**Endorsement Competencies**

The program in special education early childhood (birth through age five) is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the following competencies:

1. **Understanding of the nature and characteristics of major disabling and at-risk conditions**, including:
   a. Trends for service delivery to the birth-through-age-five population;
   b. An overview of early childhood special education;
   c. Historical perspective of special education; and
   d. Social development issues.

   (**Foundations and Legal Aspects: 3 semester hours)**

**Resources from the Virginia Early Intervention Professional Development Center to Address Competencies**

**Early Intervention: What It Is and How it Works** (links to articles, handouts, videos, etc.)

**Early Intervention Topics and Trends Pages:** (links to landing pads, videos, etc.)
- Autism Spectrum Disorders
- Communication Delays and Disabilities
- Deafness and Hard of Hearing
- Inclusive Practices
- Motor Delays and Disabilities
- Multiple Disabilities
- Prematurity
- Social Emotional Development
- Substance Abuse and FASD
- Visual Disabilities

**Online Modules:**
- An Early Interventionist’s Guide to Prematurity
- Autism Spectrum Disorders in Infants and Toddlers: What Every Early Interventionist Needs to Know
- Early Intervention Process
- Journey Toward Inclusion
- Rules of the Road: A Foundation for Understanding Early Hearing Detection and Intervention
- Social Emotional Development of Young Children
- The 1-3-6 Process: A Roadmap for Newborn Hearing Screening and Follow-up

**Talks on Tuesday**
- “Check Them Out: Great Resources to Support Infants and Toddlers with ASD and Their Families” (2012)

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** Requirement for Alternate Route to Licensure
### Understanding of the **foundation of the legal aspects** associated with students with disabilities, including:
- Legislative and judicial mandates related to education and special education;
- The Individuals with Disabilities Education Act (IDEA), § 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act;
- Legal decisions related to persons with disabilities;
- Current regulations and procedures governing special education to include individualized education program (IEP) development and/or individualized family service plan (IFSP); and
- Disciplinary practices, policies and procedures and alternative Placements/programs in schools.

(**Foundation Legal Aspects: 3 semester hours**)

### Early Intervention Topics and Trends Pages: (links to landing pads, videos, etc.)
- IFSP & Outcome Development
- Inclusive Practices
- Service Coordination
- Transition

#### Online Modules
- Overview of Early Intervention

#### Talks on Tuesday
- Using Informed Clinical Opinion During Eligibility Determination (2010-2011)
- Where is “Near Somewhat?”: Integrating Indicators into the IFSP (2012)

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** Requirement for Alternate Route to Licensure

   **Assessment Techniques: 3 semester hours**

<table>
<thead>
<tr>
<th>Early Intervention Topics and Trends Pages: (links to landing pads, videos, etc.)</th>
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   **Online Modules**
   - Rules of the Road: A Foundation for Understanding Early Hearing Detection and Intervention
   - The 1-3-6 Process: A Roadmap for Newborn Hearing Screening and Follow-up

   **Talks On Tuesday**
   - Using Informed Clinical Opinion During Eligibility Determination (2010-2011)

4. Understanding of the methods for providing instructional programs for early intervention, including:
   a. Service delivery options;
   b. Development of individualized education programs (IEPs) and individualized family service plans (IFSPs);
   c. Curriculum development and implementation to ensure developmentally appropriate intervention techniques in the areas of self-help, motor, cognitive, social/emotional, and language.

   **Instructional Programming: 3 semester hours**

<table>
<thead>
<tr>
<th>Early Intervention: What It Is and How it Works (links to articles, handouts, videos, etc.)</th>
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<tbody>
<tr>
<td><strong>Early Intervention Topics and Trends Pages</strong> (links to landing pads, videos, etc.)</td>
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<td>• Assistive Technology</td>
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   **Mini-Lessons**
   - IFSP Mini Lesson
   - Outcome Development Mini Lesson

   **Online Modules**
   - Early Intervention Process

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** Requirement for Alternate Route to Licensure
**VIRGINIA DEPARTMENT OF EDUCATION**  
**PROGRAM STATUS MATRIX**  
**2007 SPECIAL EDUCATION EARLY CHILDHOOD (BIRTH THROUGH AGE 5)**  
**8 VAC 20-542-450**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Course Offerings</th>
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</table>
| • IFSP 101: Introduction to the Infant and Toddler Connection of Virginia’s IFSP Development Process  
• Journey Toward Inclusion  
• Social Emotional Development of Young Children  

**Talks on Tuesdays:**  
• A Conversation about Coaching (2013)  
• “Check Them Out: Great Resources to Support Infants and Toddlers with ASD and Their Families” (2012)  
• Everything You Always Wanted to Know about Hearing but Were Afraid to Ask (2010-2011)  
• Executive Function Skills: Approaches to Learning for Infants and Toddlers (2013)  
• I Know It But Can’t Explain It: What the Evidence-based Practices Are in EI (2013)  
• Practices and Resources to Promote Language and Early Literacy Learning in Young Children (2010-2011)  
• Thinking Outside the Bag: Coaching in Natural Environments (2010-2011)  
• Tying the Knot-Engaging Families Beyond the Visit (2013)  
• Where is “Near Somewhat?”: Integrating Indicators into the IFSP (2012)

5. Understanding of **behavior management** and the application of principles of learning and child development to individual and group management using a variety of techniques that is appropriate to the age of that child.  

(***Behavior Management: 3 semester hours***)

**Early Intervention Topics and Trends Pages:** (links to landing pads, videos, etc.)  
• Challenging Behavior  
• Social Emotional Development

**Online Modules**  
• Social Emotional Development of Young Children

**Talks on Tuesday:**  
• Ready, Set, Resilience: Understanding and Supporting Infant and Toddler Protective Factors (2010-11)  
• Sensory Processing in Infants and Toddlers: Now That I Know About It What Do I Do About It? (2010-2011)

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** Requirement for Alternate Route to Licensure
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**Requirement for Alternate Route to Licensure**

| 6. Understanding of **speech and language development and intervention** methods, including the effects of disabling and at-risk conditions on young children.  
  
  (**Speech and Language Development and Intervention: 3 semester hours)** |  
  
  **Early Intervention Topics and Trends Pages**: (links to landing pads, videos, etc.)  
  • The Foundation of the Pyramid: Social Emotional Development within the Context of Nurturing Relationships and Supportive Environments (2012)  
  
  **Talks on Tuesday**:  
  • Addressing the Receptive Language Skills of Young Children (2012)  
  • Speech Sound Development and Facilitation (2013)  
  • Practices and Resources to Promote Language and Early Literacy Learning in Young Children (2010-2011)  
  
| 7. Understanding of and experiences with the **medical aspects** of young children with disabling and at-risk conditions and the management of neurodevelopmental and motor disabilities, including emergency care and the role of health care professionals in the lives of individuals with disabilities.  
  
  (**Medical Aspects: 3 semester hours)** |  
  
  **Early Intervention Topics and Trends Pages**: (links to landing pads, videos, etc.)  
  • Assistive Technology  
  • Motor Delays and Disabilities  
  • Multiple Disabilities  
  • Prematurity  
  
  **Talks on Tuesday**:  
  • Torticollis: More Than Just a Kink in the Neck (2013)  
  • Something Extra: Supporting Children with Down Syndrome and their Families (2014)  
  

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**Requirement for Alternate Route to Licensure**
8. Skills in **consultation**, case management, and collaboration, including techniques in working with children, families, educators, related service providers, and other human service professionals that include:
   a. Service coordination;
   b. Interagency coordination;
   c. Integration with nondisabled peers;
   d. Transition facilitation; and
   e. Training, managing, and monitoring paraprofessionals.

   (**Consultation: 3 semester hours)**

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<td>• Early Intervention Service Coordination and Targeted Case Management</td>
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<td>• The Master Coach’s Journey: A Conversation with Early Interventionists who have become Master Coaches (2013)</td>
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| 9.   | Understanding of **normal child growth and development** from birth through age five.  
     (**Child Growth and Development: 3 semester hours)** |
|      | **Early Intervention Topics and Trends Pages**: (links to landing pads, videos, etc.)  
     * Child Development and Play  
     * Prematurity  
     * Social Emotional Development |
|      | **Online Modules**:  
     * Social Emotional Development of Young Children  
     * Child Development |
|      | **Talks on Tuesday**:  
     * Building Little Brains… Better! (2010-2011)  
     * Everything You Always Wanted to Know about Hearing but Were Afraid to Ask (2010-2011)  
     * Practices and Resources to Promote Language and Early Literacy Learning in Young Children (2010-2011)  
     * Ready, Set, Resilience: Understanding and Supporting Infant and Toddler Protective Factors (2010-2011)  
     * Sensory Processing in Infants and Toddlers: Now That I Know About It What Do I Do About It? (2010-2011)  
     * Typical Motor Development 0-12 Months (2012) |
| 10.  | Understanding of the theories and techniques of **family-centered intervention**, including:  
     a. Multicultural issues and influence; and  
     b. Family issues.  
     (**Family-Centered Intervention: 3 semester hours)** |
|      | **Early Intervention Topics and Trends Pages**: (links to landing pads, videos, etc.)  
     * Coaching in Early Intervention  
     * Cultural Competence  
     * Implementation of Supports and Services |
|      | **Online Modules**:  
     Family Centered Practices |
|      | **Talks on Tuesday** |

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** Requirement for Alternate Route to Licensure
**11. Understanding of the standards of professionalism.**

- Casting a Wide Net to Support Young Children Experiencing Homelessness (2014)
- Knowing How to Connect the Dots: Recognizing and Responding to Abuse and Neglect (2014)
- Tying the Knot: Engaging Families Beyond the Visit (2013)

**Early Intervention Topics and Trends Pages:** (links to landing pads, videos, etc.)
- Cultural Competence
- Documentation
- Inclusive Practices
- Implementation of Supports and Services

**Online Modules**
- Practitioner Requirements

**Talks on Tuesday**
- Knowing How to Connect the Dots: Recognizing and Responding to Abuse and Neglect

**12. Completion of supervised experiences** at the preschool level in a variety of settings, including but not limited to home-based, school-based, and community-based.

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