

Comparing Needs of ECSE Workforce to Current Connecticut Teacher Preparation Program Competencies

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Introduction

- Early childhood special education (ECSE) focuses on addressing diverse needs, especially for children with disabilities.
- Trauma and cultural sensitivity are critical considerations in ECSE, impacting learning and development.
- ECSE Teachers as members and leaders of an interdisciplinary team.

Methods

- Identified and analyzed Bachelor programs in early childhood education in Connecticut.
- Established criteria and designed a questionnaire to assess program characteristics.
- Focused on areas such as trauma-informed care, cultural diversity, and collaboration within school environments.

Results

- All programs offered early childhood education pathways, but only two-thirds had specialized courses or pathways in special education.
- None of the programs included specific coursework on trauma-informed care, while half addressed cultural diversity, and one-third focused on collaboration.

Discussion

- Lack of trauma-informed care coursework is concerning given the prevalence of trauma among young children and children with disabilities.
- Insufficient focus on collaboration neglects the importance of interdisciplinary teamwork in inclusive classrooms.

Conclusion

- Urges reform in ECSE programs to incorporate trauma-informed care, cultural sensitivity, and collaboration.
- Emphasizes the importance of equipping future educators with necessary skills to support diverse learners effectively.

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