---CEC Standards---

DI

Council for Exceptional Children
The voice and vision of special education

The CEC Standards that apply to all evidence-based practices can be found on our website at https://afirm.fpg.unc.edu/ .

Below are the CEC Standards that apply specifically to Direct Instruction (DI).

Initial Practice-Based Standards for Early Interventionists/Early Childhood (0-5 years; CEC, 2020)

STANDARD 4: ASSESSMENT PROCESSES

4.2   Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.

4.4   Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

STANDARD 5: APPLICATION OF CURRICULUM FRAMEWORKS IN THE PLANNING OF MEANINGFUL LEARNING EXPERIENCE

5.1   Collaborate with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.

STANDARD 6: USING RESPONSIVE AND RECIPROCAL INTERACTIONS, INTERVENTIONS, AND INSTRUCTION

6.1   In partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.

6.3   Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.

6.4   Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

STANDARD 6: USING RESPONSIVE AND RECIPROCAL INTERACTIONS, INTERVENTIONS, AND INSTRUCTION (CONTINUED)

6.7   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.

STANDARD 7: PROFESSIONALISM AND ETHICAL PRACTICE

7.2   Engage in ongoing reflective practice and access evidence-based information to improve own practices.

Initial Practice-Based Standards for (grades K-12; CEC, 2020)

STANDARD 2: UNDERSTANDING AND ADDRESSING EACH INDIVIDUAL'S DEVELOPMENTAL AND LEARNING NEEDS

2.1   Apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

STANDARD 4: USING ASSESSMENT TO UNDERSTAND THE LEARNER AND THE LEARNING ENVIRONMENT FOR DATA-BASED DECISION MAKING

4.1   Collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

4.3   Assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

STANDARD 5: SUPPORTING LEARNING USING EFFECTIVE INSTRUCTION

5.2   Use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

5.3   Use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

5.4   Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

5.5   Plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

STANDARD 6: SUPPORTING SOCIAL, EMOTIONAL, AND BEHAVIORAL GROWTH

6.2   Use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and education well-being.

Advanced Practice-Based Standards (CEC, 2012)

STANDARD 1: ASSESSMENT

1.2   Design and implement assessments to evaluate the effectiveness of practices and programs.

STANDARD 2: CURRICULAR CONTENT KNOWLEDGE

2.2   Continuously broaden and deepen professional knowledge and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

STANDARD 3: PROGRAMS, SERVICES, AND OUTCOMES

3.1   Design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.4   Use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

STANDARD 7: COLLABORATION

7.2   Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

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The National Professional Development Center
on Autism Spectrum Disorder

Autism Evidence & Practice

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Rentschler et al., 2022
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