

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|   | EIU Dept. Performance Objectives | Courses and Instructional Activities                                      |
|---|----------------------------------|---|
| I. Philosophical, Historical, and Legal Foundations of Special Education  |                                  |   |
| Skills  |                                  |   |
| ECH1 Articulate the historical, philosophical, and legal basis of services for young children both with and without special needs.  | #2, #18, #19, & #20              | <a href="#">SPE 3000 - Course Outline - E1C, txt, &amp; t</a>             |
|   | #2 & #19                         | SPE 3200 - I, txt, & t  |
|   | #2, #18, & #19                   | <a href="#">SPE 3220 - Course Outline IA - IC, txt, t, &amp; cla (#2)</a> |
|   | #18, #19, & #20                  | <a href="#">SPE 4720 - Course Outline IA - IC, &amp; t</a>                |
|   | #18, #19, & #20                  | SPE 4820 - I & t  |
| ECH2 Identify ethical and policy issues related to educational, social, and medical services for young children and their families. | #16                              | <a href="#">SPE 3220 - Course Outline - IC, txt, &amp; t</a>              |
|   | #16                              | <a href="#">SPE 4920: practica assignment (#1, #2, &amp; #3) &amp; p</a>  |
|   | #16                              | SPE 4925: I & t   |
| ECH3 Identify current trends and issues in Early Childhood Education, Early Childhood Special Education and Special Education.      | #16                              | SPE 3000 - I, txt, & t  |
|   | #6 & #16                         | <a href="#">SPE 3220 - Course Outline - IC, txt t, cla (#2), &amp; ar</a> |
|   | #6 & #16                         | SPE 4720 - I/d, txt, & t  |
|   | #16                              | SPE 4920 - I & t  |
|   | #16                              | SPE 4925 - I & t  |
| ECH4 Identify legislation that affects children, families, and programs for children.   | #18, #19, & #20                  | <a href="#">SPE 3000 - Course Outline - IE1-IE2, txt, &amp; t</a>         |
|   | #18, #19, & #20                  | <a href="#">SPE 3200 - Course Outline - IA1-IA5, txt, &amp; t</a>         |
|   | #18, #19, & #20                  | <a href="#">SPE 3220 - Course Outline - IB, txt, &amp; t</a>              |
|   | #18, #19, & #20                  | <a href="#">SPE 4720 - Course Outline - IC &amp; IIA, txt, &amp; t</a>    |
|   | #18, #19, & #20                  | SPE 4820 - I, txt, & t  |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|  | EIU Dept. Performance Objectives   | Courses and Instructional Activities   |
|--|------------------------------------|--|
| II. Characteristics of Learners  |                                    |  |
| Skills   |                                    |  |
| ECH1 Apply theories of child development, both typical and atypical, and apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations in family and community contexts. | #7, #8, & #10                      | <a href="#">SPE 3000 - Course Outline - ID, ho, txt, &amp; t</a>                                   |
|  | #7 & #8                            | <a href="#">SPE 3200 - Course Outline - IVB, ho, txt, &amp; t</a>                                  |
|  | #7, #8, & #10                      | <a href="#">SPE 3220 - Course Outline - IIA-IIF, txt, t, &amp; cla</a>                             |
|  | #7 & #8                            | SPE 4720 - l/d & cla   |
|  | #7 & #8                            | <a href="#">SPE 4925 - Course Outline IA - IC, txt, t, &amp; ap (#2, #4, &amp; #5)</a>             |
| ECH2 Identify pre-, peri-, and postnatal development and factors such as biological and environmental conditions that affect children's development and learning.  | #10, #11, & #12                    | <a href="#">SPE 3000 - Course Outline - VA, txt, &amp; t</a>                                       |
|  | #11 & #12                          | <a href="#">SPE 3200 - Course Outline - IIA2 &amp; IIB2, txt, &amp; t</a>                          |
|  | #10 & # 11                         | <a href="#">SPE 3220 - Course Outline - IIIA - IIIC, txt, &amp; t</a>                              |
|  | #10 & #11                          | <a href="#">SPE 3225 - Field trip</a>  |
| ECH3 Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first year of life.                            | #1, #9, & #10                      | <a href="#">SPE 3000 - Course Outline IIIB, IIIC &amp; IVB, txt, &amp; t</a>                       |
|  | #1 & #9                            | <a href="#">SPE 3200 - Course Outline -IIA2, IIA5, IIB2, IIB5, &amp; IIID1-IIID5, txt, &amp; t</a> |
|  | #1, #9, & #10                      | <a href="#">SPE 3220 - Course Outline - IIIA-IIIC, IVA - IVD, txt, &amp; ap (#4)</a>               |
|  | #9                                 | SPE 4720 - l/d, txt, & t   |
|  | #9 & #10                           | SPE 4920 - l/d, txt, & t   |
| ECH4 Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.           | #80, #81, #82, #83, #84, #85 & #86 | <a href="#">SPE 3000 - Course Outline - IC1 - IC2, &amp; VB3, txt, &amp; t</a>                     |
|  | #80, #81, & #84                    | <a href="#">SPE 3200 - Course Outline - IB, txt, &amp; t</a>                                       |
|  | #80, #81, & #83                    | <a href="#">SPE 3220 - Course Outline - IIF, txt, t &amp; cla</a>                                  |
|  | #80 & #81                          | SPE 3201 - I & t   |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|   | EIU Dept. Performance Objectives              | Courses and Instructional Activities  |
|---|---|---|
| <b>II. Characteristics of Learners (contd.)</b>   |   |   |
| ECH4 Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society (contd.). | # 80 & #81                                    | SPE 3225 - ap & p   |
|   | #81 & #84                                     | <a href="#">SPE 4600 - Course Outline IIA - IIC, IIIC, VD, &amp; VIH, txt, t, &amp; cla</a>               |
|   | #82 & #85                                     | SPE 4720 - ap   |
|   | #81 & #84                                     | SPE 4820 - I, txt, t & p  |
|   | #81, #82, #83, #85, & #86                     | <a href="#">SPE 4920 - I, t, practica assignment (#1, #2, &amp; #3) &amp; p</a>                           |
|   | #82, #83, #84, & #86                          | <a href="#">SPE 4925 - Course Outline - IC3, txt, &amp; t</a>   |
| ECH5 Demonstrate understanding of (a) developmental consequences of stress and trauma, (b) protective factors and resilience, © the development of mental health, and (d) the importance of supportive relationships.   | #8, #10, #11, #12, #13, & #72                 | <a href="#">SPE 3220 - Course Outline - IIIA-IIIIC &amp; VD, txt, &amp; t</a>                             |
|   |   |   |
| <b>III. Assessment, Diagnosis and Evaluation</b>  |   |   |
| <b>Skills</b>   |   |   |
| ECH1 Assess children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development.  | #22, #23, #24, #25, #26, #27, #28, #29, & #30 | <a href="#">SPE 4800 - Course Outline - IIIA - IIIE, IVA &amp; IVB, txt, t, ap ( #5 &amp; #6) &amp; p</a> |
|   | #22, #23, #24, #25, #26, #28, #30, & #31      | <a href="#">SPE 4820 - Course Outline IIIA - IIID &amp; IVA - IVD, txt, t, ap (#5), &amp; p</a>           |
|   | #22, #24, #25, #29, #31, & #34                | <a href="#">SPE 4901 - CBA (#3) &amp; p</a>   |
|   | #22, #24, #25, & #28                          | <a href="#">SPE 4920 - Course Outline IA-IB, txt, t, &amp; practica assignment (#1), &amp; p</a>          |
|   | #22, #23, #24, #25, #26, #28, #30, & #31      | <a href="#">SPE 4925 - Course Outline IIIA - IIIE, txt, t, ap (#2 &amp; #4), &amp; cla</a>                |
|   |   |   |
| ECH2 Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development.   | #25, #30, & #31                               | <a href="#">SPE 3201 - Course Outline - III &amp; IV, ap (#2) &amp; p</a>                                 |
|   | #22, #25, & #31                               | <a href="#">SPE 3600 - Course Outline IVA - IVB, ap (#5) &amp; p</a>                                      |
|   |   |   |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|  | EIU Dept. Performance Objectives              | Courses and Instructional Activities   |
|--|---|--|
| III. Assessment, Diagnosis and Evaluation (contd.)   |   |  |
| ECH2 Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development (contd.). | #22, #24, #25, #26, #27, #28, #30, #33, & #34 | <a href="#">SPE 4800 - Course Outline - IIIA - IIIE, IVA - IVB, ap (#5 &amp; #6), &amp; p</a>                |
|  | #22, #24, #25, #26, #28, #30, & #31           | <a href="#">SPE 4820 - Course Outline - IIIA-IIID &amp; IVA-IVD, ap (#5 &amp; #6) &amp; p</a>                |
|  | #22, #24, #25, #29, #31, & #34                | <a href="#">SPE 4901 - CBA (#3) &amp; p</a>  |
|  | #22, #24, #25, & #28                          | <a href="#">SPE 4920 - Course Outline IA - ID, txt, t, &amp; practica assignment (#1), p</a>                 |
|  | #22, #23, #24, #25, #26, #28, #30, & #31      | SPE 4925 - l, t, ap, & cla   |
| ECH3 Select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.                 | #24, #26, #27, #28, #29, & #30                | <a href="#">SPE 4800 - Course Outline - IIIA - IIIE, IVA - IVB, ap (#5 &amp; #6), &amp; p</a>                |
|  | #24, #26, #28, & #30                          | <a href="#">SPE 4820 - Course Outline - IIIA-IIID &amp; IVA-IVD, ap (#5 &amp; #6) &amp; p</a>                |
|  | #24, #28, #29, #33 & #34                      | <a href="#">SPE 4901 - CBA (#3) &amp; p</a>  |
|  | #24 & #28                                     | <a href="#">SPE 4920 - Course Outline IA - ID, txt, t, &amp; practica assignment (#1) &amp; p</a>            |
|  | #24, #26, #28, #29, #30, & #31                | SPE 4925 - l, t, ap, & cla   |
| ECH4 Develop and use authentic, performance-based assessments of children's learning to assist in planning, to communicate with children and parents, and to engage children in self-assessment.   | #22, #25, #31, & #33                          | <a href="#">SPE 4800 - Course Outline - IB2 &amp; t</a>  |
|  | #22, #25, & #31                               | <a href="#">SPE 4820 - Course Outline - IVA2, &amp; ap(E)</a>  |
|  | #22, #25, #31, & #33                          | <a href="#">SPE 4901 - ap (#3 &amp; #7) &amp; sp (#9)</a>  |
|  | #22, #25, #31, & #33                          | <a href="#">SPE 4920 - Course Outline - ID, txt, &amp; practica assignment (#1 &amp; #2) &amp; p</a>         |
|  | #22, #25, & #31                               | <a href="#">SPE 4925 - Course Outline - IIIA &amp; IIIC, t, cla, &amp; ap (#2 &amp; #4)</a>                  |
| ECH5 Involve families as active participants in the assessment process.  | #20, #23, #69, #70, #71                       | <a href="#">SPE 4600 - Course Outline - IIIA-IIID &amp; VIA - VII, txt, t, IEP role Play (#3), &amp; cla</a> |
|  | #20, #69, & #71                               | SPE 4820 - l, txt, ap, & t   |
|  | #20, #23, #69, #70, #71                       | <a href="#">SPE 4920 - Course Outline - IVD, txt, t, &amp; practica assignment (#6)</a>                      |
|  | #20, #23, & #69                               | <a href="#">SPE 4925 - ap (#4)</a>   |
|  |   |  |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|   | EIU Dept. Performance Objectives    | Courses and Instructional Activities   |
|---|-------------------------------------|--|
| III. Assessment, Diagnosis and Evaluation (contd.)  |                                     |  |
| ECH6 Participate and collaborate as a team member with other professionals in conducting family-centered assessments.   | #68, #69, & #71                     | <a href="#">SPE 4820 - Course Outline IIID, ap (#7 &amp; #8) &amp; p</a>                   |
|   | #69 & #71                           | SPE 4920 - Simulation thru supervision   |
| ECH7 Communicate assessment results and integrate assessment results from others as an active team participant in the development and implementation of the Individual Education Program (IEP) and Individual Family Service Plan (IFSP). | #68, #70, #71, #72, #73, #77, & #84 | SPE 4600 - IEP role play (#3)  |
|   | #22, #25, #67, #68, & #73           | <a href="#">SPE 4800 - Course Outline VA - VC, txt, t, &amp; ap (#5, #6, #7, &amp; #8)</a> |
|   | #22, #25, #67, #68, #71, #73, & #84 | <a href="#">SPE 4820 - Course Outline IVC2, ap (#7 &amp; #8)</a>                           |
|   | #22, #25, #67, #71, & #73           | <a href="#">SPE 4920 - Course Outline - IVC, practica assignment (#1 &amp; #2) &amp; p</a> |
|   | #22 & #25                           | SPE 4925 - ap & cla  |
| ECH8 Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP or IEP.  | #36                                 | <a href="#">SPE 4820 - Course Outline - IVC1-IVC2, &amp; ap (#8)</a>                       |
|   | #36, #38, #40, #41, & #42           | <a href="#">SPE 4920 - practica assignment (#1, #2, &amp; #3) &amp; p</a>                  |
| ECH9 Select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities.   | #24, #26, #28, & #30                | <a href="#">SPE 4820 - Course Outline - IIIC &amp; IVA, ap ((#5) &amp; p</a>               |
|   | #24, #28, & 30                      | <a href="#">SPE 4920 - Course Outline - IA-ID, practica assignment (#1) &amp; p</a>        |
|   | #24, #26, #28, & #30                | SPE 4925 - I, t, ap, & cla   |
| ECH10 Communicate options for programs and services at the next level and assist the family in planning for transition.   | #69 & #76                           | <a href="#">SPE 3220 - Course Outline - IC, txt, &amp; t</a>                               |
|   | #69 & #76                           | <a href="#">SPE 4600 - Course Outline VI.I, txt, &amp; t</a>                               |
| ECH11 Implement culturally unbiased assessment instruments and procedures.  | #80 & #81                           | <a href="#">SPE 4800 - Course Outline - IB, ap (#5 &amp; #6) &amp; p</a>                   |
|   | #80, #81, & #84                     | SPE 4820 - ap (#5) & p   |
|   | #80, #81, & #84                     | <a href="#">SPE 4920 - practica assignment (#1)</a>  |
|   | #80, #81, & #84                     | SPE 4925 - I, t, ap, & ar  |
|   |                                     |  |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|   | EIU Dept. Performance Objectives                  | Courses and Instructional Activities   |
|---|---|--|
| <b>III. Assessment, Diagnosis and Evaluation (contd.)</b>   |   |  |
| ECH12 Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.  | #36 & 42  | <a href="#">SPE 3225 - ap (#1 &amp; #2)</a>  |
|   | #36   | <a href="#">SPE 4820 - Course Outline - VIA-VIB, &amp; t</a>   |
|   | #36 & #42   | <a href="#">SPE 4900 - Course Outline IIE-IIF, txt &amp; t</a>   |
|   | #36 & #42   | SPE 4901 - p   |
|   | #36 & #42   | <a href="#">SPE 4920 - practica assignment (#3, #4, &amp; #5)</a>  |
| <b>IV Instructional Content and Practice</b>  |   |  |
| <b>Skills</b>   |   |  |
| ECH1 Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content. | #6, #10, #43, #44, #46, #47, #48, #49, #81, & #82 | <a href="#">SPE 4720 - Course Outline - IVA-IVE &amp; VA-VD, txt, t, &amp; ap (#2, #5, &amp; #6)</a>           |
|   | #43, #44, #46, #47, #48, #49, #50, #81 & #82      | SPE 4901 - p & ap  |
|   | #10, #43, #44, #46, #47, #48, #49, #81 & #82      | <a href="#">SPE 4920 - Course Outline liA - C &amp; IIIA - IIIC, practica assignment (#3 &amp; #4) &amp; p</a> |
|   | #43, #44, #46, #47, #81, & #82                    | SPE 4925 - I, t, & ap  |
| ECH2 Develop an IFSP or IEP, incorporating both child and family outcomes in partnership with family members and other professionals.   | #37, #38, #39, #40, #41, #42, & #68               | <a href="#">SPE 4720 - Course Outline VA - VE, txt, &amp; ap (#4)</a>  |
|   | #37, #38, #39, #40, #41, & #42                    | <a href="#">SPE 4920 - Course Outline - IIIA, ap (#2) &amp; p</a>  |
| ECH3 Incorporate information and strategies from multiple disciplines in the design of intervention strategies.   | #5, #41, #43, & #73                               | <a href="#">SPE 4720 - Course Outline - IIC1-IIC5, t</a>   |
|   | #41, #43, & #73                                   | SPE 4901 - ap & p  |
|   | #41, #43, & #73                                   | <a href="#">SPE 4920 - practica assignment (#3) &amp; p</a>  |
| ECH4 Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences.   | #81, #82, #84, & #85                              | <a href="#">SPE 4720 - Course Outline - IVD, txt, t, &amp; ap (#5 &amp; #6)</a>                                |
|   | #80, #81, #82, #83, #84, #85, & #86               | <a href="#">SPE 4920 - Course Outline - IIIA2, IVD-IVE, &amp; txt, t, &amp; p</a>                              |
|   | #80, #81, #82, #83, #84, #85, & #86               | <a href="#">SPE 4925 - Course Outline IC3, txt, ap (#4) &amp; t</a>  |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|  | EIU Dept. Performance Objectives                      | Courses and Instructional Activities   |
|--|---|--|
| IV Instructional Content and Practice  |   |  |
| ECH5 Plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting.  | #41, #70, & #76                                       | <a href="#">SPE 4920 - Course Outline IIF1-IIF4, t, p, practica assignments (#2, #3 &amp; #4)</a>                          |
|  | #41   | SPE 4901 - p   |
| ECH6 Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities.  | #43, #44, #45, #46, #47, #48, #49, #53, #54, #55, #56 | <a href="#">SPE 4720 - Course Outline - IIIA-III E IVA-, IVE, txt, t, ap ( #3, #5, #6)</a>                                 |
|  | #43, #44, #45, #46, #48, #49, & #56                   | SPE 4901 - p and ap(#10)   |
|  | #43, #44, #46, #47, #48, #49 & #56                    | <a href="#">SPE 4920 - Course Outline IIIC, IVA-IVB6, txt, p, practica assignment (#3, #4, &amp; #5)</a>                   |
|  | #43, #44, #46, #47, #53, #54, #55, & #56              | <a href="#">SPE 4925 - Course Outline - IVA-D &amp; VA-VD, txt, t, ap(#5)</a>  |
| ECH7 Implement developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, parent-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction. | #41, #42, #43, #46, #56, #57, #58, #59, & #60         | <a href="#">SPE 4900 - Course Outline - IVB1-IB12, txt, &amp; t</a>  |
|  | #41, #42, #43, #46, #56, #57, #58, #59, & #60         | SPE 4901 - p and ap  |
|  | #41, #42, #43, #46, #56, #57, #58, #59, & #60         | <a href="#">SPE 4920 - Course Outline IVB1-IVB6, txt, p, practica assignment (#2, #3, #4, &amp; #5)</a>                    |
|  | #43, #46, #47, #56 & #57                              | <a href="#">SPE 4925 - Course Outline - IVA-D &amp; VA-VD, txt, t, ap(#5)</a>  |
| ECH8 Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.   | #41, #43, #46, #56, #81, #82, & #85                   | <a href="#">SPE 4720 - Course Outline IVA -I VE, txt, t ap ( #4, #5, #6)</a>   |
|  | #41, #43, #46, #56, #57, #58, #59, #60, #82, & #85    | SPE 4901 - ap & p  |
|  | #41, #43, #46, #56, #57, #58, #59, #60, #82, & #85    | <a href="#">SPE 4920 - Course Outline - II-A-IIIC &amp; IVA-IVB,txt, t, practica assignment (#3, #4, #6), &amp; p (#5)</a> |
|  | #43, #46, #56, #81, #82, & #85                        | SPE 4925 - l/d, txt, t, & ap   |
| ECH9 Demonstrate appropriate use of technology, including adaptive and assistive technology.   | #51 & #53   | <a href="#">SPE 4920 - field trip</a>  |
|  | #51 & #53   | <a href="#">SPE 4925 - Course Outline VB1, txt, &amp; t</a>  |
|  |   |  |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|  | EIU Dept. Performance Objectives | Courses and Instructional Activities  |
|--|----------------------------------|---|
| IV Instructional Content and Practice (contd.)   |                                  |   |
| ECH10 Employ pedagogically sound and legally defensible instructional practices.   | #57, #58, #59, #60, #65, & #66   | <a href="#">SPE 4901 - CBA(#3), ap (#4, #5, #6 &amp; #10) IEP (#7), &amp; sp (#9)</a> |
|  | #57, #58, #59, #60, #65, & #66   | <a href="#">SPE 4920 - practica asignments (#1, #2, #3, #4) &amp; p (#5)</a>          |
| ECH 11 Implement nutrition and feeding strategies for children with special needs.   | #58                              | SPE 3225 - p<br><a href="#">SPE 4920 - Course Outline - IVB5b &amp; video</a>         |
|  |                                  |   |
| <i>ECH12 Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services.</i>   | We do not do this                | We do not do this   |
| ECH13 Identify aspects of medical care for premature, low birth weight, and other medically fragile babies, including methods of care for young children dependent on technology and implications of medical conditions on child develop and family resources, concerns, and priorities. | #9 & #11                         | <a href="#">SPE 3220 - Course Outline - IIIA - IIIC &amp; IVA - IVD, txt &amp; t</a>  |
|  | #9 & #11                         | <a href="#">SPE 3225 - NICU field trip &amp; ap (#5)</a>                              |
| ECH14 Recognize signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.  | #11, #16 & #67                   | <a href="#">SPE 3220 - Course Outline -IIIC &amp; VD, &amp; t</a>                     |
|  | #16                              | SPE 4600 - l/d & t  |
|  | #16 & #67                        | <a href="#">SPE 4901 - p</a>  |
|  | #16 & #67                        | <a href="#">SPE 4920 - p</a>  |
| V. Planning and Managing the Teaching and Learning Environment   |                                  |   |
|  |                                  |   |
| Skills   |                                  |   |
| ECH1 Make specific adaptations for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities.  | #41, #42, #43, #48, #49, & #56   | <a href="#">SPE 4720 - Course Outline - IVD, t, &amp; ap (#2)</a>                     |
|  | #41, #42, #43, #48, #49, & #56   | <a href="#">SPE 4901 - p and ap (#10)</a>   |
|  | #41, #42, #43, #48, #49, & #56   | <a href="#">SPE 4920 - practica assignments (#3) &amp; p (#5)</a>                     |
|  | #43 & #56                        | SPE 4925 - ap & cla   |
|  |                                  |   |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|   | EIU Dept. Performance Objectives  | Courses and Instructional Activities   |
|---|---|--|
| Planning and Managing the Teaching and Learning Environment (Contd.)  |   |  |
| ECH2 Design plans that incorporate the use of technology, including adaptive and assistive technology.  | #51   | <a href="#">SPE 4901 - p and lp(#6)</a>  |
|   | Our students do not work with children who require adaptive or assistive technology                             |  |
| ECH3 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.                                 | #42   | SPE 3225 - p & ap  |
|   | #42, #43, #44, #45, #46, #47, #48, #49, & #56   | <a href="#">SPE 4720 - Course Outline - IIIA-IIID IVIA-IVE, txt, t, ap (#5 &amp; #6)</a>                 |
|   | #42, #43, #44, #46, #47, #48, #49, & #56  | <a href="#">SPE 4901 - p and ap(#10)</a>   |
|   | #42, #43, #44, #46, #47, #48, #49, & #56  | <a href="#">SPE 4920 - Course Outline -IIB &amp; IVA4, ap (#3) practica assignment (#3) &amp; p (#5)</a> |
|   | #43, #44, #46, #47, #48, & 56   | SPE 4925 - l/d, txt, t, & ap   |
| ECH4 Establish and maintain physically and psychologically safe and healthy learning environments that promote development and learning.                | #52, #65, & #66   | <a href="#">SPE 4901 - p &amp; ap (#4 &amp; #5)</a>  |
|   | #52, #65 & #66  | <a href="#">SPE 4920 - Course Outline IIA - IIC, t, practica assignment (#2 &amp; #4) &amp; p (#5)</a>   |
|   |   |  |
| ECH5 Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology. | #42, #43, #44, #45, #46, #47, #48, #49, #51, #56  | <a href="#">SPE 4720 - ap (#2, #5 &amp; #6)</a>  |
|   | #42, #43, #44, #46, #48, #49, #51, #52, #56, #57, #58, #59, & #60   | SPE 4901 - p   |
|   | #42, #43, #44, #46, #47, #48, #49, #51, #52, #56, #57, #58, #59, & #60  | <a href="#">SPE 4920 - practica assignment (#2, #3, &amp; #4), ca (#3), &amp; p &amp; p (#5)</a>         |
|   | #43, #44, #46, #47, #48, & #56  | SPE 4925 - cla & ap  |
|   | Outdoor environment cannot be insured do to climatic weather; No children require adaptive/assistive technology |  |
|   |   |  |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|  | EIU Dept. Performance Objectives | Courses and Instructional Activities  |
|--|----------------------------------|---|
| Planning and Managing the Teaching and Learning Environment (Contd.)   |                                  |   |
| ECH6 Organize space, time, peers, materials, and adults to maximize child progress in group and home settings.   | #42                              | <a href="#">SPE 3225 - ap (#1 &amp; #2) &amp; p</a>   |
|  | #42, #52, #56                    | <a href="#">SPE 4901 - p &amp; Practicum Evaluations</a>  |
|  | #42, #52, & #65                  | <a href="#">SPE 4920 - Course Outline IIB1-IIB4, t, practica assignment (#3 &amp; #4), &amp; p (#5)</a> |
| ECH7 Implement basic health, nutrition and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.  |                                  | SPE 3225- p   |
|  |                                  | SPE 4920 - p  |
| VI Managing Student Behavior and Social Interaction Skills   |                                  |   |
| Skills   |                                  |   |
| ECH1 Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage and teach positive social skills and interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. |                                  | SPE 3225 - ap (#2) & p  |
|  | #52, #58, #65 & #66              | <a href="#">SPE 3600 - ap ( #5 &amp; #6), p, &amp; Practicum Evaluations</a>                            |
|  | #52, #58, #65 & #66              | <a href="#">SPE 4901 - ap (#4 &amp; #5) &amp; p</a>   |
|  | #52, #58, #65 & #66              | <a href="#">SPE 4920 - practica assignment (#2 &amp; #3) t, &amp; p (#5)</a>                            |
| ECH2 Select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).                             |                                  | <a href="#">SPE 3225 - ap (#2) &amp; p</a>  |
|  | #58, #65, & #66                  | <a href="#">SPE 3600 - ap (#5 &amp; #6) &amp; p</a>   |
|  | #58, #65, & #66                  | <a href="#">SPE 4901 - ap (#4 &amp; #5) p, &amp; Practicum Evaluations</a>                              |
|  | #58, #65, & #66                  | <a href="#">SPE 4920 - practica assignment (#2 &amp; #3) t, &amp; p (#5)</a>                            |
| ECH3 Support and facilitate family and child interactions as primary concerns for learning and development.  | #68, #69, #70, #71, & #73        | <a href="#">SPE 4600 - Course Outline - VIG, txt, &amp; t</a>   |
|  | #69                              | <a href="#">SPE 4720 -Course Outline VD &amp; VIID &amp; t</a>  |
|  | #69, #70, #71, & #73             | <a href="#">SPE 4920 - Course Outline - IVD1, practica assignment (#6), &amp; t</a>                     |
|  | #69                              | SPE 4925 - l/d, txt, & t  |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|   | EIU Dept. Performance Objectives | Courses and Instructional Activities  |
|---|----------------------------------|---|
| VII Communication and Collaborative Partnerships  |                                  |   |
| Skills  |                                  |   |
| ECH1 Establish and maintain positive, collaborative relationships with families.  | #69                              | SPE 3220 - l/d, txt, & t  |
|   | #69, #71, & #84                  | <a href="#">SPE 4600 - Course Outline - IIIA-IIIID, txt, IEP Role Play (#3)&amp; t</a>                |
|   |                                  | <a href="#">SPE 4800 - ap (#8)</a>  |
|   | #69, #71, & #84                  | <a href="#">SPE 4820 - p and ap (#7 &amp; #8)</a>   |
|   |                                  | SPE 4901 - p  |
|   | #69, #71, & #84                  | SPE 4920 - p  |
| ECH2 Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.               | #69, #71, & #72                  | SPE 3220 - l, t, & cla  |
|   | #69, #71, & #72                  | <a href="#">SPE 4600 - Course Outline - IA-IC &amp; IIA-IIC, txt, IEP Role Play (#3) &amp; t</a>      |
|   | #69 & #71                        | <a href="#">SPE 4820 - p and ap (#7 &amp; #8)</a>   |
|   | #69, #71, & #72                  | <a href="#">SPE 4920 - p and ap (#6 &amp; #7)</a>   |
| ECH3 Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.                                   | #71 & #84                        | <a href="#">SPE 3000 - Course Outline - IC1-IC2, txt, &amp; t</a>                                     |
|   | #71 & #84                        | <a href="#">SPE 4600 - Course Outline - IA-IC, txt, &amp; t</a>                                       |
|   | #71 & #84                        | SPE 4820 - p & ap   |
|   | #71 & #84                        | SPE 4920 - p  |
| ECH4 Assist families in identifying their resources, priorities, and concerns in relation to their child's development.                 | #69, #70, #71, #72, & #84        | <a href="#">SPE 4600 - Course Outline - IB2 &amp; VIIIA-VIIIF, txt, &amp; t</a>                       |
|   |                                  |   |
| ECH5 Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress. | #69, & #71                       | <a href="#">SPE 4600 - Course Outline - IB4, IIIA-D, &amp; VIA - VI.I, txt, t, IEP Role Play (#3)</a> |
|   | #69                              | <a href="#">SPE 4720 - Course Outline - VD &amp; VIID, txt, t, &amp; ap(#4)</a>                       |
|   |                                  | SPE 4920 - ap   |
|   |                                  |   |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|   | EIU Dept. Performance Objectives | Courses and Instructional Activities   |
|---|----------------------------------|--|
| VII Communication and Collaborative Partnerships (contd.)   |                                  |  |
| ECH6 Involve families in assessing and planning for their children, including children with special needs.  | #69, #70, & #71                  | <a href="#">SPE 4600 - Course Outline - IB4, IIC6, VIE, &amp; VI.I, txt, t, IEP Role Play (#3)</a> |
|   | #69                              | <a href="#">SPE 4720 - Course Outline - VD &amp; VIID, txt, t, &amp; ap (#4)</a>                   |
|   | #69 & #71                        | <a href="#">SPE 4820 - Course Outline - IIID, IVC1-IVC2, txt, t, &amp; ap (#7 &amp; #8)</a>        |
|   |                                  |  |
| ECH7 Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns.                                  | #69, #70, #71, & #72             | <a href="#">SPE 4600 - Course Outline - IB1-IB4, VII, &amp; VIII, txt, t, &amp; ap (#2)</a>        |
|   |                                  |  |
| ECH8 Implement family services consistent with due process safeguards.  | #19 & #20                        | <a href="#">SPE 4600 - Course Outline - IVA, ho, txt, t</a>  |
|   | #18, #19, & #20                  | <a href="#">SPE 4720 - Course Outline - IC, txt, &amp; t</a>                                       |
|   |                                  |  |
| ECH9 Evaluate services with families.   | #38, #41, & #42                  | <a href="#">SPE 4720 - Course Outline VIID, txt, t, &amp; ap (#4)</a>                              |
|   | #36                              | <a href="#">SPE 4820 - I &amp; t</a>   |
|   | #36, #38, #41, & #42             | <a href="#">SPE 4920 - Course Outline - VB, txt, &amp; practica assignment (#2)</a>                |
|   |                                  |  |
| ECH10 Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well-being. | #68 & #73                        | <a href="#">SPE 4720 - Course Outline - VIIA-VIIC, txt &amp; t</a>                                 |
|   | #67, #68, & #73                  | <a href="#">SPE 4800 - ap (#8)</a>   |
|   | #67, #68, & #73                  | <a href="#">SPE 4820 - ap (#7 &amp; #8)</a>  |
|   | #67 & #73                        | <a href="#">SPE 4901 - p</a>   |
|   | #67 & #73                        | <a href="#">SPE 4920 - p</a>   |
| ECH11 Apply models of team process in diverse service delivery settings.  | #67 & #73                        | <a href="#">SPE 4901 - p This is done across the</a>   |
|   | #67 & #73                        | <a href="#">SPE 4920 - p the candidate's program</a>   |
|   |                                  |  |
| ECH12 Employ various team membership roles.   | #68, #71, & #73                  | <a href="#">SPE 4600 - Course Outline - IIIB1-IIIB3, txt, t, &amp; IEP Role Play (#3)</a>          |
|   | #68 & #73                        | <a href="#">SPE 4800 - ap (#8)</a>   |
|   | #68, #71, & #73                  | <a href="#">SPE 4820 - ap (#7 &amp; #8)</a>  |
|   |                                  |  |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|   | EIU Dept. Performance Objectives | Courses and Instructional Activities  |
|---|----------------------------------|---|
| VII Communication and Collaborative Partnerships (contd.)   |                                  |   |
| ECH13 Identify functions of teams as determined by mandates and service delivery needs of children and families.  | #19 & #20                        | <a href="#">SPE 3000 - Course Outline - IF1 &amp; VB, txt, &amp; t</a>  |
|   | #19 & #20                        | SPE 3200 - l/d, txt, & t  |
|   | #19, #20, & #68                  | <a href="#">SPE 4600 - Course Outline - IIIB1-IIIB3, txt, t, &amp; IEP Role Play (#3)</a>   |
|   | #19, #20, & #68                  | <a href="#">SPE 4800 - Course Outline - VB3 &amp; VB4, &amp; ap (#8)</a>  |
|   | #18, #19, #20, & #68             | <a href="#">SPE 4820 - ap (#7 &amp; #8)</a>   |
|   |                                  | SPE 4920 - l, t, ap, & cla  |
| ECH14 Identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation.                               | #76                              | SPE 3000 - l, txt, & t<br><a href="#">SPE 3220 - Course Outline - V &amp; VI, txt, &amp; t</a>                                    |
|   | #68 & #73                        | <a href="#">SPE 4720 - Course Outline - VIIA-VIID, txt, &amp; t</a>   |
|   |                                  |   |
| ECH15 Participate as a team member to identify dynamics of team roles, interaction, communication, team-building, problem-solving, and conflict resolution. | #68, #70, & #73                  | <a href="#">SPE 4600 - IEP role play (#3)</a>   |
|   | #68 & #73                        | <a href="#">SPE 4800 - ap (#8)</a>  |
|   | #68 & #73                        | <a href="#">SPE 4820 - ap (#7 &amp; #8)</a>   |
| ECH16 Employ two-way communication skills.  | #67 & #79                        | SPE 3225 - p  |
|   | #68, #71, #73, & #79             | <a href="#">SPE 4600 - ap (#2) &amp; IEP role play (#3)</a>   |
|   | #67, #68, #71, #73, & #79        | <a href="#">SPE 4820 - p &amp; ap (#7 &amp; #8)</a>   |
|   | #73 & #79                        | SPE 4901 - p  |
|   | #71, #73, & #79                  | <a href="#">SPE 4920 - p</a>  |
| ECH17 Evaluate and design processes and strategies that support transitions among hospital, home, infant/toddler, preprimary, and primary programs.         | #76                              | <a href="#">SPE 3220 - Course Outline - VIA, txt, &amp; t</a><br><a href="#">SPE 4720 - Course Outline - VIA-VIC, txt &amp; t</a> |
|   | #70 & #76                        | <a href="#">SPE 4920 - practica assignment (#2)</a>   |
|   |                                  |   |
|   |                                  |   |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|   | EIU Dept. Performance Objectives | Courses and Instructional Activities  |
|---|----------------------------------|---|
| VII Communication and Collaborative Partnerships (contd.)   |                                  |   |
| ECH18 Administer, supervise, and consult with/ instruct other adults.   | #77                              | <a href="#">SPE 4600 - ap (#2) &amp; IEP Role Play (#3)</a>                 |
|   | #77                              | <a href="#">SPE 4901 - p</a>  |
|   | #77                              | <a href="#">SPE 4920 - p</a>  |
| ECH19 Employ adult learning principles in supervising and training other adults.  | #71, #73, & #77                  | <a href="#">SPE 4600 - Course Outline - VIIA-VIIB, txt, &amp; t</a>         |
|   | #73                              | <a href="#">SPE 4720 - Course Outline - VIIC-VIID, txt, &amp; t</a>         |
|   | #73 & #77                        | <a href="#">SPE 4900 - Course Outline - VI &amp; VII, txt, &amp; t</a>      |
|   | #73 & #77                        | SPE 4901 - p  |
|   | #71, #73, & 77                   | SPE 4920 - p  |
| ECH20 Facilitate the identification of staff development needs and strategies for professional growth.  | #67 & #78                        | <a href="#">SPE 4901 - ap (#8)</a>  |
|   | #67 & #78                        | <a href="#">SPE 4920 - practica assignment (#4)</a>                         |
| ECH21 Apply various models of consultation in diverse settings.   |                                  | <a href="#">SPE 3201 - p</a> <a href="#">Diversity in</a>                   |
|   |                                  | <a href="#">SPE 3225 - p</a> <a href="#">settings is</a>                    |
|   | #73                              | <a href="#">SPE 3600 - p</a> <a href="#">across the</a>                     |
|   | #73 & #77                        | <a href="#">SPE 4901 - p</a> <a href="#">teacher candidate's</a>            |
|   | #73 & #77                        | <a href="#">SPE 4920 - p</a> <a href="#">program</a>                        |
| ECH22 Provide consultation and training in content areas specific to services for children and families and organization/ development programs. | #71, #73, & #77                  | <a href="#">SPE 4600 - Course Outline - VIIA-VIIB, txt, ap (#2) &amp; t</a> |
|   | #73                              | <a href="#">SPE 4720 - Course Outline - VIIC-VIID, txt, &amp; t</a>         |
|   | #73 & #77                        | <a href="#">SPE 4900 - Course Outline - VI &amp; VII, txt, &amp; t</a>      |
|   | #73 & #77                        | SPE 4901 - p  |
|   | #71, #73, & 77                   | SPE 4920 - p  |

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood

|   | EIU Dept. Performance Objectives | Courses and Instructional Activities                        |
|---|----------------------------------|---|
| VII Communication and Collaborative Partnerships (contd.)   |                                  |   |
| ECH23 Provide feedback and evaluate performance in collaboration with other adults.   | #67 & #78                        | <a href="#">SPE 4901 - ap (#8) &amp; p</a>                  |
|   | #67 & #78                        | <a href="#">SPE 4920 - practica assignment (#4) &amp; p</a> |
| VIII Professionalism and Ethical Practices  |                                  |   |
| Skills  |                                  |   |
| ECH1 Adhere to the profession's code of ethical conduct.  | #67 & #78                        | <a href="#">SPE 3201 - p</a>                                |
|   | #67 & #78                        | <a href="#">SPE 3225 - p</a>                                |
|   | #67 & #78                        | <a href="#">SPE 3600 - p</a>                                |
|   | #67 & #78                        | <a href="#">SPE 4800 - p</a>                                |
|   | #67 & #78                        | <a href="#">SPE 4820 - p</a>                                |
|   | #67 & #78                        | <a href="#">SPE 4901 - p</a>                                |
|   | #67 & #78                        | <a href="#">SPE 4920 - p</a>                                |
| ECH2 Serve as advocates on behalf of young children and their families, improved quality of programs, and services for young children, and enhanced professional status and working conditions for early childhood special education. | #78                              | <a href="#">SPE 3225 - p</a>                                |
|   | #78                              | <a href="#">SPE 4820 - p</a>                                |
|   | #78                              | <a href="#">SPE 4920 - ap</a>                               |
| ECH3 Reflect upon his/her own professional practice and develop, implement and evaluate a professional development plan.  | #67                              | <a href="#">SPE 4901 - ap (#8) &amp; p</a>                  |
|   | #67                              | <a href="#">SPE 4920 - practica assignment (#4) &amp; p</a> |
| ECH4 Participate actively in professional organizations.  |                                  | SCEC and Sigma Rho Epsilon                                  |
| ECH5 Read and critically apply research and recommended practices.  | #1, #2, #3, & #16                | <a href="#">SPE 3200 - term paper</a>                       |
|   | #1, #2, #3, #6, & #16            | <a href="#">SPE 3220 - ar &amp; ap (#3)</a>                 |
|   | #1, #2, #3, & #16,               | <a href="#">SPE 3600 - ap (#5 &amp; #6)</a>                 |
|   | #57, #58, #59, #60, #65, & #66   | <a href="#">SPE 4901 - p</a>                                |
|   | #57, #58, #59, #60, #65, & #66   | <a href="#">SPE 4920 - p</a>                                |
|   | #1 & #16                         | SPE 4925 - ar   |