

**Advanced Knowledge and Skill Set: Developmental Disabilities/Autism Specialist****Standard 1 Leadership and Policy**

<b>Knowledge</b>	
ACC1K1	Needs of different groups in a pluralistic society
ACC1K2	Evidence-based theories of organizational and educational leadership
ACC1K3	Emerging issues and trends that potentially affect the school community and the mission of the school
ACC1K4	National and State education laws and regulations
ACC1K5	Current legal, regulatory, and ethical issues affecting education
ACC1K6	Responsibilities and functions of school committees and boards
DDA1K1	Electronic print and organizational resources on developmental disabilities/autism spectrum disorders
<b>Skills</b>	
ACC1S1	Promote a free appropriate public education in the least restrictive environment
ACC1S2	Promote high expectations for self, staff, and individuals with exceptional learning needs
ACC1S3	Advocate for educational policy within the context of evidence-based practices
ACC1S4	Mentor teacher candidates, newly certified teachers and other colleagues
DDA1.S1	Prepare personnel and community members for interaction with individuals with developmental disabilities/autism spectrum disorders
DDA1.S2	Promote high expectations for self, staff, and individuals with exceptional learning needs
DDA1.S3	Provide structure, on-going training, and support to families, professionals, and paraprofessionals
DDA1.S4	Oversee and monitor routines, schedules, and sequences of events and activities
DDA1.S5	Act as a positive role model for the acceptance, treatment and interaction with individuals with developmental disabilities/autism spectrum disorders and their families

**Standard 2 Program Development and Organization**

<b>Knowledge</b>	
ACC2K1	Effects of the cultural and environmental milieu of the individual and the family on behavior and learning
ACC2K2	Theories and methodologies of teaching and learning, including adaptation and modification of curriculum
ACC2K3	Continuum of program options and services available to students with exceptional learning needs
ACC2K4	Prereferral intervention processes and strategies
ACC2K5	Process of developing individualized education plans
ACC2K6	Developmentally appropriate strategies for modifying instructional methods and the learning environment
DDA2.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities/autism spectrum disorders
DDA2.K2	Range of environmental supports that maximize learning for individuals with developmental disabilities/autism spectrum disorders
DDA2.K3	Modify the verbal and non-verbal communication and instructional behavior in accord with the needs of individuals with developmental disabilities/autism spectrum disorder

DDA2.K4	Activities and techniques for developing independent living skills
<b>Skills</b>	
ACC2S1	Develop programs including the integration of related services for individuals based on a thorough understanding of individual differences
ACC2S2	Connect educational standards to specialized instructional services
ACC2S3	Improve instructional programs using principles of curriculum development and modification, and learning theory
ACC2S4	Incorporate essential components into individualized education plans
DDA2.S1	Apply inclusive principles in the education of individuals with developmental disabilities/autism spectrum disorder
DDA2.S2	Develop and implement program plans to transition individuals with developmental disabilities/autism spectrum disorder between settings across the life-span
DDA2.S3	Identify match between job requirements and individual's skills, preferences, and characteristics
DDA2.S4	Provide individuals with multiple job experiences
DDA2.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
DDA2.S6	Arrange program environments to facilitate spontaneous communication
DDA2.S7	Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders
DDA2.S8	Provide varied instruction and opportunity to learn play and leisure skills
DDA2.S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments
DDA2.S10	Organize the curriculum to integrate individuals' special interests and materials, activities and routines across curriculum
DDA2.S11	Identify evidence based strategies to increase self-awareness, and ability to self-regulate
DDA2.S12	Identify evidence based strategies to increase an individual's self-determination of activities, services and preferences
DDA2.S13	Design and implement program activities and techniques for developing independent-living skills
DDA2.S14	Plan and implement individualized and intensive programming that matches the individual's needs

**Standard 3 Research and Inquiry**

<b>Knowledge</b>	
ACC3K1	Evidence based practices validated for specific characteristics of learners and settings
DDA3.K1	Current etiology and practice based research specific to developmental disabilities/autism spectrum disorders
<b>Skills</b>	
ACC3S1	Identify and use the research literature to resolve issues of professional practice
ACC3S2	Evaluate and modify instructional practices in response to ongoing assessment data
ACC3S3	Use educational research to improve instruction, intervention strategies, and curricular materials
DDA3.S1	Interpret and relay research findings in layperson terms or jargon free language.
DDA3.S2	Remain informed of current research, legislation and debate concerning developmental disabilities/autism spectrum disorders

**Standard 4 Individual and Program Evaluation**

<b>Knowledge</b>	
ACC4K1	Evaluation process and determination of eligibility
ACC4K2	Variety of methods for assessing and evaluating students' performance
ACC4K3	Strategies for identifying individuals with exceptional learning needs
ACC4K4	Evaluate a student's success in the general education curriculum
DDA4.K1	Criteria used to diagnose or identify the continuum of developmental disabilities/autism spectrum disorders as defined by the most current version of the Diagnostic and Statistical Manual of Mental Disorders
DDA4.K2	Ethical implications and obligations related to diagnosis and identification of an individual suspected of having developmental disabilities/autism spectrum disorders
DDA4.K3	Comprehensive assessment including specialized terminology and assessment tools
DDA4.K4	Importance of ongoing evaluation of strengths and needs in varied contexts
DDA4.K5	Conditions for individuals who are dually diagnosed with developmental disabilities/autism spectrum disorders and mental health
DDA4.K6	Comprehensive transition assessment including identification of external agency assessment sharing
<b>Skills</b>	
ACC4S1	Design and use methods for assessing and evaluating programs
ACC4S2	Design and implement research activities to examine the effectiveness of instructional practices
ACC4S3	Advocate for evidence based practices in assessment
ACC4S4	Report the assessment of students' performance and evaluation of instructional programs
DDA4.S1	Describe the core and associated characteristics of individuals with developmental disabilities/autism spectrum disorders
DDA4.S2	Describe the distinguishing features of disorders on the autism spectrum
DDA4.S3	Identify conditions that co exist between developmental disabilities and autism spectrum disorders
DDA4.S4	Conduct non biased assessment
DDA4.S5	Use information from assessments and educational records to design instruction
DDA4.S6	Collect, interpret and use data to document outcomes for individuals with developmental disabilities/autism spectrum disorders, and change programming-as indicated with family and team
DDA4.S7	Share a thorough profile of the individuals with developmental disabilities/autism spectrum disorders with their family and the current and future educational team(s)
DDA4.S8	Conduct functional behavioral assessments (FBA) to determine what initiates and maintains a challenging/interfering behavior
DDA4.S9	Uses assessments information from a variety of school and external agency resources to make transition recommendations
DDA4.S10	Articulate awareness of and the impact of mental health disorders on individuals with developmental disabilities/autism spectrum disorders in collaborating with family and colleagues

**Standard 5 Professional Development and Ethical Practice**

<b>Knowledge</b>	
ACC5K1	Legal rights and responsibilities of students, staff, and parents/guardians
ACC5K2	Moral and ethical responsibilities of educators
ACC5K3	Human rights of individuals with exceptional learning needs and their families
DDA5.K1	Benefits of low- to high-technology across all areas of development
DDA5.K2	Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities/autism spectrum disorders
DDA5.K3	Impact of core and associated characteristics of developmental disabilities/autism spectrum disorders on family dynamics and functioning
DDA5.K4	Critical social and ethical issues that impact the education of individuals with developmental disabilities/autism spectrum disorders, families and professionals
<b>Skills</b>	
ACC5S1	Model ethical behavior and promote professional standards
ACC5S2	Implement practices that promote success for individuals with exceptional learning needs
ACC5S3	Use ethical and legal discipline strategies
ACC5S4	Disseminate information on effective school and classroom practices
ACC5S5	Create an environment which supports continuous instructional improvement
ACC5S6	Develop and implement a personalized professional development plan
DDA5.S1	Teach others to actively engage individuals with developmental disabilities/autism spectrum disorders in individualized education and life planning
DDA5.S2	Teach others to use individual strengths to reinforce and maintain skills
DDA5.S3	Model use of and implementation of assistive technology and augmentative alternative communication to aid in individual's comprehension and level of engagement
DDA5.S4	Mentor others to teach unstated rules and customs that govern social behavior
DDA5.S5	Provide professional service through leadership in the field of developmental disabilities/autism spectrum disorders
DDA5.S6	Provide service to the profession through leadership activities in professional organizations

## **Standard 6 Collaboration**

<b>Knowledge</b>	
ACC6K1	Methods for communicating goals and plans to stakeholders
ACC6K2	Roles of educators in integrated settings
<b>Skills</b>	
ACC6S1	Collaborate to enhance opportunities for learners with exceptional learning needs
ACC6S2	Apply strategies to resolve conflict and build consensus
DDA6.S1	Coordinate processes that encourage collaboration needed for transition between settings
DDA6.S2	Provide leadership in collaborating with individuals and families around the issues of sexuality
DDA6.S3	Collaborate with families and other team members in non-judgmental ways to make informed decisions about interventions and life planning
DDA6.S4	Promote collaborative practices that respect the family's culture, dynamics, and values and the impact the diagnosis may have on the family

DDA6.S5	Connect families and professionals to educational and community resources
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