

CONNECT Modules and NAEYC and DEC Personnel Preparation Standards

Module Title	NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs	CEC / DEC Initial Standards Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)
<p>Module 1: Embedded Interventions</p>	<p>NAEYC Standard 1: Promoting Child Development and Learning</p> <p>Key elements 1a: Knowing and understanding young children’s characteristics and needs.</p> <p>Key elements 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</p> <p>Key elements 4a: Understanding positive relationships and supportive interactions as the foundations of their work with young children.</p> <p>Key elements 4b: Knowing and understanding effective strategies and tools for early education.</p>	<p>(ICSI = initial common specialty items; EC = early childhood special education; K= knowledge; S= Skills)</p> <p>CEC/DEC Standard 1: Learner Development and Individual Learning Differences</p> <p>ECSEK1.8 – Impact of child’s abilities, needs, and characteristics on development and learning.</p> <p>ECSES1.1 – Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families.</p> <p>ECSES1.2 - Develop and match learning experiences and strategies to characteristics of infants and young children.</p> <p>CEC/DEC Standard 2: Learning Environments</p> <p>ICSI.2.S4 – Design learning environments that encourage active participation in individual and group activities.</p> <p>ECSE.S2.1 – Select, develop, and evaluate developmentally and functionally appropriate materials, equipment and environments.</p> <p>ECSE.S2.2 – Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.</p>

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	<p>NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum</p> <p>Key elements 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.</p> <p>NAEYC Standard 6: Becoming a Professional</p> <p>Key elements 6c: Engaging in continuous, collaborative learning to inform practice</p> <p>Key elements 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>	<p>ECSE.S2.3 - Embed learning opportunities in everyday routines, relationships, activities, and places.</p> <p>ECSE.S2.4 - Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.</p> <p>CEC/DEC Standard 3: Curricular Content Knowledge</p> <p>ECSE.S3.2 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.</p> <p>CEC/DEC Standard 5: Instructional Planning and Strategies</p> <p>ICSI.5.K2 – Evidence-based practices validated for specific characteristics of learners and settings.</p> <p>ICSI.5.S13 – Use strategies to facilitate integration into various settings.</p> <p>ICSI.5.S15 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities.</p> <p>ICSI.5.S19 – Use strategies to support and enhance communication skills of individuals with exceptionalities.</p> <p>ECSE.S5.1 – Facilitate child-initiated development and learning.</p>

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		<p>ECSE.S5.11 – Develop individualized plans that support development and learning as well as caregiver responsiveness.</p> <p>ECSE.S5.12 – Develop an individualized plan that supports the child’s independent functioning in the child’s natural environments.</p> <p>ECSE.S5.13 – Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.</p> <p>CEC/DEC Standard 6: Professional Learning and Ethical Practice</p> <p>ICSI.6.K4 – Rights and responsibilities of individuals with exceptionalities, their families, teachers, and other professionals, and schools related to exceptionalities.</p> <p>ICSI.6.S13 – Demonstrate commitment to engage in evidence-based practices.</p> <p>ECSE.S6.5 – Apply evidence-based and DEC recommended practices for infants and young children including those from diverse backgrounds</p>
Module 2: Transition	<p>NAEYC Standard 1: Promoting Child Development and Learning</p> <p>Key elements 1c: Using developmental knowledge to create healthy, respectful,</p>	<p>(ICSI = initial common specialty items; EC = early childhood special education; K= knowledge; S= Skills)</p> <p>CEC/DEC Standard 1: Learner Development and Individual Learning Differences</p>

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	<p>supportive, and challenging learning environments</p> <p>NAEYC Standard 2: Building Family and Community Relationships</p> <p>Key elements 2c: Involving families and communities in their children’s development and learning.</p> <p>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</p> <p>Key elements 4d: Reflecting on their own practice to promote positive outcomes for each child.</p> <p>NAEYC Standard 6: Becoming a Professional</p> <p>Key elements 6c: Engaging in continuous, collaborative learning to inform practice</p> <p>Key elements 6d: Integrating knowledgeable, reflective, and critical perspectives on early education.</p>	<p>ICSI.1.K11 – Effect of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.</p> <p>ECSE.K1.8 – Impact of child's abilities, needs, and characteristics on development and learning.</p> <p>ECSE.S1.1 – Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families.</p> <p>ECSE.S1.2 – Develop and match learning experiences and strategies to characteristics of infants and young children.</p> <p>CEC/DEC Standard 2: Learning Environments</p> <p>ICSI.2.K1 – Demands of learning environments.</p> <p>ICSI.2.S3 – Identify supports needed for integration into various program placements.</p> <p>CEC/DEC Standard 5: Instructional Planning and Strategies</p> <p>ICSI.5.K2 – Evidence-based practices validated for specific characteristics of learners and settings.</p> <p>ICSI.5.S1 – Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.</p> <p>ICSI.5.S2– Involve the individual and family in setting instructional goals and monitoring progress.</p>

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		<p>ICSI.5.S13 – Use strategies to facilitate integration into various settings.</p> <p>ICSI.5.S15 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities.</p> <p>ICSI.5.S18 – Use strategies that promote successful transitions for individuals with exceptionalities.</p> <p>ECSE.S5.3 – Link development, learning experiences, and instruction to promote educational transitions.</p> <p>CEC/DEC Standard 6: Professional Learning and Ethical Practice</p> <p>ICSI.6.K3 – Relationship of special education to the organization and function of educational agencies.</p> <p>ICSI.6.K6 – Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.</p> <p>ICSI.6.K7 – Family systems and the role of families in the educational process.</p> <p>ICSI.6.K10 – Potential impact of differences in values, languages, and customs that can exist between the home and school.</p> <p>ICSI.6.S11– Reflect on one's practice to improve instruction and guide professional growth.</p> <p>CEC/DEC Standard 7: Collaboration</p>

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		<p>ICSI.7.S10 – Communicate effectively with families of individuals with exceptionalities from diverse backgrounds.</p> <p>ECSE.S7.1– Apply models of team process in early childhood.</p> <p>ECSE.S7.2 – Collaborate with caregivers, professionals, and agencies to support children's development and learning.</p> <p>ECSE.S7.9 – Assist the family in planning for transition.</p> <p>ECSE.S7.10 – Implement processes and strategies that support transitions among settings for infants and young children.</p>
<p>Module 3: Communication for Collaboration</p>	<p>NAEYC Standard 2: Building Family and Community Relationships</p> <p>Key elements 2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Key elements 3b: Knowing about assessment partnerships with families and professional colleagues</p>	<p>(ICSI = initial common specialty items; EC = early childhood special education; K= knowledge; S= Skills)</p> <p>CEC/DEC Standard 4: Assessment</p> <p>ICSI.4.S7 – Report assessment results to all stakeholders using effective communication skills.</p> <p>CEC/DEC Standard 5: Instructional Planning and Strategies</p> <p>ICSI.5.S1 – Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.</p>

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	<p>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</p> <p>Key elements 4d: Reflecting on their own practice to promote positive outcomes for each child.</p> <p>NAEYC Standard 6: Becoming a Professional</p> <p>Key elements 6c: Engaging in continuous, collaborative learning to inform practice</p> <p>Key elements 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>	<p>ECSE.S5.7 – Develop, implement, and evaluate individualized plans, with family members and other professional, as a member of a team.</p> <p>ECSE.S5.8 – Design intervention strategies incorporating information from multiple disciplines.</p> <p>CEC/DEC Standard 6: Professional Learning and Ethical Practice</p> <p>ICSI.6.S8 – Use verbal, nonverbal, and written language effectively.</p> <p>ICSI.6.S11 – Reflect on one's practice to improve instruction and guide professional growth.</p> <p>CEC/DEC Standard 7: Collaboration</p> <p>ICSI.7.K1– Models and strategies of consultation and collaboration.</p> <p>ICSI.7.K4 – Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members.</p> <p>ICSI.7.S1 – Maintain confidential communication about individuals with exceptionalities.</p> <p>ICSI.7.S2 – Collaborate with families and others in assessment of individuals with exceptionalities.</p> <p>ICSI.7.S6 – Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings.</p>

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		<p>ICSI.7.S7 – Use group problem-solving skills to develop, implement, and evaluate collaborative activities.</p> <p>ICSI.7.S9 – Communicate with school personnel about the characteristics and needs of individuals with exceptionalities.</p> <p>ICSI.7.S10 – Communicate effectively with families of individuals with exceptionalities from diverse backgrounds.</p> <p>ECSE.S7.2 – Collaborate with caregivers, professionals, and agencies to support children’s development and learning.</p> <p>ECSE.S7.7 – Participate as a team member to identify and enhance team roles, communication, and problem-solving.</p>
<p>Module 4: Family- Professional Partnerships</p>	<p>NAEYC Standard 2: Building Family and Community Relationships</p> <p>Key elements 2a: Knowing about and understanding diverse family and community characteristics</p> <p>Key elements 2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>Key elements 2c: Involving families and communities in their</p>	<p>(ICSI = initial common specialty items; EC = early childhood special education; K= knowledge; S= Skills)</p> <p>CEC/DEC Standard 1: Learner Development and Individual Learning Differences</p> <p>ICSI.1.K4 – Family systems and the role of families in the educational process.</p> <p>CEC/DEC Standard 2: Learning Environments</p> <p>ICSI.2.S6 – Use performance data and information from all stakeholders to make or suggest modifications in learning environments.</p>

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	<p>children’s development and learning</p> <p>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Key elements 3b: Knowing about assessment partnerships with families and with professional colleagues</p>	<p>CEC/DEC Standard 3: Curricular Content Knowledge</p> <p>ECSE.S3.2 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.</p> <p>CEC/DEC Standard 4: Assessment</p> <p>ECSE.K4.1 – Role of the family in the assessment process.</p> <p>ECSE.S4.1 – Assist families in identifying their concerns, resources, and priorities.</p> <p>ECSE.S4.2 – Integrate family priorities and concerns in the assessment process.</p> <p>ECSE.S4.6 – Gather information from multiple sources and environments.</p> <p>ECSE.S4.11 – Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.</p> <p>CEC/DEC Standard 5: Instructional Planning and Strategies</p> <p>ICSI.5.S2 – Involve the individual and family in setting instructional goals and monitoring progress.</p> <p>ECSE.S5.7– Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.</p>

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		<p>CEC/DEC Standard 6: Professional Learning and Ethical Practice</p> <p>ICSI.6.S8 – Use verbal, nonverbal, and written language effectively.</p> <p>ECSE.S6.2 – Integrate family systems theories and principles to guide professional practice.</p> <p>ECSE.S6.3 – Respect family choices and goals.</p> <p>CEC/DEC Standard 7: Collaboration</p> <p>ICSI.7.K1– Models and strategies of consultation and collaboration.</p> <p>ICSI.7.K3 – Concerns of families of individuals with exceptionalities and strategies to help address these concerns.</p> <p>ICSI.7.K4 – Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members.</p> <p>ICSI.7.S2 – Collaborate with families and others in assessment of individuals with exceptionalities.</p> <p>ICSI.7.S3 – Foster respectful and beneficial relationships between families and professionals.</p>

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		<p>ICSI.7.S4 – Assist individuals with exceptionalities and their families in becoming active participants in the educational team.</p> <p>ICSI.7.S10 – Communicate effectively with families of individuals with exceptionalities from diverse backgrounds.</p> <p>ECSE.S7.3 – Support families’ choices and priorities in the development of goals and intervention strategies.</p> <p>ECSE.S7.4 – Implement family-oriented services based on the family’s identified resources, priorities, and concerns.</p>
<p>Module 5: Assistive Technology</p>	<p>NAEYC Standard 1: Promoting Child Development and Learning</p> <p>Key elements 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p>NAEYC Standard 2: Building Family and Community Relationships</p> <p>Key elements 2a: Knowing about and understanding diverse family and community characteristics.</p>	<p>(ICSI = initial common specialty items; EC = early childhood special education; K= knowledge; S= Skills)</p> <p>CEC/DEC Standard 1: Learner Development and Individual Learning Differences</p> <p>ECSE.K1.8 — Impact of child’s abilities, needs, and characteristics of development and learning.</p> <p>ECSE.S1.1— Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families.</p> <p>ECSE.S1.2 — Develop and match learning experiences and strategies to characteristics of infants and young children.</p>

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	<p>Key elements 2b: Supporting and engaging families and communities through respectful, reciprocal relationships.</p> <p>Key elements 2c: Involving families and communities in their children’s development and learning.</p> <p>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Key elements 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.</p> <p>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</p> <p>Key elements 4b: Knowing and understanding effective strategies and tools for early education.</p> <p>Key elements 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.</p>	<p>ECSE.S1.4 — Support caregivers to respond to child’s cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations.</p> <p>ECSE.S1.5 — Establish communication systems for young children that support self advocacy.</p> <p>CEC/DEC Standard 2: Learning Environments</p> <p>ICSI.2.K1— Demands of learning environments.</p> <p>ICSI.2.S3— Identify supports needed for integration into various program placements.</p> <p>ICSI.2.S4— Design learning environments that encourage active participation in individual and group activities.</p> <p>ICSI.2.S6 — Use performance data and information from all stakeholders to make or suggest modifications in learning environments.</p> <p>ICSI.2.S9 — Create an environment that encourages self-advocacy and increased independence.</p> <p>ECSE.S2.1 — Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.</p> <p>ECSE.S2.2 — Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.</p> <p>ECSE.S2.3 — Embed learning opportunities in everyday routines, relationships, activities, and places.</p>

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	<p>NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum</p> <p>Key elements 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.</p> <p>NAEYC Standard 6: Becoming a Professional</p> <p>Key elements 6c: Engaging in continuous, collaborative learning to inform practice.</p> <p>Key elements 6d: Integrating knowledgeable, reflective, and critical perspectives on early education.</p>	<p>ECSE.S2.5 — Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences.</p> <p>CEC/DEC Standard 3: Curricular Content Knowledge</p> <p>ICSI.3.K4 — Technology for planning and managing the teaching and learning environment.</p> <p>ICSI.3.S1 — Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities.</p> <p>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.</p> <p>CEC/DEC Standard 4: Assessment</p> <p>ECSE.S4.2 — Integrate family priorities and concerns in the assessment process.</p> <p>CEC/DEC Standard 5: Instructional Planning and Strategies</p> <p>ICSI.5.K3— Augmentative and assistive communication strategies.</p> <p>ICSI.5.S2— Involve the individual and family in setting instructional goals and monitoring progress.</p> <p>ICSI.5.S7— Incorporate and implement instructional and assistive technology into the educational program.</p>

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		<p>ICSI.5.S13— Use strategies to facilitate integration into various settings.</p> <p>ICSI.5.S15— Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities.</p> <p>ICSI.5.S16— Use strategies to facilitate maintenance and generalization of skills across learning environments.</p> <p>ICSI.5.S19— Use strategies to support and enhance communication skills of individuals with exceptionalities.</p> <p>ECSE.S5.6 — Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.</p> <p>ECSE.S5.7 — Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.</p> <p>ECSE.S5.11 — Develop individualized plans that support development and learning as well as caregiver responsiveness.</p> <p>ECSE.S5.12 — Develop an individualized plan that supports the child’s independent functioning in the child’s natural environments.</p> <p>ECSE.S5.13 — Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.</p>

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		<p>CEC/DEC Standard 6: Professional Learning and Ethical Practice</p> <p>ICSI.6.K4 — Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptionalities.</p> <p>ICSI.6.S13 — Demonstrate commitment to engage in evidence-based practices.</p> <p>ECSE.S6.5 — Apply evidence-based and DEC recommended practices for infants and young children including those from diverse backgrounds.</p> <p>CEC/DEC Standard 7: Collaboration</p> <p>ICSI.7.S2— Collaborate with families and others in assessment of individuals with exceptionalities.</p> <p>ICSI.7.S3 — Foster respectful and beneficial relationships between families and professionals.</p> <p>ICSI.7.S4 — Assist individuals with exceptionalities and their families in becoming active participants in the educational team.</p> <p>ECSE.S7.2 — Collaborate with caregivers, professionals, and agencies to support children’s development and learning.</p> <p>ECSE.S7.3 — Support families’ choices and priorities in the development of goals and intervention strategies.</p>

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<p>Module 6: Dialogic Reading Practices</p>	<p>NAEYC Standard 1: Promoting Child Development and Learning</p> <p>Key elements 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</p> <p>Key elements 4b: Knowing and understanding effective strategies and tools for early education.</p> <p>Key elements 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.</p> <p>Key elements 4d: Reflecting on their own practice to promotes positive outcomes for each child.</p> <p>NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum</p>	<p>(ICSI = initial common specialty items; EC = early childhood special education; K= knowledge; S= Skills)</p> <p>CEC/DEC Standard 2: Learning Environments</p> <p>ICSI.2.S4— Design learning environments that encourage active participation in individual and group activities.</p> <p>ICSI.2.S5 — Modify the learning environment to manage behaviors.</p> <p>ICSI.2.S6 — Use performance data and information from all shareholders to make or suggest modifications in learning environments.</p> <p>ECSE.S2.3 — Embed learning opportunities in everyday routines, relationships, activities, and places.</p> <p>CEC/DEC Standard 3: Curricular Content Knowledge</p> <p>ECSE.K3.2 — Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children.</p> <p>ECSE.K3.3 — Developmental and academic content.</p> <p>ECSE.S3.1 — Apply current research to the five developmental domains, play and temperament in learning situations.</p> <p>CEC/DEC Standard 5: Instructional Planning and Strategies</p>

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	<p>Key elements 5a: Understanding content knowledge and resources in academic disciplines.</p> <p>Key elements 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.</p> <p>Key elements 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.</p> <p>NAEYC Standard 6: Becoming a Professional</p> <p>Key elements 6c: Engaging in continuous, collaborative, learning to inform practice.</p> <p>Key elements 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>	<p>ICSI.5.S9 — Prepare and organize materials to implement daily lesson plans.</p> <p>ICSI.5.S10 — Use instructional time effectively.</p> <p>ECSE.S5.2 — Use teacher-scaffolded and initiated instruction to complement child-initiated learning.</p> <p>CEC/DEC Standard 6: Professional Learning and Ethical Practices</p> <p>ICSI.6.S4 — Conduct professional activities in compliance with applicable laws and policies.</p> <p>ICSI.6.S9 — Conduct self-evaluation of instruction.</p> <p>ICSI.6.S11— Reflect on one’s practice to improve instruction and guide professional growth.</p> <p>ICSI.6.S13— Demonstrate commitment to engage in evidence-based practices.</p> <p>ECSE.S6.5 — Apply evidence-based practice and DEC recommended practices for infants and young children including those from diverse backgrounds.</p>

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Module 7: Tiered Instruction	<p>NAEYC Standard 1: Promoting Child Development and Learning</p> <p>Key elements 1a: Knowing and understanding young children’s characteristics and needs.</p> <p>Key elements 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Key elements 3a: Understanding the goals, benefits, and uses of assessment.</p> <p>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</p>	<p>(ICSI = initial common specialty items; EC = early childhood special education; K= knowledge; S= Skills)</p> <p>CEC/DEC Standard 1: Learner Development and Individual Learning Differences</p> <p>ECSE.K1.6 — Factors that affect the mental health and social-emotional development of infants and young children.</p> <p>ECSEK1.7— Infants and young children develop and learn at varying rates.</p> <p>ECSEK1.8 — Impact of child’s abilities, needs, and characteristics of development and learning.</p> <p>ECSES1.2 — Develop and match learning experiences and strategies to characteristics of infants and young children.</p> <p>CEC/DEC Standard 2: Learning Environments</p> <p>ICSI.2.S2.0 - Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.</p> <p>ECSE.S2.2 — Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.</p> <p>ECSE.S2.3 — Embed learning opportunities in everyday routines, relationships, activities, and places.</p>

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	<p>Key elements 4a: Understanding positive relationships and supportive interactions as the foundation of their work.</p> <p>Key elements 4b: Knowing and understanding effective strategies and tools for early education.</p> <p>Key elements 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.</p> <p>NAEYC Standard 6: Becoming a Professional</p> <p>Key elements 6c: Engaging in continuous, collaborative learning to inform practice.</p> <p>Key elements 6d: Integrating knowledgeable, reflective, and critical perspectives on early education.</p>	<p>ECSE.S2.4 — Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.</p> <p>CEC/DEC Standard 3: Curricular Content Knowledge</p> <p>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.</p> <p>ECSE.S3.3 — Implement and evaluate preventative and reductive strategies to address challenging behaviors.</p> <p>CEC/DEC Standard 4: Assessment</p> <p>ICSI.4.S4.1- Select and use technically sound formal and informal assessments that minimize bias.</p> <p>ICSI.4.S.4.3 - In collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.</p> <p>ECSE.K4.4 - Connection of curriculum to assessment and progress monitoring activities</p> <p>ECSE.K4.5 — Use informal and formal assessment to make decisions about infants and young children’s development and learning.</p>

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		<p>ECSE.K4.8 — Participate as a team member to integrate assessment results in the development and implementation of individualized plans.</p> <p>ECSE.K4.11 — Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.</p> <p>CEC/DEC Standard 5: Instructional Planning and Strategies</p> <p>ICSI.5.S5.0 — Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>ICSI.5.S5.1 — Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</p> <p>ICSI.5.S5.4 - Use strategies to enhance language development and communication skills of individuals with exceptionalities.</p> <p>ECSE.S5.2 — Use teacher-scaffolded and initiated instruction to complement child-initiated learning.</p> <p>ECSE.S5.4 — Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.</p>

Module Title	NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs	CEC / DEC Initial Standards Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)
		<p>ECSE.S5.5 — Use strategies to teach social skills and conflict resolution.</p> <p>ECSE.S5.6 — Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.</p> <p>ECSE.S5.10 - Align individualized goals with developmental and academic content</p> <p>CEC/DEC Standard 6: Professional Learning and Ethical Practices.</p> <p>ICSI.6.S4 — Conduct professional activities in compliance with applicable laws and policies.</p> <p>ICSI.6.S9 — Conduct self-evaluation of instruction.</p> <p>ICSI.6.S11— Reflect on one’s practice to improve instruction and guide professional growth.</p> <p>ICSI.6.S13— Demonstrate commitment to engage in evidence-based practices.</p> <p>ECSE.S6.5 — Apply evidence-based practice and DEC recommended practices for infants and young children including those from diverse backgrounds.</p>

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