

EI/ECSE Standard 7
Component 7.4
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org/curriculum-module)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 7, Component 7.4:

After participating in this professional learning opportunity, participants will be able to:

- Describe ethical and legal policies and procedures that define practice in EI/ECSE.
- Identify a codes of ethics from DEC or another EI/ECSE professional organization to guide EI/ECSE practice.

Outline of Session Activities

Topic	Slides	Activity
Introduction/Objectives	1-4	
Policies, Procedures, and Ethics	5-6	
EI/ECSE & The Law	7-10	
Policies, Procedures, and Ethics	11	
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Why Do We Need Ethics in Early Childhood?	13	
DEC Code of Ethics	14	
Ethical Issues	15	
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NAEYC Code of Ethical Conduct	18	
Professional Boundaries	19	
Activity: “Make Sure My Child Drinks Her Milk”	20-21	Activity (Slide 20) Reading Situation (Slide 21)
Ethical Principles: Matrix of Professional Organizations	22	
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Speaker Notes with Slides

Slide 1	<p style="text-align: center;">Professionalism and Ethical Practice</p> <p style="text-align: center;">Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) 7.4</p> <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	
Slide 2	<p style="text-align: center;">Standard 7</p> <p>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.</p> <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	
Slide 3	<p style="text-align: center;">Component 7.4</p> <ul style="list-style-type: none">• Candidates practice within ethical and legal policies and procedures. <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	
Slide 4	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none">• Describe ethical and legal policies and procedures that define practice in EI/ECSE.• Identify a codes of ethics from DEC or another EI/ECSE professional organization to guide EI/ECSE practice. <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	

<p>Slide 5</p>	<p style="text-align: center;">Policies, Procedures and Ethics</p> <ul style="list-style-type: none"> • Policies are guiding principles intended to influence decisions and actions (What and Why) • Procedures are a specific way of doing things (How, When and Who) • Professional Ethics are moral principles of conduct for a specific profession <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Before we discuss EI/ECSE policies, procedures, laws, and ethics we need to make sure we understand what they are and are not....</p>
<p>Slide 6</p>	<p style="text-align: center;">Policies, Procedures and Ethics</p> <ul style="list-style-type: none"> • A Code of Ethics is moral responsibility NOT regulation, policy or law • Policies are also NOT laws, they are a set of standards that guide the development of law <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>That's why we reauthorize laws because policy can change....</p>
<p>Slide 7</p>	<p style="text-align: center;">EI/ECSE and the Law</p> <ul style="list-style-type: none"> • The Education for All Handicapped Children Act, 1975 <ul style="list-style-type: none"> • Made education services available to children with disabilities • Provided federal funds to help states educate students with disabilities • Required schools to evaluate children and create an individualized education plan • Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>The law was passed to meet four huge goals:</p> <p>To ensure that special education services are available to children who need them</p> <p>To guarantee that decisions about services to students with disabilities are fair and appropriate</p> <p>To establish specific management and auditing requirements for special education</p> <p>To provide federal funds to help the states educate students with disabilities</p> <p>Summary of S. 6 (94th): Education For All Handicapped Children Act - GovTrack.us</p> <p>https://www.govtrack.us/congress/bills/94/s6/summary</p>

EI/ECSE and the Law

- The Individuals with Disabilities Education Act, 2004
 - Part C: early intervention services for infants and toddlers with disabilities, birth to age 2
 - Part B: special education services for children and youth with disabilities, age 3 to 21
- "Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."



About IDEA - Individuals with Disabilities Education Act

Education for all handicapped children was renamed and revised in 1990 and became IDEA. Public schools are required to create an **Individualized Education Program (IEP)** for each student who is found to be eligible for special education services. IEPs must be designed to meet the unique educational needs of that child in the least restrictive environment appropriate.

To the maximum extent appropriate, IDEA ensures that all students are given the opportunity to learn in the **Least Restrictive Environment (LRE)** – an inclusive classroom environment in which a special needs student can achieve the most academic success.

Free Appropriate Public Education (FAPE) is an educational right that ensures education and related services are designed to meet handicapped persons' individual needs as adequately as the needs of non-handicapped persons.

IDEA includes a set of **procedural safeguards** designed to protect the rights of children with disabilities and their families, and to ensure that all special-needs students receive a FAPE. The safeguards include the opportunity for parents to review their child's full educational records, the right of parents to request an independent educational evaluation and more.

IDEA ensures the use of **appropriate evaluation** processes. This minimizes the number of misidentifications, provides a variety of assessment tools and strategies, prohibits the use of any single evaluation as the sole criterion and provides protections against evaluation measures that are racially or culturally discriminatory.

		<p>Cross collaboration is key for a student to receive the education necessary for success. IDEA enables parents, teachers, school psychologists and other relevant parties to work in tandem when developing IEPs, determining the proper LRE and discussing other important considerations for each student.</p> <p>Simply put, IDEA replaced EHA to place more focus on the individual learner, as opposed to the condition that individual may have.</p>
<p>Slide 9</p>	<p style="text-align: center;">EI/ECSE and the Law</p> <ul style="list-style-type: none"> • The Assistive Technology Act, 2004 • State-Level Activities <ul style="list-style-type: none"> • Financing system • Loan programs • Device reutilization • Device demonstration and information • State Leadership Activities <ul style="list-style-type: none"> • Training and TA • Public Awareness • Coordination & Collaboration <p style="text-align: center;"> <small>Early Childhood Personnel Center www.ecpc.org</small></p>	<p>Each state receives a grant to fund services to people with disabilities through the lifespan, 60% of funds must support state-level activities 40% of funds are for state leadership activities</p> <p>H.R.4278 - 108th Congress (2003-2004): Assistive Technology Act of 2004 Congress.gov Library of Congress</p>
<p>Slide 10</p>	<p style="text-align: center;">EI/ECSE and the Law</p> <ul style="list-style-type: none"> • The Handicapped Children’s Protection Act, 1986 • Awards reasonable attorneys’ fees, expenses and costs to the parents or guardian of a handicapped child or youth who prevailed in a civil suit to protect the child’s right to free appropriate public education (FAPE) <p style="text-align: center;"> <small>Early Childhood Personnel Center www.ecpc.org</small></p>	<p>Legal cost relief not covered in previous laws for parents who prevail in lawsuits based on violations of IDEA</p> <p>S.415 - 99th Congress (1985-1986): Handicapped Children's Protection Act of 1986 Congress.gov Library of Congress</p>
<p>Slide 11</p>	<p style="text-align: center;">Policy, Procedures and Ethics</p> <ul style="list-style-type: none"> • IDEA governs how states provide EI/ECSE services, • States develop policies and procedures for service delivery • Why is it important for EI/ECSE professionals to engage in public policy? <p style="text-align: center;"> <small>Early Childhood Personnel Center www.ecpc.org</small></p>	<p>Explain how IDEA is a law that requires service delivery in each state and provides federal funding, states determine how those funds are used</p> <p>For EI –per IDEA some services are free of charge (service coordination, evaluation, assessment, IFSP development) but families may have to pay for services due to IDEA not being fully funded by federal gov. For ECSE the gap in federal funding is put on the states, they are mandated to provide a free and appropriate education but there has been an increase in children who qualify for services</p>

		<p>but no increase in federal funding to cover those costs.</p> <p><u>Lobbying and Non-Lobbying Activities</u> <i>Non lobbying</i> – no legal limitations, put information together for review <i>Media and communications</i> – how you can engage <i>Elevator Pitch</i> <i>Need to identify stakeholders</i> <i>Fed/state/local</i></p> <p>Engagement strategies- building coalitions, community organizing, stakeholders, funding demonstration projects, issue advocacy, lobbying, non-lobbying, media and communications, leadership development, litigation, policy research and analysis, public education, public/private partnerships, voter engagement</p>
<p>Slide 12</p>	<p>How Can You Engage in EI/ECSE Policy?</p> <ul style="list-style-type: none"> • Non-Lobbying Activities • Lobbying • Advocacy Letters • Coalitions • Resources: <ul style="list-style-type: none"> • Division for Early Childhood Children's Action Network (decpolicy.org) • Legislative Action Center Council for Exceptional Children • Division for Early Childhood 2016 Elections (decpolicy.org) • Coalitions Council for Exceptional Children <hr/> 	<p>Credit for Definitions below; Deb Ziegler PPT presentation 10/10/20</p> <p>Non-lobbying advocacy does not focus on a particular legislation or action. There are no legal limitations on general advocacy activities. • Nonpartisan research • Technical assistance</p> <p>Lobbying involves directly communicating with legislators or voters in order to influence legislation; grassroots lobbying means communicating with the public to encourage them to make their voices heard on a particular piece of legislation or issue</p> <p>Who can lobby, have to know the rules of your organization and if acting as individual or on behalf of company, 501c(3) organizations can lobby but private foundations cannot. Professional Organizations can lobby (DEC, CEC...etc.)- you can participate by showing support for DEC or other professional organizations initiatives, lawmakers rely on experts to help them make decisions. Your professional organization can assist you with</p>

		<p>advocacy rules and provide opportunities for you to share your opinions</p> <ul style="list-style-type: none"> • https://www.decpolicy.org/can • https://exceptionalchildren.org/takeaction • https://www.decpolicy.org/advocacy-letters • https://exceptionalchildren.org/policy-and-advocacy/coalitions
<p>Slide 13</p>	<p>Why Do We Need Ethics in Early Childhood?</p> <ul style="list-style-type: none"> • People have different values and morals • Not every situation can be solved by following regulations • There are often competing interests • Young children are vulnerable 	
<p>Slide 14</p>	<p>DEC Code of Ethics</p> <ul style="list-style-type: none"> • Principles and Guidelines for practice <ul style="list-style-type: none"> • Professional Practice • Professional Development and Preparation • Responsive Family Practices • Ethical and Evidence Based Practices 	<p>DEC Member Code of Ethics (Position Statements): https://www.decsped.org/position-statements</p> <p>Review as handout</p>
<p>Slide 15</p>	<p>Ethical Issues</p> <ul style="list-style-type: none"> • Responsibilities <ul style="list-style-type: none"> • Mandates • Clear course of action • Examples: do no harm; maintain confidentiality • Dilemmas <ul style="list-style-type: none"> • A conflict between values and responsibilities • Multiple courses of action • Example: needs of one person gives way to the needs of others 	

Slide 16	<p style="text-align: center;">Analyzing and Addressing Issues</p> <ul style="list-style-type: none"> • Identify the problem <ul style="list-style-type: none"> • Does it involve ethics? • Is it a legal problem? • Is it an ethical responsibility? <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
Slide 17	<p style="text-align: center;">Analyzing and Addressing Issues</p> <ul style="list-style-type: none"> • Analyzing the Ethical Dilemma <ul style="list-style-type: none"> • Identify Conflicting Responsibilities • Brainstorm Possible Solutions • Consider Ethical Finesse • Look for Guidance • Decide on a Course of Action • Implement Resolution and Reflect <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
Slide 18	<p style="text-align: center;">NAEYC Code of Ethical Conduct</p> <ul style="list-style-type: none"> • Professional Responsibilities <ul style="list-style-type: none"> • With children • With families • Among colleagues • With community and society • Ideals <ul style="list-style-type: none"> • Aspirations of practitioners • Principles <ul style="list-style-type: none"> • Guide conduct <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
Slide 19	<p style="text-align: center;">Professional Boundaries</p> <ul style="list-style-type: none"> • Use the framework to determine if this is an ethical dilemma or responsibility • You supplement your income by selling cosmetics at home parties. Is it okay to ask a child's family to host a party? <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	

<p>Slide 20</p>	<p>Activity: “Make Sure My Child Drinks Her Milk”</p> <p>On the next slide read the “Make Sure My Child Drinks Her Milk” situation then discuss the following;</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <ol style="list-style-type: none"> 1. Identify the Problem 2. Identify the stakeholders 3. Brainstorm possible solutions 4. Consider ethical finesse 5. Look for guidance </div> 	<p>Focus on Ethics: "Make Sure My Child Drinks Her Milk!" —The Response NAEYC</p> <p>https://secure.in.gov/apps/fssa/childcare/portal/home</p>
<p>Slide 21</p>	<p>Activity: “Make Sure My Child Drinks Her Milk”</p> <p>Jane, a petite just-turned-3-year-old, is new in Kristen's class. Her father brings her to school each day at breakfast time.</p> <p>As required by licensing and the USDA food program, the school serves milk each day at breakfast and lunch. Like a number of her children in her class, Jane refuses milk and drinks water instead. Kristen allows children to make this choice. One day Jane's father tells Kristen that he and his wife do not want her to let Jane drink water until she has drunk at least a full cup of milk. Kristen assures them that she will encourage Jane to drink her milk.</p> <p>At the next meal, Kristen tells Jane that her family wants her to drink milk so she'll be healthy and grow strong. Jane sobs uncontrollably. Kristen comforts her and allows her to drink water. She tells Jane she will talk to Jane's father about letting her drink water. Jane's eyes grow wide, and she sobs even harder, saying, "Don't tell Daddy! Don't tell daddy!"</p> 	<p>https://secure.in.gov/apps/fssa/childcare/portal/home</p>
<p>Slide 22</p>	<p>Ethical Principles: Matrix of Professional Organizations</p> <ul style="list-style-type: none"> • Ethical Principles Matrix of Professional Organizations.docx (ectacenter.org) <p>Source: Kyzar, K., Turnbull, H.R., & Turnbull, A.P. (2017). Updated from Turnbull, A.P., Kyzar, K., Kemp, P., & Lindeman, D. (2013). Early Years Module One: Evidencebased Practice. Topeka, KS: Kansas Infants-Toddlers Services, Department of Health and Environment.</p> 	<p>https://ectacenter.org/~pdfs/calls/2017/ECTA_Family Eng Webinar1 Ethical Principles Matrix of Professional Organizations.pdf</p> <p>Source: Kyzar, K., Turnbull, H.R., & Turnbull, A.P. (2017). Updated from Turnbull, A.P., Kyzar, K., Kemp, P., & Lindeman, D. (2013). Early Years Module One: Evidence-based Practice. Topeka, KS: Kansas Infants-Toddlers Services, Department of Health and Environment.</p>
<p>Slide 23</p>	<p>References</p> <ul style="list-style-type: none"> • Standard 7: Professionalism and Ethical Practice The Early Childhood Personnel Center (ecpcta.org) • Microsoft Word - Ethical Principles Matrix of Professional Organizations.docx (ectacenter.org) • DEC Member Code of Ethics (Position Statements) • Code of Ethical Conduct and Statement of Commitment NAEYC • Focus on Ethics: Ethical Issues —Responsibilities and Dilemmas NAEYC 	<ul style="list-style-type: none"> • https://ecpcta.org/curriculum-module/standard-7-professionalism-and-ethical-practice/ • https://ectacenter.org/~pdfs/calls/2017/ECTA_Family Eng Webinar1 Ethical Principles Matrix of Professional Organizations.pdf • https://www.dec-sped.org/position-statements • https://www.naeyc.org/resources/position-statements/ethical-conduct • https://www.naeyc.org/resources/pubs/yc/mar2016/ethical-responsibilities-dilemmas