

Personnel Preparation Standards

The content and resources of **Module 2: Transition** 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)



DEC = Division for Early Childhood

Learning Objectives for Module 2: Transition

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

1. Explain what is meant by intentional activities to support planning before, during and after the transition.
2. Use a decision-making process to help a child and family be prepared for and adjust to a new environment.

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs



NAEYC = National Association for the Education of Young Children

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 .

ICSI.1.K11 – Effect of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.

ECSE.K1.8 – Impact of child's abilities, needs, and characteristics on development and learning.

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.

CEC/DEC Standard 2: Learning Environments

ICSI.2.K1 – Demands of learning environments.

ICSI.2.S3 – Identify supports needed for integration into various program placements.

CEC/DEC Standard 5: Instructional Planning and Strategies

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

ICSI.5.S1 – Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

ICSI.5.S2– Involve the individual and family in setting instructional goals and monitoring progress.

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.S18 – Use strategies that promote successful transitions for individuals with exceptionalities.

ECSE.S5.3 – Link development, learning experiences, and instruction to promote educational transitions.

CEC/DEC Standard 6: Professional Learning and Ethical Practice

ICSI.6.K3 – Relationship of special education to the organization and function of educational agencies.

ICSI.6.K6 – Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.

ICSI.6.K7 – Family systems and the role of families in the educational process.

ICSI.6.K10 – Potential impact of differences in values, languages, and customs that can exist between the home and school.

ICSI.6.S11– Reflect on one's practice to improve instruction and guide professional growth.

CEC/DEC Standard 7: Collaboration

ICSI.7.S10 – Communicate effectively with families of individuals with exceptionalities from diverse backgrounds.

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.S7.9 – Assist the family in planning for transition.

ECSE.S7.10 – Implement processes and strategies that support transitions among settings for infants and young children.

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

NAEYC Standard 2: Building Family and Community Relationships

Key elements 2c: Involving families and communities in their children's development and learning.

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

Key elements 4d: Reflecting on their own practice to promote positive outcomes for each child.

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](#).