



PROFESSIONAL STANDARDS

CEC Performance-Based Standards Emotional/Behavioral Disorders

Standard 1: Foundations
Knowledge:
Educational terminology and definitions of individuals with emotional/behavioral disorders.
Models which describe deviance.
Foundations and issues related to knowledge and practice in emotional/behavioral disorders.
The legal, judicial, and educational systems serving individuals with emotional/behavioral disorders.
Theory of reinforcement techniques in serving individuals with emotional/behavioral disorders.
Principles of normalization and concept of least restrictive environment for individuals with emotional/behavioral disorders in programs.
Skills: None in addition to Common Core
Standard 2: Development and characteristics of learners
Knowledge:
Etiology and diagnosis related to various theoretical approaches in the field of emotional/behavioral disorders.
Physical development, disability, and health impairments related to individuals with emotional/behavioral disorders.
Social characteristics of individuals with emotional/behavioral disorders.
Factors that influence overrepresentation of diverse individuals in programs for individuals with emotional/behavior disorders.
Skills: None in addition to Common Core

Standard 3: Individual learning differences
Knowledge: None in addition to Common Core
Skills: None in addition to Common Core
Standard 4: Instructional strategies
Knowledge:
Sources of specialized materials for individuals with emotional/behavioral disorders.
Advantages and limitations of instructional strategies and practices for teaching individuals with emotional/behavioral disorders.
Resources and techniques used to transition individuals with emotional/behavioral disorders into and out of school and post-school environments.
Prevention and intervention strategies for individuals at risk of emotional/behavioral disorders.
Skills:
Use strategies from multiple theoretical approaches for individuals with emotional/behavioral disorders.
Strategies for integrating student initiated learning experiences into ongoing instruction for individuals with emotional/behavioral disorders.
Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with emotional/behavioral disorders.
Standard 5: Learning environments/social interactions
Knowledge:
Advantages and disadvantages of placement options and the continuum of services for individuals with emotional/behavioral disorders.
Functional classroom designs for individuals with emotional/behavioral disorders.
Skills:
Establish a consistent classroom routine for individuals with emotional/behavioral disorders.

Use skills in problem solving and conflict resolution.

Standard 6: Language

None in addition to Common Core

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Standard 7: Instructional planning

Knowledge:

Model programs that have been effective for individuals with emotional/behavioral disorders across the age range.

Skills:

Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.

Integrate academic instruction, affective education, and behavior management for individuals and groups with emotional/behavioral disorders.

Standard 8: Assessment

Knowledge:

Characteristics of behavioral rating scales.

Policies and procedures involved in the screening, diagnosis, and placement of individuals with emotional/behavioral disorders including academic and social behaviors.

Types and importance of information concerning individuals with emotional/behavioral disorders available from families and public agencies.

Skills:

Prepare assessment reports on individuals with emotional/behavioral disorders based on behavioral-ecological information.

Assess appropriate and problematic social behaviors of individuals with emotional/behavioral disorders.

Monitor intragroup behavior changes from subject to subject and activity to activity applicable to individuals with emotional/behavior disorders.

Standard 9: Professional and ethical practice

Knowledge:
Organizations and publications relevant to the field of emotional/behavioral disorders.
Skills:
Participate in activities of professional organizations relevant to the field of emotional/behavioral disorders.
Standard 10: Collaboration
Knowledge:
Services, networks and organizations for individuals with emotional/behavioral disorders.
Parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for individuals with emotional/behavioral disorders.
Collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.
Role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.
Skills:
Teach parents to use appropriate behavior management and counseling techniques.

Last Modified on Thu, Nov 15, 2001