| **Test Content Categories** | **How well do I know the content?  (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
| --- | --- | --- | --- | --- | --- |
| I . Child Development and Early Learning |  |  |  |  |  |
| 1. Early Learning |  |  |  |  |  |
| 1. Knows how typical and atypical development affects academic (e.g., cognitive skills) and nonacademic (e.g., social-emotional skills, adaptive skills, play) learning |  |  |  |  |  |
| 1. Knows how the level of adaptive, cognitive, communication, and functional skills affects the behavior of children with exceptionalities, including autism spectrum disorder |  |  |  |  |  |
| 1. Understands the effects of disabilities on young children with exceptionalities in the areas of gross motor skills, fine motor skills, and expressive and receptive skills |  |  |  |  |  |
| 1. Theories and Development |  |  |  |  |  |
| 1. Knows the impact of major educational theories (e.g., zone of proximal development, Montessori theory, operant conditioning) and philosophies on early intervention, learning, and development |  |  |  |  |  |
| 1. Knows etiologies regarding pre-,  peri-, and postnatal factors (e.g., trauma, genetic, environmental) as they pertain to early intervention, learning, and development |  |  |  |  |  |
| 1. Trauma—T​B​I; adverse childhood experiences (A​C​Es) |  |  |  |  |  |
| 1. Biological/genetic—fragile X; Down syndrome |  |  |  |  |  |
| 1. Environmental—fetal alcohol; reactive attachment disorder |  |  |  |  |  |
| 1. Developmental delays—communication; motor skills |  |  |  |  |  |
| II. Curriculum, Planning, and Instruction |  |  |  |  |  |
| 1. Planning |  |  |  |  |  |
| 1. Understands developmental curriculums, generalization of skills, and differentiated instructional strategies |  |  |  |  |  |
| 1. Uses the major category framework of cognitive skills (e.g., taxonomy for learning and teaching) to guide instructional planning and practices for individuals |  |  |  |  |  |
| 1. Collaborates with families and professionals to use an evidence-based, developmentally appropriate, culturally responsive early childhood curriculum that addresses developmental and content domains |  |  |  |  |  |
| 1. Structures social environments by using peer models and responsive adults to promote interactions among peers, parents, and caregivers |  |  |  |  |  |
| 1. Implements and evaluates preventive and reductive strategies to address challenging behaviors |  |  |  |  |  |
| 1. Understands how to use knowledge of early childhood curriculum frameworks, development, academic content, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, challenging learning experiences in natural and inclusive environments |  |  |  |  |  |
| 1. Employs the three principles (engagement, representation, and action and expression) of universal design for learning |  |  |  |  |  |
| 1. Uses systematic instruction and multisensory programs based on learner characteristics, interests, and ongoing assessments |  |  |  |  |  |
| 1. Embeds learning opportunities in everyday routines, relationships, activities, and places |  |  |  |  |  |
| 1. Uses appropriate technology to support learning (e.g., assistive technology, online classroom environment, educational software) |  |  |  |  |  |
| 1. Organizes and identifies space, time, materials, peer groupings, and stakeholders to maximize progress in natural and structured environments |  |  |  |  |  |
| 1. Knows how to develop Individualized Family Service Plans (I​F​S​Ps) and Individualized Education Programs  (I​E​Ps) that support the child’s development and learning |  |  |  |  |  |
| 1. Interventions and Instruction |  |  |  |  |  |
| 1. Understands how to identify systematic, responsive, and intentional evidence-based practices and uses such practices to facilitate interventions and instruction to support young children’s learning and development across all developmental and academic content domains in natural environments and inclusive settings |  |  |  |  |  |
| 1. Gathers information from multiple sources and environments to guide and support instruction |  |  |  |  |  |
| 1. Facilitates child-initiated development and learning |  |  |  |  |  |
| 1. Knows how to engage in ongoing planning and uses appropriate materials to support interactions, interventions, and instruction |  |  |  |  |  |
| 1. Uses teacher-scaffolded and teacher-initiated instruction to complement child-initiated learning |  |  |  |  |  |
| 1. Links development, learning experiences, and instruction to promote transitions |  |  |  |  |  |
| 1. Understands how to promote young children’s social and emotional competence and communication and proactively plans and implements function-based interventions to prevent and address challenging behaviors |  |  |  |  |  |
| 1. Uses strategies to teach social skills and conflict resolution |  |  |  |  |  |
| 1. Establishes communication systems (e.g., augmentative and alternative communication) that support self-determination for young children |  |  |  |  |  |
| 1. Knows how to identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts |  |  |  |  |  |
| 1. Uses individual and group guidance and problem-solving techniques to develop supportive relationships with and among children |  |  |  |  |  |
| 1. Understands how to plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings |  |  |  |  |  |
| 1. Uses data to drive progress monitoring and inform behavior interventions |  |  |  |  |  |
| III. Assessment |  |  |  |  |  |
| 1. Interventions, Eligibility, and Identification |  |  |  |  |  |
| 1. Is aware of the purposes of formal and informal assessments and data collection (e.g., Response to Intervention, eligibility under IDEA, placement) |  |  |  |  |  |
| 1. Comprehends specialized terminology used in the assessment of individuals with exceptionalities (e.g., “valid,” “reliable,” “summative”) |  |  |  |  |  |
| 1. Uses culturally and linguistically diverse assessments to avoid bias for all learners who are at risk for or have developmental delays, including children with autism spectrum disorder and dyslexia and children who are English learners |  |  |  |  |  |
| 1. Comprehends exclusionary factors involved in eligibility and determination (e.g., S​E​S, parental history, cultural) |  |  |  |  |  |
| 1. Conducts functional behavioral assessments to support a behavioral intervention plan |  |  |  |  |  |
| 1. Tools and Methods |  |  |  |  |  |
| 1. Selects, adapts, and administers assessments to accommodate the unique and diverse abilities and needs of individuals by using evidence-based practices, including technology, in partnership with other professionals and families |  |  |  |  |  |
| 1. Uses a variety of materials and contexts to maintain the interest of infants and young children in the assessment process |  |  |  |  |  |
| 1. Uses informal and valid and reliable formal assessments to make decisions about infants’ and young children’s development and learning |  |  |  |  |  |
| 1. Knows how to collaborate with families and other team members to analyze, interpret, and integrate assessment data in the development of Individualized Family Service Plan (I​F​S​P) and Individualized Education Program (I​E​P) goals and monitor progress to determine efficacy of programming |  |  |  |  |  |
| IV. Partnering and Collaborating |  |  |  |  |  |
| 1. Family Advocacy and Support |  |  |  |  |  |
| 1. Knows culturally responsive family-centered practices and family systems theories, including the impact they have on the changing needs of families and the role they play in developing trusting partnerships |  |  |  |  |  |
| 1. Knows how to promote the mutual exchange of knowledge and information between professionals and families to develop Individualized Family Service Plans  (I​F​S​Ps) and Individualized Education Programs (I​E​Ps) |  |  |  |  |  |
| 1. Advocates and supports families in the development of goals and intervention strategies and in the identification of services |  |  |  |  |  |
| 1. Considers parents’ priorities, choices, and goals in meeting the child’s developmental and educational needs |  |  |  |  |  |
| 1. Supports various transitions that occur for young children and their families from birth through age 8 |  |  |  |  |  |
| 1. Knows how to communicate clear, comprehensive, and objective information about resources, supports, and related service providers that helps families make informed decisions |  |  |  |  |  |
| 1. Knows how to advocate on behalf of students and parents to facilitate access, participation, and equitable opportunities in natural and inclusive environments (home, classroom, and community environments) |  |  |  |  |  |
| 1. Understands the diverse social, cultural, and linguistic needs of families to support each child’s social-emotional development and learning across contexts |  |  |  |  |  |
| 1. Collaboration and Teaming |  |  |  |  |  |
| 1. Understands the roles of individuals with exceptionalities, families, related service providers, local education agencies, and the community in planning individualized programs |  |  |  |  |  |
| 1. Participates as a team member to solve problems and identify and enhance team roles and communication with families, partners, and community agencies |  |  |  |  |  |
| 1. Uses collaborative strategies, including teaming models and technology, when working with professionals representing multiple disciplines, skills, areas of expertise, and roles |  |  |  |  |  |
| 1. Uses a variety of collaborative strategies that are culturally and linguistically responsive |  |  |  |  |  |
| V. Legal and Ethical Practices and Professionalism |  |  |  |  |  |
| 1. Legal and Ethical Practices |  |  |  |  |  |
| 1. Understands the continuum of placement, the services available for individuals with exceptionalities, and the principles of the concept of least restrictive environment |  |  |  |  |  |
| 1. Recognizes signs of emotional distress, neglect, and abuse and follows mandated reporting procedures |  |  |  |  |  |
| 1. Understands the foundations and legal basis (referral, placement, due process) of services for infants and young children both with and without exceptional needs |  |  |  |  |  |
| 1. Identifies the legal requirements for Section 504 plans, I​F​S​Ps, and I​E​Ps |  |  |  |  |  |
| 1. Parental rights, legal, and ethical responsibilities, including confidentiality and policies related to educational and developmental needs for children birth through age 8 |  |  |  |  |  |
| 1. Requirements related to the provision of specialized health care (e.g., epinephrine injection, feeding tube) in an educational setting |  |  |  |  |  |
| 1. Professionalism |  |  |  |  |  |
| 1. Knows how to engage in ongoing reflective practice and access evidence-based information to improve practices |  |  |  |  |  |
| 1. Participates in professional development and organization, including multicultural and equity programs relevant to early childhood special education and early intervention |  |  |  |  |  |
| 1. Applies trends and evidence-based practices for infants and young children, including those from diverse backgrounds, in the field of early childhood education |  |  |  |  |  |
| 1. Understands factors that influence a disproportion of culturally and linguistically diverse individuals |  |  |  |  |  |