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| **TSC Category** | Early Intervention Care and Education | | | | | |
| **TSC** | Early Intervention Principles and Practices | | | | | |
| **TSC Description** | Understand and apply different approaches and models of early intervention childhood care and education, as well as the social dynamics of learning in an early intervention context | | | | | |
| **TSC Proficiency Description** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| | | ECC-DCH-2003-1.1 | ECC-DCH-3003-1.1-1 | ECC-DCH-4003-1.1 | ECC-DCH-5003-1.1 | ECC-DCH-6003-1.1 |
| | | Apply key principles of Early Intervention with guidance | Demonstrate key principles of Early Intervention and transdisciplinary practices and approaches independently | Integrate transdisciplinary approaches in Early Intervention and provide guidance for interventions | Evaluate practices to ensure they are aligned to Early Intervention principles | Drive enhancements to practices in the Centre to better align to Early Intervention principles |
| **Knowledge** | | • Types, causes and characteristics of children with special needs<br>• Range of early intervention services within the sector in Singapore<br>• Roles of other social service and/or healthcare professionals in early intervention<br>• Principles of strength-based education<br>• Basic principles and practices of early intervention<br>• Principles of effective communication and collaboration with families of children with special needs<br>• Fundamentals for behavioural management<br>• Fundamentals of promoting functional social communication<br>• Fundamentals for management of sensory motor issues<br>• Types of assistive technology | • Principles and practices of early intervention<br>• Transdisciplinary practices and approaches to early intervention<br>• Methods to integrate professional inputs from different disciplines<br>• Evidence-based practices and approaches to early intervention<br>• Intervention strategies to support children's access to developmentally appropriate practices<br>• Concept of functional outcomes | • Intervention strategies for unique or challenging needs<br>• Strategies to implement interventions for unique or challenging needs<br>• Current research, trends and issues of early intervention<br>• Evidence-based early intervention frameworks and applications<br>• Methods to integrate transdisciplinary approaches<br>• Available assistive technologies for complex special needs | • Best practices in early intervention<br>• Strategies for and implementation of different early intervention practices and approaches<br>• Method to evaluate early intervention practices and approaches<br>• New or emerging assistive technologies | • Strategies for adaptation of different early intervention practices and approaches<br>• Emerging issues, trends and research in early intervention practices and approaches<br>• Emerging assistive technologies |

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| **Abilities** | | • Apply appropriate strategies to communicate with parents of children with special needs<br>• Identify the intervention needs and impact on children's learning and adaptive living<br>• Discuss the diagnoses of children with special needs and its implication with social sector professionals<br>• Implement appropriate intervention strategies for teaching and managing children with special needs<br>• Use suitable assistive technologies in interventions | • Integrate professional inputs or information from different disciplines into teaching and management of children with special needs<br>• Identify evidence-based intervention strategies for teaching and managing children with special needs<br>• Identify suitable assistive tools in interventions based on the needs of the children<br>• Engage in collaborative practices with professionals and families | • Integrate interventions from other early intervention professionals into teaching and management of children with special needs<br>• Individualise early intervention approaches to the needs of children that are unique or challenging<br>• Integrate the use of assistive technology into interventions<br>• Provide guidance to teacher aides and early intervention teachers on early intervention principles and practices | • Align early intervention practices and approaches to key principles and best practices<br>• Evaluate early intervention practices and approaches in the Centre<br>• Establish structures for continuous review and enhancement of early intervention practices and approaches in the Centre<br>• Evaluate the use of new or emerging assistive technology in interventions in collaboration with other social service and/or healthcare professionals | • Incorporate current research and insights into key issues and trends into Early Intervention practices and approaches<br>• Lead the implementation, review and improvement of early intervention practices and approaches aligned to the goals and objectives of the Centre |

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