



Test Framework

Early Childhood Special Education (813)

December 2024

Content Domain	Range of Competencies	Approximate Percentage of Test Score
I. Understanding Young Children with Special Needs	0001–0006	27%
II. Promoting Young Children's Growth and Development	0007–0019	59%
III. Working in a Collaborative Learning Community	0020–0024	14%

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UNDERSTANDING YOUNG CHILDREN WITH SPECIAL NEEDS

0001: Understand typical processes of human growth and development.

- Typical characteristics and progressions relating to young children's physical, communicative, cognitive, psychological, and social/emotional development.
- Interactions among different domains of development.
- Factors that may influence growth and development in various domains, including environmental, genetic, health-related, economic, and linguistic factors.

0002: Analyze the developmental significance of disabilities.

- Effects of disabilities on young children's physical, communicative, cognitive, psychological, and social/emotional development.
- Developmental similarities and differences between children with disabilities and their nondisabled peers.
- How disabilities relating primarily to one domain of development may affect other domains.
- Strategies for fostering development that are responsive to children's individualized needs and optimize their capabilities.

0003: Understand learning processes.

- Processes by which young children's learning typically occurs.
- Recognition of learning as an active, constructive process.
- Applications of learning theories.
- Factors that may influence children's learning, including environmental, genetic, health-related, economic, and linguistic factors.

0004: Analyze the significance of disabilities for learning.

- Effects of various disabilities on children's learning.
- Similarities and differences between children with disabilities and their nondisabled peers with regard to learning processes.
- Factors that may facilitate or impede learning in children with disabilities.
- Strategies for promoting learning that are responsive to children's individualized needs and optimize their capabilities.

0005: Understand assessment procedures for evaluating individual differences and making placement and programming decisions for young children with disabilities.

- Types and characteristics of informal and formal assessments used in placement and programming decisions for young children (e.g., screening, diagnostic assessment, Response to Intervention).
- Interpretation and communication of assessment information to identify and understand children with special needs and to make placement and program recommendations.
- Assessment-related issues and evidence-based practices in special education (e.g., early identification and intervention, differentiated instruction, nondiscriminatory assessment).
- Strategies and guidelines for using assessment data and multiple sources of information to inform instruction, plan interventions, and monitor student progress.

0006: Understand medical aspects and physical management implications of disabilities.

- Medical knowledge (e.g., disease etiology, syndromes, impact of chronic illness) required by teachers working with young children with disabilities.
- Procedures for the physical management of children with disabilities.
- Emergency procedures that may be used in special education settings, including those related to medical conditions (e.g., epilepsy) and mental health issues.
- Role of assistive, alternative, and augmentative technology and procedures in fostering optimal student development, participation, and access.

PROMOTING YOUNG CHILDREN'S GROWTH AND DEVELOPMENT

0007: Apply procedures for structuring space and time to create safe, stimulating, and developmentally appropriate learning environments for children with disabilities.

- Relationships between young children's developmental characteristics and needs and teacher decisions about structuring learning environments.
- Strategies for structuring the physical environment, planning learning areas, and scheduling different types of activities to promote children's development in all domains.
- Procedures for modifying learning environments in the context of different program models (e.g., resource room, self-contained) to address children's various physical, social, affective, linguistic, and cognitive needs.

0008: Apply procedures for using developmentally appropriate individual and group management strategies to provide an atmosphere that enhances young children's learning.

- Factors, processes, and issues related to individual and group management in a classroom that includes young children with disabilities (e.g., play-based learning, appropriate expectations for students).
- Strategies for managing routines and transitions and for establishing and maintaining developmentally appropriate standards of behavior.
- Strategies for creating productive, cooperative learning environments and experiences for all.
- Procedures and criteria for conducting and interpreting functional behavior assessments (FBAs) and for developing, implementing, modifying, and monitoring behavior intervention plans (BIPs).

0009: Apply procedures for establishing a positive and supportive classroom climate that promotes all children's self-esteem and sense of competence.

- Procedures for establishing a classroom climate that is responsive to the cognitive, social, and affective needs of all children.
- Strategies for ensuring that all children, including those with heritage-based and language differences, develop friendships, feel a sense of membership in a supportive learning community and develop a sense of achievement and competence.
- Recognition of the effects of teacher behaviors and expectations on children's self-esteem, attitudes toward learning, and social acceptance of differences.

0010: Understand how to promote young children's self-discipline and autonomy.

- Recognition of how self-discipline and autonomy develop in young children.
- Ways in which children's disabilities may affect the development of self-discipline and autonomy.
- Learning experiences and environments that foster self-discipline and autonomy (e.g., those that offer children opportunities to apply decision-making, self-assessment, and self-help skills).

0011: Understand how to promote young children's social development.

- Appropriate expectations for young children's social behaviors.
- Ways in which disabilities and other factors may affect social development.
- Assessment of social skills and interpretation and communication of assessment results.
- How to address inappropriate social behaviors and enhance the social skills of children with specified needs.

- Ways to provide children with opportunities to interact productively with peers and adults in various settings.

0012: Understand how to promote young children's receptive language development.

- Ways in which disabilities and other factors (e.g., having a home language other than English) may affect receptive language development.
- Informal and formal assessment procedures for evaluating needs and progress in receptive language.
- Interpretation and communication of assessment results.
- Selection and adaptation of methods, resources, and technologies to help children meet specified goals and compensate for receptive language impairments.
- Strategies for providing children with opportunities for functional and social communication in authentic settings.

0013: Understand how to promote young children's expressive language development.

- Ways in which disabilities and other factors may affect oral or alternative language development.
- Informal and formal assessment procedures for evaluating needs and progress in expressive language.
- Interpretation and communication of assessment results.
- Selection and adaptation of methods, resources, and technologies to help children meet specified goals and compensate for expressive language impairments.
- Strategies for providing children with opportunities for meaningful oral communication in authentic settings.

0014: Understand emergent literacy and how to encourage the emergence of literacy in young children.

- Recognition of how literacy emerges and develops, and the relationship between literacy and language development.
- Ways in which disabilities and other factors may affect emergent literacy in young children.
- Strategies for creating a print-rich environment that offers children opportunities to develop skills, knowledge, and positive attitudes related to emergent literacy and to interact with print in varied and meaningful contexts.

0015: Understand how to promote young children's daily living skills.

- Ways in which disabilities and other factors may affect the development of daily living skills.
- Assessment procedures for evaluating needs and progress in daily living competence.
- Interpretation and communication of assessment results.
- Use of task analysis and other strategies to develop instruction.
- Selection and adaptation of methods, resources, and technologies to address individualized daily living skills and goals.

0016: Understand how to promote young children's cognitive development.

- Ways in which disabilities and other factors may affect the development of cognitive skills and abilities.
- Informal and formal assessment procedures for evaluating needs and progress related to cognitive skills development.
- Interpretation and communication of assessment results.
- Selection and adaptation of methods, resources, and technologies to help children develop cognitive skills and meet specific cognitive goals.

0017: Understand how to promote young children's understanding of their world through exploration of content-area skills and concepts.

- Recognition of developmentally appropriate learning goals and experiences in mathematics, social studies, and science.
- Assessment procedures for evaluating needs and progress related to content-area skills and concepts.
- Interpretation and communication of assessment results.
- Strategies to facilitate young children's content-area learning and foster their thinking and problem-solving skills.
- Selection and adaptation of instructional strategies, resources, and technologies to individualize content-area instruction, integrate content-area instruction, and facilitate achievement.

0018: Understand aesthetic development and the role of the arts in young children's overall development.

- Ways in which disabilities and other factors may affect young children's appreciation of and engagement with the arts (i.e., visual arts, music, dramatic forms).

- Strategies for providing young children with opportunities to create and respond to various art forms.
- Strategies for using the arts to help children explore ideas, express personal thoughts and feelings, and achieve desired goals in various developmental domains.

0019: Understand how to promote young children's physical development.

- Ways in which disabilities and other factors may affect the development of young children's gross-motor, fine-motor, and perceptual awareness skills.
- Assessment procedures for evaluating needs and progress related to physical skills development.
- Interpretation and communication of assessment results.
- Strategies for providing developmentally appropriate experiences and activities to promote physical development.
- Selection and adaptation of instructional strategies, resources, and technologies to address individual goals and needs.

WORKING IN A COLLABORATIVE LEARNING COMMUNITY

0020: Understand how to establish partnerships with other members of the school community to enhance learning opportunities for young children with disabilities.

- Consultation, collaboration, coteaching, and communication skills and strategies for working with other school staff and support service providers to solve problems and promote children's development (e.g., effective use of Response to Intervention).
- Strategies for providing various services (e.g., providing inservice programs for staff, coordinating instruction involving multiple educators).
- Strategies for working with other professionals in the context of different program models (e.g., home-based, integrated, self-contained classroom).

0021: Understand how to foster strong school-home partnerships.

- Strategies for establishing school-family partnerships and maintaining effective communication with families, including families with various backgrounds.
- How to recognize and overcome barriers to communication, access, and participation.
- How to work collaboratively with families to solve problems and promote their participation in educational planning, in classroom activities, and in their child's learning at home.

- How to provide information, support, counseling, and referrals to families whose children have disabilities.

0022: Understand how to encourage school-community interactions that enhance young children's opportunities for learning and development.

- Strategies for working effectively with community agencies and services that can help meet the needs of young children with disabilities.
- How to establish and maintain positive relationships with community institutions to facilitate children's successful transitioning.
- Strategies for engaging community support for the early childhood special education program.

0023: Understand requirements, responsibilities, and constraints associated with teaching young children with disabilities.

- Legal and ethical issues affecting early childhood special education teachers.
- Teacher roles and responsibilities (e.g., resource person, advocate, member of Evaluation Team and IEP committee).
- Application of special education-related regulations (e.g., Section 504 of the Rehabilitation Act, PL 94-142, ADA, PL 99-457) and guidelines (e.g., involving referral, evaluation, eligibility, program development, due process).
- Procedures for evaluating programs and using and communicating program evaluation results.

0024: Understand the history and philosophy of early childhood special education and key issues, trends, practices, and research relating to the education of young children with disabilities.

- The historical, philosophical, and theoretical foundations of early childhood special education.
- Key issues and trends in early childhood special education (e.g., early intervention, multisensory instruction, alternative assessment).
- Evidence-based best practices and research in early childhood special education and their appropriate applications (e.g., differentiated instruction, Universal Design for Learning).