



Early Childhood Personnel Center

Interaction



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)



The contents of this report were developed under a cooperative agreement #H325B17008 from the Office of Special Education Programs, US Department of Education. However, those contents do not necessarily represent the policy of the US Department of Education, Project Officer, Tracie Dickson, PhD.

UConn

UNIVERSITY CENTER FOR
EXCELLENCE IN
DEVELOPMENTAL
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) – [Interaction](#)

Interaction 1: Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.

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>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>		
	<p>K1.6 Factors that affect the mental health and social-emotional development of infants and young children.</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>1b: Knowing and understanding the multiple influences on development and learning.</p>
<p>Standard 2: Learning Environments</p>		

<p>2.0 Beginning special education professionals 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>2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p> <p>2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>		
	<p>S2.3 Embed learning opportunities in everyday routines, relationships, activities, and places.</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>		

S5.4 Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children		
S5.5 Use strategies to teach social skills and conflict resolution		
	S5.5 Use strategies to teach social skills and conflict resolution.	

Examples for fieldwork focused on observation:

The university/college student observes and discusses/reflects on:

1. An early interventionist coaches mom to continue an activity or behavior, such as, playing pat-a-cake when her 18 month old child shows enjoyment and interest in continuing the activity by smiling and laughing.
2. The “supervising” preschool teacher observes a preschooler during center time and collects data on which centers she enters, how long she stays in each center, what children she approaches, and the outcome of that “approach” in order to develop an intervention plan for increasing her play interactions and identifying a peer “buddy”.

Examples for in class activities focused on participation/interaction:

The university/college student:

1. Watches a video vignette of a mom’s interaction with her infant or toddler during a daily routine (e.g., bath time, feeding, dressing) and records the mom’s behaviors and the child’s response(s). In small groups, ask students to discuss what the mom may have observed and her interpretation of the observation that resulted in her interaction behaviors. In addition, ask them to discuss how the mom’s interactions influenced the child’s behaviors.
2. Watches a video vignette of a teacher “playing” with a small group of children during center time. In small groups, ask students to discuss what the teacher may have observed and her interpretation of the observation that resulted in her interaction behaviors. In addition, ask them to discuss how the teacher’s interactions influenced the children’s behaviors.

Examples for field work focused on participation/interaction:

The university/college student:

1. During an early intervention field placement, observes a mom's interaction with her infant or toddler during a daily routine (e.g., bath time, feeding, dressing) and records the mom's behaviors and the child's response(s). The student includes in his/her portfolio a written report that includes the recorded data and a discussion of how the mom's interactions seemed to influence the child's behaviors.
2. During a preschool field placement, observe a teacher or assistant "playing" with a small group of children during center time and record the adult's interaction behaviors and the children's responses. The student includes in his/her portfolio a written report that includes the recorded data and a discussion of what the teacher may have observed, her interpretation of the observation that resulted in her interaction behaviors, and how the teacher's interactions influenced the children's behaviors.

Interaction 2: Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.

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>K1.6 Factors that affect the mental health and social-emotional development of infants and young children.</p>	<p>Standard 1: Promoting Child Development and Learning Standard 1: Promoting Child Development and Learning</p> <p>1b: Knowing and understanding the multiple influences on development and learning.</p>
<p>Standard 2: Learning Environments</p> <p>2.0 Beginning special education professionals 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>2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p> <p>2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>		
	<p>K2.1 Impact of social and physical environments on development and learning.</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>1b: Knowing and understanding the multiple influences on development and learning.</p>
	<p>S2.3 Embed learning opportunities in everyday routines, relationships, activities, and places.</p>	
	<p>S2.4 Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.</p>	<p>Standard 4: Using Developmentally Effective Approaches</p> <p>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.</p>
<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>		

	S3.3 Implement and evaluate preventative and reductive strategies to address challenging behaviors.	
<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>S5.4 Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children</p> <p>S5.5 Use strategies to teach social skills and conflict resolution</p>		
	S5.1 Facilitate child-initiated development and learning.	
	S5.4 Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.	<p>Standard 4: Using Developmentally Effective Approaches</p> <p>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.</p>
	S5.5 Use strategies to teach social skills and conflict resolution.	

Example for an in-class activity focused on observation:

The university/college student observes and discusses/reflects on:

A video vignette in which a preschool or kindergarten teacher is using a variety of strategies (e.g., modeling, natural consequences, verbal praise) to support a child in sustaining positive interactions with peers in a “center activity”. Prior to watching the video, the students are prompted to observe for the specific strategies employed and identify an example of the strategy.

Examples for fieldwork focused on observation:

The university/college student observes and discusses/reflects on:

1. An adult-child interaction during center time, such as the following. Four year old Carson walks into the block center and looks at and points to the structure that Anthony is building. Ms. Calavari says to Anthony, “look at Carson and ask him to play with you.” Anthony looks at Carson and says, “Carson, play blocks with me.”
2. A parent-teacher conference in which a child’s peer interaction are discussed with the family. For example, Sara’s aggressive behaviors (i.e., hitting, pinching, kicking) toward her preschool peers has resulted in children avoiding her during center time and outdoor play. Her parents are also concerned that these behaviors cause children to avoid her in community settings (e.g., park, church). Mr. Simons works with the parents to develop a social story titled, “Let’s Keep our Hands to Ourselves”, that will be used at preschool and home.

Example for an in class activity focused on participation/interaction:

The university/college student:

When given a scenario, students in groups of four role play a play activity (e.g., rolling a ball, rolling a toy truck/car) in which the early interventionist coaches the caregiver to model, with verbal and gestural prompts, for a toddler with a developmental delay rolling the toy to a sibling. Each student has a role – early interventionist, caregiver, toddler, sibling. Follow-up discussion focuses on the strategies employed and the child’s response.

Examples for fieldwork focused on participation/interaction:

The university/college student:

1. Shadows a preschool or kindergarten child during center time to facilitate his interactions with peers. For example, four year old Carson walks into the block center and looks at and points to the structure that Anthony is building. The student says to Anthony, “look at Carson and ask him to play with you.” Anthony looks at Carson and says, “Carson, play blocks with me.”

2. A preschool child's aggressive behaviors (i.e., hitting, pinching, kicking) toward her preschool peers have resulted in children avoiding her during center time and outdoor play. Her parents are also concerned that these behaviors cause children to avoid her in community settings (e.g., park, church). The student researches social stories that might be used as a model and/or modified for the child. In a meeting with the parents, the student and the preschool teacher, work with the parents to develop a social story titled, "Let's Keep our Hands to Ourselves", that will be used at preschool and home.

Interaction 3: Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child’s verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests.

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>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>		
	K1.8 Impact of child’s abilities, needs, and characteristics on development and learning.	<p>Standard 1: Promoting Child Development and Learning</p> <p>1b: Knowing and understanding the multiple influences on development and learning.</p>
	S1.5 Establish communication systems for young children that support self-advocacy.	

Examples for in class activities focused on observation:

The university/college student observes and discusses/reflects on:

1. A video vignette of a parent-child interaction in which the parent uses verbal expansion and natural consequences. For example, thirty month old Kahli signs more and holds her sippy cup, while eating her breakfast. Mom says “more, (pauses) more milk” as she signs “more milk” and then, gives Kahli more milk.
2. A video vignette of an adult-child interaction during outdoor play in which the adult labels what the child is doing. For example, four-year-old Josiah who is nonverbal is being pushed on the swing by the paraeducator. This is one of Josiah’s favorite activities during outdoor play. As he pushes Josiah, he uses words such as: “swing”, “Josiah swing”, “push”, “push Josiah”, “push swing”.

Examples for fieldwork focused on observation:

The university/college student observes and discusses/reflects on:

1. An actual parent-child interaction during a home visit and the strategies used by the caregiver. For example, thirty month old Kahli signs more and holds her sippy cup, while eating her breakfast. Mom says “more, (pauses) more milk” as she signs “more milk” and then, gives Kahli more milk.
2. An actual adult-child interaction during a preschool or kindergarten routine and the strategies used by the adult. For example, the student observes outdoor play in which four-year-old Josiah who is nonverbal is being pushed on the swing by the paraeducator. This is one of Josiah’s favorite activities during outdoor play. As he pushes Josiah, he uses words such as: “swing”, “Josiah swing”, “push”, “push Josiah”, “push swing”.

Example for an in class activity on participation/interaction:

The university/college student:

When given a scenario and props, students in groups of three role play a play activity (e.g., feeding a doll, loading and dumping items from a toy truck) in which the adult uses labeling, verbal expansion and natural consequences in response to the child’s actions with the “toy” and use of language. Each student has a role – adult, child, and recorder of adult and child behaviors and language. Follow-up discussion focuses on the strategies employed and the child’s response.

Examples for fieldwork focused on participation/interaction:

The university/college student:

1. With the assistance of the early interventionist, coaches the caregiver to model two word utterances. For example, mom will model two word utterances with thirty month old Kahli. First, the student observes as Kahli signs more and holds her sippy cup, while eating her breakfast. Then, the student says “more”, “more (pauses) more milk”, as she signs “more milk”. Then, she and Mom discuss what just occurred. The student asks Mom if she wants to try. Mom does and says “more, (pauses) more milk” as she signs “more milk” and then, gives Kahli more milk.
2. Practices labeling what a child is doing to facilitate language use. For example, during outdoor play, the student pushes four year old Josiah who is nonverbal on the swing. This is one of Josiah’s favorite activities during outdoor play. As he pushes Josiah, he uses words such as: “swing”, “Josiah swing”, “push”, “push Josiah”, “push swing”.

Interaction 4: Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child’s exploration, play, and social activity by joining in and expanding on the child’s focus, actions, and intent.

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>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>		
	<p>K1.6 Factors that affect the mental health and social-emotional development of infants and young children.</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>1b: Knowing and understanding the multiple influences on development and learning.</p>

Examples for in class activities focused on observation:

The university/college student observes and discusses/reflects on:

1. A video vignette of a parent-child interaction in which the family member responds to the child's "play" interest and labels actions/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.
2. A video vignette of an adult-child interaction in a preschool or kindergarten classroom in which the teacher/assistant observes and responds to the child's play interest during center time or outdoor play and using language attempts to join in and/or expand on the child's play. For example, four year old Ezra is playing in the Dramatic Play Center. He gets the pad of paper and a pencil and brings it to Ms. Clayton. She says, "Ezra, do you want to write?" He shakes his head yes. "What do you want to write?" Ezra shrugs his shoulders. Ms. Clayton says, "You could make a list of things to buy at Walmart. What do you want to buy?"

Examples for fieldwork focused on observation:

The university/college student observes and discusses/reflects on:

1. 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.
2. An actual adult-child interaction in which the teacher/assistant observes and responds to the child's "play" interest during center time or outdoor play and using language attempts to join in and expand on the child's play. For example, four year old Ezra is playing in the Dramatic Play Center. He gets the pad of paper and a pencil and brings it to Ms. Clayton. She says, "Ezra, do you want to write?" He shakes his head yes. "What do you want to write?" Ezra shrugs his shoulders. Ms. Clayton says, "You could make a list of things to buy at Walmart. What do you want to buy?"