##  006.61 Special Education Early Intervention Specialist

006.61A Grade Levels: Birth through Prekindergarten

006.61B Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement at the K-6 or K-12 level.

006.61C Persons with this endorsement may teach, consult, or provide services for infants, toddlers, and preschool children, ages birth through prekindergarten, including those with verified disabilities, and support families and other personnel with responsibilities for their care and education.

006.61D Certification Endorsement Requirements: This endorsement requires a minimum of ~~21~~15 semester hours, which must include a minimum of ~~15~~9 semester hours in early childhood special education and a minimum of six (6) semester hours in typical early childhood development, and learning. The coursework may be accomplished through 15 hours of coursework that combines typical development and learning and early childhood special education concepts within inclusive courses.

006.61D1 A minimum of 160 clock hours of field experiences. Field experiences must be conducted in preschool settings which include home-based and center-based and home visitation programs in both infant-toddler and preschool settings ~~programs~~ serving children who have verified disabilities, with their families, and other personnel responsible for their care and education. Of the 160 clock hours, a minimum of 80 clock hours must focus on children ages birth through two years of age and a minimum of 80 clock hours must focus on pre-school aged children, ages 3 through prekindergarten.

006.61E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION’S PLAN UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide ~~special education early intervention specialist~~ candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional children (CEC) Initial Standards for Preparation of Special Educators (2020).

**Field and Clinical Experience Standard**

Special education candidates progress through a series of developmentally sequenced field and clinical experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

**Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

**Component 1.1:** Candidates practice within ethical guidelines and legal policies and procedures.

**Component 1.2:** Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural and linguistic backgrounds.

**Component 1.3:** Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

**Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs**

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs.

**Component 2.1:** Candidates apply understanding of human growth and development to create individualized learning experiences across the social/emotional, physical, cognitive, and language domains.

**Component 2.2:** Candidates address individualized strengths and needs of students with exceptionalities by differentiating instruction including methods, materials, and environments.

**Component 2.3:** Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities to plan and implement learning experiences and environments.

**Component 2.4:** Candidates apply knowledge and understanding of the individual learning needs of students to provide them with the least restrictive environment.

**Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

**Component 3.1:** Candidates apply their understanding of academic grade level standards, extended standards, and general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

**Component 3.2:** Candidates augment the general curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts.

**Component 3.3:** Candidates implement an evidence-based alternate curriculum to address skills and strategies that students with disabilities need to access the extended standards successfully within a variety of contexts.

**Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

Candidates assess students’ learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students’ eligibility determination, communicate students’ progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

**Component 4.1:** Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

**Component 4.2:** Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

**Component 4.3:** Candidates assess, collaboratively analyze, interpret, and communicate students’ progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

**Standard 5: Supporting Learning Using Effective Instruction**

Candidates use knowledge of individuals’ development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

**Component 5.1:** Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

**Component 5.2:** Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

**Component 5.3:** Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

**Component 5.4:** Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

**Component 5.5:** Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

**Component 5.6:** Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

**Standard 6: Supporting Social, Emotional, and Behavioral Growth**

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

**Component 6.1:** Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

**Component 6.2:** Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.

**Component 6.3:** Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

**Standard 7: Collaborating with Team Members**

Candidates apply team processes and communication strategies to professionally collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

**Component 7.1:** Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students’ instructional and behavioral needs.

**Component 7.2:** Candidates professionally collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

**Component 7.3:** Candidates professionally collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

**Component 7.4:** Candidates work with and mentor paraprofessionals in the paraprofessionals’ role of supporting the education of individuals with exceptionalities and their families.

**~~Standard 1.Promoting Child Development and Learning~~**

~~Special Education Early Intervention Specialists have a child development knowledge base and use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.~~

~~Element 1.1~~~~Know and understand young children’s characteristics and~~

~~needs, from birth to kindergarten.~~

~~Element 1.2~~~~Know and understand the multiple influences on early development and learning.~~

~~Element 1.3 Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.~~

**~~Standard 2. Learner Development and Individual Learning Differences~~**

~~Special Education Early Intervention Specialists understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for infants, toddlers, and preschool-age children with disabilities.~~

~~Element 2.1 Special Education Early Intervention Specialists understand how language, culture, and family background influence the learning of young children with disabilities.~~

~~Element 2.2 Special Education Early Intervention Specialists use understanding of development from birth to kindergarten and individual differences to respond to the needs of young children with disabilities.~~

~~Indicators include, but are not limited to: (All Common Core Indicators are assumed.)~~

~~a. Theories of typical and atypical early childhood development.~~

~~b. Biological and environmental factors that affect pre-, peri-, and postnatal development and learning.~~

~~c. Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life.~~

~~d. Impact of medical conditions and related care on development and learning.~~

~~e. Impact of medical conditions on family concerns, resources, and priorities.~~

~~f. Factors that affect the mental health and social-emotional development of infants and young children.~~

~~g. Infants and young children develop and learn at varying rates.~~

~~h. Impact of child’s abilities, needs, and characteristics on development and learning.~~

~~i. Impact of social and physical environments on development and learning.~~

~~j. Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development.~~

~~k. Impact of language delays on behavior.~~

**~~Standard 3. Learning Environments~~**

~~Special Education Early Intervention Specialists create safe, inclusive, culturally responsive learning environments so that infants, toddlers, and preschool-age children with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.~~

~~Element 3.1 Special Education Early Intervention Specialists, through collaboration with family, care providers, early childhood educators, and other colleagues, create safe, inclusive, culturally responsive environments to engage young children with disabilities in meaningful learning activities and social interactions.~~

~~Element 3.2 Special Education Early Intervention Specialists use developmentally-appropriate and instructional interventions to teach young children with disabilities how to adapt to different environments.~~

~~Element 3.3 Special Education Early Intervention Specialists know how to intervene safely and appropriately with young children with disabilities in crisis.~~

~~Indicators include, but are not limited to:~~

~~a. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.~~

~~b. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.~~

~~c. Embed learning opportunities in everyday routines, relationships, activities, and places.~~

~~d. Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.~~

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

~~f. Implement basic health, nutrition and safety management procedures for infants and young children.~~

~~g. Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.~~

**~~Standard 4. Curricular Content Knowledge~~**

~~Special Education Early Intervention Specialists use knowledge of general and specialized curricula to individualize learning for infants, toddlers, and preschool-age children with disabilities.~~

~~Element 4.1 Special Education Early Intervention Specialists understand the key developmental milestones across all developmental domains, daily routines, and needs of young children, and tools of inquiry to plan for developmental and functional outcomes for young children.~~

~~Element 4.2 Special Education Early Intervention Specialists can organize their knowledge of child development and disabilities, integrate with cross-disciplinary input, and develop meaningful learning progressions for young children with disabilities.~~

~~Element 4.3 Special Education Early Intervention Specialists understand and use general and specialized knowledge of typical and atypical development for teaching across settings and developmental domains, and to individualize learning for young children with disabilities.~~

~~Element 4.4 Special Education Early Intervention Specialists modify curricula for infants, toddlers, and preschool-age children to make them accessible and appropriate to young children with disabilities.~~

**~~Standard 5. Assessment~~**

~~Special Education Early Intervention Specialists use multiple methods of assessment and data-sources in making educational decisions.~~

~~Element 5.1 Special Education Early Intervention Specialists select and use technically sound formal and informal assessments that minimize bias.~~

~~Element 5.2 Special Education Early Intervention Specialists use knowledge of measurement principles and practices related to assessment of infants, toddlers, and preschool-age children to interpret assessment results and guide educational decisions for young children with disabilities.~~

~~Element 5.3 Special Education Early Intervention Specialists, in collaboration with colleagues and families, use multiple types of assessment information in making programming decisions about young children with disabilities.~~

~~Element 5.4 Special Education Early Intervention Specialists engage young children with disabilities and family members and/or care providers in quality assessments and provide ongoing feedback to guide them in making decisions regarding their interactions with young children with disabilities.~~

~~Indicators include, but are not limited to:~~

~~a. Role of the family in the assessment process.~~

~~b. Legal requirements that distinguish among at-risk, developmental delay and disability.~~

~~c. Alignment of assessment with curriculum, content standards, and local, state, and federal regulations.~~

~~d. Assist families in identifying their concerns, resources, and priorities.~~

~~e. Integrate family priorities and concerns in the assessment process.~~

~~f. Assess progress in the five developmental domains, play, and temperament.~~

~~g. Select and administer assessment instruments in compliance with established criteria.~~

~~h. Use informal and formal assessment to make decisions about infants and young children’s development and learning.~~

~~i. Gather information from multiple sources and environments.~~

~~j. Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.~~

~~k. Participate as a team member to integrate assessment results in the development and implementation of individualized plans.~~

~~l. Emphasize child’s strengths and needs in assessment reports.~~

~~m. Produce reports that address development across domains and any functional concerns identified in routine natural learning environments.~~

~~n. Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.~~

**~~Standard 6. Instructional Planning and Strategies~~**

~~Special Education Early Intervention Specialists select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of infants, toddlers, and preschool-age children with disabilities.~~

~~Element 6.1 Special Education Early Intervention Specialists consider a child’s and family’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for young children with disabilities.~~

~~Element 6.2 Special Education Early Intervention Specialists use technologies to support instructional assessment, planning, and delivery for young children with disabilities.~~

~~Element 6.3 Special Education Early Intervention Specialists are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the movement, access, socialization, communication, and learning of young children with disabilities.~~

~~Element 6.4 Special Education Early Intervention Specialists use evidence-based strategies to enhance feeding, movement, cognition, language, literacy, social and play development, and skills for optimizing independence of young children with disabilities.~~

~~Element 6.5 Special Education Early Intervention Specialists develop and implement a variety of transition plans for young children with disabilities across a wide range of settings and different learning experiences in collaboration with families, service coordinators, care providers, teachers, and members of IFSP/IEP teams.~~

~~Element 6.6 Special Education Early Intervention Specialists teach to mastery and promote generalization of learning for functional participation in everyday routines and activities at home, community and preschool classrooms.~~

~~Element 6.7 Special Education Early Intervention Specialists promote acquisition of knowledge and skills for critical thinking and problem solving for young children with disabilities.~~

~~Indicators include, but are not limited to:~~

~~a. Concept of universal design for learning.~~

~~b. Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children.~~

~~c. Developmental and academic content.~~

~~d. Connection of curriculum to assessment and progress monitoring activities.~~

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

~~f. Facilitate child-initiated development and learning.~~

~~g. Use teacher-scaffolded and initiated instruction to complement child-initiated learning.~~

~~h. Link development, learning experiences, and instruction to promote educational transitions.~~

~~i. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.~~

~~j. Use strategies to teach social skills and conflict resolution.~~

~~k. Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.~~

~~l. Implement and evaluate preventative and reductive strategies to address challenging behaviors.~~

~~m. Develop, implement, and evaluate individualized plans with family members and other professionals, as a member of a team.~~

~~n. Plan and implement developmentally and individually appropriate curriculum.~~

~~o. Design intervention strategies incorporating information from multiple disciplines.~~

~~p. Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction.~~

~~q. Align individualized goals with developmental and academic content.~~

~~r. Develop individualized plans that support development and learning as well as caregiver responsiveness.~~

~~s. Develop an individualized plan that supports the child’s independent functioning in the child’s natural environments.~~

~~t. Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.~~

~~u. Know appropriate ways to assist the family in planning for transition between providers and settings that assures continuity of intervention strategies and outcomes.~~

**~~Standard 7. Professional Learning and Ethical Practice~~**

~~Special Education Early Intervention Specialists use foundational knowledge of the field and their professional Code of Ethics and Recommended Practices to inform special education practice, to engage in lifelong learning, and to advance the profession.~~

~~Element 7.1 Special Education Early Intervention Specialists understand how foundational knowledge of developmental and learning theories, research, laws, and current issues influence professional practice.~~

~~Element 7.2 Special Education Early Intervention Specialists 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.~~

~~Element 7.3 Special Education Early Intervention Specialists understand the significance of lifelong learning and participate in professional activities and learning communities.~~

~~Element 7.4 Special Education Early Intervention Specialists advance the profession by engaging in activities such as advocacy and mentoring of colleagues and trainees.~~

~~Element 7.5 Special Education Early Intervention Specialists provide guidance and direction to child care providers, paraeducators, and volunteers.~~

~~Indicators include, but are not limited to:~~

~~a. Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families.~~

~~b. Advocacy for professional status and working conditions for those who serve infants and young children, and their families.~~

~~c. Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures.~~

~~d. Integrate family systems theories and principles into professional practice.~~

~~e. Respect family choices and goals.~~

~~f. Apply models of team process in early childhood.~~

~~g. Participate in activities of professional organizations relevant to early childhood special education and early intervention.~~

~~h. Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.~~

~~i. Advocate on behalf of infants and young children and their families.~~

**~~Standard 8. Collaboration~~**

~~Special Education Early Intervention Specialists collaborate with families, care providers, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of natural learning experiences.~~

~~Element 8.1 Special Education Early Intervention Specialists use the theory and principles of effective consultation and collaboration.~~

~~Element 8.2 Special Education Early Intervention Specialists serve as a collaborative resource to colleagues.~~

~~Element 8.3 Special Education Early Intervention Specialists use consultation and collaboration to promote the well-being of young children with disabilities across a wide range of settings and collaborators.~~

~~Indicators include, but are not limited to:~~

~~a. Structures supporting interagency collaboration, including interagency agreements, referral, and consultation.~~

~~b. Collaborate with caregivers, professionals, and agencies to support children’s development and learning.~~

~~c. Support families’ choices and priorities in the development of goals and intervention strategies.~~

~~d. Implement family-oriented services based on the family’s identified resources, priorities, and concerns.~~

~~e. Provide consultation in settings serving infants and young children.~~

~~f. Involve families in evaluation of services.~~

~~g. Participate as a team member to identify and enhance team roles, communication, and problem-solving.~~

~~h. Employ adult learning principles in consulting and training family members and service providers.~~

~~i. Implement processes and strategies that support transitions among settings for infants and young children.~~

~~Guidelines based on the Council for Exceptional Children (CEC), Initial Preparation Standards for Special Education Teachers (2012) and CEC Special Education Early Childhood Specialty Set (2013).~~