Case Study	Discussion and Resources
In this story, Karly, her supervisor, and early childhood (cross-disciplinary) team navigate challenges and demonstrate components of Standard 7 Professionalism and Ethical Practice: • Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates. **Resources to support adult learning:** • ECPC Curriculum Modules: Professional Standards • Resources You Can Use for Pre- and In-service Professional Development (DEC Website) • Supporting Explanations for Early Component • Early Childhood Personnel Center Evidence-based Adult Learning Rubric	*The specific components of Professionalism and Ethical Practice are listed as bulleted items below. Highlight in the story when professionals and caregivers navigate challenges and demonstrate these components. Reflect on your own and compare your findings with others in small groups.* **Specific components include:** • Engaging with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations. • Engaging in ongoing reflective practice and access evidence-based information to improve their own practices. • Exhibiting leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making. • Practicing within ethical and legal policies and procedures.

Case Study	Discussion and Resources

Karly and Her Background
 	
Karly is a first-year teacher who recently started as the Early Childhood Special Educator in an inclusive preschool classroom in the local district where she resides. She recently completed a graduate school program where she became heavily involved in their student special education association. She also had started volunteering as part of a Division for Early Childhood (DEC) committee. She had worked with her advisor to submit a poster presentation for this year's DEC Conference on how she embedded interventions during her student teaching experience to support children with challenging behaviors. Part of this presentation was to share reflective supervision and practice and how she had modified her own behavior based on her learning and experiences.
 	
Over the summer, she found out that some individuals in her local area had created a Community of Practice (CoP) for teachers and providers focused on supporting young children with delays and disabilities and their families under five. She hasn't joined this CoP yet, but it's something she's interested in!
	As an EI/ECSE professional part of your role is to engage with the profession of by participating in local, regional, national, and/or international activities and professional organizations.
	
	The Division for Early Childhood (DEC) that Karly is a member of is the division of the Council for Exceptional Children (CEC) that focuses on supporting early intervention/early childhood special education professionals around the world. Explore the DEC website and consider becoming a member if you are not already!
	
	DEC has a number of committees that members can participate in to support the EI/ECSE profession such as the Family, Inclusion, Equity, and Social Justice, Policy and Advocacy and more! Explore the options here to support DEC projects and initiatives!
	
	Each year, DEC facilitates a conference that brings together students, professionals, and experts in the field of EI/ECSE. Explore more about the conference here!
	
	Other notable organizations that EI/ECSE professionals participate in regularly include:
	• Zero to Three
	• NAEYC - National Association for the Education of Young Children
	• ISEI - International Society of Early Intervention
	
	Participating in a Communities of Practice (CoPs) is a great way for practitioners to learn with others!
	    • Do you know of CoPs that exist for early childhood providers in your area?
	    • Want to learn more about CoPs?
	
	Consider exploring this handbook – Growing Together, Developing and Sustaining a Community of Practice

Karly's First School and Supervision Experiences

During the first week of school, Karly was designated to conduct two Individualized Education Program (IEP) meetings with new children that had recently turned three and were transitioning from the Early Intervention system into the Preschool Early Childhood program.

To prepare for the meetings, she met with her supervisor a few days before. Karly knew the classroom she supported as an ECSE was an inclusive setting and had children with delays/disabilities integrated with same-age, typical peers; however, she was unsure of what options that might exist for children that needed other types of support. For example, what if a child required one-on-one guidance throughout the entire day, would they be provided with paraprofessional support? Or was there a more specialized placement in the district to support him/her? Being a recent graduate, she was well-versed in the legal policies and procedures of Part C and Part B of IDEA, specifically that school districts needed to provide children and families with a range of placements, and then during the IEP meeting, as a team, with the family, they were to jointly decide the most appropriate, Least Restrictive Environment (LRE), placement for the student.

When she asked her supervisor a question about LRE and other placements outside of her classroom her supervisor said, "We simply tell the parent that a self-contained classroom is the option for their child and if they are not interested, then they can forgo the services and keep their child at home or locate another placement themselves." Karly was confused by her supervisor's response! She knew this was not ethical and it certainly did not follow the law of IDEA. Not wanting to overstep, she nodded her head when the supervisor told her this and then left frustrated, not knowing how to move forward.

When Karly arrived home, she considered all she learned throughout her master's degree program in EI/ECSE. She knew that her role as a professional was to advocate for the young children and families that she serves in the best and most ethical way. She considered herself a leader and

Have you had experiences with reflective supervision? In this case study, Karly is participating in the DEC conference by sharing her experiences with reflective supervision. Reflection has been shown to support EI/ECSE educators as they implement best and recommended practices. Consider learning more about the reflective process by exploring the links below and watching the video examples:
- Head Start - Using reflective practice when working with families
- Zero to Three – Building Blocks of Reflective Supervision
- Example video of Jaime a SLP and BJ her supervisor using reflective supervision to support her coaching practice
- Example of Megan illustrating how to use video to provide feedback and self-reflection

Do you feel as if you are well versed in the legal policies and procedures of Part C and Part B 619?
- Video guiding you through the statute and regulations of the Individuals with Disabilities Education Act (IDEA)
- Video exploring IDEA and Part C
- ECTA - Part B, Section 619 of IDEA
- ECTA – Part C of IDEA

Are you familiar with the parts of IDEA that outline the laws and regulations for Least Restrictive Environment (LRE)? Most importantly, are you aware that placement decisions should be made based on the individual child's abilities and needs not what types of placements are available. Consider exploring the resources below to learn more about LRE. Specifically, the discussion prompts in each section may help you to explore guidance and resources to support the process in your school, district, etc.
- ECTA - Making Sound Preschool LRE Decisions
- ECTA – Preschool LRE Reference Points and Discussion Prompts

had worked hard to identify ways that she could be a leader after leaving the graduate program. She knew that she would encounter ethical challenges and while she knew that she would need to navigate them, she wasn't sure how to respond to every situation! One strategy she had learned was to "reframe the situation" to "put herself in her supervisor's shoes."	
Karly Uses Reframing Karly reframes the situation. While the information that her supervisor shared regarding placements for children does not seem to be aligned with IDEA regulations, she can take this opportunity to disseminate information about services and supports. It is possible that her supervisor does not know about the requirements related to LRE. This provides her an opportunity to engage in advocacy-related behaviors that she learned throughout her training program. It also gives her an opportunity to try out her leadership skills. Karly considers that the changes that need to be made to the program include potentially creating new, more specialized classrooms in the district, or determining how services may be provided to some young children in the home environment. These are systemic issues that will require significant change, potentially financial support/budgetary changes, and the hiring of additional staff. While these changes seem large and overwhelming, Karly isn't scared --- these challenges are the reasons she chose to be in the EI/ECSE field in the first place!	Do you feel as if you have a strong foundation in ethical EI/ECSE practices? These resources are available to support and guide you: • ECPC has outlined cross-disciplinary competency indicators that represent strong professionalism and ethical practices across all professionals working in EI/ECSE. You can explore the indicators here. • Read the DEC Ethics Position Statement • Read the Council for Exceptional Children Ethics Statement • Read the NAEYC Code of Ethical Conduct and Statement of Commitment • Able et al. (2017) in Ethical Issues in Early Intervention - Voices From the Field shared strategies to support interprofessional challenges. These included open and honest communication between team members, ongoing communication for problem solving, and reflection • Lynch (2013) in this Voices from the Field article proposed five questions that can be used to evaluate, reflect, and take actions to improve the practices of EI/ECSE practitioners. •
Karly's Next Steps Karly believes that the first step may be to review the ethical guidelines for the practice of early childhood educators like herself. Next, it may be helpful to identify like-minded individuals that understand the ethics of providing EI/ECSE services that she can discuss her situation with. She considers who these "individuals" might be. Currently, she does not have a mentor although she enjoyed her relationship with her grad school supervisor.	Do you feel as if you are a leader in the field of EI/ECSE? What defines a leader? What makes a good leader? How can you improve your leadership skills? • Use tools to improve your practice - ECTA Practice Improvement Tools – Leadership • Participate in DECs Leadership CoP • Read this article - It's Not the "What" It's the "How": Four Key Behaviors for Authentic Leadership in Early Intervention (LaRocco & Bruns, 2013)

She has just started participating in a Community of Practice. Perhaps that community might be helpful as she navigates the challenges she's having. Karly also considers that it's possible there are other teachers that may feel the way she does, but her interaction with other district professionals has been limited. She also remembers that in her grad program she learned about local advocacy organizations; it's possible that they may have some resources for her to utilize or someone she could talk with. Additionally, she recalls that there may be professional organizations or centers with statements that focus on supporting EI/ECSE educators. She knows that her state does not have a local DEC chapter, but there may be others she could look towards them for support.

Karly is determined to advocate while also being professional. She is excited about her new position and wants to be a team player; however, she also wants to be ethical and provide children and families with the supports they deserve. She considers that she will need to be open and honest about her concerns, specifically, by talking with her supervisor. One strategy she could use is asking her supervisor to talk more with her about the district's LRE policies and procedures. Karly can share that she is a new teacher, recently graduated and wants to make sure she knows all the expectations of her position. Karly sets up the meeting with her supervisor for the next week.

- Explore - Zero to Three Resources for Early Childhood Leaders

Do you have a mentor to support and guide you? If not, you may consider identifying someone you can turn to when you need support. Some programs have teacher mentorship, so it's always helpful to ask if that is offered in your district. You might also consider supervisors or individuals that have supported you in the past. Reach out and ask this person or persons if they would be willing to chat with you every so often. It's possible he/she/they will say yes, and it doesn't hurt to ask!

Teaming and collaboration can be challenging, especially when our colleagues do not seem to have the same perspective as we do. Have you had challenges similar to Karly's situation with her supervisor? Have you ever struggled with how to respond to a supervisor or colleague when you do not agree? Navigating conflicts can be challenging, but these resources can help support you:

- The Seven Norms of Collaboration by the Adaptive School – A helpful set of strategies that promotes shared meaning and joint decision making.
- The Universal Online Part C Curriculum introduce teaming practices in:
  - Foundational Pillars of EI - Quality Teaming Learning Module

And expand on strategies to support teaming and collaboration in EI
  - Teaming Tidbits Learning Modules

Additional Discussion Questions:

- What might be missing from Karly's next steps that she needs to consider?

- After exploring the resources provided in this case study, were there any that might be helpful for Karly as she moves forward?

- Put yourself in Karly's shoes, what might you do to prepare for the meeting with your supervisor?