

## Advanced Specialty Set: Special Education/Early Intervention in Early Childhood Specialist

Advanced Preparation Standard 1: Assessment	
<i>Knowledge</i>	
SE ECS.1.K1	Policy and research implications that promote recommended practices in assessment and evaluation
SE ECS.1.K2	Systems and theories of child and family assessment
<i>Skills</i>	
SE ECS.1.S1	Provide leadership in the development and implementation of unbiased assessment and evaluation procedures that include family members as an integral part of the process
SE ECS.1.S2	Provide leadership in the development and implementation of unbiased assessment and evaluation procedures for childcare and early education environments and curricula
SE ECS.1.S3	Provide leadership when selecting effective formal and informal assessment instruments and strategies

Advanced Preparation Standard 2: Curricular Content Knowledge	
<i>Knowledge</i>	
SE ECS.2.K1	Specialized knowledge in at least one developmental period or one particular area of disability or delay
<i>Skills</i>	
SE ECS.2.S1	Apply various curriculum theories and early learning standards, and evaluate their effect
SE ECS.2.S2	Integrate family and social systems theories to develop, implement, and evaluate family and educational plans
SE ECS.2.S3	Incorporate and evaluate the use of universal design and assistive technology in programs and services
SE ECS.2.S4	Design, implement, and evaluate plans to prevent and address challenging behaviors across settings
SE ECS.2.S5	Design, implement, and evaluate developmentally responsive learning environments, preventative strategies, program-wide behavior supports, and tiered instruction
SE ECS.2.S6	Apply interdisciplinary knowledge from the social sciences and allied health fields

### Advanced Preparation Standard 3: Programs, Services, and Outcomes

<i>Knowledge</i>	
SEECs.3.K1	Range of delivery systems for programs and services available for infants and young children and their families
<i>Skills</i>	
SEECs.3.S1	Design, implement, and evaluate home- and community-based programs and services
SEECs.3.S2	Address medical and mental health issues and concerns when planning, implementing, and evaluating programs and services
SEECs.3.S3	Use recommended practices to design, implement, and evaluate transition programs and services

### Advanced Preparation Standard 4: Research and Inquiry

<i>Knowledge</i>	
None in addition to the ACSI	
<i>Skills</i>	
SEECs.4.S1	Create and/or disseminate new advances and evidence-based practices
SEECs.4.S2	Help others understand early development and its effect across the life span
SEECs.4.S3	Interpret and apply research to the provision of quality services and program practices to infants and young children, and their families, in a variety of educational and community settings

Advanced Preparation Standard 5: Leadership and Policy	
<i>Knowledge</i>	
SEEC5.5.K1	Sociocultural, historical, and political forces that influence diverse delivery systems, including mental health
SEEC5.5.K2	Policy and emerging trends that affect infants and young children, families, resources, and services
SEEC5.5.K3	Community resources at national, state or provincial, and local levels that affect program planning and implementation, and the individualized needs of the child and family
<i>Skills</i>	
SEEC5.5.S1	Advocate on behalf of infants and young children with exceptional needs and their families, at local, state or provincial, and national levels
SEEC5.5.S2	Provide leadership to help others understand policy and research that guide recommended practices
SEEC5.5.S3	Provide leadership in the collaborative development of community-based services and resources
SEEC5.5.S4	Provide effective supervision and evaluation

Advanced Preparation Standard 6: Professional and Ethical Practice	
<i>Knowledge</i>	
None in addition to the ACSI	
<i>Skills</i>	
SEEC6.6.S1	Engage in reflective inquiry and professional self-assessment
SEEC6.6.S2	Participate in professional mentoring and other types of reciprocal professional development activities
SEEC6.6.S3	Participate actively in organizations that represent recommended practices of early intervention and early childhood special education on a national, state or provincial, and local level

Advanced Preparation Standard 7: Collaboration	
<i>Knowledge</i>	
SEECs.7.K1	Roles and responsibilities of personnel in the development and implementation of team-based early childhood special education and early intervention services
SEECs.7.K2	Theories, models, and research that support collaborative relationships
<i>Skills</i>	
SEECs.7.S1	Implement and evaluate leadership and models of collaborative relationships
SEECs.7.S2	Collaborate with stakeholders in developing and implementing positive behavior support plans to prevent and address challenging behavior