

## Teachers of Individuals with Developmental Disabilities/Autism

### Standard 1 Foundations

<b>Knowledge</b>	
ICC1K1	Models, theories, philosophies, and research methods that form the basis for special education practice
ICC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation
ICC1K3	Relationship of special education to the organization and function of educational agencies
ICC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs
ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds
ICC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services
ICC1K7	Family systems and the role of families in the educational process
ICC1K8	Historical points of view and contribution of culturally diverse groups
ICC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them
ICC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school
DDA1. K1	Definitions and issues related to the identification of individuals with developmental disabilities/autism spectrum disorders
DDA1. K2	Continuum of placement and services available for individuals with developmental disabilities/ autism spectrum disorders
DDA1.K3	Historical foundations and classic studies of developmental disabilities/autism spectrum disorders
DDA1.K4	Trends and practices in the field of developmental disabilities/autism spectrum disorders
DDA1.K5	Theories of behavior problems of individuals with developmental disabilities/autism spectrum disorders
DDA1.K6	Perspectives held by individuals with developmental disabilities/autism spectrum disorders
DDA1.K7	Concepts of self determination, self-advocacy, community and family support and impact in the lives of individuals with developmental disabilities/autism spectrum disorders
<b>Skills</b>	
ICC1S1	Articulate personal philosophy of special education

### Standard 2 Development and Characteristics of Learners

<b>Knowledge</b>	
ICC2K1	Typical and atypical human growth and development
ICC2K2	Educational implications of characteristics of various exceptionalities
ICC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family
ICC2K4	Family systems and the role of families in supporting development
ICC2K5	Similarities and differences of individuals with and without exceptional learning needs
ICC2K6	Similarities and differences among individuals with exceptional learning needs
ICC2K7	Effects of various medications on individuals with exceptional learning needs

DDA2.K1	Medical aspects and implications for learning for individuals with developmental disabilities/autism spectrum disorders
DDA2.K2	Core and associated characteristics of individuals with developmental disabilities/autism spectrum disorders
DDA2.K3	Co-existing conditions and ranges that exist at a higher rate than in the general population
DDA2.K4	Sensory challenges of individuals with developmental disabilities/autism spectrum disorders
DDA2.K5	Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders
DDA2.K6	Adaptive behavior needs of individuals with developmental disabilities/autism spectrum disorders
<b>Skills</b>	
	None in addition to the Common Core

### **Standard 3 Individual Learning Differences**

<b>Knowledge</b>	
ICC3K1	Effects an exceptional condition(s) can have on an individual's life
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
ICC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling
ICC3K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
ICC3K5	Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences
DDA3.K1	Impact of theory of mind, central coherence, and executive function on learning and behavior
DDA3.K2	Impact of neurological differences on learning and behavior
DDA3.K3	Impact of self-regulation on learning and behavior
<b>Skills</b>	

### **Standard 4 Instructional Strategies**

<b>Knowledge</b>	
ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings
DDA4K1	Specialized curriculum designed to meet the needs of individuals with developmental disabilities/autism spectrum disorders
<b>Skills</b>	
ICC4S1	Use strategies to facilitate integration into various settings
ICC4S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
ICC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments
ICC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
ICC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs
DDA4.S1	Match levels of support to changing needs of the individual
DDA4.S2	Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders

DDA4.S3	Provide specialized instruction for spoken language, reading and writing for individuals with developmental disabilities/autism spectrum disorders
DDA4.S4	Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context
DDA4.S5	Consistently use of proactive strategies and positive behavioral supports
DDA4.S6	Involve individuals with developmental disabilities/autism spectrum disorders in the transition planning process
DDA4.S7	Plan for transition needs including linkages to supports and agencies focusing on life long needs

## **Standard 5 Learning Environments/Social Interactions**

<b>Knowledge</b>	
ICC5K1	Demands of learning environments
ICC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs
ICC5K3	Effective management of teaching and learning
ICC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
ICC5K5	Social skills needed for educational and other environments
ICC5K6	Strategies for crisis prevention and intervention
ICC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world
ICC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage
ICC5K9	Ways specific cultures are negatively stereotyped
ICC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
<b>Skills</b>	
ICC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
ICC5S2	Identify realistic expectations for personal and social behavior in various settings
ICC5S3	Identify supports needed for integration into various program placements
ICC5S4	Design learning environments that encourage active participation in individual and group activities
ICC5S5	Modify the learning environment to manage behaviors
ICC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments
ICC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs
ICC5S8	Teach self-advocacy
ICC5S9	Create an environment that encourages self-advocacy and increased independence
ICC5S10	Use effective and varied behavior management strategies
ICC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
ICC5S12	Design and manage daily routines
ICC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences

ICC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person
ICC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors
ICC5S16	Use universal precautions
DDA5.S1	Provide instruction in community-based settings
DDA5.S2	Demonstrate transfer, lifting and positioning techniques
DDA5.S3	Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders
DDA5.S4	Provide instruction in self-regulation
DDA5.S5	Utilize student strengths to reinforce and maintain social skills

## Standard 6 Language

Knowledge	
ICC6K1	Effects of cultural and linguistic differences on growth and development
ICC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
ICC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
ICC6K4	Augmentative and assistive communication strategies
Skills	
ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language
DDA6.S1	Provide pragmatic language instruction that facilitates social skills
DDA6.S2	Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications

## Standard 7 Instructional Planning

Knowledge	
ICC7K1	Theories and research that form the basis of curriculum development and instructional practice
ICC7K2	Scope and sequences of general and special curricula
ICC7K3	National, state or provincial, and local curricula standards
ICC7K4	Technology for planning and managing the teaching and learning environment
ICC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service
DDA7.K1	Evidence-based career/vocational transition programs for individuals with developmental disabilities/autism spectrum disorders
Skills	
ICC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs
ICC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
ICC7S3	Involve the individual and family in setting instructional goals and monitoring progress
ICC7S4	Use functional assessments to develop intervention plans
ICC7S5	Use task analysis

ICC7S6	Sequence, implement, and evaluate individualized learning objectives
ICC7S7	Integrate affective, social, and life skills with academic curricula
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
ICC7S9	Incorporate and implement instructional and assistive technology into the educational program
ICC7S10	Prepare lesson plans
ICC7S11	Prepare and organize materials to implement daily lesson plans
ICC7S12	Use instructional time effectively
ICC7S13	Make responsive adjustments to instruction based on continual observations
ICC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions
ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data
DDA7.S1	Plan instruction for independent functional life skills and adaptive behavior
DDA7.S2	Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate
DDA7.S3	Use specialized instruction to enhance social participation across environments
DDA7.S4	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

## Standard 8 Assessment

Knowledge	
ICC8K1	Basic terminology used in assessment
ICC8K2	Legal provisions and ethical principles regarding assessment of individuals
ICC8K3	Screening, prereferral, referral, and classification procedures
ICC8K4	Use and limitations of assessment instruments
ICC8K5	National, state or provincial, and local accommodations and modifications
DDA8.K1	Specialized terminology used in the assessment of individuals with developmental disabilities/autism spectrum disorders
DDA8.K2	Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities/autism spectrum disorders
DDA8.K3	Components of assessment for the core areas for individuals with developmental disabilities/autism spectrum disorders
DDA8.K4	Individual strengths, skills and learning styles
Skills	
ICC8S1	Gather relevant background information
ICC8S2	Administer nonbiased formal and informal assessments
ICC8S3	Use technology to conduct assessments
ICC8S4	Develop or modify individualized assessment strategies
ICC8S5	Interpret information from formal and informal assessments
ICC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
ICC8S7	Report assessment results to all stakeholders using effective communication skills
ICC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs

ICC8S9	Create and maintain records
DDA8.S1	Select, adapt and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities/autism spectrum disorders
DDA8.S2	Develop strategies for monitoring and analyzing challenging behavior and its communicative intent
DDA8.S3	Conduct functional behavior assessments that lead to development of behavior support plans

## Standard 9 Professional And Ethical Practice

Knowledge	
ICC9K1	Personal cultural biases and differences that affect one's teaching
ICC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs
ICC9K3	Continuum of lifelong professional development
ICC9K4	Methods to remain current regarding research-validated practice
Skills	
ICC9S1	Practice within the CEC Code of Ethics and other standards of the profession
ICC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional
ICC9S3	Act ethically in advocating for appropriate services
ICC9S4	Conduct professional activities in compliance with applicable laws and policies
ICC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs
ICC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals
ICC9S7	Practice within one's skill limits and obtain assistance as needed
ICC9S8	Use verbal, nonverbal, and written language effectively
ICC9S9	Conduct self-evaluation of instruction
ICC9S10	Access information on exceptionalities
ICC9S11	Reflect on one's practice to improve instruction and guide professional growth
ICC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues
ICC9S13	Demonstrate commitment to engage in evidence-based practices

## Standard 10 Collaboration

Knowledge	
ICC10K1	Models and strategies of consultation and collaboration
ICC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program
ICC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns
ICC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members
DDA10.K1	Services, networks, and organizations for individuals, professionals, and families with developmental disabilities/autism spectrum disorders
Skills	
ICC10S1	Maintain confidential communication about individuals with exceptional learning needs

ICC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs
ICC10S3	Foster respectful and beneficial relationships between families and professionals
ICC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team
ICC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families
ICC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings
ICC10S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities
ICC10S8	Model techniques and coach others in the use of instructional methods and accommodations
ICC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs
ICC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds
ICC10S11	Observe, evaluate, and provide feedback to paraeducators
DDA10S1	Collaborate with team members to plan transition to adulthood that encourages full community participation