

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

<p style="text-align: center;"><b>Endorsement Competencies</b></p> <p><i>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:</i></p>	<p style="text-align: center;"><b>Resources from the Virginia Early Intervention Professional Development Center to Address Competencies</b></p>
<p>1. <b>Understanding of the nature and characteristics of major disabling and at-risk conditions</b>, including:</p> <ol style="list-style-type: none"> <li>a. Trends for service delivery to the birth-through-age-five population;</li> <li>b. An overview of early childhood special education;</li> <li>c. Historical perspective of special education; and</li> <li>d. Social development issues.</li> </ol> <p>(**Foundations and Legal Aspects: 3 semester hours)</p>	<p><b>Early Intervention: What It Is and How it Works</b> (links to articles, handouts, videos, etc.)</p> <p><b>Early Intervention Topics and Trends Pages:</b> (links to landing pads, videos, etc.)</p> <ul style="list-style-type: none"> <li>• Autism Spectrum Disorders</li> <li>• Communication Delays and Disabilities</li> <li>• Deafness and Hard of Hearing</li> <li>• Inclusive Practices</li> <li>• Motor Delays and Disabilities</li> <li>• Multiple Disabilities</li> <li>• Prematurity</li> <li>• Social Emotional Development</li> <li>• Substance Abuse and FASD</li> <li>• Visual Disabilities</li> </ul> <p><b>Online Modules:</b></p> <ul style="list-style-type: none"> <li>• An Early Interventionist’s Guide to Prematurity</li> <li>• Autism Spectrum Disorders in Infants and Toddlers: What Every Early Interventionist Needs to Know</li> <li>• Early Intervention Process</li> <li>• Journey Toward Inclusion</li> <li>• Rules of the Road: A Foundation for Understanding Early Hearing Detection and Intervention</li> <li>• Social Emotional Development of Young Children</li> <li>• The 1-3-6 Process: A Roadmap for Newborn Hearing Screening and Follow-up</li> </ul> <p><b>Talks on Tuesday</b></p> <ul style="list-style-type: none"> <li>• “Check Them Out: Great Resources to Support Infants and Toddlers with ASD and Their Families” (2012)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Everything You Always Wanted to Know about Hearing but Were Afraid to Ask (2010-2011)</li> <li>• Music Experiences for Children Birth Through 3: Making Connections for Life-long Learning (2012)</li> <li>• Prematurity and Early Intervention: Prevalence, Issues, and Trends (2010-2011)</li> <li>• Sensory Processing in Infants and Toddlers: Now That I Know About It What Do I Do About It? (2010-2011)</li> <li>• Something Extra: Supporting Children with Down Syndrome and their Families (2014)</li> <li>• Speech Sound Development and Facilitation (2013)</li> <li>• Ready, Set, Resilience: Understanding and Supporting Infant and Toddler Protective Factors (2010-2011)</li> <li>• Torticollis: More Than Just a Kink in the Neck (2013)</li> <li>• Visual Impairments and the Effect on Development (2013)</li> </ul>
<p>2. Understanding of the <b>foundation of the legal aspects</b> associated with students with disabilities, including:</p> <ol style="list-style-type: none"> <li>a. Legislative and judicial mandates related to education and special education;</li> <li>b. The Individuals with Disabilities Education Act (IDEA), § 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act;</li> <li>c. Legal decisions related to persons with disabilities;</li> <li>d. Current regulations and procedures governing special education to include individualized education program (IEP) development and/or individualized family service plan (IFSP); and</li> <li>e. Disciplinary practices, policies and procedures and alternative Placements/programs in schools.</li> </ol> <p>(**Foundations and Legal Aspects: 3 semester hours)</p>	<p><b>Early Intervention Topics and Trends Pages:</b> (links to landing pads, videos, etc.)</p> <ul style="list-style-type: none"> <li>• IFSP &amp; Outcome Development</li> <li>• Inclusive Practices</li> <li>• Service Coordination</li> <li>• Transition</li> </ul> <p><b>Online Modules</b></p> <ul style="list-style-type: none"> <li>• Overview of Early Intervention</li> </ul> <p><b>Talks on Tuesday</b></p> <ul style="list-style-type: none"> <li>• I Know It But Can't Explain It: What the Evidence-based Practices Are in EI (2013)</li> <li>• Using Informed Clinical Opinion During Eligibility Determination (2010-2011)</li> <li>• Where is "Near Somewhat?": Integrating Indicators into the IFSP (2012)</li> </ul>

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<p>3. Knowledge of the selection, administration, and interpretation of formal and informal <b>assessment techniques for young children with disabling and at-risk conditions</b> and their families.</p> <p>(**Assessment Techniques: 3 semester hours)</p>	<p><b>Early Intervention Topics and Trends Pages:</b> (links to landing pads, videos, etc.)</p> <ul style="list-style-type: none"> <li>• Screening and Assessment</li> </ul> <p><b>Online Modules</b></p> <ul style="list-style-type: none"> <li>• Rules of the Road: A Foundation for Understanding Early Hearing Detection and Intervention</li> <li>• The 1-3-6 Process: A Roadmap for Newborn Hearing Screening and Follow-up</li> </ul> <p><b>Talks On Tuesday</b></p> <ul style="list-style-type: none"> <li>• Using Informed Clinical Opinion During Eligibility Determination (2010-2011)</li> </ul>
<p>4. Understanding of the methods for providing <b>instructional programs for early intervention</b>, including:</p> <ol style="list-style-type: none"> <li>a. Service delivery options;</li> <li>b. Development of individualized education programs (IEPs) and individualized family service plans (IFSPs);</li> <li>c. Curriculum development and implementation to ensure developmentally appropriate intervention techniques in the areas of self-help, motor, cognitive, social/emotional, and language.</li> </ol> <p>(**Instructional Programming: 3 semester hours)</p>	<p><b>Early Intervention: What It Is and How it Works</b> (links to articles, handouts, videos, etc.)</p> <p><b>Early Intervention Topics and Trends Pages</b> (links to landing pads, videos, etc.)</p> <ul style="list-style-type: none"> <li>• Assistive Technology</li> <li>• Coaching in Early Intervention</li> <li>• IFSP &amp; Outcome Development</li> <li>• Inclusive Practices</li> <li>• Prematurity</li> <li>• Social Emotional Development</li> <li>• Implementation of Supports and Services</li> <li>• Transition</li> </ul> <p><b>Mini-Lessons</b></p> <ul style="list-style-type: none"> <li>• IFSP Mini Lesson</li> <li>• Outcome Development Mini Lesson</li> </ul> <p><b>Online Modules</b></p> <ul style="list-style-type: none"> <li>• Early Intervention Process</li> </ul>

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	<ul style="list-style-type: none"> <li>• IFSP 101: Introduction to the Infant and Toddler Connection of Virginia’s IFSP Development Process</li> <li>• Journey Toward Inclusion</li> <li>• Social Emotional Development of Young Children</li> </ul> <p><b>Talks on Tuesdays:</b></p> <ul style="list-style-type: none"> <li>• A Conversation about Coaching (2013)</li> <li>• “Check Them Out: Great Resources to Support Infants and Toddlers with ASD and Their Families” (2012)</li> <li>• Everything You Always Wanted to Know about Hearing but Were Afraid to Ask (2010-2011)</li> <li>• Executive Function Skills: Approaches to Learning for Infants and Toddlers (2013)</li> <li>• I Know It But Can’t Explain It: What the Evidence-based Practices Are in EI (2013)</li> <li>• Practices and Resources to Promote Language and Early Literacy Learning in Young Children (2010-2011)</li> <li>• Thinking Outside the Bag: Coaching in Natural Environments (2010-2011)</li> <li>• Tying the Knot-Engaging Families Beyond the Visit (2013)</li> <li>• Where is “Near Somewhat?”: Integrating Indicators into the IFSP (2012)</li> </ul>
<p>5. Understanding of <b>behavior management</b> 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.</p> <p>(**Behavior Management: 3 semester hours)</p>	<p><b>Early Intervention Topics and Trends Pages:</b> (links to landing pads, videos, etc.)</p> <ul style="list-style-type: none"> <li>• Challenging Behavior</li> <li>• Social Emotional Development</li> </ul> <p><b>Online Modules</b></p> <ul style="list-style-type: none"> <li>• Social Emotional Development of Young Children</li> </ul> <p><b>Talks on Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Ready, Set, Resilience: Understanding and Supporting Infant and Toddler Protective Factors (2010-11)</li> <li>• Sensory Processing in Infants and Toddlers: Now That I Know About It What Do I Do About It? (2010-2011)</li> </ul>

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	<ul style="list-style-type: none"> <li>• The Foundation of the Pyramid: Social Emotional Development within the Context of Nurturing Relationships and Supportive Environments (2012)</li> </ul>
<p>6. Understanding of <b>speech and language development and intervention</b> methods, including the effects of disabling and at-risk conditions on young children.</p> <p>(**Speech and Language Development and Intervention: 3 semester hours)</p>	<p><b>Early Intervention Topics and Trends Pages:</b> (links to landing pads, videos, etc.)</p> <ul style="list-style-type: none"> <li>• Assistive Technology</li> <li>• Communication Delays and Disabilities</li> <li>• Deafness and Hard of Hearing</li> </ul> <p><b>Talks on Tuesday</b></p> <ul style="list-style-type: none"> <li>• Addressing the Receptive Language Skills of Young Children (2012)</li> <li>• Speech Sound Development and Facilitation (2013)</li> <li>• Practices and Resources to Promote Language and Early Literacy Learning in Young Children (2010-2011)</li> </ul>
<p>7. Understanding of and experiences with the <b>medical aspects</b> 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.</p> <p>(**Medical Aspects: 3 semester hours)</p>	<p><b>Early Intervention Topics and Trends Pages:</b> (links to landing pads, videos, etc.)</p> <ul style="list-style-type: none"> <li>• Assistive Technology</li> <li>• Motor Delays and Disabilities</li> <li>• Multiple Disabilities</li> <li>• Prematurity</li> </ul> <p><b>Talks on Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Torticollis: More Than Just a Kink in the Neck (2013)</li> <li>• Something Extra: Supporting Children with Down Syndrome and their Families (2014)</li> </ul>

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<p>8. Skills in <b>consultation</b>, case management, and collaboration, including techniques in working with children, families, educators, related service providers, and other human service professionals that include:</p> <ol style="list-style-type: none"> <li>a. Service coordination;</li> <li>b. Interagency coordination;</li> <li>c. Integration with nondisabled peers;</li> <li>d. Transition facilitation; and</li> <li>e. Training, managing, and monitoring paraprofessionals.</li> </ol> <p>(**Consultation: 3 semester hours)</p>	<p><b>Early Intervention Topics and Trends Pages:</b> (links to landing pads, videos, etc.)</p> <ul style="list-style-type: none"> <li>• Coaching in Early Intervention</li> <li>• Cultural Competence</li> <li>• Inclusive Practices</li> <li>• Service Coordination</li> <li>• Implementation of Supports and Services</li> <li>• Transitions</li> </ul> <p><b>Online Modules</b></p> <ul style="list-style-type: none"> <li>• Early Intervention Process</li> <li>• Family-Centered Practices</li> <li>• Early Intervention Service Coordination and Targeted Case Management</li> <li>• Practitioner Requirements</li> </ul> <p><b>Talks on Tuesday</b></p> <ul style="list-style-type: none"> <li>• A Conversation about Coaching (2013)</li> <li>• Effective Strategies for the Transition Process (2012)</li> <li>• The Master Coach’s Journey: A Conversation with Early Interventionists who have become Master Coaches (2013)</li> <li>• Thinking Outside the Bag! Coaching in Natural Environments (2010-11)</li> </ul>
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<p>9. Understanding of <b>normal child growth and development</b> from birth through age five.</p> <p>(**Child Growth and Development: 3 semester hours)</p>	<p><b>Early Intervention Topics and Trends Pages:</b> (links to landing pads, videos, etc.)</p> <ul style="list-style-type: none"> <li>• Child Development and Play</li> <li>• Prematurity</li> <li>• Social Emotional Development</li> </ul> <p><b>Online Modules</b></p> <ul style="list-style-type: none"> <li>• Social Emotional Development of Young Children</li> <li>• Child Development</li> </ul> <p><b>Talks on Tuesday</b></p> <ul style="list-style-type: none"> <li>• Building Little Brains... Better! (2010-2011)</li> <li>• Everything You Always Wanted to Know about Hearing but Were Afraid to Ask (2010-2011)</li> <li>• Practices and Resources to Promote Language and Early Literacy Learning in Young Children (2010-2011)</li> <li>• Prematurity and Early Intervention: Prevalence, Issues, and Trends (2010-2011)</li> <li>• Ready, Set, Resilience: Understanding and Supporting Infant and Toddler Protective Factors (2010-2011)</li> <li>• Sensory Processing in Infants and Toddlers: Now That I Know About It What Do I Do About It? (2010-2011)</li> <li>• Typical Motor Development 0-12 Months (2012)</li> </ul>
<p>10. Understanding of the theories and techniques of <b>family-centered intervention</b>, including:</p> <ol style="list-style-type: none"> <li>a. Multicultural issues and influence; and</li> <li>b. Family issues.</li> </ol> <p>(**Family-Centered Intervention: 3 semester hours)</p>	<p><b>Early Intervention Topics and Trends Pages:</b> (links to landing pads, videos, etc.)</p> <ul style="list-style-type: none"> <li>• Coaching in Early Intervention</li> <li>• Cultural Competence</li> <li>• Implementation of Supports and Services</li> </ul> <p><b>Online Modules:</b></p> <p>Family Centered Practices</p> <p><b>Talks on Tuesday</b></p>

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	<ul style="list-style-type: none"> <li>• Cultural Goggles: “Everybody’s Got’em” (2014)</li> <li>• Casting a Wide Net to Support Young Children Experiencing Homelessness (2014)</li> <li>• Knowing How to Connect the Dots: Recognizing and Responding to Abuse and Neglect (2014)</li> <li>• Tying the Knot: Engaging Families Beyond the Visit (2013)</li> </ul>
<p>11. Understanding of the <b>standards of professionalism</b>.</p>	<p><b>Early Intervention Topics and Trends Pages:</b> (links to landing pads, videos, etc.)</p> <ul style="list-style-type: none"> <li>• Cultural Competence</li> <li>• Documentation</li> <li>• Inclusive Practices</li> <li>• Implementation of Supports and Services</li> </ul> <p><b>Online Modules</b></p> <ul style="list-style-type: none"> <li>• Practitioner Requirements</li> </ul> <p><b>Talks on Tuesday</b></p> <ul style="list-style-type: none"> <li>• Knowing How to Connect the Dots: Recognizing and Responding to Abuse and Neglect</li> </ul>
<p>12. <b>Completion of supervised experiences</b> at the preschool level in a variety of settings, including but not limited to home-based, school-based, and community-based.</p>	

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