



Crosswalk for Environment:

- 2012 CEC and 2010 NAEYC Initial Professional Standards
- 2017 DEC Initial Specialty Set Knowledge and Skill Statements
- 2014 DEC Recommended Practices

Environment 1: Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 1: Learner Development and Individual Learning Differences</p> <p>1.0 Beginning 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.</p> <p>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p> <p>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>		

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	S1.2 Develop and match learning experiences and strategies to characteristics of infants and young children.	Standard 1: Promoting Child Development and Learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
<p>Standard 2: Learning Environments</p> <p>2.0 Beginning 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.</p> <p>2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p> <p>2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>		
	S2.2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.	Standard 4: Using Developmentally Effective Approaches 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
	S2.3 Embed learning opportunities in everyday routines, relationships, activities, and places.	

<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities</p> <p>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities</p> <p>5.4 Beginning special education professionals use strategies to enhance language development and communication skills in individuals with exceptionalities</p> <p>5.6 Beginning special education professionals teach to mastery and promote generalization of learning</p> <p>5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities</p>		
	<p>S5.6 Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines</p>	<p>Standard 4: Using Developmentally Effective Approaches</p> <p>4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.</p>
	<p>S5.9 Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction</p>	
	<p>S5.12 Develop an individualized plan that supports the child’s independent functioning in the child’s natural environments</p>	

Examples for field work focused on observation:

The university/college student observes and discusses/reflects on:

1. In a Part C field placement, the student observes for specific communication and instructional strategies that the Primary Service Provider employs to embed the IFSP outcome(s) into the breakfast routine.
2. During center time in a preschool field placement, the student observes a child with a developmental delay/disability and identifies the strategies that the teacher and assistant use to facilitate the child's entry into a center, engagement with the materials, and interaction with other children in the center.

Example for a class activity focused on participation/interaction:

The university/college student:

Is provided with a scenario, such as the following:

Four-year-old Shauna is in an inclusive preschool classroom of 20 children with a teacher and teacher’s assistant. She has been identified as having developmental delays in cognitive, communication and social skills with assessment results indicating that she is developmentally more like a 3-year-old in those areas. Shauna uses primarily 3-word utterances when engaged in self-talk or responding to others. She maintains interest and engagement in her two favorite centers – art and manipulatives. Shauna rarely initiates communication and has difficulty remaining seated and attending to the adult “facilitator” or materials in both small and large group activities,

Students are divided into groups of 5-6 and are instructed to choose either a large or small group activity to role play. One student will be the teacher, one will be Shauna, and the remaining students will be Shauna’s 4-year-old peers. The teacher will implement environmental supports and strategies to actively engage Shauna in the group.

After the role play, each small group will discuss what “worked” and what “did not work”. This will then be shared in large group.

Example for field work focused on participation/interaction:

The university/college student:

1. Develops a coaching plan for an upcoming Part C home visit. The plan includes possible statements and questions that will facilitate the caregiver identifying the routines, activities, and materials that will be used during that home visit and how the caregiver might “carry this over” after the home visitor leaves. Examples of feedback to affirm or redirect caregiver efforts before leaving the visit are also included in the plan.

Develops a lesson plan while in a preschool or kindergarten center-based placement that includes possible strategies to fully engage target child(ren) in learning activities.

Environment 2: Practitioners consider Universal Design for Learning principles to create accessible environments.

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<p>Standard 2: Learning Environments</p> <p>2.0 Beginning 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.</p> <p>2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p> <p>2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>		
	<p>S2.2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments</p>	<p>Standard 4: Using Developmentally Effective Approaches</p> <p>4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.</p>
<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>		

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<p>3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p> <p>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities</p>		
	K3.1 Concept of universal design for learning	

Examples for in-class activities or field work focused on observation:

The university/college student observes and discusses/reflects on:

1. During opening large group (circle time) in an inclusive preschool field placement, the student observes for strategies used by the preschool teacher specific to the three UDL principles.
2. While in an inclusive preschool placement, the student observes how multiple means of representation are incorporated into each of the daily activities/routines.

Example for an in-class activity focused on participation/interaction:

The university/college student:

When given a 1-2 paragraph vignette that briefly describes the special learning needs of a kindergarten age child, the students in small groups identify possible ways to apply the UDL principles in an inclusive kindergarten classroom for that child. Or, assign each small group one of the UDL principles. Share in large group.

Example for fieldwork focused on participation/interaction:

The university/college student:

When developing activity plans for implementation in a preschool practicum, the student is required to include a section in the plans that identifies specific strategies that address the needs of targeted students and represent UDL principles.

Environment 3: Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences.

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<p>Standard 1: Learner Development and Individual Learning Differences</p> <p>1.0 Beginning 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.</p> <p>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p> <p>1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>		
	<p>S1.2 Develop and match learning experiences and strategies to characteristics of infants and young children</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p>
<p>Standard 2: Learning Environments</p> <p>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities</p>		

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<p>become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p> <p>2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>		
	K2.1 Impact of social and physical environments on development and learning	<p>Standard 1: Promoting Child Development and Learning</p> <p>1b: Knowing and understanding the multiple influences on development and learning.</p>
	<p>S2.1 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments</p> <p>S2.2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments</p>	<p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p> <p>Standard 4: Using Developmentally Effective Approaches</p> <p>4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.</p>
	S2.3 Embed learning opportunities in everyday routines, relationships, activities, and places	
	S2.4 Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers	4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.
	S2.5 Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences	Standard 1: Promoting Child Development and Learning

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		1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>		
	S3.2 Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community	<p>Standard 5. Using content knowledge to build meaningful curriculum.</p> <p>5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate developmentally meaningful and challenging curriculum for each child.</p>
<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.</p> <p>5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities</p> <p>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive</p>		

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<p>technologies to support the communication and learning of individuals with exceptionalities</p> <p>5.4 Beginning special education professionals use strategies to enhance language development and communication skills in individuals with exceptionalities</p> <p>5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams</p>		
	<p>S5.3 Link development, learning experiences, and instruction to promote educational transitions</p> <p>S5.13 Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds</p>	

Examples for fieldwork focused on observation:

The university/college student observes and discusses/reflects on:

1. An IFSP meeting and listens for discussion of adaptations to the learning environment and how both the family member(s) and professionals contribute to that discussion. As appropriate, identifies any additional information that might be important for the family to share.
2. An IEP meeting and listens for discussion of adaptations to the learning environment and how both the family member(s) and professionals contribute to that discussion. As appropriate, identifies any additional information that might be important for the family and professionals to share.

A parent-teacher conference in which possible adaptations to the learning environment for that child are discussed.

Example for an in-class activity focused on participation/interaction:

The university/college student:

When given a scenario about a child with needed adaptations to the learning environment (e.g., mobility needs because child is in a wheelchair, modifications of materials because of visual impairment), as well as information about the family, the students in groups of three will role play a transition meeting in which possible modifications are discussed. The child could be transitioning from Part C to preschool services or from preschool to kindergarten. One student will be the current service provider, one will be the parent, and another will be the receiving teacher. Students may be provided with guidelines that the current service provider would follow in facilitating the discussion.

Example for fieldwork focused on participation/interaction:

The university/college student:

In a Part C field placement in which some children's services are provided in a childcare setting, the student collaborates with the Primary Service Provider, childcare teacher, and family to identify modifications in the classroom environment based on the three UDL principles that would support an identified child's development and learning in that setting.

Environment 4: Practitioners work with families and other adults to identify each child’s needs for assistive technology to promote each child’s access to and participation in learning experiences.

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	<p>S1.2 Develop and match learning experiences and strategies to characteristics of infants and young children</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p>

<p>Standard 2: Learning Environments</p> <p>2.0 Beginning 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.</p> <p>2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>		
	<p>S2.5 Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p>
<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.</p> <p>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities</p> <p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p>		

<p>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities</p>		
	<p>S5.3 Link development, learning experiences, and instruction to promote educational transitions</p>	

Examples for fieldwork focused on observation:

The university/college student observes and discusses/reflects on:

1. An IFSP or IEP meeting in which the results of an assistive technology assessment, including recommendations for implementation, are discussed within the team, including the family.

A transition meeting in which the preschool teacher, kindergarten teacher, and family member discuss the child’s use of an augmentative communication device in the kindergarten classroom.

Examples for fieldwork focused on participation/interaction:

The university/college student:

1. Interviews one or more of the following professionals (i.e., occupational therapist, physical therapist, speech language therapist, assistive technology specialist) with a set of questions pertaining to assessment of assistive technology needs, assistive technology resources, and the role of the family in determining assistive technology needs.
2. In a home visit or parent-teacher conference with the assistance of the service provider (e.g., preschool teacher, Part C primary service provider) identifies typical community settings/activities in which that child and family participates (e.g., going to the grocery, attending a children’s group/class in a church, interacting with other children in a park). For each of those settings, the student discusses ways in which the child’s augmentative communication device (or some other type of assistive technology used by the child) can be used.

Environment 5: Practitioners work with the family and other adults to acquire or create appropriate assistive technology to promote each child’s access to and participation in learning environments.

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<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities</p>		
	<p>S3.4 Plan and implement developmentally and individually appropriate curriculum</p>	<p>Standard 5. Using content knowledge to build meaningful curriculum.</p> <p>5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate developmentally meaningful and challenging curriculum for each child.</p>

<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities</p> <p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p> <p>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities</p>		
	<p>S5.3 Link development, learning experiences, and instruction to promote educational transitions</p>	

Examples for in class activities on observation:

The university/college student observes and discusses/reflects on:

1. A panel discussion of professionals (e.g., occupational therapist, physical therapist, speech language therapist, assistive technology specialist) who discuss the acquisition and creation of and use of assistive technology in Part C and/or Part B 619 programs.
2. A panel discussion of family members who discuss how they were involved in the acquisition and creation of assistive technology resources for their child and provide suggestions to the students for ways that professionals can involve families.

Example for an in-class activity focused on participation/interaction:

The university/college student:

As a course assignment, researches the assistive technology resources available to professionals and families in their district, agency, larger community, and state and how those resources can be accessed. This information is then shared in a presentation to other students and the instructor.

Examples for fieldwork focused on participation/interaction:

The university/college student:

1. As an assignment for a Part C field placement, identifies materials/toys (e.g., eating utensils, crayons, stacking blocks) commonly used by that child and family and discusses “simple” modifications that could be made to facilitate the use of those materials/toys.
2. As an assignment for a preschool or kindergarten field placement, identifies materials in the classroom commonly used by a specific child and discusses how those materials could be modified to facilitate their use by the child.

Environment 6: Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.

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	K3.3 Developmental and academic content	<p>Standard 5. Using content knowledge to build meaningful curriculum.</p> <p>5a. understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical activity; physical education; health and safety; and social studies.</p>
	S3.1 Apply current research to the five developmental domains, play and temperament in learning situations	

Examples for fieldwork focused on observation:

The university/college student observes and discusses/reflects on:

1. In a Part C field placement, observes for ways in which movement activities promote development and/or achieve specific IFSP outcomes. The reflection includes additional suggestions for incorporation of movement activities.
2. In a preschool field placement, observes ways in which movement activities are included across the daily routine and how these link with children’s targeted IEP outcomes.

Examples for in class activities focused on participation/interaction:

The university/college student:

1. In a small group, reviews a sample lesson plan and identifies how movement is included or could be included in that lesson plan. Several different sample lesson plans could be used with each group reviewing a different one (e.g., large group - opening circle, large group – story, small group, transitions).
2. As a course assignment, identifies five typical movement or physical activities included in preschool or kindergarten settings and identify implications for child development and learning based on what the research says. These activities would then be informally shared with the other students and instructor.
3. Is assigned an age range (e.g., birth – 12 months, 13-24 months) for which he/she identifies the major gross and fine motor milestones for that age range. Then, the student develops a resource file of songs, finger plays and other movement activities to facilitate development of those skills. Using a PowerPoint presentation and a hands-on activity, each student presents a summary of their work to other students and the instructor.

Examples for fieldwork focused on participation/interaction:

The university college student:

Develops a daily lesson plan and highlights how movement is incorporated throughout the day in a reflective/descriptive narrative of his/her instructional planning.

Note: Additional resources and activities are available in Module 3 Learning Guides: <http://rpm.fpg.unc.edu/instructor-area/module-3-learning-guides>