Personnel Preparation Standards

The content and resources of **Module 1: Embedded Interventions** align with the standards of national professional organizations for associate and baccalaureate personnel preparation programs.

CEC / DEC Initial Standards

Knowledge and Skill Base for Early Childhood Special Education/Early Intervention (Birth to age 8)

Council for Exceptional Children
The voice and vision of special education

Division for Early Childhood
of the Council for Exceptional Children

DEC = Division for Early Childhood

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs

naeyc®

NAEYC = National Association for the Education of Young Children

Learning Objectives for Module 1: Embedded Interventions

After completing the module and accompanying activities, learners will be able to:

1. Explain what is meant by embedded interventions to promote participation in inclusive settings.

2. Use a decision-making process to help a child participate more fully in an inclusive setting through embedded interventions.

CEC / DEC Initial Standards

(ICSI = initial common specialty items; EC = early childhood special education; K= knowledge; S= Skills)

CEC/DEC Standard 1: Learner Development and Individual Learning Differences –

ECSES1.1 – Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families.

ECSES1.2 - Develop and match learning experiences and strategies to characteristics of infants and young children.

ECSEK1.8 – Impact of child's abilities, needs, and characteristics on development and learning.

CEC/DEC Standard 2: Learning Environments

ICSI.2.S4 – Design learning environments that encourage active participation in individual and group activities.

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.

CEC/DEC Standard 3: Curricular Content Knowledge

ECSE.S3.2 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.

CEC/DEC Standard 5: Instructional Planning and Strategies

ICSI.5.K2 – Evidence-based practices validated for specific characteristics of learners and settings.

ICSI.5.S13 – Use strategies to facilitate integration into various settings.

ICSI.5.S15 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities.

ICSI.5.S19 – Use strategies to support and enhance communication skills of individuals with exceptionalities.

ECSE.S5.1 – Facilitate child-initiated development and learning.

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.

CEC/DEC Standard 6: Professional Learning and Ethical Practice

ICSI.6.K4 – Rights and responsibilities of individuals with exceptionalities, their families, teachers, and other professionals, and schools related to exceptionalities.

ICSI.6.S13 – Demonstrate commitment to engage in evidence-based practices.

ECSE.S6.5 – Apply evidence-based and DEC recommended practices for infants and young children including those from diverse backgrounds

To view a complete listing of CEC/DEC Professional Standards, see the DEC website.

NAEYC Core Standards
for Initial and Advanced Early Childhood Preparation Programs

NAEYC Standard 1: Promoting Child Development and Learning

Key elements 1a: Knowing and understanding young children's characteristics and needs.

Key elements 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families

Key elements 4a: Understanding positive relationships and supportive interactions as the foundations of their work with young children.

Key elements 4b: Knowing and understanding effective strategies and tools for early education.

NAEYC Standard 6: Becoming a Professional

Key elements 6c: Engaging in continuous, collaborative learning to inform practice

Key elements 6d: Integrating knowledgeable, reflective, and critical perspectives on early education

To view a complete listing of the NAEYC Core Standards, see the NAEYC website.