



PROFESSIONAL STANDARDS

Individualized Independence Curriculum Referenced Standards

Standard 1 - Foundations
Knowledge:
Definitions and issues related to the identification of individuals with disabilities.
Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
The legal, judicial, and educational systems to assist individuals with disabilities*.
Continuum of placement and services available for individuals with disabilities*.
Laws and policies related to provision of specialized health care in educational settings.
Principles of normalization and concept of least restrictive environment.
Theory of reinforcement techniques in serving individuals with disabilities*
Theories of behavior problems of individuals with disabilities*
Skill: None in Addition to the Common Core
Standard 2 - Development and Characteristics of Learners
Knowledge:
Etiology and diagnosis related to various theoretical approaches.
Impact of sensory impairments, physical and health disabilities on individuals, families and society.
Etiologies and medical aspects of conditions affecting individuals with disabilities
Psychological and social-emotional characteristics of individuals with

disabilities*.
Types and transmission routes of infectious disease
Skill: None in Addition to the Common Core
Standard 3 - Individual Learning Differences
Knowledge
Complications and implications of medical support services.
Impact of disabilities my have on auditory and information processing skills.
Impact of multiple disabilities on behavior.
Skill: Relate levels of support to the needs of the individual
Standard 4 - Instructional Strategies
Knowledge:
Specialized materials for individuals with disabilities*.
Prevention and intervention strategies for individuals with disabilities*.
Strategies for integrating student initiated learning experiences into ongoing instruction.
Resources, and techniques used to transition individuals with disabilities* into and out of school and post-school environments.
Skill:
Use research-supported instructional strategies and practices.
Use appropriate adaptations and assistive technology for all individuals with disabilities*.
Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities*
Identify and teach basic structures and relationships within and across curricula.
Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
Use responses and errors to guide instructional decisions and provide feedback to learners.

Standard 5 - Learning Environments and Social Interactions
Knowledge:
Specialized health care interventions for individuals with physical and health disabilities in educational settings.
Barriers to accessibility and acceptance of individuals with disabilities*.
Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities*.
Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities*.
Skill:
Provide instruction in community-based settings.
Use and maintain assistive technologies.
Structure the educational environment to provide optimal learning opportunities for individuals with disabilities*.
Plan instruction in a variety of educational settings
Teach individuals with disabilities* to give and receive meaningful feedback from peers and adults.
Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities* in a variety of group and individual learning activities.
Use techniques of physical positioning and management of individuals with disabilities* to ensure participation in academic and social environments.
Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.
Use skills in problem solving and conflict resolution
Design and implement sensory stimulation programs.
Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment

Standard 6 - Language

Knowledge:

Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities*.

Communication and social interaction alternatives for individuals who are nonspeaking.

Skill:

Teach individuals with disabilities* to monitor for errors in oral and written language.

Teach methods and strategies for producing legible documents.

Plan instruction on the use of alternative and augmentative communication systems.

Standard 7 - Instructional Planning

Knowledge:

Model career, vocational, and transition programs for individuals with disabilities*.

Skill:

Plan and implement individualized reinforcement systems and environmental modifications.

Plan and implement age- and ability- appropriate instruction for individuals with disabilities*.

Select and plan for integration of related services into the instructional program.

Select, design, and use media, materials, and resources required to educate individuals whose disabilities interfere with communications

Interpret sensory and physical information to create or adapt appropriate learning plans.

Design and implement instructional programs that address independent living and career education.

Design and implement curriculum strategies for medical self-management procedures.

Design, implement, and evaluate instructional programs that enhance social participation across environments.

Standard 8 - Assessment
Knowledge:
Specialized terminology used in the assessment of individuals with disabilities*.
Laws and policies regarding referral and placement procedures for individuals with disabilities*.
Types and importance of information concerning individuals with disabilities* available from families and public agencies.
Skill:
Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.
Use exceptionality-specific assessment instruments with individuals with disabilities*.
Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.*
Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities*.
Develop and use a technology plan based on adaptive technology assessment.
Assess reliable method(s) of response of individuals who lack typical communication and performance abilities
Monitor intragroup behavior changes across subjects and activities
Standard 9 - Professional and Ethical Practice
Knowledge:
Sources of unique services, networks, and organizations for individuals with disabilities*
Organizations and publications relevant to individuals with disabilities*.
Skill:
Participate in the activities of professional organizations relevant to individuals with disabilities*.
Ethical responsibility to advocate for appropriate services for individuals with disabilities*.
Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities* as they participate in school

and community-based activities.

Standard 10 - Collaboration

Knowledge:

Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities*.

Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities*.

Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities*.

Skill:

Participate in the selection and implementation of augmentative or alternative communication systems.

Use local, community, and state and provincial resources to assist in programming with individuals with disabilities*.

Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities*.

Collaborate with team members to plan transition to adulthood that encourages full community participation

Collaborate with families of and service providers to individuals who are chronically or terminally ill.

*Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education is in an individualized independence curriculum.

Last Modified on Thu, Nov 15, 2001