



Early Childhood Personnel Center

Families



Crosswalk of 2012 CEC and 2010 NAEYC Initial Professional Standards and 2017 DEC Initial Specialty Set Knowledge and Skill Statements with the DEC Recommended Practices (2014)



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DISABILITIES



Crosswalk of 2012 CEC and 2010 NAEYC Initial Professional Standards and 2017 DEC Initial Specialty Set Knowledge and Skill Statements with the DEC Recommended Practices (2014) – [Family](#)

Family 1: Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 1: Learner Development and Individual Learning Differences</p> <p>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p> <p>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>		
		Standard 1: Promoting Child Development and Learning

	S1.1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
<p>Standard 6: Professional Learning and Ethical Practice</p> <p>6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> <p>6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice</p> <p>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice</p> <p>6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services</p>		
	S6.3 Respect family choices and goals.	<p>Standard 2. Building Family and Community Relationships</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships.</p>



Examples of class or workshop activities using observation:

The learner observes, reflects, and discusses:

1. After listening to a family panel discussion with representatives who have children birth through kindergarten and who represent diverse backgrounds. The family members are asked to respond to/discuss the following questions: (a) What are some of the things that your child's teacher or early interventionist did to make you feel welcome to the program? (b) What are some of the things that you did share or would have liked to have shared with the teacher or early interventionist about your culture? (c) What are some of the most important things for these learners to know about and/or learn to do as they prepare to work with families whose backgrounds may be different from their own?

After the panel presentation or during the next session, the learners reflect on and verbally or in writing discuss the following: (a) What are your three most important takeaways from the panel discussion? Why? (b) Based on the panel discussion, what comment most surprised you? Why? (c) When working with a family from a background from which you have not previously provided services, what are some of the things that you will do to prepare to build a trusting and respectful relationship with that family.

2. After watching a video portraying an IFSP or IEP meeting in which the team represents multiple disciplines and at least one family member who represents cultural, linguistic, and/or socio-economic diversity. Learners observe for: (a) the role of the family member; (b) strategies used by the chairperson to engage the family member in the discussion; and (c) other strategies that could be employed to enhance the effectiveness of the family member's participation. Follow-up discussion could occur in large group or in small groups, with small groups reporting to the whole group.
3. After listening to a family panel which includes family members who have participated in IFSP and/or IEP meetings and who represent cultural, linguistic, and/or socioeconomic diversity. The family members receive a set of questions to consider prior to the panel presentation which might include: (a) What did the teacher or early interventionist do to assist you in preparing to be an active member in your child's IFSP and/or IEP meetings? (b) What has been your role in the IFSP and/or IEP meetings? (c) What did the chairperson or other team members do to make you feel welcome and part of the team? (d) What recommendations do you have for the learners as they prepare to participate as a team member in IFSP or IEP meetings regarding the involvement of family members?

After the panel presentation or during the next session, students discuss their reactions to the panel presentation. This may be an open-ended discussion or organized by questions such as: (a) What were the key things that you learned from the panel? (b) What family

comments most surprised you? (c) What else would you have liked to ask that was not asked/discussed? and (d) What will you do differently to partner with family's, including those from diverse backgrounds, as a professional based on the panel's comments?

Example of a practice activity for classes or workshops:

The learner:

After reading an article about and/or watching a video specific to strategies for effectively using a language interpreter, the learner in a small group identifies what should be done before, during, and as follow-up to a home visit with the Rosario family (see below).

The Rosario family includes the grandmother, Lupita; the dad, Emilio; the mom, Juanita; 5 year old kindergartener, Jose; 3 year old preschooler, Maria; and 1 year old, Luis. The family emigrated from Mexico 8 years ago. Spanish is the primary language spoken in the home, however, both Emilio and Lupita use English at work and community settings. The grandmother who is the primary caregiver for the children when Emilio and Lupita are at work has very limited English. Emilio works in a local factory and Lupita is a server in a diner a couple of blocks from their apartment. Maria has just transitioned from early intervention to a public school preschool classroom. She has been identified as having cognitive, language, and social-emotional delays. This first home visit by the preschool teacher and her paraprofessional is intended to provide information about the preschool program and how Maria's IEP objectives will be included in the daily routine, as well as to complete required preschool program paperwork.

Example of an activity/assignment using field-based observation:

The learner observes, reflects, and discusses:

After observing an IEP or IFSP meeting in which the family member(s) has/have a language interpreter. The learner observes for: (a) specific strategies that professionals on the team employ to effectively communicate with the family member(s) with the assistance of the interpreter, (b) the relationship of the interpreter with the family member(s) and the professionals on the team, (c) the degree to which the communication seems to fully involve the family members, and (d) what might be done differently or in addition to prepare to prepare the team, including the family, for the use of an interpreter.

Examples of field-based application activities/assignments:

The learner:

1. Completes a structured interview regarding the cultural mediator’s role and records the mediator’s responses. The learner also reflects on what he/she learned through the interview.

2. Completes a structured interview with a language interpreter focused on strategies that should be employed before, during, and as follow-up to interpreting for a family for educational purposes (e.g., IFSP meeting, IEP meeting, home visit, parent teacher conference, family group meeting). The learner records the interpreter’s responses and reflects on what he/she learned through the interview.

Family 2: Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.

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<p>Standard 6: Professional Learning and Ethical Practice</p> <p>6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> <p>6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice</p>		

<p>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice</p> <p>6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services</p>		
	<p>S6.3 Respect family choices and goals.</p>	<p>Standard 2. Building Community and Family Relationships</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships.</p>

Examples of class or workshop activities using observation:

The learner observes, reflects, and discusses:

After watching a video vignette of a preschool or kindergarten parent-teacher conference. The learner is asked to watch the video to determine: (1) if the conference is primarily information sharing, problem-solving or both; (2) what the teacher may have done prior to the conference to prepare for it; (3) what may have occurred prior to the conference to assist the family member in preparing for it; (4) what communication strategies are used by the teacher to facilitate understanding and engagement of the family member; (5) the outcomes of the conference, including the degree to which the family was involved in any decision-making; and (6) any follow-up discussed and/or needed. Learners' observations are shared in large group.

Example of a practice activity for classes or workshops:

The learner:

Is provided with a scenario, such as the following:

Four year old Shauna is in an inclusive preschool classroom of 20 children with a teacher and teacher's assistant. She has been identified as having developmental delays in cognitive, communication and social skills with assessment results indicating that she is developmentally more like a 3 year old in those areas. Shauna uses primarily 3-word utterances when engaged in self-talk or responding to others. She maintains interest and engagement in her two favorite centers – art and manipulatives. Shauna rarely initiates communication and has difficulty remaining seated and attending to the adult “facilitator” or materials in both small and large group activities.

Shauna's mom, a technical school graduate, was formerly a medical tech before becoming “stay at home” mom caring for Shauna and her two year old brother. Her dad, a high school graduate, is a fireman. Both parents are very involved in their children's lives and try to both be present for home visits, parent conferences, IEP meetings, etc.

The learners are divided into groups of 4 with one being the preschool teacher, one the mom, and one the dad and role play a parent-teacher conference with the parents. The primary purpose of the conference is to share what Shauna is doing in the preschool classroom, her progress to date, and how her IEP objectives could be “carried over” at home.

The fourth learner is an observer and takes notes regarding: (a) the comprehensiveness of the information presented, (b) the use of jargon free and unbiased language, and (c) the role of the family in the conference.

After the role play, each small group will discuss the observers notes, what “worked” and what “did not work”, and what might be done differently in the future. This will then be shared in large group.

Example of an activity/assignment using field-based observation:

The learner observes, reflects, and discusses:

A preschool or kindergarten parent-teacher conference. The student takes notes on the following: (a) What is the primary purpose of the conference - information sharing, problem-solving or both? (b) What did the teacher do prior to the conference to prepare for it? (c)

What occurred prior to the conference to assist the family member(s) prepare for it? (d) How was the information presented to ensure that it was comprehensive, unbiased, and jargon free? (e) What communication strategies were used by the teacher to engage the family member(s) in the discussion, including any decision-making? (5) What were the outcomes of the conference? and (6) What, if any, follow-up was discussed and/or needed. The student writes a summary/reflection of the conference addressing the 6 questions and reflecting on the effectiveness of the conference and what might have been done differently to facilitate the family's involvement.

Example of a field-based application activity/assignment:

The learner:

With the assistance of the cooperating educator researches, plans for, and facilitates a conversation with the family during an early intervention home visit about medical resources in the community that effectively involve families who have children with multiple disabilities. The learner summarizes for his/her portfolio the information obtained about the medical resources, outlines the planned conversation, and reflects on the outcome of the conversation.

Family 3: Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.

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<p>Professional Practice Standards to guide their practice</p> <p>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice</p> <p>6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services</p>		
	<p>S6.3 Respect family choices and goals.</p>	<p>Standard 2. Building Community and Family Relationships</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships.</p>

Examples of class or workshop activities using observation:

The learner observes, reflects, and discusses:

1. A video of an IFSP meeting. A set of guiding questions are provided to the learner prior to watching the video: (a) What strategies did the professionals on the team use to identify and/or clarify the family's resources, priorities, and concerns? (b) How were the family's resources, priorities, and concerns reflected in the IFSP outcomes and services?
2. A video of an IEP meeting. A set of guiding questions are provided to the learner prior to watching the video: (a) What strategies did the professionals on the team use to identify the family's priorities and concerns for their child? (b) How were the family's priorities and concerns reflected in the IEP outcomes, services, and instructional strategies/accommodations?

Example of a practice activity for classes or workshops:

The learner:

When given a scenario about a child with needed adaptations to the learning environment (e.g., mobility needs because child is in a wheelchair, modifications of materials because of visual impairment), as well as information about the family, the students in groups of three will role play a transition meeting in which possible modifications are discussed. The child could be transitioning from Part C to preschool services or from preschool to kindergarten. One student will be the current service provider, one will be the parent, and another will be the receiving teacher. Students may be provided with guidelines that the current service provider would follow in facilitating the meeting. A primary focus of the role play is to include the parent in the discussion specifically addressing his/her priorities and concerns.

Examples of activities/assignments using field-based observation:

The learner observes and discusses/reflects on:

1. An IFSP meeting and listens for specific discussion of the family's resources, priorities, and concerns and how these are reflected in the IFSP. In his/her portfolio, the learner summarizes the discussion of the family's resources, priorities, and concerns, discusses how they were reflected in the IFSP outcomes and services, and identify what seemed to be effective in facilitation of this discussion and what could have been done differently.
2. An IEP meeting and listens for specific discussion of the family's resources, priorities, and concerns and how these are reflected in the IFSP. In his/her portfolio, the learner summarizes the discussion of the family's resources, priorities, and concerns, discusses how they were reflected in the IFSP outcomes and services, and identify what seemed to be effective in facilitation of this discussion and what could have been done differently.
3. An early interventionist discussing implementation of a "new" IFSP outcome with the family. The learner observes and takes notes on how the early interventionist engages the family member(s) in discussion of their priorities and concerns specific to this outcome and how based on the current family situation, it can be best incorporated into the daily routines. In his/her portfolio, the learner summarizes the discussion, discusses how the extent to which the plan for implementation reflects the family's priorities and concerns, and identifies what seemed to be effective in facilitation of this discussion and what could have been done differently.

Examples of field-based application activities/assignments:

The learner:

1. With the assistance of the early interventionist, conducts a routines based interview with a family who has just been referred for early intervention services. For the learner’s portfolio, the notes from the routines-based interview would be included, as well as a written reflection to include strategies used effectively and what might be done differently in the future.

2. With the assistance of the preschool teacher, facilitates a home visit with the family of a preschool child with an IEP. As part of the discussion, the learner involves the family in conversation about what, if any changes, have occurred at home and/or other community settings since the IEP was developed. As part of this discussion, the learner uses communication strategies to identify any changes in the family’s priorities or concerns for their child. For the learner’s portfolio, an agenda/outline for the meeting would be included, notes from the discussion, and a written reflection to include strategies used effectively and what might be done differently in the future.

Family 4: 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.

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<p>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p> <p>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>		
	<p>S1.1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families.</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p>
<p>Standard 3: Curricular Content Knowledge</p> <p>3.0Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p>		

<p>3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p> <p>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities</p>		
	<p>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>Standard 5: Using Content Knowledge to Build Meaningful Curriculum</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</p>
<p>Standard 4: Assessment</p> <p>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p> <p>4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias</p> <p>4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results</p>		

<p>and guide educational decisions for individuals with exceptionalities</p> <p>4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities</p>		
	<p>K4.1 Role of the family in the assessment process.</p>	<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.</p>
	<p>S4.1 Assist families in identifying their concerns, resources, and priorities.</p>	
	<p>S4.2 Integrate family priorities and concerns in the assessment process.</p>	<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.</p>
<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.</p>		

<p>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities</p> <p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p> <p>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities</p>		
	<p>S5.7 Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.</p>	
<p>Standard 6: Professional Learning and Ethical Practice</p> <p>6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>		

<p>6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice</p> <p>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice</p> <p>6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services</p>		
	<p>S6.3 Respect family choices and goals.</p>	<p>Standard 2. Building Community and Family Relationships</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships.</p>
<p>Standard 7: Collaboration</p> <p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p> <p>7.1 Beginning special education professionals use the theory and elements of effective collaboration</p>		

<p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues</p> <p>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators</p>		
	<p>S7.1 Apply models of team process in early childhood.</p>	<p>Standard 6. Becoming a Professional</p> <p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>
	<p>S7.3 Support families' choices and priorities in the development of goals and intervention strategies.</p>	<p>Standard 2. Building Community and Family Relationships</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships.</p>
	<p>S7.4 Implement family-oriented services based on the family's identified resources, priorities, and concerns.</p>	
	<p>S7.7 Participate as a team member to identify and enhance team roles, communication, and problem-solving.</p>	<p>Standard 6. Becoming a Professional</p> <p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>

Examples of class or workshop activities using observation:

The learner observes and discusses/reflects on:

1. A video of an early intervention home visit in which a coaching model is implemented. The learner is provided with guiding questions to use as they watch the video which include: (a) What did the Early Interventionist say/do at the beginning of the session to suggest that the family's priorities and concerns were being addressed? (b) What was the family's role in the demonstration/practice of skills identified in the IFSP outcomes? (c) To what extent did the Early Interventionist facilitate the family reflecting on the "practice", and relating the practice to their priorities and concerns and the child's strengths and needs?

After watching the video, the learners in small group discuss their responses to the questions. Large group discussion follows.

2. A video of an IFSP or IEP meeting. The learner is provided with guiding questions to use as they watch the video which include: (a) How was the family involved in developing the outcomes or goals/objectives? (b) What was the family's role in determining the instructional strategies to be used and services to be provided? (c) To what extent was the family asked to share their priorities and concerns specific to the IFSP outcomes or IEP goals/objectives? (d) To what extent was the family asked to discuss their child's strengths and needs specific to the IFSP outcomes or IEP goals/objectives?

Discuss the learners' responses in large group after viewing the video. Implement the discussion in a round robin manner so as to involve all learners.

Example of a practice activity for classes or workshops:

The learner:

1. Prepares for and participates in an IFSP or IEP simulation, which includes one or more family members. After course instruction on IFSPs and/or IEPs, students receive a packet of information to prepare for the simulation which includes: (a) written directions for the simulation, (b) a sample assessment report, including results of a routines based interview if it is an IFSP meeting, (c) sample IFSP or IEP forms, (d) due process safeguards to be provided to the family member(s), and (e) observation forms to be used by the course instructor. The directions identify the possible roles that students will assume based on the number of students in the class (e.g., chairperson, recorder, special educator, related services professionals, family members, family advocate, Part C providers if the

simulation is for an IFSP). The directions also state that part of their role is to actively involve the family members in the process with their resources and priorities for their child and family guiding the discussion about IFSP outcomes and IEP objectives. A completed IEP or IFSP will be an outcome for the meeting.

2. The course instructor observes and completes an observation form (one per team member) during the simulation. The observation form includes items such as: (a) preparedness, (b) use of jargon free language, (c) explanation of assessment results in family friendly language, (d) use of strategies to actively involve family members and identify their resources and priorities, (e) discussion of intervention services and strategies in family friendly language that reflect the discussion of the family's resources and priorities, (f) evidence of understanding of legal requirements for IFSPs or IEPs. Immediately after the simulation, students reflect on the simulations with questions such as: What do you think went well? What might you do differently in the future to prepare for the meeting? What might you do differently in the future during the meeting to involve the family? Students are then provided with the completed observation forms to read and ask any questions about the comments.

Examples of activities/assignments using field-based observation:

The learner observes and discusses/reflects on:

1. An IFSP or IEP meeting in which the results of an assistive technology assessment are discussed. The family has identified communication with their child using some type of augmentative communication system as a priority. As a result of the assistive technology assessment it has been determined that the child is a good "candidate" for an augmentative communication system. Based on the discussion of the assessment results and use of an augmentative communication device, the learner reflects on and provides a response in his/her portfolio to the following questions: (1) To what extent did the discussion address the family's priorities? Provide specific examples from the discussion. (2) How was the family involved in determining how they would be "trained" to use the augmentative communication device? (3) How was the family involved in identifying routines and settings in which the augmentative communication system would be used?
2. An actual IFSP or IEP meeting in which the team represents multiple disciplines and at least one family member. The learner observes for: (a) the team role or roles of each team member, including the family; (b) strategies used by the chairperson to facilitate discussion of the family's priorities and concerns; (c) the extent to which the family's resources and priorities are reflected in the IFSP outcomes or IEP goals/objectives, (d) strategies used by the chairperson to facilitate discussion of the child's strengths and needs, (e) the extent to which the child's strengths and needs are reflected in the IFSP outcomes or IEP goals/objectives . A written reflection is prepared with

responses to each of the observation prompts and the relevant identifying information (e.g., type, date, and location of meeting; team members present identified by role; length of meeting).

Examples of field-based application activities/assignments:

The learner:

1. Develops an agenda for a home visit or parent-teacher conference with the family of a child in an inclusive classroom. The primary purpose of the “meeting” is to discuss the current IEP objectives that are being implemented, the instructional strategies being utilized, and the child’s progress to date. The agenda should be developed such that it is evident how the family will be involved in the discussion, including how their priorities and concerns and their perception of their child’s current strengths and needs are being addressed.
2. Sits in on an actual IFSP meeting in which the team represents multiple disciplines and at least one family member. During the next home visit with that family, the learner, and supervising field placement professional reflect on the meeting and its outcomes with the family member(s). The learner writes a follow-up reflection summary based on these questions: (a) What was helpful to you in preparing for the IFSP meeting? (b) What did you perceive as your role in the IFSP meeting? (c) What did the chairperson or other team members do to make you think that your input in developing the IFSP outcomes was wanted? (d) What are your thoughts about the extent to which your priorities and concerns were reflected in the actual content of the IFSP, including services and intervention strategies? and (e) What recommendations do you have for “me” as I prepare to participate as a team member in IFSP meetings.

Family 5: Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.

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	<p>S1.3 Support and facilitate family and child interactions as primary contexts for development and learning</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p>

<p>Standard 6: Professional Learning and Ethical Practice</p> <p>6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> <p>6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice</p> <p>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice</p> <p>6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services</p>		
	<p>S6.2 Integrate family systems theories and principles into professional practice</p>	



Examples of class or workshop activities using observation:

The learner observes and discusses/reflects on:

A panel discussion of professionals (e.g., Early Interventionist, service coordinator, preschool teacher, kindergarten teacher) who discuss strategies that they use to address this Recommended Practice. The panel is provided questions prior to the date of the panel discussion, such as: (a) What are some of the strategies that you use to promote families' confidence and competence in their interactions with their child? (b) What are some of the strategies that you use to promote families' confidence and competence in the selection of activities and materials that promote their child's learning and development? (c) What are some of the things that you do to promote families' strengths and capacities when you plan family involvement activities (e.g., group meetings, volunteer opportunities, home visits, parent-teacher conferences)?

After the panel presentation or during the next session, the learners reflect on and verbally or in writing discuss the following: (a) What are your three most important takeaways from the panel discussion? Why? (b) Based on the panel discussion, what comment most surprised you? Why? (c) Thinking about the strategies and activities discussed by the panel members, which ones will you plan to implement? Provide a rationale for your choices.

Example of a practice activity for classes or workshops:

The learner:

After reading assigned readings and participating in class/workshop discussions, identifies specific strategies to address this practice in one or more of the following contexts: (a) Early Intervention home visit, (b) preschool or kindergarten home visit, (c) parent teacher conference, (d) IFSP meeting, (e) IEP meeting.

Each learner individually records the strategies. Then, in a small group discussion, the different strategies are discussed with an explanation of how the strategy addresses the practice. The small group identifies three strategies that they think would be most effective in addressing the practice with an explanation of why they chose those three. Each group shares one strategy and the explanation, repeating until each small group's three strategies have been discussed.

Example of an activity/assignment using field-based observation:

The learner observes and discusses/reflects on:

The type of feedback that the Early Interventionist provides the family member(s) while observing an actual parent-child interaction in which the family member observes and responds to the child's "play" interest and labels action/objects. For example, two year old, Lucia, goes to the basket of books and gets her current favorite, *The Very Hungry Caterpillar*. She takes it to mom and pulls on her pants leg for her to sit with her while Lucia "reads" the book. As Lucia turns the pages, mom points to the pictures on each page and names the objects. In his/her portfolio, the learner writes a reflection regarding the Early Interventionist's feedback to reinforce and support the family member's implementation of the strategy. The reflection should include specific examples from the observation and identify how it promotes (or could promote) family confidence and competence.

Examples of field-based application activities/assignments:

The learner:

1. With the assistance of the "cooperating" Early Interventionist, facilitates a discussion with the family about materials and activities that they typically use/do with their child that are related to the IFSP outcome(s) that are being implemented. The primary purpose of the discussion is to reinforce and support the family member(s) in things that they are already doing with their child and connect that with the IFSP outcome(s). Prior to the home visit, the learner develops a plan to guide this discussion with sample questions and statements.
2. Interviews a family member(s) who has a child with developmental delays in the birth through five year age range about examples of what their providers (e.g., Early Interventionist, preschool teacher, kindergarten teacher) do to facilitate his/her feeling competent and confident to use strategies and choose activities and materials related to their child's IFSP outcomes or IEP goals/objectives. The interview questions would be pre-approved by the faculty member or professional development provider.

Family 6: Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family’s preferences.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 7: Collaboration</p> <p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p> <p>7.1 Beginning special education professionals use the theory and elements of effective collaboration</p> <p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues</p> <p>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators</p>		
	<p>S7.4 Implement family-oriented services based on the family’s identified resources, priorities, and concerns</p>	

	S7.8 Employ adult learning strategies in consulting and coaching family members and service providers	
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Examples of class or workshop activities using observation:

The learner observes and discusses/reflects on:

A panel discussion by professionals (e.g., Early Interventionist, preschool teacher, kindergarten teacher, program administrator) about supporting and strengthening families' knowledge and skills. The panel is provided with a set of questions to address, such as: (a) What are the most commonly requested topics that families want more information about and/or to enhance their skills? (b) How do you identify the families' concerns/needs specific to knowledge and skills? (c) How do you individualize for the diverse families with whom you work? (d) How do you determine the extent to which families' competence and confidence has been enhanced?

After the panel presentation or during the next session, the learners reflect on and verbally or in writing discuss the following: (a) What are your three most important takeaways from the panel discussion? Why? (b) Based on the panel discussion, what comment most surprised you? Why? (c) Thinking about the suggestions discussed by the panel members, which ones will you plan to implement? Provide a rationale for your choices.

Examples of practice activities for classes or workshops:

The learner:

1. Reviews family needs surveys and based on information about the families receiving Early Intervention services in a community or families whose children in a preschool or kindergarten classroom, designs a family needs survey appropriate for that group of families. The family information may be based on a group of families with whom the learner provides services, has previously provided services, or information provided by the faculty or professional development provider. The survey should include items that will identify the families' preferences for family involvement/partnership activities and supports that they may need in order to participate.
2. When given a topic, develops several different materials for presenting that information to families. For example, families often want more information about different developmental domains, about toys and materials to facilitate acquisition of a specific skill, about

assistance in self-care routines, etc. Each learner selects one of the instructor provided common topics. Or if the learner is working with families of young children, an instructor approved topic that one or more of those families have identified. Materials to be developed specific to this topic might include, but not be limited to: a brochure, content for a series of emails, content for a series of blog posts, content for a series of short “entries” for the program newsletter, a resource list of websites with relevant information.

Examples of activities/assignments using field-based observation:

The learner observes and discusses/reflects on:

1. A family group meeting with the goal of providing information and/or skills training on a specific topic or skill. The learner reflects on and responds in writing to a set of questions, such as: (a) To what extent do you think this topic was based on identified family concerns/needs? Provide specific examples. (b) How was the content individualized to address the diversity of participants? (c) How was the meeting evaluated and how will that information be used? (d) What, if any, follow-up will be or could be provided for the families? (e) If you were planning this meeting, what might you do in addition or differently?
2. A home visit with the purpose of discussing information on a specific topic with the family. For example, the preschool teacher is making end of the year home visits to discuss transition from preschool to kindergarten. The learner reflects on and responds to a set of questions, such as: (a) To what extent was the most important information provided to the family? (b) What, if any, additional information could have been provided? (c) How was the information individualized for this family? Provide specific examples. (d) What indicators do you have that the family’s knowledge about this topic increased?

Examples of field-based application activities/assignments:

The learner:

1. Interviews one or more of the following professionals (i.e., Early Interventionist, preschool teacher, kindergarten teacher, program administrator) with a set of questions to determine the role of the family in identifying their preferences for involvement in the program and how and by whom this information is collected. Interview questions would be pre-approved by the faculty or professional development provider.
2. With the assistance of the cooperating Early Interventionist or teacher, plans a family group meeting based on Family Needs Survey data. The plan should include: (a) transportation to and from the meeting (as appropriate), (b) childcare, (c) materials needed, including refreshments, (d) and agenda for the meeting, and (e) any follow-up to the meeting.

Family 7: Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes for goals.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 6: Professional Learning and Ethical Practice</p> <p>6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> <p>6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice</p> <p>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice</p> <p>6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services</p>		
	S6.2 Integrate family systems theories and principles into professional practice	

Examples of class or workshop activities using observation:

The learner observes and discusses/reflects on:

1. A panel discussion by representatives from community agencies (e.g., health, children and family services, community education, parks and recreation, public library, etc.) involved in providing services for families of children birth through five years. The panel is provided a set of questions to address, such as: (a) What resources for families of children Birth through five years does your agency provide? (b) If different, what additional resources does your agency provide for families of children birth through five years with developmental delays? (c) How are resources accessed and is there a cost for any of the services? (d) If there is a cost, what assistance is available for families who cannot afford them? (e) How do you individualize for families with limited reading ability, whose primary language is not English?

After the panel presentation or during the next session, the learners reflect on and verbally or in writing discuss the following: (a) Which community resources did you not previously know about? (b) Which resources do you think that the families with whom you will work will want to/need to access? Why? (c) Of the community resources discussed, which one do you want to know more about? What other questions do you have about their services? (d) How will you share this information with families in the future?

2. The content of a video of an IFSP or IEP meeting specific to discussion of the family's current formal and informal resources, resource needs, and additional resources discussed based on resource needs. In small groups, students discuss what resources were currently being used by the family, their identified resource needs, and additional resources to meet those needs. Small group discussion also addresses how these relate to the IFSP outcomes or IEP goals/objectives.

Examples for fieldwork focused on observation:

The learner:

1. Observes an IFSP or IEP meeting specific to discussion of the family's current formal and informal resources, resource needs, and additional resources discussed based on resource needs. The learner takes notes as to what resources were currently being used by the family, their identified resource needs, additional resources to meet those needs, and the relationship of these resources to the IFSP outcomes or IEP goals/objectives. The learner responds to questions such as the following: (a) What formal resources is the family currently accessing and what additional needs were identified? (b) What informal resources is the family currently accessing and what

additional needs were identified? (c) How was the discussion of resources reflected in the IFSP outcomes or IEP goals/objectives? (d) What else do you need to know about the resources discussed to participate effectively in a similar IFSP or IEP meeting?

2. A routines-based interview. The learner takes notes as to what resources were currently being used by the family, their identified resource needs, additional resources to meet those needs, and the relationship of these resources to the IFSP outcomes. The learner responds to questions such as the following: (a) What formal resources is the family currently accessing and what additional needs were identified? (b) What informal resources is the family currently accessing and what additional needs were identified? (c) What else do you need to know about the resources discussed to participate effectively in a similar IFSP meeting? (d) What skills/strategies do you need to practice to effectively ask families about their priorities and concerns regarding formal and informal resources and supports?

Examples of practice activities for classes or workshops:

The learner:

1. Reads a case study or scenario of a child and family receiving Part C services. In small groups, students identify the formal and informal resources that the family is already accessing and others that may be beneficial for the family. Identified resources are shared in the large group using a round robin technique.
2. As a course assignment, researches the resources and supports provided by a community agency assigned by the instructor. In a written report, the learner discusses: (a) resources and supports provided by the agency, (b) how the resources are accessed, (c) the cost of the resources, if any, and how costs can be reduced or defrayed, (d) how the agency individualizes to support families with diverse needs (e.g., reading ability, language, sensory impairment).

Examples of activities/assignments using field-based observation:

The learner observes and discusses/reflects on:

1. Observes an IFSP or IEP meeting specific to discussion of the family's current formal and informal resources, resource needs, and additional resources discussed based on resource needs. The learner takes notes as to what resources were currently being used by the family, their identified resource needs, additional resources to meet those needs, and the relationship of these resources to the IFSP outcomes or IEP goals/objectives. The learner responds to questions such as the following: (a) What formal resources is the family currently accessing and what additional needs were identified? (b) What informal resources is the family currently accessing and what

additional needs were identified? (c) How was the discussion of resources reflected in the IFSP outcomes or IEP goals/objectives? (d) What else do you need to know about the resources discussed to participate effectively in a similar IFSP or IEP meeting?

2. A routines-based interview. The learner takes notes as to what resources were currently being used by the family, their identified resource needs, additional resources to meet those needs, and the relationship of these resources to the IFSP outcomes. The learner responds to questions such as the following: (a) What formal resources is the family currently accessing and what additional needs were identified? (b) What informal resources is the family currently accessing and what additional needs were identified? (c) What else do you need to know about the resources discussed to participate effectively in a similar IFSP meeting? (d) What skills/strategies do you need to practice to effectively ask families about their priorities and concerns regarding formal and informal resources and supports?

Examples of field-based application activities/assignments:

The learner:

1. Interviews an employee of a local community agency that provides resources/services to families using a set of pre-determined interview questions, and then, writes a reflection on the experience. The reflection might address questions such as: (a) What services/resources does this agency provide for families and how do they access them? (b) How might these resources/services relate to identified family needs and IFSP outcomes or IEP goals? (c) What might be your role in assisting families access these resources/services? (d) What else do you want to know about this agency and the services provided?
2. Develops a series of entries for the program newsletter /blog about resources and supports provided by community agencies that the families have reported wanting to know more about. The entries include the following: (a) the name, location, phone number, website, and hours for the agency; (b) services offered by the agency; (c) cost of the services, if any, and financial support; (d) special services to include families with diverse needs.

Family 8: Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development.

No DEC Specialty Set Knowledge or Skill Statements received a rating of 1 for this practice.

Family 9: Practitioners help families know and understand their rights.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 6: Professional Learning and Ethical Practice</p> <p>6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> <p>6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice</p> <p>6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice</p> <p>6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services</p>		
	S6.7 Implement family services consistent with due process safeguards	

Examples of class or workshop activities using observation:

The learner observes and discusses/reflects on:

1. A video that provides an overview of parental due process safeguards and rights under Part C and/or Part B 619. In group discussion, learners are asked to summarize due process and safeguard rights at each step of the IFSP/IEP process: referral, evaluation, IFSP or IEP development, ongoing IFSP or IEP review.
2. A panel discussion by families receiving Part C and Part B 619 services. The panel is provided with questions for discussion, such as: (a) How and when did the program notify you of your parental rights and due process safeguards? (b) What did the program do to help you understand your parental rights and due process safeguards? (c) What would you want to happen differently in this notification process?

After the panel presentation or during the next session, the learners reflect on and verbally or in writing discuss the following: (a) Which family comments surprised you? (b) What else do you need to know about sharing parental rights and due process safeguards or be able to do? (c) How will you use the information from the panel in the future?

Examples of practice activities for classes or workshops:

The learner:

1. In a small group, review two written summaries of parental rights and due process safeguards that are actually distributed in IFSP or IEP meetings. The learners review these examples based on these questions: (a) To what extent do these summaries include all relevant due process safeguards and rights? (b) If any are missing what are they? How might these be addressed in the document? (c) To what extent is the format and organization of the information “family friendly” (e.g., jargon free, appropriate reading level)? (d) What would you do similarly and/or differently in presenting this information? Small groups share with the rest of the group.
2. After participating in class discussions and reading assigned readings, develops a one-page summary of parental due process safeguards and rights that could be used when requesting permission for evaluation. The learner also explains how this information will be provided to families in an individualized manner to address diverse needs and backgrounds.

Example of an activity/assignment using field-based observation:

The learner observes and discusses/reflects on:

The presentation of due process safeguards during an IFSP or IEP meeting. The learner will reflect in writing about the following questions: (a) How were due process safeguards and rights presented and reviewed during the meeting and by whom? (b) To what extent were the due process safeguards and rights consistent with federal and state legislation/regulations? Explain your response. (c) To what extent were they presented in a manner appropriate for this family? Provide specific examples to support your response. (d) What might you do differently?

Examples of field-based application activities/assignments:

The learner:

1. With the assistance of the “cooperating” Early Interventionist or teacher, provides the family with parental rights and due process safeguards in writing (e.g., hand-out, pull up website, family handbook) and verbally reviews them with the family.
2. Interviews a program administrator who chairs IFSP or IEP meetings to learn more about due process safeguards and parental rights are shared with the family. A set of interview questions, pre-approved by the instructor are used to conduct the interview. The learner records the responses and reflects on the interview.

Family 10: Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.

No DEC Specialty Set Knowledge or Skill Statements received a rating of 1 for this practice.