

# DEC'S ENDS POLICIES

1.0 DEC exists so that young children with disabilities and other special needs participate as full members of families and communities and benefit from competent, informed, and connected professionals, families, and policy makers to the extent that justifies the overall cost-benefit ratio.

## Competent Professionals and Families

1.1 As a first priority, professionals, and families implement all of DEC's Recommended Practices and teacher educators implement relevant CEC Personnel and Preparation Standards to fidelity. Review of DEC's Recommended Practices and CEC Personnel and Preparation Standards will assure that they are current with respect to owner and stakeholder values, contemporary developments, and research evidence.

1.1.1. Owner values respect the importance of authenticity and inclusivity, developmental and individual appropriateness, family-centeredness, and the need to promote diversity and cross- discipline integration.

1.1.2. Contemporary practices and standards represent the next steps for the field (i.e., are forward-looking and at the forefront of current movements) and are relevant, transparent, socially valid, and in line with current legislation and policy.

1.1.3. Evidence is based on well-established theory and empirical research that mirrors are accepted indicators and standards for quality, includes up- to-date research, supports implementation, and promotes replication.

## Informed Professionals and Families

1.2. As a second priority, professionals and families are informed and guided by resources and events that have been identified, delivered, and evaluated according to



the supports and practices perceived by professionals and families as needed to promote the community participation of young children with special needs and their families.

1.2.1. Professional resources and events further implement and extend DEC's Recommended Practices and CEC's Personnel and Preparation Standards. Policy of the Executive Board of the Division for Early Childhood of the Council for Exceptional Children.

1.2.2. Resources include papers and/or statements of DEC's positions that are available to professionals and families no more than one year from the identified need. Position papers and/or statements currently approved to be created or are in process include (a) the role of Special Instruction in Early Intervention, (b) competent early intervention workforce, and (c) challenging behaviors identification and intervention.

1.2.3. Professional and family resources and events reflect the depth and breadth of knowledge needed by professionals and families at the individual and system levels. Knowledge about practices is limited to established evidence-based practices and emerging practices. Emerging practices (a) have initial evidence indicating the practice will likely benefit the development of young children or support their families and (b) are consistent with DEC's values and beliefs. Emerging practices promote and assure innovation in the early intervention/early childhood special education field.

1.2.4. Professional and family resources and events are provided through multiple means of presentation via various technologies to reflect effective modes of delivery and diverse learning preferences, including an annual international conference.

## **Connections Among Professionals and Families**

1.3. As a third priority, professionals and families have various opportunities to connect and participate with others in ways that foster a sense of community focused on the full community participation of young children with special needs and their families.



Opportunities for connection include a variety of forms for communication and collaboration across diverse and common areas of interest, roles, topics and organizations, and across and within international, national, regional, and local communities, including DEC Subdivisions.

## **Informed Policy Makers**

1.4 Policy makers have timely access to usable and accurate information when making decisions regarding young children, families, and professionals.

1.4.1. Members effectively advocate on behalf of young children, their families, and the profession of international, national, and Subdivision levels.

1.4.2. DEC shapes the development of policies that are responsive to the current needs of the early intervention/early childhood special education field, reflect the depth and breadth of issues, and promote effective practices at the individual and system levels to foster full community participation of young children with disabilities and their families.