

Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

Module 1: Embedded Interventions	
NAEYC Core Standards	CEC / DEC Initial Standards
for Initial and Advanced Early Childhood Preparation Programs	Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8) (CC= common core; EC = early childhood; K= knowledge; S= Skills)
<p>NAEYC Standard 1: Promoting Child Development and Learning 1a: Knowing and understanding young children's characteristics and needs.</p> <p>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 4b: Knowing and understanding effective strategies and tools for early education.</p> <p>NAEYC Standard 6: Becoming a Professional 6c: Engaging in continuous, collaborative learning to inform practice 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>	<p>CEC/DEC Standard 1: Foundations—Know philosophies, evidence-based principles, laws, and diverse and historical points of view. CC1K4 – Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.</p> <p>CEC/DEC Standard 3: Individual Learning Differences—Know evidence-based practices validated for certain characteristics of learners. Understand the influence of culture, primary language, and social and physical environments. EC3 S1 – Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families. EC3 S2 – Develop and match learning experiences and strategies to characteristics of infants and young children.</p> <p>CEC/DEC Standard 4: Instructional Strategies—Possess and use a repertoire of evidence-based instructional strategies that promote the success of children. CC4K1 – Evidence-based practices validated for specific characteristics of learners and settings. CC4 S2 – Use strategies to facilitate integration into various settings. CC4 S4 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs. EC4 S1 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community. EC4 S2 – Facilitate child-initiated development and learning.</p> <p>CEC/DEC Standard 5: Learning Environments and Social Interactions—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement. CC5 S4 – Design learning environments that encourage active participation in individual and group activities. EC5 S1 – Select, develop, and evaluate developmentally and functionally appropriate materials, equipment and environments. EC5 S2 – Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. EC5 S3 – Embed learning opportunities in everyday routines, relationships, activities, and places. EC5 S4 – Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.</p> <p>CEC/DEC Standard 6: Language—Understand typical and atypical language development and individualized strategies to enhance language and communication skills. CC6 S1 – Use strategies to support and enhance communication skills of individuals with exceptional learning needs.</p> <p>CEC/DEC Standard 7: Instructional Planning—Develop long- and short-range goals. EC7 S6 – Develop individualized plans that support development and learning as well as caregiver responsiveness. EC7 S7 – Develop an individualized plan that supports the child's independent functioning in the child's natural environments. EC7 S8 – Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.</p> <p>CEC/DEC Standard 9: Professional and Ethical Practice CC9 S13 – Demonstrate commitment to engage in evidence-based practices. EC9 S6 – Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.</p>

Module 2: Transitions

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs	CEC / DEC Initial Standards Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8) (CC= common core; EC = early childhood; K= knowledge; S= Skills)
<p>NAEYC Standard 1: Promoting Child Development and Learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p> <p>NAEYC Standard 2: Building Family and Community Relationships 2c: Involving families and communities in their children's development and learning.</p> <p>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 4d: Reflecting on their own practice to promote positive outcomes for each child.</p> <p>NAEYC Standard 6: Becoming a Professional 6c: Engaging in continuous, collaborative learning to inform practice 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>	<p>CEC/DEC Standard 1: Foundations—Know philosophies, evidence-based principles, laws, and diverse and historical points of view. CC1K3 – Relationship of special education to the organization and function of educational agencies. CC1K6 – Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. CC1K7 – Family systems and the role of families in the educational process. CC1K10 – Potential impact of differences in values, languages, and customs that can exist between the home and school.</p> <p>CEC/DEC Standard 3: Individual Learning Differences—Know evidence-based practices validated for certain characteristics of learners. Understand the influence of culture, primary language, and social and physical environments. CC3 K2 – Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. EC3 K1 – Impact of child's abilities, needs, and characteristics on development and learning. EC3 S1 – Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families. EC3 S2 – Develop and match learning experiences and strategies to characteristics of infants and young children.</p> <p>CEC/DEC Standard 4: Instructional Strategies—Possess and use a repertoire of evidence-based instructional strategies that promote the success of children. CC4K1 – Evidence-based practices validated for specific characteristics of learners and settings. CC4 S2 – Use strategies to facilitate integration into various settings. CC4 S4 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs. CC4 S7 – Use strategies that promote successful transitions for individuals with exceptional learning needs. EC4 S4 – Link development, learning experiences, and instruction to promote educational transitions.</p> <p>CEC/DEC Standard 5: Learning Environments and Social Interactions—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement. CC5 K1 – Demands of learning environments. CC5 S3 – Identify supports needed for integration into various program placements.</p> <p>CEC/DEC Standard 7: Instructional Planning—Develop long- and short-range goals. CC7 S2 – Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. CC7 S3 – Involve the individual and family in setting instructional goals and monitoring progress.</p> <p>CEC/DEC Standard 9: Professional and Ethical Practice CC9 S11 – Reflect on one's practice to improve instruction and guide professional growth. EC9 S4 – Apply models of team process in early childhood.</p> <p>CEC/DEC Standard 10: Collaboration CC10 S10 – Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. EC10 S1 – Collaborate with caregivers, professionals, and agencies to support children's development and learning. EC10 S8 – Assist the family in planning for transition. EC10 S9 – Implement processes and strategies that support transitions among settings for infants and young children.</p>

Module 3: Communication for Collaboration

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs	CEC / DEC Initial Standards Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8) (CC= common core; EC = early childhood; K= knowledge; S= Skills)
<p>NAEYC Standard 2: Building Family and Community Relationships 2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families 3b: Knowing about assessment partnerships with families and professional colleagues</p> <p>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 4d: Reflecting on their own practice to promote positive outcomes for each child.</p> <p>NAEYC Standard 6: Becoming a Professional 6c: Engaging in continuous, collaborative learning to inform practice 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>	<p>CEC/DEC Standard 7: Instructional Planning—Develop long- and short-range goals. CC7 S2 – Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. EC7 S1 – Develop, implement, and evaluate individualized plans, with family members and other professional, as a member of a team. EC7 S3 – Design intervention strategies incorporating information from multiple disciplines.</p> <p>CEC/DEC Standard 8: Assessment CC8 S7 – Report assessment results to all stakeholders using effective communication skills.</p> <p>CEC/DEC Standard 9: Professional and Ethical Practice CC9 S8 – Use verbal, nonverbal, and written language effectively. CC9 S11 – Reflect on one’s practice to improve instruction and guide professional growth.</p> <p>CEC/DEC Standard 10: Collaboration CC10 K1 – Models and strategies of consultation and collaboration. CC10 K4 – Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. CC10 S1 – Maintain confidential communication about individuals with exceptional learning needs. CC10 S2 – Collaborate with families and others in assessment of individuals with exceptional learning needs. CC10 S6 – Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. CC10 S7 – Use group problem-solving skills to develop, implement, and evaluate collaborative activities. CC10 S9 – Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. CC10 S10 – Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. EC10 S1 – Collaborate with caregivers, professionals, and agencies to support children’s development and learning. EC10 S6 – Participate as a team member to identify and enhance team roles, communication, and problem-solving.</p>

Module 4: Family-Professional Partnerships

NAEYC Core Standards	CEC / DEC Initial Standards
for Initial and Advanced Early Childhood Preparation Programs	Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8) (CC= common core; EC = early childhood; K= knowledge; S= Skills)
<p>NAEYC Standard 2: Building Family and Community Relationships</p> <p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>2c: Involving families and communities in their children's development and learning</p> <p>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b: Knowing about assessment partnerships with families and with professional colleagues</p>	<p>CEC/DEC Standard 1: Foundations—Know philosophies, evidence-based principles, laws, and diverse and historical points of view. CC1 K7– Family systems and the role of families in the educational process.</p> <p>CEC/DEC Standard 4: Instructional Strategies—Possess and use a repertoire of evidence-based instructional strategies that promote the success of children. EC4 S1– Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.</p> <p>CEC/DEC Standard 5: Learning Environments and Social Interactions—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement. CC5 S6 – Use performance data and information from all stakeholders to make or suggest modifications in learning environments.</p> <p>CEC/DEC Standard 7: Instructional Planning—Develop long- and short-range goals. CC7 S3 – Involve the individual and family in setting instructional goals and monitoring progress. EC7 S1– Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.</p> <p>CEC/DEC Standard 8: Assessment EC8 K1 – Role of the family in the assessment process. EC8 S1 – Assist families in identifying their concerns, resources, and priorities. EC8 S2 – Integrate family priorities and concerns in the assessment process. EC8 S6 – Gather information from multiple sources and environments. EC8 S11 – Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.</p> <p>CEC/DEC Standard 9: Professional and Ethical Practice CC9 S8 – Use verbal, nonverbal, and written language effectively. EC9 S2 – Integrate family systems theories and principles to guide professional practice. EC9 S3 – Respect family choices and goals.</p> <p>CEC/DEC Standard 10: Collaboration CC10 K1 – Models and strategies of consultation and collaboration. CC10 K3 – Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns. CC10 K4 – Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. CC10 S2 – Collaborate with families and others in assessment of individuals with exceptional learning needs. CC10 S3 – Foster respectful and beneficial relationships between families and professionals. CC10 S4 – Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. CC10 S10 – Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. EC10 S2 – Support families' choices and priorities in the development of goals and intervention strategies. EC10 S3 – Implement family-oriented services based on the family's identified resources, priorities, and concerns.</p>

Module 5: Assistive Technology

NAEYC Core Standards

for Initial and Advanced
Early Childhood Preparation Programs

NAEYC Standard 1: Promoting Child Development and Learning

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

NAEYC Standard 2: Building Family and Community Relationships

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

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

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

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

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

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

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

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

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum

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

NAEYC Standard 6: Becoming a Professional

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

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

CEC / DEC Initial Standards

Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)
(CC= common core; EC = early childhood; K= knowledge; S= Skills)

CEC/DEC Standard 1: Foundations—Know philosophies, evidence-based principles, laws, and diverse and historical points of view.

CC1 K4 – Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

CEC/DEC Standard 3: Individual Learning Differences—Know evidence-based practices validated for certain characteristics of learners. Understand the influence of culture, primary language, and social and physical environments.

EC3 K1 – Impact of child's abilities, needs, and characteristics of development and learning.

EC3 S1 – Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families.

EC3 S2 – Develop and match learning experiences and strategies to characteristics of infants and young children.

CEC/DEC Standard 4: Instructional Strategies—Possess and use a repertoire of evidence-based instructional strategies that promote the success of children.

CC4 S2 – Use strategies to facilitate integration into various settings.

CC4 S4 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

CC4 S5 – Use strategies to facilitate maintenance and generalization of skills across learning environments.

EC4 S1 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of the individual children, the family, and the community.

EC4 S7 – Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.

CEC/DEC Standard 5: Learning Environments and Social Interactions—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement.

CC5 K1 – Demands of learning environments.

CC5 S3 – Identify supports needed for integration into various program placements.

CC5 S4 – Design learning environments that encourage active participation in individual and group activities.

CC5 S6 – Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

CC5 S10 – Create an environment that encourages self-advocacy and increased independence.

EC5 S1 – Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.

EC5 S2 – Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.

EC5 S3 – Embed learning opportunities in everyday routines, relationships, activities, and places.

EC5 S5 – Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences.

CEC/DEC Standard 6: Language—Understand typical and atypical language development and individualized strategies to enhance language and communication skills.

CC6 K4 – Augmentative and assistive communication strategies.

CC6 S1 – Use strategies to support and enhance communication skills of individuals with exceptional learning needs.

EC6 S2 – Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations.

EC6 S3 – Establish communication systems for young children that support self advocacy.

CEC/DEC Standard 7: Instructional Planning—Develop long- and short-range goals.

CC7 K4 – Technology for planning and managing the teaching and learning environment.

CC7 S1 – Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.

CC7 S3 – Involve the individual and family in setting instructional goals and monitoring progress.

CC7 S9 – Incorporate and implement instructional and assistive technology into the educational program.

EC7 S1 – Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.

EC7 S6 – Develop individualized plans that support development and learning as well as caregiver responsiveness.

EC7 S7 – Develop an individualized plan that supports the child's independent functioning in the child's natural environments.

EC7 S8 – Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.

CEC/DEC Standard 8: Assessment

EC8 S2 – Integrate family priorities and concerns in the assessment process.

CEC/DEC Standard 9: Professional and Ethical Practice

CC9 S13 – Demonstrate commitment to engage in evidence-based practices.

EC9 S6 – Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.

CEC/DEC Standard 10: Collaboration

CC10 S2 – Collaborate with families and others in assessment of individuals with exceptional learning needs.

CC10 S3 – Foster respectful and beneficial relationships between families and professionals.

CC10 S4 – Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

EC10 S1 – Collaborate with caregivers, professionals, and agencies to support children's development and learning.

EC10 S2 – Support families' choices and priorities in the development of goals and intervention strategies.

CONNECT 2012

<http://connect.fpg.unc.edu>

Module 6: Dialogic Reading Practices

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs	CEC / DEC Initial Standards Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8) (CC= common core; EC = early childhood; K= knowledge; S= Skills)
<p>NAEYC Standard 1: Promoting Child Development and Learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 4b: Knowing and understanding effective strategies and tools for early education. 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches. 4d: Reflecting on their own practice to promote positive outcomes for each child.</p> <p>NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum 5a: Understanding content knowledge and resources in academic disciplines. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines. 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.</p> <p>NAEYC Standard 6: Becoming a Professional 6c: Engaging in continuous, collaborative, learning to inform practice. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>	<p>CEC/DEC Standard 2: Development and Characteristics of Learners—Know and demonstrate respect for children first as unique human beings. Understand the similarities and differences in human development and the characteristics between and among children with and without disabilities. EC2 S1 – Apply current research to the five developmental domains, play and temperament in learning situations.</p> <p>CEC/DEC Standard 4: Instructional Strategies—Possess and use a repertoire of evidence-based instructional strategies that promote the success of children. EC4 S3 – Use teacher-scaffolded and initiated instruction to complement child-initiated learning.</p> <p>CEC/DEC Standard 5: Learning Environments and Social Interactions—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement. CC5 S4 – Design learning environments that encourage active participation in individual and group activities. CC5 S5 – Modify the learning environment to manage behaviors. CC5 S6 – Use performance data and information from all stakeholders to make or suggest modifications in learning environments. EC5 S3 – Embed learning opportunities in everyday routines, relationships, activities, and places.</p> <p>CEC/DEC Standard 7: Instructional Planner—Develop long- and short-range goals. EC7 K1 – Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children. EC7 K2 – Developmental and academic content. CC7 S11 – Prepare and organize materials to implement daily lesson plans. CC7 S12 – Use instructional time effectively.</p> <p>CEC/DEC Standard 9: Professional and Ethical Practices. CC9 S4 – Conduct professional activities in compliance with applicable laws and policies. CC9 S9 – Conduct self-evaluation of instruction. CC9 S11 – Reflect on one’s practice to improve instruction and guide professional growth. CC9 S13 – Demonstrate commitment to engage in evidence-based practices. EC9 S6 – Apply evidence-based practice and recommended practices for infants and young children including those from diverse backgrounds.</p>

Module 7: Tiered Instruction

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs	CEC / DEC Initial Standards Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8) (CC= common core; EC = early childhood; K= knowledge; S= Skills)
<p>NAEYC Standard 1: Promoting Child Development and Learning 1a: Knowing and understanding young children's characteristics and needs. 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families 3a: Understanding the goals, benefits, and uses of assessment.</p> <p>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 4a: Understanding positive relationships and supportive interactions as the foundation of their work. 4b: Knowing and understanding effective strategies and tools for early education. 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.</p> <p>NAEYC Standard 6: Becoming a Professional 6c: Engaging in continuous, collaborative learning to inform practice. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education.</p>	<p>CEC/DEC Standard 1: Foundations—Know philosophies, evidence-based principles, laws, and diverse and historical points of view. CC1 K2 — Laws, policies, and ethical principles regarding behavior management planning and implementation. CC1 K4 — Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.</p> <p>CEC/DEC Standard 2: Development and Characteristics of Learners—Know and demonstrate respect for children first as unique human beings. Understand the similarities and differences in human development and the characteristics between and among children with and without disabilities. EC2 K6 — Factors that affect the mental health and social-emotional development of infants and young children. EC2 K7 — Infants and young children develop and learn at varying rates.</p> <p>CEC/DEC Standard 3: Individual Learning Differences—Know evidence-based practices validated for certain characteristics of learners. Understand the influence of culture, primary language, and social and physical environments. CC3 K2 — Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. CC3 K5 — Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences. EC3 K1 — Impact of child's abilities, needs, and characteristics of development and learning. EC3 K2 — Impact of social and physical environments on development and learning. EC3 S2 — Develop and match learning experiences and strategies to characteristics of infants and young children.</p> <p>CEC/DEC Standard 4: Instructional Strategies—Possess and use a repertoire of evidence-based instructional strategies that promote the success of children. CC4 K1 — Evidence-based practices validated for specific characteristics of learners and settings. CC4 S4 — Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs. CC4 S6 — Use procedures to increase the individuals self-awareness, self-management, self-control, self-reliance, and self-esteem. EC4 S1 — Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of the individual children, the family, and the community. EC4 S3 — Use teacher-scaffolded and initiated instruction to complement child-initiated learning. EC4 S5 — Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children. EC4 S6 — Use strategies to teach social skills and conflict resolution. EC4 S7 — Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines. EC4 S8 — Implement and evaluate preventative and reductive strategies to address challenging behaviors.</p> <p>CEC/DEC Standard 5: Learning Environments and Social Interactions—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement. CC5 K2 — Basic classroom management theories and strategies for individuals with exceptional learning needs. CC5 K3 — Effective management of teaching and learning. CC5 K5 — Social skills needed for educational and other environments. CC5 S2 — Identify realistic expectations for personal and social behavior in various settings. CC5 S5 — Modify the learning environment to manage behaviors. CC5 S6 — Use performance data and information from all stakeholders to make or suggest modifications in learning environments. CC5 S11 — Use effective and varied behavior management strategies. CC5 S12 — Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs. EC5 S2 — Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. EC5 S3 — Embed learning opportunities in everyday routines, relationships, activities, and places. EC5 S4 — Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.</p> <p>CEC/DEC Standard 7: Instructional Planning—Develop long and short-range goals. CC7 K1 — Theories and research that form the basis of curriculum development and instructional practice. EC7 K1 — Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children. EC7 K2 — Developmental and academic content. EC7 K3 — Connection of curriculum to assessment and progress monitoring activities. CC7 S15 — Evaluate and modify instructional practices in response to ongoing assessment data. EC7 S5 — Align individualized goals with developmental and academic content.</p>

Module 7: Tiered Instruction

NAEYC Core Standards

for Initial and Advanced
Early Childhood Preparation Programs

CEC / DEC Initial Standards

Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)
(CC= common core; EC = early childhood; K= knowledge; S= Skills)

CEC/DEC Standard 8: Assessment—Professionals and families collaborate in planning and implementing assessment.

CC8 S2 — Administer nonbiased formal and informal assessments.

CC8 S4 — Develop or modify individualized assessment strategies.

CC8 S5 — Interpret information from formal and informal assessments.

EC8 S5 — Use informal and formal assessment to make decisions about infants and young children's development and learning.

EC8 S8 — Participate as a team member to integrate assessment results in the development and implementation of individualized plans.

EC8 S11 — Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

CEC/DEC Standard 9: Professional and Ethical Practices

CC9 S4 — Conduct professional activities in compliance with applicable laws and policies.

CC9 S13 — Demonstrate commitment to engage in evidence-based practices.

EC9 S6 — Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.