

EMBEDDING THE DIVISION FOR EARLY
CHILDHOOD (DEC) AND COUNCIL FOR
EXCEPTIONAL CHILDREN (CEC) PERSONAL
PREPARATION STANDARDS IN YOUR PROGRAMS

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TOPICS TO BE COVERED

- Overview of the CEC and DEC personnel preparation standards
- Purpose of the standards / How to use the standards
- Differences and similarities of CEC/DEC and NAEYC standards in ECE coursework
- Decision-making in addressing the standards within blended programs and examples
- Resources
- Alignment between DEC/CEC and NAEYC personnel preparation standards
- Final thoughts

POLL #1

WHAT TYPE OF EARLY CHILDHOOD PROGRAM DO YOU HAVE? SELECT ALL THAT APPLY

- A. 2 year program
- B. 4 year program
- C. Graduate program
- D. EC only
- E. Blended program: EC with ECSE approval
- F. Blended program: EC with ECSE endorsement
- G. Blended program: EC with early intervention credential
- H. Other

POLL #2

ARE YOU FAMILIAR WITH THE REVISED COUNCIL FOR
EXCEPTIONAL CHILDREN AND DIVISION FOR EARLY
CHILDHOOD PERSONNEL PREPARATION STANDARDS?

- A. I don't know anything about them
- B. I have heard of them but haven't seen them
- C. I am very familiar with them
- D. I use them in my program

COUNCIL FOR EXCEPTIONAL CHILDREN SPECIAL EDUCATOR PREPARATION STANDARDS

- Standards for Initial and Advanced Special Educator Preparation
 - Seven Content Areas
 - Key elements describe the competencies all special educators should possess and demonstrate
 - Supporting Explanation for each content area



COUNCIL FOR EXCEPTIONAL CHILDREN SPECIALTY SET PREPARATION STANDARDS

- Specialty Sets across various specialty areas within special education
- CEC Special Education Early Childhood Specialist Set
 - Developed by the Division for Early Childhood (DEC). Covers infants and young children (birth through age eight) who are at-risk for or have developmental delays and disabilities and their families
 - Knowledge (K1, K2, etc.)
 - Skills (S1, S2, etc.)



INITIAL LEVEL OF CEC SPECIAL EDUCATION STANDARDS

- The initial level content standards identify the knowledge and skills that all special education professionals should possess as they enter initial special education positions
- These serve as a common core set of standards that apply to all entry level special education personnel, including early childhood special educators and early interventionists



INITIAL LEVEL OF SPECIALTY SETS OF STANDARDS



- The DEC specialty set identifies knowledge and skills that all early childhood special education and early intervention personnel should possess and be able to demonstrate as they enter the early childhood field
- The CEC and DEC standards work together to provide comprehensive guidelines for ECSE/EI personnel preparation program development and evaluation

INITIAL STANDARDS: SEVEN CONTENT AREAS



ADVANCED SPECIAL EDUCATION STANDARDS AND SPECIALTY SETS

- The advanced level standards provide a common core of standards all special educators should possess in advanced positions
- The DEC Specialty Set identifies knowledge and skills that all early childhood special educators for should possess in advanced positions
- They often address
 - knowledge and skills at a program or systems level
 - leadership and supervision knowledge and skills
 - design and evaluation skills
 - in depth knowledge of research and evidence-based practices



ADVANCED STANDARDS: SEVEN CONTENT AREAS



ASSESSMENT

Initial CEC Key Element

- 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities

Advanced CEC Key Element

- 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs

CURRICULAR CONTENT KNOWLEDGE

Initial CEC Standard

- 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities

Advanced CEC Standard

- 2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and systems levels

CURRICULAR CONTENT KNOWLEDGE

Initial Level DEC specialty set

- S3.3 Implement and evaluate preventative and reductive strategies to address challenging behaviors

Advanced Level DEC specialty set

- S2.4 Design, implement, and evaluate plans to prevent and address challenging behaviors across settings
- S2.5 Design, implement, and evaluate developmentally responsive learning environments, preventative strategies, program wide behavior supports, and tiered instruction

INITIAL LEVEL PREPARATION STANDARDS

Content Area	Key Element	Knowledge	Skills	Total
Learner Development and Individual Learning Differences	2	10	5	17
Learning Environments	3	1	7	11
Curricular Content Knowledge	3	3	4	10
Assessment	4	4	11	19
Instructional Planning and Strategies	7	0	13	20
Professional Learning and Practice	6	4	7	17
Collaboration	3	1	10	14
Total	28	23	57	108

ADVANCED LEVEL PREPARATION STANDARDS

Content Area	Key Element	Knowledge	Skills	Total
Assessment	2	2	3	7
Curricular Content Knowledge	3	1	6	10
Program, Services, and Outcomes	5	1	3	9
Research and Inquiry	3	0	3	6
Leadership and Policy	5	3	4	12
Professional and Ethical Preparation	7	0	3	10
Collaboration	3	2	2	7
Total	28	9	24	61

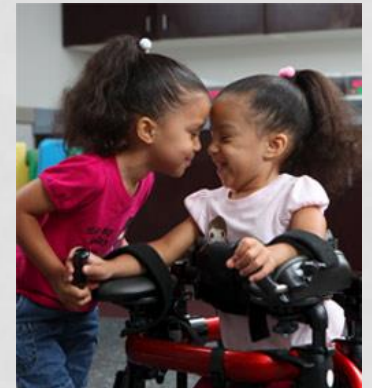
WHAT DO WE DO WITH THE STANDARDS?



- Professional accrediting organizations, such as CAEP use standards as benchmarks for program evaluations. Blended programs must address NAEYC and CEC/DEC standards.
- Standards provide guidance to college and university faculty in the development of course content, field experiences, expectations for candidates, and assessment activities.
- Use to identify content to include in courses for the Illinois ECSE approval (Methods, Assessment, Families, Typical and Atypical Communication) or endorsement.
- Faculty use standards to evaluate the effectiveness of their programs.

NAEYC AND CEC/DEC STANDARDS PROVIDE A SHARED VISION FOR THE PREPARATION OF ECE, ECSE, AND EI PRACTITIONERS

- Foundation of Developmentally Appropriate Practice (DAP, IAP, CAP)
- Intentional Teaching that balances child initiated exploration and play and teacher planned and directed activities
- Routines-based learning and practice
- Social emotional development and well being
- Cultural and linguistic competency, diversity
- Inclusion and meeting the needs of all children
- Partnership with families
- Evidence-based strategies and assessment practices



SPECIFIC KNOWLEDGE AND SKILLS ACROSS CEC AND DEC STANDARDS

- Family systems theory and family centered approaches, Early intervention and home visits
- Universal design
- Modifying expectations, environments, curriculum, teaching strategies, and assessments to meet individual needs
- Learning sequences: acquisition, fluency, generalization and maintenance of skills across environments and time
- Specific evidence-based strategies
- Prevent and remediate challenging behavior
- Address crisis situations

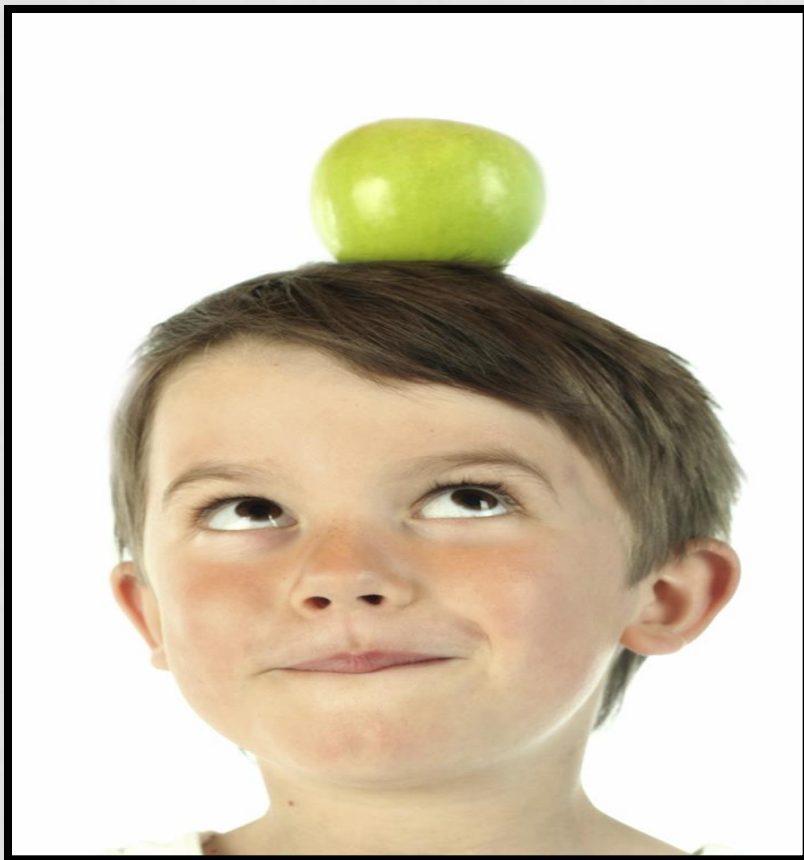


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ADDRESSING STANDARDS WITHIN YOUR PROGRAM



ARE YOU ALREADY ADDRESSING SOME OF THE CEC/DEC STANDARDS?

- K1.1 Theories of typical and atypical early childhood development
- K1.6 Factors that affect the mental health and social-emotional development of infants and young children
- S1.1 Develop, implement, and evaluate learning experiences and strategies that respect diversity of infants, young children, and their families
- S2.3 Embed learning opportunities in everyday routines, relationships, activities, and places.
- S3.1 Apply current research to the five developmental domains, play, and temperament in learning situations
- K4.4 Connection of curriculum to assessment and progress monitoring activities



RAISE YOUR HAND IF YOU ADDRESS SOME OR ALL OF THOSE STANDARDS



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CAN YOU ADDRESS THE STANDARDS WITHIN EXISTING COURSES OR DO YOU NEED TO DEVELOP NEW COURSES?

- Develop two distinct courses
- Develop two distinct but linked courses that build on each other
- Develop a two semester course that embeds both sets of standards
- Keep current courses but embed ECSE and E/I content/standards within readings, discussion, assignments, and evaluation



STRATEGIES TO ADDRESS/EMBED THE CEC/DEC STANDARDS

- Co-teaching
- Guest faculty or parents
- Collaborate across departments to develop assignments, readings, activities, etc.
- Collaborate across colleges and universities (e.g., Heartland Equity and Inclusion Project [HEIP])
<https://www.heartland.edu/heip/>



SOME ASSIGNMENTS/EXPERIENCES CAN BE EMBEDDED WITHIN EXISTING ASSIGNMENTS

- Lesson plan
- Project approach or units of study: Universal design
- Assessment adaptations for specific children
- Field experiences in inclusive settings
- Co-teaching/Collaboration
- Community mapping



ADAPT TO ACCOMMODATE THESE CHILDREN

- **Emily** has ADHD and does not attend well. When she does attend, it is for very short periods of time. She often leaves circle or bothers peers by talking to them or touching, pushing, or leaning on them during circle.
- **Rinaldi** is hearing impaired. He does not use or hear vocal speech and has limited use of sign language.
- **Dino** is a child with autism who is tactually defensive. He does not like to touch different feeling materials and does not like to be touched; he avoids being near peers or adults. He also engages in self-stimulatory behavior by rocking back and forth.
- **Krista** has significant cognitive delays and does not follow directions well. She is self-abusive and aggressive when she is bored or not receiving teacher or other adult attention.
- **None of these children has an aide, and you cannot add an aide as an adaptation. Your goal should be to promote normalized, natural experiences for each child. Each child should participate as much as possible in all parts of the activity.**

SOME ASSIGNMENTS/EXPERIENCES MAY BE STAND ALONE

- Family Systems Analysis: Diego family
http://ncoe.pointinspace.com/trainingmaterials/searchvideos_results.lasso
- Home visit / interview / spend time with family receiving early intervention services
- Attend IEP meeting
- Develop IEP annual goals and benchmarks
- Develop IFSP goals and outcomes
- Complete Early Childhood Outcomes forms
- Inclusion observation and assignments



POLL # 3

HOW DO YOU THINK YOUR PROGRAM WILL ADDRESS THE STANDARDS?

- A. Separate courses for ECSE/EI content
- B. Embed within existing courses
- C. Separate assignments for ECSE/EI
- D. Embed within existing assignments
- E. A combination of A, B, C, and D
- F. Other

A FEW RESOURCES



- DEC Recommended Practices
<http://www.dec-sped.org/recommendedpractices>
- Special Quest <http://www.specialquest.org/about.htm> (Diego Family)
- CONNECT <http://community.fpg.unc.edu/>
- CSEFEL <http://csefel.vanderbilt.edu/>
- Head Start Center on Inclusion <http://depts.washington.edu/hscenter/>
- ISBE <http://www.isbe.net/spec-ed/html/iep.htm>
- Videos <https://www.youtube.com/watch?v=a5odC5acaBQ>

DEC TOOL KIT

EMBEDDED INSTRUCTION, TEACHING STRATEGIES,
COMMUNICATION SKILLS,
MONITORING CHILDREN'S LEARNING



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POLL #4

ARE YOU FAMILIAR WITH THE DEC RECOMMENDED PRACTICES?

- A. I've never heard of them
- B. I am familiar with the old Recommended Practices
- C. I am familiar with the new Recommended Practices
- D. I have used the Recommended Practices in at least one course

DEC RECOMMENDED PRACTICES (0-5)

[HTTP://WWW.DEC-SPED.ORG/RECOMMENDED PRACTICES](http://www.dec-spед.org/recommendedpractices)

- Leadership (14)
- Assessment (11)
- Environment (6)
- Family (10)
- Instruction (13)
- Interaction (5)
- Teaming & Collaboration (5)
- Transition (2)
- Lead in Discussion per area



DEC STANDARDS

- K4.1 Role of the family in the assessment process
- S4.6 Gather information from multiple sources and environments
- S7.3 Support families' choices and priorities in the development of goals and intervention strategies



RECOMMENDED PRACTICES

- A2. Practitioners work with the family and other professionals to gather assessment information
- A7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.
- F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.

DEC STANDARD

S7.9 ASSIST THE FAMILY IN PLANNING FOR TRANSITION

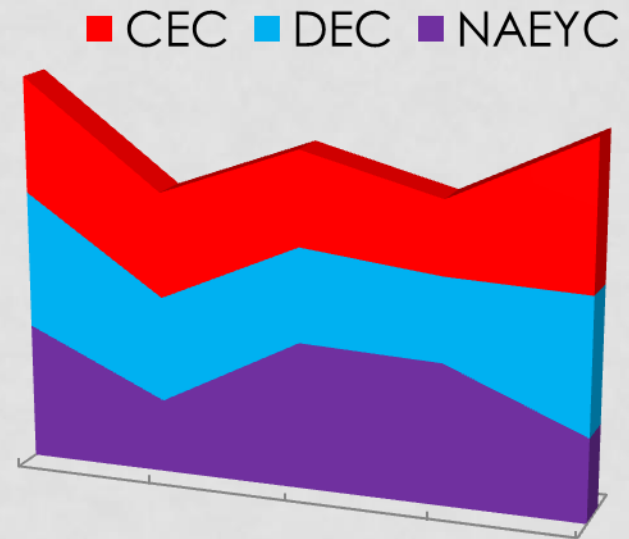
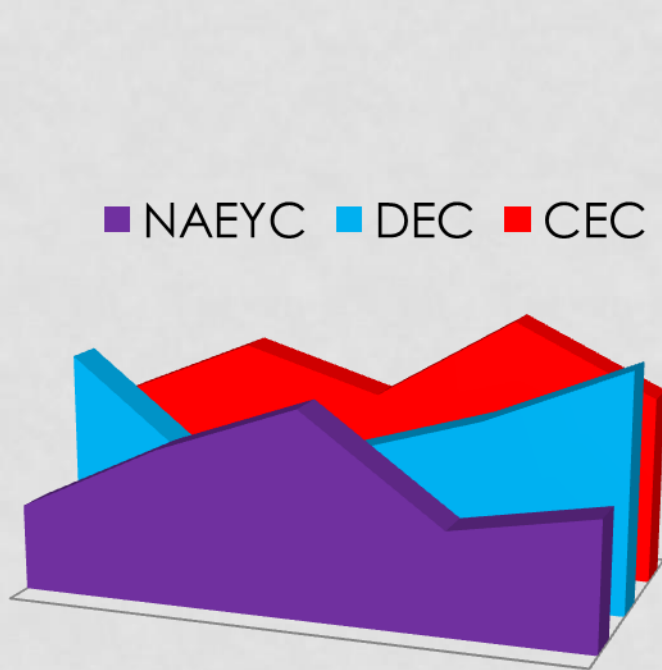
Lead in

Transition is a process that generally involves many activities on the part of the practitioner in collaboration with the family. As with other life transitions or changes, positive relationships—in this case positive teacher-child and practitioner –family relationships—are associated with greater satisfaction, better adjustment, and better child outcomes.

Recommended Practice

TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.

ALIGNING CEC/DEC AND NAEYC'S PERSONNEL STANDARDS



ALIGNMENT HISTORY

- DEC developed alignment of NAEYC and CEC and DEC Initial Standards in 2009.
- CEC, DEC, OSEP-funded Early Childhood Personnel Center (ECPC), and NAEYC are collaborating to develop a new standards alignment (due 2015).
- A ten person workgroup has completed the first draft alignment of the revised standards.



NEXT STEPS IN ALIGNMENT

- (1) review of the alignments by a NAEYC workgroup;
- (2) alignment approvals and dissemination via each collaborators' websites; and
- (3) development of an IHE handbook with strategies for using the alignments.



TWO LAST THOUGHTS

What we do



Why
we
do it



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DIFFERENTIATION / INDIVIDUALIZATION

Differentiating means understanding similarities and differences between children and adjusting the curriculum, goals, and teaching strategies to meet the unique needs of each child.

Differentiation allows teachers to respond to the learning needs of increasingly diverse classrooms of children.

Adapted from Smutny & von Fremd (2009)



DIFFERENTIATION IS LIKE PLANNING AND GOING ON A JOURNEY

- Two children show up without coats;
- Two have only light sweaters;
- Four have their coats, but forgot their lunch;
- Three are afraid to ride in the bus;
- Four are excited to ride in the bus but they want to stop frequently to walk around;
- Three want to get there as quickly as possible;
- Two have been on this journey before and don't know why they have to go again.



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FIVE STEP PROCESS FOR DIFFERENTIATION

STEP 1: KNOW THE TRAVELERS WELL



- How ready are the children for the journey?
- What skills and abilities does each child have?
- What differences might influence their ability to begin and complete this journey?
- What do they need to be able to begin and complete the journey?

STEP 2: DETERMINE THE DESTINATION (GOALS FOR THE JOURNEY)

- What do I want the children to understand or be able to do during the journey and at the end of the journey?
- Will there be different goals across children?
- What learning standards and curriculum goals will this journey address?



STEP 3: PLAN THE JOURNEY

- What can I do to prepare each child for this journey?
- What will each child need during the journey?
- Where will the children sit?
- What will children do during breaks and how much supervision and support will they need during breaks and when we arrive at our destination?
- How can I make the journey interesting to each child?



STEP 4: GO ON THE JOURNEY (SUPPORT EACH CHILD)



- Provide scaffolding as needed for all children
- Provide individualized scaffolding
- Use specific recommended practice
- Provide many opportunities to practice skills

STEP 5: EVALUATE THE SUCCESS OF THE JOURNEY

- How will I measure outcomes?
- When will I measure outcomes?
- Will success mean the same thing for each child?
- What if the journey was not quite successful for one or more children?



DO YOU HAVE ANY QUESTIONS OR COMMENTS?

- Please type your questions or comments in the chat



SOMETIMES IT SEEMS OVERWHELMING
BUT THIS IS WHY WE DO IT:
CHILDREN AND THEIR FAMILIES

