provide the basis for special education practice.
ICC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.
ICC1K3	Relationship of special education to the organization and function of educational agencies.
ICC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
ICC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
ICC1K7	Family systems and the role of families in the educational process.
ICC1K8	Historical points of view and contribution of culturally diverse groups.
ICC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.
ICC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
ICC1S1	Articulate personal philosophy of special education.
EC1K1	Historical and philosophical foundations of services for young children both with and without exceptional learning needs.
EC1K2	Trends and issues in early childhood education and early childhood special education.
EC1K3	Law and policies that affect young children, families, and programs for young children.
Skills:	None in addition to Common Core

### **Standard #2: Development and Characteristics of Learners**

ICC2K1	Typical and atypical human growth and development.
ICC2K2	Educational implications of characteristics of various exceptionalities.
ICC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
ICC2K4	Family systems and the role of families in supporting development.
ICC2K5	Similarities and differences of individuals with and without exceptional learning needs.
ICC2K6	Similarities and differences among individuals with exceptional learning needs.
ICC2K7	Effects of various medications on individuals with exceptional learning needs.

EC2K1	Theories of typical and atypical early childhood development.
EC2K2	Effect of biological and environmental factors on pre-, peri-, and post-natal development.
EC2K3	Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
EC2K4	Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
EC2K5	Impact of medical conditions on family concerns, resources, and priorities.
EC2K6	Childhood illnesses and communicable diseases
<b>Skills:</b>	None in addition to Common Core

### Standard #3: Individual Learning Differences

ICC3K1	Effects an exceptional condition(s) can have on an individual's life.
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
ICC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
ICC3K4	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
ICC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
Knowledge:	None in addition to Common Core
EC3S1	Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

### Standard #4: Instructional Strategies

ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings.
ICC4S1	Use strategies to facilitate integration into various settings.
ICC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
ICC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.
ICC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
ICC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.
EC4S1	Use instructional practices based on knowledge of the child, family, community, and the curriculum.
EC4S2	Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.
EC4S3	Prepare young children for successful transitions.

## Standard #5: Learning Environments and Social Interactions

ICC5K1	Demands of learning environments.
ICC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
ICC5K3	Effective management of teaching and learning.
ICC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
ICC5K5	Social skills needed for educational and other environments.
ICC5K6	Strategies for crisis prevention and intervention.
ICC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
ICC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
ICC5K9	Ways specific cultures are negatively stereotyped.
ICC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
ICC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
ICC5S2	Identify realistic expectations for personal and social behavior in various settings.
ICC5S3	Identify supports needed for integration into various program placements.
ICC5S4	Design learning environments that encourage active participation in individual and group activities.
ICC5S5	Modify the learning environment to manage behaviors.
ICC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
ICC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.
ICC5S8	Teach self-advocacy.
ICC5S9	Create an environment that encourages self-advocacy and increased independence.
ICC5S10	Use effective and varied behavior management strategies.
ICC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
ICC5S12	Design and manage daily routines.
ICC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
ICC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
ICC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
ICC5S16	Use universal precautions.
EC5K1	Medical care considerations for premature, low-birth-weight and other young children with medical and health conditions.
EC5S1	Implement nutrition plans and feeding strategies.
EC5S2	Use health appraisal procedures and make referrals as needed.
EC5S3	Design, implement, and evaluate environments to assure developmental

	and functional appropriateness.
EC5S4	Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.
EC5S5	Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments.

### Standard #6: Language

ICC6K1	Effects of cultural and linguistic differences on growth and development.
ICC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
ICC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
ICC6K4	Augmentative and assistive communication strategies.
ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
EC6S1	Support and facilitate family and child interactions as primary contexts for learning and development.

### Standard #7: Instructional Planning

ICC7K1	Theories and research that form the basis of curriculum development and instructional practice.
ICC7K2	Scope and sequences of general and special curricula.
ICC7K3	National, state or provincial, and local curricula standards.
ICC7K4	Technology for planning and managing the teaching and learning environment.
ICC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
ICC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
ICC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
ICC7S3	Involve the individual and family in setting instructional goals and monitoring progress.
ICC7S4	Use functional assessments to develop intervention plans.
ICC7S5	Use task analysis.
ICC7S6	Sequence, implement, and evaluate individualized learning objectives.
ICC7S7	Integrate affective, social, and life skills with academic curricula.
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
ICC7S9	Incorporate and implement instructional and assistive technology into the educational program.
ICC7S10	Prepare lesson plans.
ICC7S11	Prepare and organize materials to implement daily lesson plans.
ICC7S12	Use instructional time effectively.
ICC7S13	Make responsive adjustments to instruction based on continual observations.
ICC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data.
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EC7S1	Implement, monitor and evaluate individualized family service plans and individualized education plans.
EC7S2	Plan and implement developmentally and individually appropriate curriculum.
EC7S3	Design intervention strategies incorporating information from multiple disciplines.
EC7S4	Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.

### Standard #8: Assessment

ICC8K1	Basic terminology used in assessment.
ICC8K2	Legal provisions and ethical principles regarding assessment of individuals.
ICC8K3	Screening, pre-referral, referral, and classification procedures.
ICC8K4	Use and limitations of assessment instruments.
ICC8K5	National, state or provincial, and local accommodations and modifications.
ICC8S1	Gather relevant background information.
ICC8S2	Administer nonbiased formal and informal assessments.
ICC8S3	Use technology to conduct assessments.
ICC8S4	Develop or modify individualized assessment strategies.
ICC8S5	Interpret information from formal and informal assessments.
ICC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
ICC8S7	Report assessment results to all stakeholders using effective communication skills.
ICC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
ICC8S9	Create and maintain records.
EC8S1	Assess the development and learning of young children.
EC8S2	Select, adapt and use specialized formal and informal assessments for infants, young children and their families.
EC8S3	Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.
EC8S4	Assist families in identifying their concerns, resources, and priorities.
EC8S5	Participate and collaborate as a team member with other professionals in conducting family-centered assessments.
EC8S6	Evaluate services with families.

### Standard #9: Professional and Ethical Practice

ICC9K1	Personal cultural biases and differences that affect one's teaching.
ICC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.
ICC9K3	Continuum of lifelong professional development.
ICC9K4	Methods to remain current regarding research-validated practice.

ICC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
ICC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
ICC9S3	Act ethically in advocating for appropriate services.
ICC9S4	Conduct professional activities in compliance with applicable laws and policies.
ICC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
ICC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
ICC9S7	Practice within one's skill limit and obtain assistance as needed.
ICC9S8	Use verbal, nonverbal, and written language effectively.
ICC9S9	Conduct self-evaluation of instruction.
ICC9S10	Access information on exceptionalities.
ICC9S11	Reflect on one's practice to improve instruction and guide professional growth.
ICC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
ICC9S13	Demonstrate commitment to engage in evidence-based practice.
EC9.K1	Organizations and publications relevant to the field of early childhood special education.
EC9S1	Recognize signs of child abuse and neglect in young children and follow reporting procedures.
EC9S2	Use family theories and principles to guide professional practice.
EC9S3	Respect family choices and goals.
EC9S4	Apply models of team process in early childhood.
EC9S5	Advocate for enhanced professional status and working conditions for early childhood service providers.
EC9S6	Participate in activities of professional organizations relevant to the field of early childhood special education.
EC9S7	Apply research and effective practices critically in early childhood settings.
EC9S8	Develop, implement and evaluate a professional development plan relevant to one's work with young children.

**Standard #10: Collaboration**

ICC10K1	Models and strategies of consultation and collaboration.
ICC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
ICC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
ICC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
ICC10S1	Maintain confidential communication about individuals with exceptional learning needs.
ICC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.
ICC10S3	Foster respectful and beneficial relationships between families and professionals.
ICC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
ICC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
ICC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
ICC10S7	Use group problem solving skills to develop, implement and evaluate collaborative activities.
ICC10S8	Model techniques and coach others in the use of instructional methods and accommodations.
ICC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
ICC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
ICC10S11	Observe, evaluate and provide feedback to paraeducators.
EC10K1	Dynamics of team-building, problem-solving and conflict resolution.
EC10S1	Assist the family in planning for transitions.
EC10S2	Communicate effectively with families about curriculum and their child's progress.
EC10S3	Apply models of team process in early childhood settings.
EC10S4	Apply various models of consultation in early childhood settings.
EC10S5	Establish and maintain positive collaborative relationships with families.
EC10S6	Provide consultation and instruction specific to services for children and families.

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<sup>1/</sup> "Individual with exceptional learning needs" is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.

<sup>2/</sup> "Exceptional Condition" is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents co-existing with one or more disabling conditions.

3/ "Special Curricula" is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula; e.g., social, communication, motor, independence, self-advocacy.