Literture Report

DEC Initial Specialty Set: Early Childhood Special Education/ Early Intervention

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Standard 1: Learner Development and Individual Learning Differences

Research-based References


Literature/Theory-based References


Fidler, D. J., Lunkenheimer, E., & Hahn, L. (2011). Emerging behavioral phenotypes and
dynamic systems theory. In D. J. Fidler (Ed.), International review of research in
developmental disabilities: Early development in neurogenetic disorders (pp. 17-42).

doi:10.1080/03004430.2011.597504

London: SAGE Publications.


Mercer, N., & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The
value and potential of sociocultural theory. Learning, Culture and Social Interaction,
1(1), 12-21. doi:10.1016/j.lcsi.2012.03.001

York: Psychology Press.

Northrup, J. B. (2016). Contingency detection in a complex world: A developmental model and
implications for atypical development. International Journal of Behavioral Development.
doi:10.1177/0165025416668582

Odom, S. L. (2016). The role of theory in early childhood special education and early
intervention. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), Handbook
of early childhood special education (pp. 21-36). Switzerland: Springer International.

parents’ involvement and increase of efficiency of the early childhood intervention.
Journal of Special Education and Rehabilitation, 13 (1-2), 7-18. doi:10.2478/v10215-
011-0015-5


to childhood disability (3rd ed.). New York: Guilford Press.

Sheridan, M., Sharma, A., & Cockerill, H. (2014). Mary Sheridan's from birth to five years:


Practice-based References


ECSE.K1.2: Biological and environmental factors that affect pre-, peri-, and postnatal development and learning.

Research-based References


**Literature/Theory-based References**


Practice-based References


ECSE.K1.3: 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.

Research-based References


**Literature/Theory-based References**


Trute, B., Benzies, K. M., Worthington, C., Reddon, J. R., & Moore, M. (2010). Accentuate the positive to mitigate the negative: Mother psychological coping resources and family


**Practice-based References**


**ECSE.K1.4: Impact of medical conditions and related care on development and learning.**

**Research-based References**


### Literature/Theory-based References


Practice-based References


ECSE.K1.5: Impact of medical conditions on family concerns, resources, and priorities.

Research-based References


**Literature/Theory-based References**


**Practice-based References**


ECSE.K1.6: Factors that affect the mental health and social-emotional development of infants and young children.

Research-based References


**Literature/Theory-based References**


Trute, B., Benzies, K. M., Worthington, C., Reddon, J. R., & Moore, M. (2010). Accentuate the positive to mitigate the negative: Mother psychological coping resources and family


**Practice-based References**


**ECSE.K1.7:** Infants and young children develop and learn at varying rates.

**Research-based references**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.K1.8**: Impact of child’s abilities, needs, and characteristics on development and learning.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


doi:10.1007/s10643-009-0312-5


**ECSE.K1.9: Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development.**

**Research-based References**


Literature/Theory-based References


Practice-based References


**ECSE.K1.10: Impact of language delays on behavior.**

**Research-based References**


**Literature/Theory-based References**


Practice-based References


**ECSE.S1.1:** Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families.

**Research-based References**


**Literature/Theory-based References**


Hanson, M.J. (2011). Developing Cross-Cultural Competence. In E.W. Lynch & M.J. Hanson


Practice-based References


**ECSE.S1.2:** Develop and match learning experiences and strategies to characteristics of infants and young children.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S1.3:** Support and facilitate family and child interactions as primary contexts for development and learning.

**Research-based References**


**Literature/Theory-based References**


Practice-based References


**ECSE.S1.4:** Support caregivers to respond to child’s cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S1.5: Establish communication systems for young children that support self-determination**

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**Standard 2: Learning Environments**

**ECSE.K2.1: Impact of social and physical environments on development and learning.**

**Research-based References**


Literature/Theory-based References


**Practice-based References**


ECSE.K2.2: DEC recommended practices on interactions and environments

Research-based References


Literature/Theory-based References


**Practice-based References**


**ECSE.S2.1**: Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.

**Research-based References**


Literature/Theory-based References


Practice-based References


**ECSE.S2.2: Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments**

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S2.3:** Embed learning opportunities in everyday routines, relationships, activities, and places

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S2.4:** *Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.*

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S2.5:** Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S.2.6:** Implement basic health, nutrition and safety management procedures for infants and young children.

**Research-based References**


**Literature/Theory-based References**


Practice-based References


ECSE.S2.7: Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

Research-based References


**Literature/Theory-based References**


**Practice-based References**


**Standard 3: Curricular Content Knowledge**
ECSE.K3.1: Concept of universal design for learning

Research-based References


Literature/Theory-based References


Saracho, O. N. (2014). Developmentally-appropriate technology and interactive media in early childhood education. In K. I. Heider & M. Renck Jalongo (Eds.), *Young children and
families in the information age: Applications of technology in early childhood (pp. 183-206). New York: Springer. doi:10.1007/978-94-017-9184-7_11

Practice-based References


ECSE.K3.2: Theories and research that form the basis of developmental and academic curricula, and and embedded and differentiated instructional strategies.

Research-based References


**Literature/Theory-based References**


**Practice-based References**


**ECSE.K3.3: Developmental and academic content.**
Research-based References


**Literature/Theory-based References**


**Practice-based References**


Diamond, K. E., & Powell, D. R. (2016). Developing literacy and language competence: Preschool children who are at risk or have disabilities. In B. Reichow, B. A. Boyd, E. E.
Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 125-142). Switzerland: Springer International.


**ECSE.S3.1:** Apply current research to the five developmental domains, play and temperament in learning situations.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


Diamond, K. E., & Powell, D. R. (2016). Developing literacy and language competence: Preschool children who are at risk or have disabilities. In B. Reichow, B. A. Boyd, E. E.
Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 125-142). Switzerland: Springer International.


**ECSE.S3.2:** Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.

**Research-based References**


Literature/Theory-based References


**Practice-based References**


**ECSE.S3.3:** Implement and evaluate preventative and reductive strategies to address challenging behaviors.

**Research-based References**


**Literature/Theory-based References**


Smith, B. J., & Fox, L. (2003). *Systems of service delivery: A synthesis of evidence relevant to young children at risk of or who have challenging behavior*. Tampa, FL: Center for Evidence-Based Practice.

**Practice-based References**


**ECSE.S3.4:** Plan and implement developmentally and individually appropriate curriculum.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**Standard 4: Assessment**

**K4.1: Role of the family in the assessment process.**

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.K4.2: Legal requirements that distinguish among at-risk, developmental delay and disability.**

**Research-based References**


CAPTA Reauthorization Act, PL 111-320 (2010).


**Literature/Theory-based References**


**Practice-based References**

**ECSE.K4.3:** Alignment of assessment with curriculum, content standards, and local, state, and federal regulations.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.K4.4: Connection of curriculum to assessment and progress monitoring activities**

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.K4.5: DEC recommended practices on assessment**

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S4.1:** Assist families in identifying their concerns, resources, and priorities.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S4.2:** Integrate family priorities and concerns in the assessment process.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S4.3**: Assess progress in the five developmental domains, play, and temperament.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S4.4:** *Select and administer assessment instruments in compliance with established criteria.*

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S4.5:** Use culturally unbiased assessments and procedures.

**Research-based References**

Keilty, B., LaRocco, D. & Casell, F. (2009). Early interventionists’ reports of authentic assessment methods through focus group research. Topics in Early Childhood Special Education, 28, 244-256.

**Literature/Theory-based References**


Practice-based References


**ECSE.S4.6:** *Use informal and formal assessment to make decisions about infants and young children’s development and learning.*

Research-based References


Literature/Theory-based References


Practice-based References


**ECSE.S4.7: Gather information from multiple sources and environments.**

**Research-based References**


**Literature/Theory-based References**


Practice-based References


**ECSE.S4.8:** Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S4.9:** Participate as a team member to integrate assessment results in the development and implementation of individualized plans.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S4.10:** Emphasize child’s strengths and needs in assessment reports.

**Research-based References**


**Literature/Theory-based References**


Practice-based References


**ECSE.S4.11:** *Produce reports that focus on developmental domains and functional concerns.*

Research-based References

**Literature/Theory-based References**


**Practice-based References**


**ECSE.S4.12:** Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**Standard 5: Instructional Planning and Strategies**

**ECSE.K5.1:** *DEC recommended practices for instruction*

Research-based References


Literature/Theory-based References


Practice-based References


**ECSE.S5.1:** *Facilitate child-initiated development and learning*

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**
Division for Early Childhood (2016). *DEC recommended practices series no. 1: Enhancing services for young children with disabilities and their families.* Los Angeles Division for Early Childhood, Council for Exceptional Children

Division for Early Childhood (2016). *DEC recommended practices series no. 2: Environment: Promoting meaningful access, participation, and inclusion.* Los Angeles Division for Early Childhood, Council for Exceptional Children

ECSE.S5.2: *Use teacher-scaffolded and initiated instruction to complement child-initiated learning.*

Research-based References


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S5.3:** Link development, learning experiences, and instruction to promote educational transitions.

Research-based References


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S5.4:** Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.

## Research-based References

### Literature/Theory-based References


### Practice-based References


ECSE.S5.5: Use strategies to teach social skills and conflict resolution.

Research-based References

Literature/Theory-based References


Practice-based References


ECSE.S5.6: Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.

Research-based References


Popp, T. K., & Wilcox, M. J. (2012). Capturing the complexity of parent-provider relationships in early intervention: The association with maternal responsivity and children's social-
emotional development. *Infants and Young Children*, 25(3), 213-231. doi:10.1097/IYC.0b013e318258c63a


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S5.7**: Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.

**Research-based References**

**Literature/Theory-based References**


**Practice-based References**


**ECSE.S5.8:** *Design intervention strategies incorporating information from multiple disciplines.*

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S5.9:** *Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction.*

**Research-based References**


Popp, T. K., & Wilcox, M. J. (2012). Capturing the complexity of parent-provider relationships in early intervention: The association with maternal responsivity and children's social-
emotional development. *Infants and Young Children*, 25(3), 213-231. doi:10.1097/IYC.0b013e318258c63a


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S5.10:** Align individualized goals with developmental and academic content.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S5.11:** Develop individualized plans that support development and learning as well as caregiver responsiveness.

**Research-based References**


**Literature/Theoroy-based References**


**Practice-based References**


**ECSE.S5.12:** Develop an individualized plan that supports the child’s independent functioning in the child’s natural environments.

**Research-based References**

**Literature/Theory-based References**


Practice-based References


ECSE.S5.13: Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.

Research-based References

Literature/Theory-based References


Practice-based References


**Standard 6: Professional Learning and Ethical Practice**

**ECSE.K6.1:** *Historical, philosophical, and legal basis of services for infants and young children both with and without exceptional needs.*

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.K6.2: Trends and issues in early childhood education, early childhood special education, and early intervention.**

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.K6.3:** *Legal, ethical, and policy issues related to educational, social, developmental, and medical services for infants and young children, and their families.*

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.K6.4:** Advocacy for professional status and working conditions for those who serve infants and young children, and their families.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.K6.5: DEC recommended practices**

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


ECSE.S6.I: Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures.

Research-based References

CAPTA Reauthorization Act, PL 111-320 (2010).


Literature/Theory-based References


Practice-based References


ECSE.S6.2: Integrate family systems theories and principles into professional practice.

Research-based References


Literature/Theory-based References


Practice-based References


ECSE.S6.3: *Respect family choices and goals.*

Research-based References


**Literature/Theory-based References**


**Practice-based References**


**ECSES6.4:** Participate in activities of professional organizations relevant to early childhood special education and early intervention.

**Research-based References**


practice (Advances in early education and day care, Volume 15) (pp. 11-32): Emerald Group Publishing Limited.


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S6.5:** *Apply evidence-based and DEC recommended practices for infants and young children including those from diverse backgrounds.*

**Research-based References**


**Literature/Theory-based References**


Practice-based References


ECSE.S6.6: Advocate on behalf of infants and young children and their families.

Research-based References


**Literature/Theory-based References**


**Practice-based References**


**ECSES6.7:** Implement family services consistent with due process safeguards.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**Standard 7: Collaboration**

**ECSE.K7.1:** Structures supporting interagency collaboration, including interagency agreements, referral, and consultation.

**Research-based References**


**Literature/Theory-based References**


Hiebert-Murphy (Eds.), *Partnering with parents: Family-centered practice in children's services* (pp. 68-82). Toronto, Canada: University of Toronto.

**Practice-based References**


**ECSE.K7.2:** *DEC recommended practices for family, teaming and collaboration, and transitions*

**Research-based References**


**Literature/Theory-based References**


Practice-based References


ECSE.S7.1: *Apply models of team process in early childhood.*

Research-based References


Summers, J. A., Marquis, J., Mannan, H., Turnbull, A. P., Fleming, K., Poston, D. J., ... &


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S7.2:** Collaborate with caregivers, professionals, and agencies to support children’s development and learning.

Research-based References


**Literature/Theory-based References**


Practice-based References


**ECSE.S7.3: Support families’ choices and priorities in the development of goals and intervention strategies.**

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


Strategies to promote family–professional collaboration: Two case reports. *Disability and rehabilitation, 38*(18), 1844-1858. doi:10.3109/09638288.2015.1107763


**ECSE.S7.4:** *Implement family-oriented services based on the family's identified resources, priorities, and concerns.*

**Research-based References**


Graves, K. N., & Shelton, T. L. (2007). Family empowerment as a mediator between family-


**Literature/Theory-based References**


Hiebert-Murphy (Eds.), *Parenting with parents: Family-centered practice in children's services* (pp. 19-44). Toronto, Canada: University of Toronto Press.


**Practice-based References**


ECSE.S7.5: Provide consultation and coaching in settings serving infants and young children.

Research-based References


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S7.6: Involve families in evaluation of services.**

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


Strategies to promote family–professional collaboration: Two case reports. *Disability and rehabilitation, 38*(18), 1844-1858. doi:10.3109/09638288.2015.1107763


**ECSE.S7.7:** Participate as a team member to identify and enhance team roles, communication, and problem-solving.

**Research-based References**


**Literature/Theory-based References**


**Practice-Based References**


**ECSE.S7.8:** Employ adult learning principles in consulting and coaching family members and service providers.

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


**ECSE.S7.9: Assist the family in planning for transition.**

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**

Branson, D. M., & Bingham, A. (2009). Using interagency collaboration to support family-


**ECSE.S7.10: Implement processes and strategies that support transitions among settings for infants and young children**

**Research-based References**


**Literature/Theory-based References**


**Practice-based References**


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