

5.09 Early Childhood Special Education Endorsement (Ages Birth-8)

To be endorsed in early childhood special education, for ages birth-8, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved program in early childhood special education, that includes student teaching and practicum; have demonstrated the competencies found at 9.00 of the rules for the Administration of the Educator Licensing Act of 1991; and have demonstrated the additional competencies specified below: Colorado's Competencies for Early Childhood Educators and Administrators and Colorado Educator licensing rules at 4.01 for early childhood educators represent the universal level/foundational knowledge and skills necessary for working with young children.

The early childhood special education rules at 5.09 are at the targeted, intensive, specialized level for children with disabilities and exceptional needs. The Council for Exceptional Children (CEC) Specialty Set: Early Childhood and Early Intervention Special Education (ECSE) (2015) were adopted for 5.09 licensing rules.

5.09(1) Learner development and individual learning differences (builds upon rule 4.01(1)(b)): Beginning early childhood special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

5.09(1)(a) Beginning early childhood special education professionals are knowledgeable of:

5.09(1)(a)(i) theories of typical and atypical early childhood development;

5.09(1)(a)(ii) biological and environmental factors that affect pre-, peri- and postnatal development and learning;

5.09(1)(a)(iii) 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;

5.09(1)(a)(iv) impact of medical conditions and related care on development and learning;

5.09(1)(a)(v) factors that affect the mental health and social-emotional development of infants and young children;

5.09(1)(a)(vi) infants and young children develop and learn at varying rates;

5.09(1)(a)(vii) impact of child's abilities, needs and characteristics on development and learning;

5.09(1)(a)(viii) impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development; and

5.09(1)(a)(ix) impact of language delays on behavior.

5.09(1)(b) Beginning early childhood special education professionals demonstrate the skills to:

5.09(1)(b)(i) develop, implement and evaluate learning experiences and strategies that respect the diversity of infants and young children and their families;

5.09(1)(b)(ii) develop and match learning experiences and strategies to characteristics of infants and young children;

- 5.09(1)(b)(iii) support and facilitate family and child interactions as primary contexts for development and learning;
 - 5.09(1)(b)(iv) support caregivers to respond to a child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations; and
 - 5.09(1)(b)(v) establish communication systems for young children that support self-advocacy.
- 5.09(2) Learning environments (builds upon rule 4.01(8)(a) and 4.01(4)(a): Beginning early childhood special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions and self-determination.
- 5.09(2)(a) Beginning early childhood special education professionals are knowledgeable of the impact of social and physical environments on development and learning.
 - 5.09(2)(b) Beginning early childhood special education professionals demonstrate the skills to:
 - 5.09(2)(b)(i) select, develop, and evaluate developmentally and functionally appropriate materials, equipment and environments;
 - 5.09(2)(b)(ii) organize space, time, materials, peers and adults to maximize progress in natural and structured environments;
 - 5.09(2)(b)(iii) embed learning opportunities in everyday routines, relationships, activities and places;
 - 5.09(2)(b)(iv) structure social environments, using peer models, proximity and responsive adults to promote interactions among peers, parents and caregivers;
 - 5.09(2)(b)(v) provide a stimulus-rich indoor and outdoor environment that employs materials, media and adaptive and assistive technology, responsive to individual differences;
 - 5.09(2)(b)(vi) implement basic health, nutrition and safety management procedures for infants and young children; and
 - 5.09(2)(b)(vii) use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.
- 5.09(3) Curricular content knowledge (builds upon rule 4.01(8)): Beginning early childhood special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- 5.09(3)(a) Beginning early childhood special education professionals are knowledgeable of:
 - 5.09(3)(a)(i) concepts of universal design for learning;
 - 5.09(3)(a)(ii) theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children; and
 - 5.09(3)(a)(iii) developmental and academic content.
 - 5.09(3)(b) Beginning early childhood special education professionals demonstrate the skills to:

5.09(3)(b)(i) apply current research to the five developmental domains, play and temperament in learning situations;

5.09(3)(b)(ii) plan, implement and evaluate developmentally appropriate curricula, instruction and adaptations based on knowledge of individual children, the family and the community;

5.09(3)(b)(iii) implement and evaluate preventative and reductive strategies to address challenging behaviors; and

5.09(3)(b)(iv) plan and implement developmentally and individually appropriate curriculum.

5.09(4) Assessment (builds upon rule 4.01(2)): Beginning early childhood special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5.09(4)(a) Beginning early childhood special education professionals are knowledgeable of the:

5.09(4)(a)(i) role of the family in the assessment process;

5.09(4)(a)(ii) legal requirements that distinguish among at-risk, developmental delay and disability;

5.09(4)(a)(iii) alignment of assessment with curriculum, content standards and local, state and federal regulations; and

5.09(4)(a)(iv) connection of curriculum to assessment and progress monitoring activities.

5.09(4)(b) Beginning early childhood special education professionals demonstrate the skills to:

5.09(4)(b)(i) assist families in identifying their concerns, resources and priorities;

5.09(4)(b)(ii) integrate family priorities and concerns in the assessment process;

5.09(4)(b)(iii) assess progress in the five developmental domains, play and temperament;

5.09(4)(b)(iv) select and administer assessment instruments in compliance with established criteria;

5.09(4)(b)(v) use informal and formal assessment to make decisions about infants' and young children's development and learning;

5.09(4)(b)(vi) gather information from multiple sources and environments;

5.09(4)(b)(vii) use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process;

5.09(4)(b)(viii) participate as a team member to integrate assessment results in the development and implementation of individualized plans;

5.09(4)(b)(ix) emphasize child's strengths and needs in assessment reports;

5.09(4)(b)(x) produce reports that focus on developmental domains and functional concerns; and

5.09(4)(b)(xi) conduct ongoing formative child, family and setting assessments to monitor instructional effectiveness.

5.09(5) Instructional planning and strategies (builds upon rule 4.01(8)): Beginning early childhood special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

09(5)(a) Beginning early childhood special education professionals demonstrate the skills to:

5.09(5)(a)(i) facilitate child-initiated development and learning;

5.09(5)(a)(ii) use teacher-scaffolded and -initiated instruction to complement child-initiated learning;

5.09(5)(a)(iii) link development, learning experiences and instruction to promote educational transitions;

5.09(5)(a)(iv) use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children;

5.09(5)(a)(v) use strategies to teach social skills and conflict resolution;

5.09(5)(a)(vi) use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines;

5.09(5)(a)(vii) develop, implement and evaluate individualized plans with family members and other professionals as a member of a team;

5.09(5)(a)(viii) design intervention strategies incorporating information from multiple disciplines;

5.09(5)(a)(ix) implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction;

5.09(5)(a)(x) align individualized goals with developmental and academic content;

5.09(5)(a)(xi) develop individualized plans that support development and learning as well as caregiver responsiveness;

5.09(5)(a)(xii) develop an individualized plan that supports the child's independent functioning in the child's natural environments; and

5.09(5)(a)(xiii) make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.

5.09(6) Professional learning and ethical practice (builds upon rule 4.01(6)): Beginning early childhood special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform early childhood special education practice, to engage in lifelong learning, and to advance the profession.

5.09(6)(a) Beginning early childhood special education professionals are knowledgeable of:

- 5.09(6)(a)(i) historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs;
 - 5.09(6)(a)(ii) trends and issues in early childhood education, early childhood special education and early intervention;
 - 5.09(6)(a)(iii) legal, ethical and policy issues related to educational, developmental and medical services for infants, young children and their families; and
 - 5.09(6)(a)(iv) advocacy for professional status and working conditions for those who serve infants, young children and their families.
- 5.09(6)(b) Beginning early childhood special education professionals demonstrate the skills to:
- 5.09(6)(b)(i) recognize signs of emotional distress, neglect and abuse, and follow reporting procedures;
 - 5.09(6)(b)(ii) integrate family systems theories and principles into professional practice;
 - 5.09(6)(b)(iii) respect family choices and goals;
 - 5.09(6)(b)(iv) participate in activities of professional organizations relevant to early childhood special education and early intervention;
 - 5.09(6)(b)(v) apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds;
 - 5.09(6)(b)(vi) advocate on behalf of infants, young children and their families; and
 - 5.09(6)(b)(vii) implement family services consistent with due process safeguards.
- 5.09(7) Collaboration (builds upon rule 4.01(3)): Beginning early childhood special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- 5.09(7)(a) Beginning early childhood special education professionals are knowledgeable of structures supporting interagency collaboration, including interagency agreements, referral and consultation.
 - 5.09(7)(b) Beginning early childhood special education professionals demonstrate the skills to:
 - 5.09(7)(b)(i) apply models of team process in early childhood;
 - 5.09(7)(b)(ii) collaborate with caregivers, professionals and agencies to support children's development and learning;
 - 5.09(7)(b)(iii) support families' choices and priorities in the development of goals and intervention strategies;
 - 5.09(7)(b)(iv) implement family-oriented services based on the family's identified resources, priorities and concerns;
 - 5.09(7)(b)(v) provide consultation in setting serving infants and young children;

- 5.09(7)(b)(vi) involve families in evaluation of services;
- 5.09(7)(b)(vii) participate as a team member to identify and enhance team roles, communication and problem-solving;
- 5.09(7)(b)(viii) employ adult learning principles in consulting and training family members and service providers;
- 5.09(7)(b)(ix) assist the family in planning for transition; and
- 5.09(7)(b)(x) implement processes and strategies that support transitions among settings for infants and young children.