Personnel Preparation Standards

The content and resources of **Module 5: Assistive Technology** 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

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs

NAEYC = National Association for the Education of Young Children

Learning Objectives for Module 5: Assistive Technology

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

1. Describe assistive technology interventions to promote children's access to and participation in inclusive settings.
2. Use a decision-making process to help integrate various sources of evidence and determine whether assistive technology interventions are appropriate for use within a specific context.

CEC / DEC Initial Standards

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

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

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

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

ECSE.S1.1— Develop, implement, and evaluate leaning 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.S1.4 — 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 advocacy.

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.

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

ICSI.2.S6 — Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

ICSI.2.S9 — Create an environment that encourages self-advocacy and increased independence.

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.S2.5 — Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences.

CEC/DEC Standard 3: Curricular Content Knowledge

ICSI.3.K4 — Technology for planning and managing the teaching and learning environment.

ICSI.3.S1 — Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities.

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

CEC/DEC Standard 4: Assessment

ECSE.S4.2 — Integrate family priorities and concerns in the assessment process.

CEC/DEC Standard 5: Instructional Planning and Strategies

ICSI.5.K3— Augmentative and assistive communication strategies.

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

ICSI.5.S7— Incorporate and implement instructional and assistive technology into the educational program.

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.S16— Use strategies to facilitate maintenance and generalization of skills across learning environments.

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

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.S5.11 — 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 students, parents, 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.

CEC/DEC Standard 7: Collaboration

ICSI.7.S2— Collaborate with families and others in assessment of individuals with exceptionalities.

ICSI.7.S3 — Foster respectful and beneficial relationships between families and professionals.

ICSI.7.S4 — Assist individuals with exceptionalities and their families in becoming active participants in the educational team.

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.

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

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

NAEYC Standard 2: Building Family and Community Relationships

2a: Knowing about and understanding diverse family and community characteristics.

2b: Supporting and engaging families and communities through respectful, reciprocal relationships.

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

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.

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

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

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

NAEYC Standard 6: Becoming a Professional

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

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

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