Initial Specialty Set:
Early Childhood Special Education/Early Intervention
Revalidated 2017

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
Knowledge	
ECSE.K1.1	Theories of typical and atypical early childhood development
ECSE.K1.2	Biological and environmental factors that affect pre-, peri-, and postnatal development and learning
ECSE.K1.3	Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life
ECSE.K1.4	Impact of medical conditions and related care on development and learning
ECSE.K1.5	Impact of medical conditions on family concerns, resources, and priorities
ECSE.K1.6	Factors that affect the mental health and social-emotional development of infants and young children
ECSE.K1.7	Infants and young children develop and learn at varying rates
ECSE.K1.8	Impact of child's abilities, needs, and characteristics on development and learning
ECSE.K1.9	Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development
ECSE.K1.10	Impact of language delays on behavior
Skills	
ECSE.S1.1	Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families
ECSE.S1.2	Develop and match learning experiences and strategies to characteristics of infants and young children
ECSE.S1.3	Support and facilitate family and child interactions as primary contexts for development and learning
ECSE.S1.4	Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations
ECSE.S1.5	Establish communication systems for young children that support self-determination

Initial Preparation Standard 2: Learning Environments

Knowledge	
ECSE.K2.1	Impact of social and physical environments on development and learning
Skills	
ECSE.S2.1	Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments
ECSE.S2.2	Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments
ECSE.S2.3	Embed learning opportunities in everyday routines, relationships, activities, and places
ECSE.S2.4	Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers
ECSE.S2.5	Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences
ECSE.S2.6	Implement basic health, nutrition and safety management procedures for infants and young children
ECSE.S2.7	Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services

Initial Preparation Standard 3: Curricular Content Knowledge

Knowledge	
ECSE.K3.1	Concept of universal design for learning
ECSE.K3.2	Theories and research that form the basis of developmental and academic curricula, and embedded and differentiated instructional strategies
ECSE.K3.3	Developmental and academic content
Skills	
ECSE.S3.1	Apply current research to the five developmental domains, play and temperament in learning situations
ECSE.S3.2	Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community
ECSE.S3.3	Implement and evaluate preventative and reductive strategies to address challenging behaviors
ECSE.S3.4	Plan and implement developmentally and individually appropriate curriculum

Initial Preparation Standard 4: Assessment

Knowledge	
ECSE.K4.1	Role of the family in the assessment process
ECSE.K4.2	Legal requirements that distinguish among at-risk, developmental delay and disability
ECSE.K4.3	Alignment of assessment with curriculum, content standards, and local, state, and federal regulations
ECSE.K4.4	Connection of curriculum to assessment and progress monitoring activities
Skills	
ECSE.S4.1	Assist families in identifying their concerns, resources, and priorities
ECSE.S4.2	Integrate family priorities and concerns in the assessment process
ECSE.S4.3	Assess progress in the five developmental domains, play, and temperament
ECSE.S4.4	Select and administer assessment instruments in compliance with established criteria
ECSE.S4.5	Use informal and formal assessment to make decisions about infants and young children's development and learning
ECSE.S4.6	Gather information from multiple sources and environments
ECSE.S4.7	Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process
ECSE.S4.8	Participate as a team member to integrate assessment results in the development and implementation of individualized plans
ECSE.S4.9	Emphasize child's strengths and needs in assessment reports
ECSE.S4.10	Produce reports that focus on developmental domains and functional concerns
ECSE.S4.11	Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness

Initial Preparation Standard 5: Instructional Planning & Strategies	
Knowledge	
None in addition to the ICSI.	
Skills	
ECSE.S5.1	Facilitate child-initiated development and learning
ECSE.S5.2	Use teacher-scaffolded and initiated instruction to complement child-initiated learning
ECSE.S5.3	Link development, learning experiences, and instruction to promote educational transitions
ECSE.S5.4	Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children
ECSE.S5.5	Use strategies to teach social skills and conflict resolution
ECSE.S5.6	Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines
ECSE.S5.7	Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team
ECSE.S5.8	Design intervention strategies incorporating information from multiple disciplines
ECSE.S5.9	Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction
ECSE.S5.10	Align individualized goals with developmental and academic content
ECSE.S5.11	Develop individualized plans that support development and learning as well as caregiver responsiveness
ECSE.S5.12	Develop an individualized plan that supports the child's independent functioning in the child's natural environments
ECSE.S5.13	Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds

Initial Preparation Standard 6: Professional Learning & Ethical Practice	
Knowledge	
ECSE.K6.1	Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs
ECSE.K6.2	Trends and issues in early childhood education, early childhood special education, and early intervention
ECSE.K6.3	Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families
ECSE.K6.4	Advocacy for professional status and working conditions for those who serve infants and young children, and their families
Skills	
ECSE.S6.1	Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures
ECSE.S6.2	Integrate family systems theories and principles into professional practice
ECSE.S6.3	Respect family choices and goals
ECSE.S6.4	Participate in activities of professional organizations relevant to early childhood special education and early intervention
ECSE.S6.5	Apply evidence-based and DEC recommended practices for infants and young children including those from diverse backgrounds
ECSE.S6.6	Advocate on behalf of infants and young children and their families
ECSE.S6.7	Implement family services consistent with due process safeguards

Initial Preparation Standard 7: Collaboration

Knowledge

ICSI.7.K1	Models and strategies of consultation and collaboration
ICSI.7.K2	Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program
ICSI.7.K3	Concerns of families of individuals with exceptionalities and strategies to help address these concerns
ICSI.7.K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members
ECSE.K7.1	Structures supporting interagency collaboration, including interagency agreements, referral, and consultation

Skills

ECSE.S7.1	Apply models of team process in early childhood
ECSE.S7.2	Collaborate with caregivers, professionals, and agencies to support children's development and learning
ECSE.S7.3	Support families' choices and priorities in the development of goals and intervention strategies
ECSE.S7.4	Implement family-oriented services based on the family's identified resources, priorities, and concerns
ECSE.S7.5	Provide consultation and coaching in settings serving infants and young children
ECSE.S7.6	Involve families in evaluation of services
ECSE.S7.7	Participate as a team member to identify and enhance team roles, communication, and problem-solving
ECSE.S7.8	Employ adult learning principles in consulting with and coaching family members and service providers
ECSE.S7.9	Assist the family in planning for transition
ECSE.S7.10	Implement processes and strategies that support transitions among settings for infants and young children