



TEST SUMMARY AND FRAMEWORK

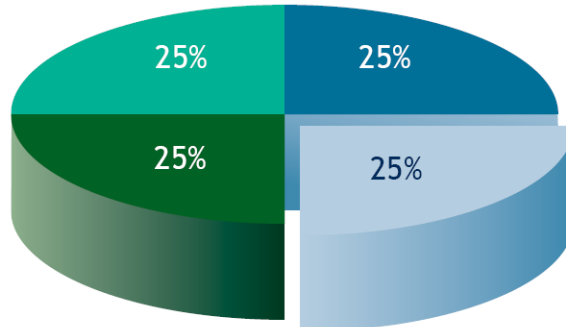
TEST SUMMARY

EARLY CHILDHOOD SPECIAL EDUCATION

The Washington Educator Skills Tests—Endorsements™ (WEST-E™) are designed to measure a candidate’s knowledge of the subject-area content contained in the test framework for each field. All WEST-E tests are fully aligned with the state’s teacher endorsement competencies and, as applicable, the Essential Academic Learning Requirements.

This test summary describes general testing information as well as the approximate percentage of the total test score derived from each content domain. The test framework, organized by content domain, contains the objectives that define the content for the test.

Test Format	Multiple-choice questions
Number of Questions	Approximately 110
Test Session	2 hours, 15 minutes (does not include 15-minute tutorial)
Passing Score	240 (scores are calculated in a range from 100 to 300)
Test Code	071



Key	Approximate Percentage of Test	Content Domain	Range of Objectives
	25%	Understanding Young Children with Disabilities	0001-0003
	25%	Assessment and Program Development	0004-0006
	25%	Delivering Specially Designed Instruction (SDI) to Promote Development and Learning	0007-0009
	25%	Foundations and Professional Practice	0010-0012



TEST FRAMEWORK

EARLY CHILDHOOD SPECIAL EDUCATION

UNDERSTANDING YOUNG CHILDREN WITH DISABILITIES

0001 Demonstrate knowledge of human growth and development.

For example:

- demonstrating knowledge of typical and atypical early childhood growth and development in the cognitive, linguistic, and communicative domains
- demonstrating knowledge of typical and atypical early childhood growth and development in the physical, motor, and sensory domains
- demonstrating knowledge of typical and atypical early childhood growth and development in the social and emotional domains
- recognizing similarities and differences between infants and young children with and without disabilities

0002 Understand the characteristics and needs of young children with disabilities.

For example:

- identifying types and characteristics of various disabilities (e.g., developmental delays, autism spectrum disorder, mental retardation)
- identifying etiologies of various disabilities, including types and transmission routes of infectious disease associated with various disabilities that can occur during pregnancy and early childhood
- demonstrating knowledge of common medical conditions that can affect infants and young children with disabilities (e.g., various types of seizures, asthma, diabetes)
- demonstrating knowledge of the unique needs (e.g., related to positioning, transferring, nutrition, and feeding) of infants and young children who have severe disabilities
- demonstrating familiarity with the use of universal precautions for health and safety



0003 Demonstrate knowledge of the factors affecting the development and learning of young children with disabilities.

For example:

- recognizing the developmental and educational implications of various types of disabilities, including social, emotional, academic, and behavioral implications
- demonstrating knowledge of theories for and research-based practices underlying developmentally and individually appropriate instruction, and how such practices may affect development and learning in young children
- recognizing the impact of various disabilities on infants and young children, their families, and society
- demonstrating knowledge of the influence of various factors (e.g., cultural, linguistic, and socioeconomic differences) on the development of young children with disabilities

ASSESSMENT AND PROGRAM DEVELOPMENT

0004 Demonstrate knowledge of types and characteristics of assessments for young children with disabilities and family needs and resources.

For example:

- recognizing basic terminology used in assessing infants and young children with disabilities and family needs and resources
- demonstrating knowledge of various formal and informal assessment instruments
- demonstrating knowledge of issues related to assessment (e.g., appropriate uses of given types of instruments and procedures, developmentally appropriate responses of infants and young children, potential for cultural or linguistic bias, accessibility)
- demonstrating knowledge of curriculum-based assessment



0005 Demonstrate knowledge of procedures for conducting assessments to address the individual needs of young children with disabilities.

For example:

- demonstrating knowledge of evaluation methods and procedures used for childfind screening, pre-referral, response to intervention (RTI), and referral
- demonstrating knowledge of evaluation methods and procedures used for determining eligibility for special education services and for developing Individualized Family Service Plans (IFSPs) and Individualized Education Plans (IEPs) including extended school year services and transitions
- demonstrating knowledge of procedures for administering nonbiased formal and informal assessments to young children of various ages and at various developmental stages, as well as to young children from culturally and linguistically diverse backgrounds
- demonstrating knowledge of procedures for making appropriate modifications and accommodations to classroom, district, and state testing for young children with disabilities, including alternative assessment
- demonstrating knowledge of strategies for using ongoing assessments, including curriculum-based assessment, to evaluate the effectiveness of instruction and monitor young children's progress
- demonstrating knowledge of procedures used in Functional Behavioral Assessments (FBA) and manifestation determination for young children with disabilities

0006 Apply knowledge of procedures for developing and implementing individualized programs for young children with disabilities.

For example:

- demonstrating knowledge of the components of Individualized Family Service Plans (IFSPs) and Individualized Education Plans (IEPs)
- demonstrating knowledge of procedures for developing, implementing, reviewing, and amending Individualized Family Service Plans (IFSPs) and Individualized Education Plans (IEPs)
- demonstrating knowledge of the continuum of service options and the least restrictive environment available for infants and young children with disabilities
- demonstrating knowledge of effective strategies for collaborating with parents/guardians of infants and young children with disabilities, school personnel, and service providers to develop, implement, and amend Individualized Family Service Plans (IFSPs), Individualized Education Plans (IEPs), and positive behavioral support/management plans for young children with disabilities



DELIVERING SPECIALLY DESIGNED INSTRUCTION (SDI) TO PROMOTE DEVELOPMENT AND LEARNING

0007 Demonstrate knowledge of research-based strategies for designing and managing developmentally appropriate learning environments and utilizing Specially Designed Instruction (SDI) to promote the learning, behavioral, and social interaction skills of young children with disabilities.

For example:

- demonstrating knowledge of research-based strategies for structuring environments that effectively promote young children's learning in individual, small-group, and large-group settings
- demonstrating knowledge of how to modify instruction, adapt materials, and provide alternative learning opportunities for young children with disabilities
- demonstrating knowledge of strategies to provide accessibility for and acceptance of infants and young children with disabilities in inclusive environments
- demonstrating knowledge of research-based strategies for implementing positive behavioral support/management for young children with disabilities
- demonstrating knowledge of strategies used for crisis prevention and intervention
- recognizing social skills needed for various educational environments
- demonstrating knowledge of research-based strategies for teaching and generalizing young children's social interaction skills

0008 Demonstrate knowledge of research-based strategies for delivering Specially Designed Instruction (SDI) in academic areas to young children with disabilities.

For example:

- demonstrating knowledge of research-based strategies for integrating various learning opportunities into daily routines and planned activities
- demonstrating knowledge of research-based strategies for utilizing Specially Designed Instruction (SDI) for early literacy development in young children with disabilities, including young children who are English language learners
- demonstrating knowledge of research-based strategies for utilizing Specially Designed Instruction (SDI) in mathematics concepts and acquisition of mathematics skills in young children with disabilities, including young children who are English language learners
- demonstrating knowledge of the various prevention and intervention strategies that are used as part of the tiers of response to intervention (RTI) in support of young children's learning



0009 Demonstrate knowledge of research-based methods for delivering Specially Designed Instruction (SDI) in the areas of adaptive, communication, and functional living skills for young children with disabilities.

For example:

- demonstrating knowledge of research-based methods for utilizing Specially Designed Instruction (SDI) in the acquisition of adaptive behavior skills (e.g., developing self-management skills, taking responsibility, following rules) in young children with disabilities
- demonstrating knowledge of research-based methods for utilizing Specially Designed Instruction (SDI) in the acquisition of communication skills in young children with disabilities, including young children who use augmentative and alternative communication (AAC) devices and young children who are English language learners
- demonstrating knowledge of research-based methods for utilizing Specially Designed Instruction (SDI) in the acquisition of functional living skills (e.g., self-help skills such as dressing, feeding, personal hygiene) in young children with disabilities
- demonstrating knowledge of strategies for supporting transitions for young children with disabilities

FOUNDATIONS AND PROFESSIONAL PRACTICE

0010 Understand the philosophical, historical, and legal foundations in the education of young children with disabilities.

For example:

- demonstrating knowledge of the models, theories, and philosophies that have provided the basis for special education early childhood practice
- demonstrating knowledge of the regulatory history (e.g., Americans with Disabilities Act [ADA], Section 504 of the Vocational Rehabilitation Act, Individuals with Disabilities Education Improvement Act [IDEA]) that has provided the basis for special education practice
- demonstrating familiarity with issues in the field of special education related to the definition and identification of infants and young children with disabilities and the overrepresentation and underrepresentation of students from culturally and linguistically diverse backgrounds
- demonstrating knowledge of federal and state laws, key court cases, policies, and ethical principles related to referral, assessment, eligibility, placement within a continuum of services, behavioral intervention, discipline, due process rights, and the provision of specialized health care in educational settings



0011 Apply knowledge of strategies for communicating and collaborating with others to help young children with disabilities achieve desired learning outcomes.

For example:

- demonstrating knowledge of effective strategies for communicating and collaborating with families of infants and young children with disabilities, including families from culturally and linguistically diverse backgrounds and families of infants and young children who are chronically or terminally ill
- demonstrating knowledge of effective strategies for communicating and collaborating with early childhood education teachers, general education teachers, paraeducators, other school personnel, and community personnel to address the needs of infants and young children with disabilities, including infants and children who are English language learners or who are chronically or terminally ill
- recognizing the rights of young children and the rights, roles, and responsibilities of parents/guardians and families, early childhood education teachers, general education teachers, other school personnel, and community personnel in identifying, assessing, and providing services to young children with disabilities
- demonstrating knowledge of strategies for coordinating learning programs between general education and special education staff to meet the needs of infants and young children with disabilities
- demonstrating familiarity with family, community, and education programs that provide information and resources concerning infants and young children with disabilities

0012 Demonstrate knowledge of the professional and ethical responsibilities of the early childhood special education teacher.

For example:

- demonstrating knowledge of the roles and responsibilities of the early childhood special education teacher
- demonstrating knowledge of strategies for providing appropriate supervision and training of paraeducators, classroom volunteers, and peer tutors
- demonstrating knowledge of methods for acquiring knowledge about current research-validated practices and for determining whether instructional methods and curricular materials are research-based
- recognizing the importance of having the teacher serve as an advocate for infants and young children with disabilities and their families