

Readopt with amendment Ed 507.40 – Ed 507.45, effective 7-1-08 (Doc #9157), to read as follows:

Ed 507.40 Special Education Teacher in Area of Intellectual Developmental Disabilities. To be certified as teacher in the area of intellectual developmental disabilities, including the autism spectrum disorder, the candidate shall:

(a) Have at least a bachelor's degree and certification in general special education under Ed 507.39; and

(b) Have the following knowledge, skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:

(1) In the area of foundations, the ability to:

a. Describe issues related to the identification of individuals with intellectual developmental disabilities;

b. Describe the continuum of placement and services available for individuals with intellectual developmental disabilities; and

c. Identify the historical trends and practices in the field of intellectual developmental disabilities;

(2) In the area of development and characteristics of learners, the ability to:

a. Identify the causes and theories of intellectual developmental disabilities and implications for prevention;

b. Explain the medical aspects of intellectual developmental disabilities and their implications for learning; and

c. Describe the psychological, social, emotional, and movement characteristics of individuals with intellectual developmental disabilities;

(3) In the area of individual learning differences, the ability to:

a. Align Individualized Educational Programs (IEPs) with current evidence based research;

b. Use informal and formal evaluations to develop IEPs;

c. Explain the complex interrelationships among differences in behavior, communication, sensory and movement capabilities, and cultural differences in developing IEPs;

d. Explain the impact of intellectual developmental disabilities on behavior;

e. Identify an individual's needs for medical support services; and

f. Describe levels of support related to the needs of an individual;

(4) In the area of instructional strategies, the ability to:

- a. Utilize a variety of evidence-based instructional methods and specialized materials to teach individuals and help them generalize new knowledge, skills, and dispositions;
- b. Design and coordinate typical and specialized supports in the classroom, school, and community, in the areas of curriculum, instruction, communication, assistive technology, and medical and related services; and
- c. Construct a graduation planning continuum that leads to an individual's participation in a variety of typical adult roles and integrated community environments such as postsecondary education, work, housing, and community living;

(5) In the area of learning environments and social interactions, the ability to:

- a. Develop learning environments that include individuals with intellectual developmental disabilities in age-appropriate, general education classrooms in local schools and community-based settings;
- b. Identify barriers, including, but not limited to, attitudes, educational practices, communication methods, transportation, and physical barriers, to the development of an individual's social relationships and develops strategies for avoiding or overcoming them;
- c. Facilitate interactions between individuals with intellectual developmental disabilities, their age-appropriate classmates without disabilities, and other peers in order to develop, maintain, and enhance social and communicative relationships;
- d. Identify opportunities and facilitate support for an individual's participation in typical extra- and co-curricular activities, based on the individual's interests and desires;
- e. Demonstrate knowledge of transfer, lifting, positioning, and feeding techniques; and
- f. Use assistive technology in learning environments;

(6) In the area of language, the ability to:

- a. Describe the role of augmentative communication in developing an individual's problem-solving and social interactions skills;
- b. Integrate a variety of augmentative communication symbols, modes, aids, and techniques that support an individual's active participation, learning, and communication in the general curriculum, in the general education classroom, during typical school routines, and in the community; and
- c. Plan instruction on the use of augmentative communication systems;

(7) In the area of instructional planning, the ability to:

- a. Collaborate and plan with others, including, but not limited to, parents, general education teachers, related service providers, school nurses, paraeducators, and appropriate members of the community, to develop IEPs that reflect goals based on the content of the general education curriculum, including, but not limited to:

1. Subject matter knowledge from general curriculum subject areas;
 2. Literacy, including functional literacy;
 3. Social skills;
 4. Vocational planning and career skills, including driver education;
 5. Community service learning;
 6. Skills for community living;
 7. Self-determination and self-advocacy; and
 8. General learning habits and behaviors;
- b. Design positive approaches to challenging behavior and support teams in their implementation of individualized student support plans;
 - c. Identify model programs for individuals with intellectual developmental disabilities, including postsecondary education or career transition;
 - d. Select and use specialized instructional strategies appropriate to individuals with intellectual developmental disabilities;
 - e. Design and implement sensory supports for individuals with intellectual developmental disabilities;
 - f. Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, postsecondary education, and employment;
 - g. Plan and implement appropriate instruction based on an individual's chronological age, abilities, and high expectations for learning; and
 - h. Design, implement, and evaluate instructional programs that enhance social participation across environments;
- (8) In the area of assessment, the ability to:
- a. Assess an individual's learning and communication styles, strengths, and needs using a variety of authentic assessment strategies, including, but not limited to:
 1. Criterion-based assessments;
 2. Ecological inventories;
 3. Play-based assessments;
 4. Futures planning assessments; and
 5. Other classroom or typical activity-based strategies;

b. Assess the factors that affect learning and communication, including, but not limited to:

1. The physical and sensory environments;
2. The curriculum;
3. Instructional methods;
4. Individual characteristics;
5. Family and cultural factors; and
6. Classmates' and teachers' attitudes;

c. Conduct comprehensive functional behavioral assessments;

d. Identify opportunities for learning and communication in a variety of environments, including, but not limited to:

1. General education classrooms;
2. Typical school routines and activities; and
3. Extracurricular activities in the community and at home;

e. Develop meaningful documentation procedures to evaluate an individual's learning and communication skills and provide this information for general education and alternate assessment purposes;

f. Evaluate educational programs in order to:

1. Improve team collaboration;
2. Enhance the effectiveness of supports; and
3. Maximize achievement; and

g. Identify environmental assessment conditions that promote maximum performance of individuals with intellectual developmental disabilities;

(9) In the area of professional practice, the ability to:

a. Identify organizations and publications in the field of intellectual developmental disabilities;

b. Participate in the activities of professional organizations in the field of intellectual developmental disabilities; and

c. Understand laws and policies regarding identification and placement procedures for individuals with intellectual developmental disabilities; and

(10) In the area of collaboration, the ability to:

a. Demonstrate leadership skills to promote:

1. An individual's:

(i) Access to and achievement within the general curriculum in the general education classroom;

(ii) Learning of functional life skills;

(iii) Development of social relationships; and

(iv) Access to and use of augmentative and alternative communication and assistive technology; and

2. General school reform and systems change;

b. Provide facilitation and leadership to teams, including, but not limited to, parents, general education teachers, related service providers, school nurses, and paraeducators, as they plan, implement, and evaluate individuals' educational programs;

c. Collaborate with others to secure funding for augmentative communication and other learning and assistive technology and facilitate their optimum functioning through regular maintenance and service;

d. Coordinate and provide professional development and, when appropriate, supervision, for professionals, administrators, paraeducators, family members, and the general community in the areas of quality education and communication supports for individuals with intellectual developmental disabilities; and

e. Collaborate and promote the development of leadership skills of individuals' families by connecting them with self-advocacy and community resources.

Ed 507.41 Special Education Teacher in Area of Deaf and Hearing Disabilities. To be certified as teacher in the area of deaf and hearing disabilities, the candidate shall:

(a) Have at least a bachelor's degree; and

(b) Have the following knowledge, skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:

(1) In the area of foundations, the ability to:

a. Identify models, theories, and philosophies that provide the basis for educational practice for individuals who are deaf or have hearing disabilities;

- b. Articulate educational definitions, identification criteria, labeling issues, incidence, and prevalence figures for individuals who are deaf or have hearing disabilities;
- c. Identify etiologies of hearing loss that can result in additional sensory, motor, or learning differences;
- d. State issues and trends in the field of education of individuals who are deaf or have hearing disabilities;
- e. Identify major contributors to the field of education of individuals who are deaf or have hearing disabilities;
- f. Apply theories, philosophies, and models of practice to the education of individuals who are deaf or have hearing disabilities;
- g. Explain basic audiological principles; and
- h. Identify:
 - 1. Amplification systems, including, but not limited to, personal hearing aids and cochlear implants; and
 - 2. Assistive listening devices, including, but not limited to, C-print, CART, and Relay services;

(2) In the area of development and characteristics of learners, the ability to:

- a. Apply theories of cognitive development of individuals who are deaf or have hearing disabilities;
- b. Identify characteristics and effects of the cultural and environmental milieu on an individual with hearing loss and the individual's family;
- c. Integrate current knowledge about the effects of various medications and medical and technological advancements on individuals with hearing loss;
- d. Explain the hierarchy of auditory development; and
- e. Describe the impact of the age of onset of hearing loss, age of identification, incidental learning, and provision of services on the development of the individual who is deaf or has hearing disabilities;

(3) In the area of individual learning differences, the ability to:

- a. Analyze the impact of educational placement options with regard to cultural identity and linguistic, academic, social, and emotional development;
- b. Assess the cultural implications of hearing loss that may impact an individual;

- c. Apply information on the cognitive, physical, cultural, social, academic, and emotional characteristics of children who have special needs in addition to hearing loss; and
- d. Evaluate the impact of various hearing losses, including, but not limited to, unilateral, hard of hearing and deaf, on an individual's social, emotional, cognitive, and language development;

(4) In the area of instructional strategies, the ability to:

- a. Demonstrate the language used to teach an individual who is deaf or who has hearing disabilities specific to the methodology determined by the individualized education program or 504 team;
- b. Integrate the sources of specialized instructional and assessment materials for an individual who is deaf or has hearing disabilities;
- c. Select the appropriate procedures and technologies consistent with a variety of philosophies necessary to educate individuals who are deaf or have hearing disabilities;
- d. Prepare individuals who are deaf or have hearing disabilities in the use of interpreters, note takers, peer tutors, amplification devices, and assistive listening devices;
- e. Apply various applicable language teaching strategies to the needs of an individual;
- f. Implement educational designs and practices of various programming options for individuals who are deaf or have hearing disabilities;
- g. Select appropriate auditory training techniques that will maximize residual hearing for deaf or individuals with hearing disabilities; and
- h. To maintain and troubleshoot hearing aids, cochlear implants, and FM systems using radio broadcast technology;

(5) In the area of learning environments and social interactions, the ability to:

- a. Promote the processes for establishing ongoing interactions of individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing;
- b. Promote opportunities for interaction with communities of individuals who are deaf or hard of hearing on local, state, and national levels;
- c. Make accommodations to the instructional environment to meet the physical, cognitive, cultural, social, and communication needs of the individual who is deaf or hard of hearing;
- d. Promote incidental language experiences to fit the visual and other sensory needs of individuals who are deaf or hard of hearing; and

e. Design a classroom environment that maximizes opportunities for visual or auditory learning, or both, for individuals who are deaf or hard of hearing via:

1. Daily routines;
2. Improving classroom acoustics;
3. Limiting distance, noise, and reverberation; and
4. Suggesting modifications and accommodations as necessary;

(6) In the area of communication, the ability to:

- a. Demonstrate fluency in communication approach(es) salient to the individual who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development;
- b. Evaluate the communication approach(es) salient to the individual who is deaf or hard of hearing;
- c. Apply the various components of nonlinguistic and linguistic communication used by individuals who are deaf or hard of hearing;
- d. Apply strategies to facilitate cognitive and communicative development in individuals who are deaf or hard of hearing;
- e. Develop communication between the individual who is deaf or hard of hearing and his or her family or community; and
- f. Select appropriate communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not English;

(7) In the area of instructional planning, the ability to:

- a. Identify and evaluate programs, including career, vocational and transition, for individuals who are deaf or hard of hearing;
- b. Select, design, and use technology, materials, and resources required to educate individuals who are deaf or hard of hearing;
- c. Integrate speech skills, as consistent with the individual's ability and the program's educational philosophy, into all areas of the curriculum;
- d. Modify instruction for individuals who are deaf or hard of hearing and who have multiple disabilities and special needs;
- e. Define roles and responsibilities of the educational interpreter related to instruction, intervention, and direct service; and
- f. Prepare individuals to self-advocate as related to hearing loss;

(8) In the area of assessment, the ability to:

- a. Explain specialized terminology used in assessing individuals who are deaf or hard of hearing;
- b. Utilize the specialized materials and procedures for evaluation, eligibility, placement, and program planning for individuals who are deaf or hard of hearing;
- c. Gather and analyze verbal and nonverbal communication samples;
- d. Articulate the specialized policies on referral and placement procedures for individuals who are deaf or hard of hearing;
- e. Report assessment results using effective communication;
- f. Evaluate instruction and monitor progress of individuals who are deaf or hard of hearing;
- g. Develop or modify individualized assessment strategies;
- h. Use performance data and informal input from students, parents, educators, and administrators to do the following for individuals who are deaf or hard of hearing:
 1. Identify appropriate modifications in the learning environment;
 2. Develop instructional assessment strategies; and
 3. Evaluate results of instruction and appropriateness of program options; and
- i. Assess developmental skill levels in the domains of cognition, language, motor, and social emotional development;

(9) In the area of professional practice, the ability to:

- a. Promote appropriate roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing;
- b. Model adherence to professional conduct and confidentiality policies;
- c. Participate in professional development activities to increase knowledge and skills related to educating and communicating with individuals who are deaf or hard of hearing; and
- d. Utilize the knowledge of the various organizations and publications relevant to the field of education of individuals who are deaf or hard of hearing; and

(10) In the area of collaboration, the ability to:

- a. Understand the various services, networks, and organizations available to individuals who are deaf or hard of hearing at the local, state and national levels;

- b. Coordinate support personnel to meet the diverse communication needs of the individual who is deaf or hard of hearing;
- c. Provide families with resources, knowledge, skills, and support to make choices regarding communication modes, philosophies, and educational options across the lifespan;
- d. Promote effective communication and collaboration with individuals with exceptional learning needs, including families, school personnel, and community members;
- e. Collaborate with school personnel, parents, clinical personnel, and community members in integrating individuals with exceptional learning needs into various settings;
- f. Model techniques and coach others in the use of instructional methods and accommodations;
- g. Demonstrate the ability to impart specific knowledge of the needs of deaf and hard of hearing individuals to educational staff; and
- h. Support instruction in the regular education classroom by observing, evaluating, and providing specific knowledge to educational and support staff.

Ed 507.42 Special Education Teacher in Area of Emotional and Behavioral Disabilities. To be certified as teacher in the area of emotional and behavioral disabilities, the candidate shall:

- (a) Have at least a bachelor's degree and certification in general special education under Ed 507.39; and
- (b) Have the following knowledge, skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:
 - (1) In the area of foundations, the ability to:
 - a. Understand law, policies, and principles regarding behavior management, planning, and implementation;
 - b. Understand legal, judicial, and educational systems as related to emotional and behavioral disabilities, including handling confidential information as required by laws and regulations;
 - c. Understand principles of normalization and concept of least restrictive environment for individuals with emotional and behavioral disabilities; and
 - d. Understand the theory of reinforcement techniques in serving individuals with emotional and behavioral disabilities;

- (2) In the area of development and characteristics of learners, the ability to:
 - a. Demonstrate knowledge of the etiology and identification of emotional and behavioral disabilities;
 - b. Understand current trends and treatment of physical development, disability, and health impairments related to individuals with emotional and behavioral disabilities; and
 - c. Demonstrate an understanding of the social characteristics of individuals with emotional and behavioral disabilities;
- (3) In the area of individual learning differences, the ability to:
 - a. Recognize variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with emotional and behavioral disabilities and their families in a school setting; and
 - b. Demonstrate an understanding of the learning differences among individuals from culturally diverse backgrounds;
- (4) In the area of instructional strategies, the ability to:
 - a. Identify and use appropriate specialized materials for individuals with emotional and behavioral disabilities;
 - b. Implement prevention and intervention strategies for individuals at risk of emotional and behavioral disabilities;
 - c. Consider the advantages and limitations of instructional strategies and practices for teaching individuals with emotional and behavioral disabilities;
 - d. Use a variety of resources and techniques while transitioning individuals with emotional and behavioral disabilities into and out of school and post-school environments; and
 - e. Utilize strategies for integrating student initiated learning experiences into ongoing instruction for individuals with emotional and behavioral disabilities;
- (5) In the area of learning environments and social interactions, the ability to:
 - a. Maintain consistent teacher attitudes and behaviors that influence behavior of individuals with emotional and behavioral disabilities;
 - b. Teach appropriate social skills needed for educational and other environments;
 - c. Understand the advantages and disadvantages of placement options and the continuum of services for individuals with emotional and behavioral disabilities;
 - d. Utilize functional classroom designs for individuals with emotional and behavioral disabilities;

- e. Create a safe, equitable, positive, and supporting learning environment in which diversities are valued;
- f. Identify realistic expectations for personal and social behavior in various settings and identify supports needed for successful integration;
- g. Design learning environments that encourage active participation in individual and group activities by modifying the learning environment to manage behaviors;
- h. Use the least intensive behavior management strategy consistent with the specific needs of an individual with emotional and behavioral disabilities;
- i. Teach self-advocacy strategies and skills so that an individual with emotional and behavioral disabilities can be more proactive;
- j. Structure, direct, and support the activities of paraeducators, volunteers, and tutors to support and encourage self-advocacy and increased independence;
- k. Establish a consistent classroom routine for individuals with emotional and behavioral disabilities; and
- l. Use skills in problem solving and conflict resolution;

(6) In the area of language, the ability to:

- a. Consider the effects of cultural and linguistic differences on growth, development, and communication;
- b. Understand the ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding; and
- c. Use strategies to support and enhance communication skills of individuals;

(7) In the area of instructional planning, the ability to:

- a. Utilize theories and research for the basis of curriculum development and instructional practice relating to state-recommended curriculum;
- b. Use technology for planning and managing the teaching and learning environment as related to emotional and behavioral disabilities;
- c. Understand the roles and responsibilities of the paraeducator relating to instructional support, intervention, and direct service;
- d. Design, locate, and use specialized materials for individuals with emotional and behavioral disabilities;
- e. Use procedures to increase an individual's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy;
- f. Use a variety of nonaversive techniques to control targeted behaviors and maintain attention of individuals with emotional and behavioral disabilities;

- g. Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior;
- h. Integrate academic instruction, affective education, and behavior management for individuals and groups with emotional and behavior disabilities;
- i. Involve the individual and family in setting instructional goals and monitoring progress;
- j. Use functional assessments to develop intervention plans;
- k. Integrate affective, social, and life skills with academic curricula;
- l. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, gender, and individual differences;
- m. Make responsive adjustments to instruction based on continual observations; and
- n. Prepare individuals to react in a positive manner that reflects self-esteem in response to societal attitudes and actions;

(8) In the area of assessment, the ability to:

- a. Understand and utilize basic terminology used in assessment of emotional and behavioral disabilities;
- b. Utilize appropriate policies and procedures involved in the screening, identification, programming, and placement of individuals with emotional and behavioral disabilities including academic and social behaviors;
- c. Understand types and importance of information concerning individuals with emotional and behavioral disabilities available in collaboration with families and public or private agencies;
- d. Assess appropriate and problematic social behaviors of individuals with emotional and behavioral disabilities;
- e. Use assessment information in making eligibility, program, and placement decisions for individuals with emotional and behavioral disabilities;
- f. Collect, analyze, and interpret formal and informal assessment data to report to all stakeholders using effective communication skills; and
- g. Monitor intragroup behavior changes from subject to subject and activity to activity applicable to individuals with emotional and behavioral disabilities;

(9) In the area of professional practice, the ability to:

- a. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;

- b. Conduct professional activities in compliance with applicable laws and policies as related to emotional and behavioral disabilities;
- c. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals with emotional and behavioral disabilities;
- d. Demonstrate knowledge of organizations and publications relevant to the field of emotional and behavioral disabilities; and
- e. Participate in activities of professional organizations relevant to the field of emotional and behavioral disabilities; and

(10) In the area of collaboration, the ability to:

- a. Understand services, networks, and organizations for individuals with emotional and behavioral disabilities and their transition into the community;
- b. Provide parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for individuals with emotional and behavioral disabilities;
- c. Utilize collaborative and consultative roles of special and general educators in the integration or reintegration of individuals with emotional and behavioral disabilities;
- d. Understand the role of professional groups and referral agencies in identifying, assessing, and providing confidential services to individuals with emotional and behavioral disabilities;
- e. Understand and utilize elements of the community culture that promote effective communication and collaboration with individuals with emotional and behavioral learning needs, families, school personnel, and community members;
- f. Maintain confidential communication about individuals with emotional and behavioral disabilities;
- g. Foster respectful and beneficial relationships between families and professionals, including families with cultural diversity;
- h. Collaborate with school personnel and community members in integrating individuals with emotional and behavioral disabilities into various settings;
- i. Model techniques and coach others in the use of instructional methods;
- j. Communicate with school personnel about the characteristics and needs of individuals with emotional and behavioral disabilities;
- k. Observe, evaluate, and provide feedback to paraeducators and support them by providing documentation; and
- l. Teach parents to use appropriate behavior management and counseling techniques.

Ed 507.43 Special Education Teacher in Area of Specific Learning Disabilities. To be certified as a teacher in the area of specific learning disabilities, the candidate shall:

(a) Have at least a bachelor's degree and certification in general special education under Ed 507.39; and

(b) Have the following knowledge, skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:

(1) In the area of foundations, the ability to:

- a. Understand philosophies, theories, models, and issues related to individuals with specific learning disabilities;
- b. Understand laws and policies regarding pre-referral, referral, and placement procedures for individuals who might have specific learning disabilities; and
- c. Understand current definitions, issues, and research related to the identification of individuals with specific learning disabilities;

(2) In the area of development and characteristics of learners, the ability to:

- a. Understand the etiologies of specific learning disabilities;
- b. Understand the neurobiological and medical factors that might impact the learning of individuals with specific learning disabilities;
- c. Understand psychological, social, and emotional characteristics of individuals with specific learning disabilities;
- d. Identify differing learning needs and styles of individuals with specific learning disabilities and implications on instructional design process;
- e. Understand current research and trends concerning individuals with specific learning disabilities; and
- f. Understand and consistently apply federal, state, and local criteria in the process of identification of individuals with specific learning disabilities;

(3) In the area of individual learning differences, the ability to:

- a. Understand the impact of co-existing conditions and exceptionalities on individuals with specific learning disabilities;
- b. Understand the impact of specific learning disabilities on core curriculum areas;
- c. Understand how individual learning differences affect acquisition of knowledge;

d. Know current definitions and characteristics of individuals with specific learning disabilities and their effect on individuals' development and educational performance;

e. Recognize the effects of phonological awareness on the reading abilities of individuals with specific learning disabilities; and

f. Recognize the impact specific learning disabilities may have on auditory and information processing skills;

(4) In the area of instructional strategies, the ability to:

a. Identify and use methods for ensuring academic success for individuals with specific learning disabilities in the general curriculum in one-to-one, small group, and large group settings;

b. Provide appropriate high-quality, research-based instruction in general education settings consistent with the federal Elementary and Secondary Education Act (ESEA);

c. Use reading methods appropriate to an individual with learning disabilities;

d. Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language;

e. Implement systematic instruction in teaching reading comprehension and monitoring strategies;

f. Use methods for increasing accuracy and proficiency in math calculations and math problem solving;

g. Use methods to teach mathematics appropriate to individuals with specific learning disabilities;

h. Use specialized methods for teaching basic skills;

i. Teach strategies for organizing and composing written products;

j. Demonstrate thorough knowledge of the structure of oral and written language and its influence on literacy;

k. Instruct appropriate strategies to prepare for and to take tests;

l. Use methods for teaching individuals to independently use cognitive processing to solve problems;

m. Use research supported methods for academic and nonacademic instruction of individuals with specific learning disabilities;

n. Use methods for guiding individuals in identifying and organizing critical content;

- o. Modify the pace of instruction and provide organizational cues;
 - p. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval;
 - q. Identify and teach basic structures and relationships within and across curricula;
 - r. Integrate social skills instruction into the curriculum;
 - s. Use responses and errors to guide instructional decisions and provide feedback to learners;
 - t. Collect and use data to make adjustments to instruction and document progress;
 - u. Identify and teach essential concepts, vocabulary, and content across the general curriculum; and
 - v. Teach learning strategies and study skills to acquire academic content;
- (5) In the area of learning environments and social interactions, the ability to:
- a. Provide opportunities for meaningful and ongoing social interactions;
 - b. Teach skills to promote self-awareness, self-determination, and self-advocacy; and
 - c. Teach individuals with specific learning disabilities to give and receive meaningful feedback from peers and adults;
- (6) In the area of language, the ability to:
- a. Understand typical language development and how that might differ for individuals with specific learning disabilities;
 - b. Understand the impact of language development and listening comprehension on academic and non-academic learning of individuals with specific learning disabilities;
 - c. Enhance vocabulary development;
 - d. Teach strategies for spelling accuracy and generalization;
 - e. Teach methods and strategies for producing legible documents; and
 - f. Teach individuals with specific learning disabilities to monitor for errors in oral and written communications;
- (7) In the area of instructional planning, the ability to:

- a. Incorporate state and local curricular standards in the development and implementation of lesson plans to meet unique needs of individuals with specific learning disabilities;
- b. Participate in curriculum development and utilize instructional practices based on research;
- c. Challenge individuals with specific learning disabilities to high academic standards, with appropriate accommodations as needed;
- d. Incorporate and implement instructional and assistive technology into the IEP as appropriate;
- e. Make responsive adjustments to instruction based on continual observations and ongoing assessment;
- f. Identify and prioritize areas of the general curriculum and accommodations to address individual needs based on the IEP;
- g. Select appropriate specialized curricula, materials, and resources for individuals with specific learning disabilities;
- h. Involve individual and family in setting instructional goals and monitoring progress;
- i. Use functional behavioral assessments to develop intervention plans; and
- j. Integrate affective, social, and life skills into academic curricula;

(8) In the area of assessment, the ability to:

- a. Understand terminology and procedures used in the assessment of individuals with specific learning disabilities;
- b. Understand the use and limitations of formal and informal assessment instruments;
- c. Coordinate, interpret, and report assessment results to appropriate individuals using effective communication skills;
- d. Understand factors that could lead to misidentification of individuals as having specific learning disabilities;
- e. Understand and follow procedures to identify young children who may be at risk for specific learning disabilities;
- f. Choose and administer assessment instruments appropriate to an individual with specific learning disabilities; and
- g. Ensure participation of individuals with specific learning disabilities in state and district wide assessments;

- (9) In the area of professional practice, the ability to:
- a. Understand the responsibility to advocate for appropriate services for individuals with specific learning disabilities;
 - b. Identify knowledge of professional organizations and sources of information relevant to the field of learning disabilities;
 - c. Participate in activities of professional organizations relevant to the field of learning disabilities; and
 - d. Use research findings and theories to guide practice; and
- (10) In the area of collaboration, the ability to:
- a. Incorporate co-planning and co-teaching methods to strengthen content acquisition of individuals with specific learning disabilities;
 - b. Develop effective partnerships with families of individuals with specific learning disabilities;
 - c. Promote positive attitudes towards individuals with specific learning disabilities and their families; and
 - d. Develop and implement appropriate IEPs in collaboration with team members.

Ed 507.44 Special Education Teacher in Area of Physical and Health Disabilities. To be certified as teacher in the area of physical and health disabilities, the candidate shall:

- (a) Have at least a bachelor's degree and certification in general special education under Ed 507.39; and
- (b) Have the following knowledge, skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:
 - (1) In the area of foundations, the ability to:
 - a. Identify issues, historical practices, and educational definitions of individuals with physical and health disabilities;
 - b. Identify laws and policies related to the provision of specialized health care in the educational setting; and
 - c. Articulate the services delivered to individuals with physical and health disabilities;
 - (2) In the area of development and characteristics of learners, the ability to:
 - a. Identify medical terminology related to physical and health disabilities;

- b. Describe the etiology and characteristics of individuals with physical and health disabilities across the life span;
- c. Identify secondary health care issues that accompany specific physical and health disabilities; and
- d. Describe types and transmission routes of infectious and communicable diseases;

(3) In the area of individual learning differences, the ability to:

- a. Apply current best practice research related to individuals with physical and health disabilities and the results of informal and formal evaluations into the development of students' educational programs;
- b. Explain the complex interrelationships among behavior, communication, sensory, and movement differences and how culture mediates their expression; and
- c. Describe the impact of physical and health disabilities on individuals, families, and society;

(4) In the area of instructional strategies, the ability to:

- a. Utilize a variety of evidence-based instructional methods and individual and group instruction to:
 - 1. Teach individuals with physical and health disabilities; and
 - 2. Help individuals with physical and health disabilities generalize new knowledge, skills, and dispositions;
- b. Design and coordinate natural and specialized supports in the classroom, school, and community in the areas of:
 - 1. Curriculum;
 - 2. Communication;
 - 3. Assistive technology, including both low and high technologies;
 - 4. Instruction; and
 - 5. Medical and related services;
- c. Demonstrate awareness of principles, strategies, and equipment relating to the following areas and collaborate with others to provide support to individuals with physical and health disabilities in these areas:
 - 1. Appropriate seating;
 - 2. Personal care;

3. Sensory impairment;
 4. Medical and health needs; and
 5. Mobility;
- d. Integrate graduation planning into the IEP for an individual's participation in a variety of typical adult roles and integrated community environments, including, but not limited to:
1. Postsecondary education;
 2. Work;
 3. Housing; and
 4. Community living;
- e. Demonstrate instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of individuals with physical and health disabilities;
- f. Identify sources of specialized materials, equipment, and assistive technology for individuals with physical and health disabilities; and
- g. Demonstrate use of adaptations and assistive technology to provide individuals with physical and health disabilities full participation and access to the general curriculum;
- (5) In the area of learning environments and social interactions, the ability to:
- a. Identify barriers to the development of individuals' social relationships and develop strategies for avoiding or overcoming them;
 - b. Facilitate interactions between individuals with disabilities, their age-appropriate classmates without disabilities, and other peers in order to develop, maintain, and enhance social communicative relationships;
 - c. Identify opportunities and facilitate support for an individual's participation in typical extra- and co-curricular activities, based on the individual's interests and desires;
 - d. Demonstrate understanding of specialized health care interventions for individuals with physical and health disabilities;
 - e. Identify barriers to accessibility and acceptance of individuals with physical and health disabilities;
 - f. Demonstrate use of techniques of physical management of individuals with physical and health disabilities to ensure participation in academic and social environments;

g. Demonstrate appropriate body mechanics to ensure individual and teacher safety in transfer, lifting, positioning, and seating;

h. Demonstrate use of positioning techniques to enhance participation; and

i. Facilitate understanding in assisting individuals to develop sensitivity toward those who have communicable diseases;

(6) In the area of language, the ability to:

a. Describe the unique role of communication by individuals who use augmentative and alternative communication and use advanced assessment and problem-solving skills to enhance their interactions with others; and

b. Integrate and promote the use of a variety of augmentative communication symbols, modes, aids, and techniques that support students' active participation, learning, and communication in the general curriculum, during typical school routines, and in the community;

(7) In the area of instructional planning, the ability to:

a. Collaborate with others, including, but not limited to, parents, general education teachers, related service providers, school nurse, paraprofessionals, and other members of the community who have professional contact with individuals with physical and health disabilities, to develop IEP that reflect individualized goals based on the content of the general education curriculum, including:

1. Subject matter knowledge from general curriculum subject areas;

2. Literacy, including functional literacy;

3. Social skills;

4. Vocational planning and career skills, including driver education;

5. Community service learning;

6. Skills for community living;

7. Self-determination and self-advocacy; and

8. General learning habits and behaviors;

b. Design positive approaches to challenging behavior and support teams in their implementation of individualized support plans;

c. Develop and use a technology plan based on assistive technology assessment;

d. Interpret sensory and physical information to create or adapt appropriate learning plans for individuals with physical and health disabilities;

e. Design and implement instructional programs that address independent living, postsecondary education, and career education for individuals with physical and health disabilities;

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

g. Integrate an individual's health care plan into daily programming;

(8) In the area of assessment, the ability to:

a. Assess individuals' learning and communication styles, strengths, and needs using a variety of authentic assessment strategies, including, but not limited to:

1. Criterion-based assessments;
2. Play-based assessments;
3. Ecological inventories;
4. Futures planning assessments; and
5. Other classroom or typical activity-based strategies;

b. Assess the factors that affect learning and communication, including, but not limited to:

1. Physical and sensory environments;
2. The curriculum;
3. Instructional methods;
4. Individual characteristics; and
5. Attitudes of the family, culture, classmates, and teachers;

c. Conduct comprehensive functional behavioral assessments;

d. Identify opportunities for learning and communication in a variety of environments, including, but not limited to:

1. General education classrooms;
2. Typical school routines and activities;
3. Extra curricular activities;
4. In the community; and
5. At home;

- e. Develop meaningful documentation procedures to evaluate individuals' learning and communication skills and provide this information for general education and alternate assessment purposes;
- f. Evaluate educational programs in order to improve team collaboration, enhance the effectiveness of supports, and maximize student achievement;
- g. Identify specialized terminology used in assessing individuals with physical and health disabilities;
- h. Describe specialized policies on referral and placement procedures for individuals with physical and health disabilities;
- i. Modify and adapt assessment procedures for use with individuals with physical and health disabilities; and
- j. Monitor the effects of medication on individual performance;

(9) In the area of professional practice, the ability to:

- a. Identify organizations and publications relevant to the field of education;
- b. Integrate information about protocols and procedures to assist individuals with physical and health disabilities to participate in school and community activities; and
- c. Participate in the activities of professional organizations in the field of physical and health disabilities; and

(10) In the area of collaboration, the ability to:

- a. Demonstrate leadership skills to promote:
 - 1. An individual's:
 - (i) Access to and achievement within the general curriculum in the general education classroom;
 - (ii) Learning of functional life skills;
 - (iii) Development of social relationships; and
 - (iv) Access to and use of augmentative and alternative communication and assistive technology; and
 - 2. General school reform and systems change;
- b. Provide intensive and sustained facilitation and leadership to teams, including, but not limited to, parents, general education teachers, related service providers, school nurses, and paraeducators as they plan, implement, and evaluate individuals' educational programs;

- c. Collaborate with others to secure funding for augmentative communication and other learning and assistive technology and facilitate their optimum functioning through regular maintenance and service;
- d. Coordinate and provide professional development and, when appropriate, supervision, for professionals, administrators, paraeducators, family members, and the general community in the areas of quality education and communication supports for individuals with intellectual developmental disabilities; and
- e. Collaborate and promote the development of leadership skills of individuals' families by connecting them with self-advocacy and community resources.

Ed 507.45 Special Education Teacher in Area of Blind and Vision Disabilities. To be certified as teacher in the area of blind and vision disabilities, the candidate shall:

- (a) Have at least a bachelor's degree; and
- (b) Have the following knowledge, skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:
 - (1) In the area of foundations, the ability to:
 - a. Identify federal entitlements that provide specialized equipment and materials for individuals with blindness and vision disabilities;
 - b. Understand educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for individuals with blindness and vision disabilities;
 - c. Understand basic terminology related to the structure, function, and development of the human visual system; and
 - d. Understand terminology related to diseases and disorders to the human visual system;
 - (2) In the area of development and characteristics of learners, the ability to:
 - a. Aid in the development of secondary senses when vision is impaired;
 - b. Observe effects of visual disability on development;
 - c. Understand the impact of visual disability on learning and experience;
 - d. Understand the psychosocial aspects of visual disability; and
 - e. Understand the medical implications related to eye conditions;
 - (3) In the area of individual learning differences, the ability to understand the impact of other disabilities on individuals with blindness and vision disabilities;

(4) In the area of instructional strategies, the ability to:

a. Develop strategies for teaching:

1. Braille and Nemeth reading and writing;
2. Signature writing to individuals who are blind;
3. Listening and compensatory auditory skills;
4. Keyboarding skills;
5. Technology skills to individuals with blindness and vision disabilities;
6. Use of the abacus, talking calculator, tactile graphics, and adapted science equipment;
7. Basic concepts to individuals with blindness and vision disabilities;
8. Organization and study skills to individuals with blindness and vision disabilities;
9. Visual efficiency skills and use of print adaptations, optical aides, and non-optical devices;
10. Spatial concepts, body awareness, and familiarization techniques, including preparation for orientation and mobility instruction;
11. Tactual perceptual skills to individuals with blindness and vision disabilities;
12. Human sexuality to individuals with blindness and vision disabilities;
13. Adapted physical and recreational skills to individuals with blindness and vision disabilities;
14. Social, daily living, and functional life skills to individuals with blindness and vision disabilities; and
15. Career and vocational skills, including provision of vocational counseling for individuals with blindness and vision disabilities;

b. Develop techniques for modifying instructional methods and materials for individuals with blindness and vision disabilities;

c. Develop strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills;

d. Prepare adapted or modified materials in Braille, accessible print, and other formats;

- e. Transcribe, proofread, and interline materials in contracted literary and Nemeth Braille materials;
- f. Use Braillewriter, slate and stylus, and computer technology to produce Braille materials; and
- g. Prepare individuals with blindness and vision disabilities to access information and services from the community;

(5) In the area of learning environments and social interactions, the ability to:

- a. Observe the roles of paraeducators who work directly with individuals with blindness and vision disabilities;
- b. Identify the role of classroom teacher; and
- c. Enhance instruction for individuals with blindness and vision disabilities through modification of the environment;

(6) In the area of language, the ability to:

- a. Understand the unique nature of communication by students who use augmentative and alternative communication and use advanced assessment and problem-solving skills to enhance their interaction with others;
- b. Promote the use of a variety of augmentative communication symbols, modes, aids, and techniques, including, but not limited to, objects, letters, words, graphic language symbols, sign or gesture symbols, posture and gaze, communication boards and books, electronic and non-electronic communication devices, that support students' active participation, learning, and communication in the general curriculum, during typical school routines, and in the community; and
- c. Develop strategies for teaching alternatives to nonverbal communication;

(7) In the area of instructional planning, the ability to:

- a. Identify and develop relationships among assessment, IEP development, and placement as they affect vision-related services;
- b. Understand programs for individuals with blindness and vision disabilities and principles of orientation and mobility;
- c. Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with blindness and vision disabilities; and
- d. Obtain and organize special materials to implement instructional goals for individuals with blindness and vision disabilities;

(8) In the area of assessment, the ability to:

- a. Use specialized terminology used in assessing individuals with blindness and vision disabilities;

- b. Apply laws and policies for assessment of individuals with blindness and vision disabilities;
- c. Identify and contact state and local policies on referral, identification, and placement procedures;
- d. Use alternative evaluation techniques for individuals with blindness and vision disabilities;
- e. Understand the interpretation and application of scores of assessments of individuals with blindness and vision disabilities;
- f. Interpret eye reports and other vision-related diagnostic information;
- g. Use disability-specific assessment instruments;
- h. Adapt and use assessment procedures when evaluating individuals with blindness and vision disabilities;
- i. Maintain disability-related records for individuals with blindness and vision disabilities; and
- j. Interpret and use assessment data for instructional planning with individuals with blindness and vision disabilities;

(9) In the area of professional practice, the ability to identify organizations and publications relevant to the field of blindness and vision disabilities; and

(10) In the area of collaboration, the ability to:

a. Demonstrate leadership skills to promote:

1. An individual's:

- (i) Access to and achievement within the general curriculum in the general education classroom;
- (ii) Learning of functional life skills;
- (iii) Development of social relationships; and
- (iv) Access to and use of augmentative and alternative communication and assistive technology; and

2. General school reform and systems change;

b. Provide intensive and sustained facilitation and leadership to teams, including, but not limited to, parents, general education teachers, related service providers, school nurses, and paraeducators as they plan, implement, and evaluate individuals' educational programs;

- c. Collaborate with others to secure funding for augmentative communication and other learning and assistive technology and facilitate their optimum functioning through regular maintenance and service; and
- d. Coordinate and provide professional development and, when appropriate, supervision, for professionals, administrators, paraeducators, family members, and the general community in the areas of quality education and communication supports for individuals with blindness and vision disabilities.

Readopt with amendment Ed 612.08 – Ed 612.13, effective 7-1-08 (Doc #9157), to read as follows:

Ed 612.08 Program for Intellectual Developmental Disabilities. The teacher preparation program for intellectual developmental disabilities, including the autism spectrum disorder, shall provide the teaching candidate with the following knowledge skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:

- (a) In the area of foundations, the ability to:
 - (1) Describe issues related to the identification of individuals with intellectual developmental disabilities;
 - (2) Describe the continuum of placement and services available for individuals with intellectual developmental disabilities; and
 - (3) Identify the historical trends and practices in the field of intellectual developmental disabilities;
- (b) In the area of development and characteristics of learners, the ability to:
 - (1) Identify the causes and theories of intellectual developmental disabilities and implications for prevention;
 - (2) Explain the medical aspects of intellectual developmental disabilities and their implications for learning; and
 - (3) Describe the psychological, social, emotional, and movement characteristics of individuals with intellectual developmental disabilities;
- (c) In the area of individual learning differences, the ability to:
 - (1) Align IEPs with current evidence based research;
 - (2) Use informal and formal evaluations to develop IEPs;
 - (3) Explain the complex interrelationships among differences in behavior, communication, sensory and movement capabilities, and cultural differences in developing IEPs;
 - (4) Explain the impact of intellectual developmental disabilities on behavior;

- (5) Identify an individual's needs for medical support services; and
 - (6) Describe levels of support related to the needs of an individual;
- (d) In the area of instructional strategies, the ability to:
- (1) Utilize a variety of evidence-based instructional methods and specialized materials to teach individuals and help them generalize new knowledge, skills, and dispositions;
 - (2) Design and coordinate typical and specialized supports in the classroom, school, and community, in the areas of curriculum, instruction, communication, assistive technology, and medical and related services; and
 - (3) Construct a graduation planning continuum that leads to an individual's participation in a variety of typical adult roles and integrated community environments such as postsecondary education, work, housing, and community living;
- (e) In the area of learning environments and social interactions, the ability to:
- (1) Develop learning environments that include individuals with intellectual developmental disabilities in age-appropriate, general education classrooms in local schools and community-based settings;
 - (2) Identify barriers, including, but not limited to, attitudes, educational practices, communication methods, transportation, and physical barriers, to the development of an individual's social relationships and develops strategies for avoiding or overcoming them;
 - (3) Facilitate interactions between individuals with intellectual developmental disabilities, their age-appropriate classmates without disabilities, and other peers in order to develop, maintain, and enhance social and communicative relationships;
 - (4) Identify opportunities and facilitate support for an individual's participation in typical extra- and co-curricular activities, based on the individual's interests and desires;
 - (5) Demonstrate knowledge of transfer, lifting, positioning, and feeding techniques; and
 - (6) Use assistive technology in learning environments;
- (f) In the area of language, the ability to:
- (1) Describe the role of augmentative communication in developing an individual's problem-solving and social interactions skills;
 - (2) Integrate a variety of augmentative communication symbols, modes, aids, and techniques that support an individual's active participation, learning, and communication in the general curriculum, in the general education classroom, during typical school routines, and in the community; and
 - (3) Plan instruction on the use of augmentative communication systems;

(g) In the area of instructional planning, the ability to:

(1) Collaborate and plan with others, including, but not limited to, parents, general education teachers, related service providers, school nurses, paraeducators, and other members of the community who have professional contact with individuals with physical and health disabilities, to develop IEPs that reflect goals based on the content of the general education curriculum, including, but not limited to:

- a. Subject matter knowledge from general curriculum subject areas;
- b. Literacy, including functional literacy;
- c. Social skills;
- d. Vocational planning and career skills, including driver education;
- e. Community service learning;
- f. Skills for community living;
- g. Self-determination and self-advocacy; and
- h. General learning habits and behaviors;

(2) Design positive approaches to challenging behavior and support teams in their implementation of individualized student support plans;

(3) Identify model programs for individuals with intellectual developmental disabilities, including postsecondary education or career transition;

(4) Select and use specialized instructional strategies appropriate to individuals with intellectual developmental disabilities;

(5) Design and implement sensory supports for individuals with intellectual developmental disabilities;

(6) Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, postsecondary education, and employment;

(7) Plan and implement appropriate instruction based on an individual's chronological age, abilities, and high expectations for learning; and

(8) Design, implement, and evaluate instructional programs that enhance social participation across environments;

(h) In the area of assessment, the ability to:

(1) Assess an individual's learning and communication styles, strengths, and needs using a variety of authentic assessment strategies, including, but not limited to:

- a. Criterion-based assessments;

- b. Ecological inventories;
- c. Play-based assessments;
- d. Futures planning assessments; and
- e. Other classroom or typical activity-based strategies;

(2) Assess the factors that affect learning and communication, including, but not limited to:

- a. The physical and sensory environments;
- b. The curriculum;
- c. Instructional methods;
- d. Individual characteristics;
- e. Family and cultural factors; and
- f. Classmates' and teachers' attitudes;

(3) Conduct comprehensive functional behavioral assessments;

(4) Identify opportunities for learning and communication in a variety of environments, including, but not limited to:

- a. General education classrooms;
- b. Typical school routines and activities; and
- c. Extracurricular activities in the community and at home;

(5) Develop meaningful documentation procedures to evaluate an individual's learning and communication skills and provide this information for general education and alternate assessment purposes;

(6) Evaluate educational programs in order to:

- a. Improve team collaboration;
- b. Enhance the effectiveness of supports; and
- c. Maximize achievement; and

(7) Identify environmental assessment conditions that promote maximum performance of individuals with intellectual developmental disabilities;

(i) In the area of professional practice, the ability to:

(1) Identify organizations and publications in the field of intellectual developmental disabilities;

(2) Participate in the activities of professional organizations in the field of intellectual developmental disabilities; and

(3) Understand laws and policies regarding identification and placement procedures for individuals with intellectual developmental disabilities; and

(j) In the area of collaboration, the ability to:

(1) Demonstrate leadership skills to promote:

a. An individual's:

1. Access to and achievement within the general curriculum in the general education classroom;

2. Learning of functional life skills;

3. Development of social relationships; and

4. Access to and use of augmentative and alternative communication and assistive technology; and

b. General school reform and systems change;

(2) Provide facilitation and leadership to teams, including, but not limited to, parents, general education teachers, related service providers, school nurses, and paraeducators, as they plan, implement, and evaluate individuals' educational programs;

(3) Collaborate with others to secure funding for augmentative communication and other learning and assistive technology and facilitate their optimum functioning through regular maintenance and service;

(4) Coordinate and provide professional development and, when appropriate, supervision, for professionals, administrators, paraeducators, family members, and the general community in the areas of quality education and communication supports for individuals with intellectual developmental disabilities; and

(5) Collaborate and promote the development of leadership skills of individuals' families by connecting them with self-advocacy and community resources.

Ed 612.09 Program for Deaf and Hearing Disabilities. The teacher preparation program for deaf and hearing disabilities shall provide the teaching candidate with the following knowledge skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:

(a) In the area of foundations, the ability to:

- (1) Identify models, theories, and philosophies that provide the basis for educational practice for individuals who are deaf or have hearing disabilities;
 - (2) Articulate educational definitions, identification criteria, labeling issues, incidence, and prevalence figures for individuals who are deaf or have hearing disabilities;
 - (3) Identify etiologies of hearing loss that can result in additional sensory, motor, or learning differences;
 - (4) State issues and trends in the field of education of individuals who are deaf or have hearing disabilities;
 - (5) Identify major contributors to the field of education of individuals who are deaf or have hearing disabilities;
 - (6) Apply theories, philosophies, and models of practice to the education of individuals who are deaf or have hearing disabilities;
 - (7) Explain basic audiological principles; and
 - (8) Identify:
 - a. Amplification systems, including, but not limited to, personal hearing aids and cochlear implants; and
 - b. Assistive listening devices, including, but not limited to, C-print, CART, and Relay services;
- (b) In the area of development and characteristics of learners, the ability to:
- (1) Apply theories of cognitive development of individuals who are deaf or have hearing disabilities;
 - (2) Identify characteristics and effects of the cultural and environmental milieu on an individual with hearing loss and the individual's family;
 - (3) Integrate current knowledge about the effects of various medications and medical and technological advancements on individuals with hearing loss;
 - (4) Explain the hierarchy of auditory development; and
 - (5) Describe the impact of the age of onset of hearing loss, age of identification, incidental learning, and provision of services on the development of the individual who is deaf or has hearing disabilities;
- (c) In the area of individual learning differences, the ability to:
- (1) Analyze the impact of educational placement options with regard to cultural identity and linguistic, academic, social, and emotional development;
 - (2) Assess the cultural implications of hearing loss that may impact an individual;

- (3) Apply information on the cognitive, physical, cultural, social, academic, and emotional characteristics of children who have special needs in addition to hearing loss; and
 - (4) Evaluate the impact of various hearing losses, including, but not limited to, unilateral, hard of hearing and deaf, on an individual's social, emotional, cognitive, and language development;
- (d) In the area of instructional strategies, the ability to:
- (1) Demonstrate the language used to teach an individual who is deaf or who has hearing disabilities specific to the methodology determined by the individualized education program or 504 team;
 - (2) Integrate the sources of specialized instructional and assessment materials for an individual who is deaf or has hearing disabilities;
 - (3) Select the appropriate procedures and technologies consistent with a variety of philosophies necessary to educate individuals who are deaf or have hearing disabilities;
 - (4) Prepare individuals who are deaf or have hearing disabilities in the use of interpreters, note takers, peer tutors, amplification devices, and assistive listening devices;
 - (5) Apply various applicable language teaching strategies to the needs of an individual;
 - (6) Implement educational designs and practices of various programming options for individuals who are deaf or have hearing disabilities;
 - (7) Select appropriate auditory training techniques that will maximize residual hearing for deaf or individuals with hearing disabilities; and
 - (8) To maintain and troubleshoot hearing aids, cochlear implants, and FM systems using radio broadcast technology;
- (e) In the area of learning environments and social interactions, the ability to:
- (1) Promote the processes for establishing ongoing interactions of individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing;
 - (2) Promote opportunities for interaction with communities of individuals who are deaf or hard of hearing on local, state, and national levels;
 - (3) Make accommodations to the instructional environment to meet the physical, cognitive, cultural, social, and communication needs of the individual who is deaf or hard of hearing;
 - (4) Promote incidental language experiences to fit the visual and other sensory needs of individuals who are deaf or hard of hearing; and
 - (5) Design a classroom environment that maximizes opportunities for visual or auditory learning, or both, for individuals who are deaf or hard of hearing via:
 - a. Daily routines;

- b. Improving classroom acoustics;
 - c. Limiting distance, noise and reverberation; and
 - d. Suggesting modifications and accommodations as necessary;
- (f) In the area of communication, the ability to:
- (1) Demonstrate fluency in communication approach(es) salient to the individual who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development;
 - (2) Evaluate the communication approach(es) salient to the individual who is deaf or hard of hearing;
 - (3) Apply the various components of nonlinguistic and linguistic communication used by individuals who are deaf or hard of hearing;
 - (4) Apply strategies to facilitate cognitive and communicative development in individuals who are deaf or hard of hearing;
 - (5) Develop communication between the individual who is deaf or hard of hearing and his/her family/community; and
 - (6) Select appropriate communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not English;
- (g) In the area of instructional planning, the ability to:
- (1) Identify and evaluate programs, including career/vocational and transition, for individuals who are deaf or hard of hearing;
 - (2) Select, design, and use technology, materials, and resources required to educate individuals who are deaf or hard of hearing;
 - (3) Integrate speech skills, as consistent with the individual's ability and the program's educational philosophy, into all areas of the curriculum;
 - (4) Modify instruction for individuals who are deaf or hard of hearing and who have multiple disabilities and special needs;
 - (5) Define roles and responsibilities of the educational interpreter related to instruction, intervention, and direct service; and
 - (6) Prepare individuals to self-advocate as related to hearing loss;
- (h) In the area of assessment, the ability to:
- (1) Explain specialized terminology used in assessing individuals who are deaf or hard of hearing;

- (2) Utilize the specialized materials and procedures for evaluation, eligibility, placement, and program planning for individuals who are deaf or hard of hearing;
 - (3) Gather and analyze verbal and nonverbal communication samples;
 - (4) Articulate the specialized policies on referral and placement procedures for individuals who are deaf or hard of hearing;
 - (5) Report assessment results using effective communication;
 - (6) Evaluate instruction and monitor progress of individuals who are deaf or hard of hearing;
 - (7) Develop or modify individualized assessment strategies;
 - (8) Use performance data and informal input from students, parents, educators, and administrators to do the following for individuals who are deaf or hard of hearing:
 - a. Identify appropriate modifications in the learning environment;
 - b. Develop instructional assessment strategies; and
 - c. Evaluate results of instruction and appropriateness of program options; and
 - (9) Assess developmental skill levels in the domains of cognition, language, motor, and social emotional development;
- (i) In the area of professional practice, the ability to:
- (1) Promote appropriate roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing;
 - (2) Model adherence to professional conduct and confidentiality policies;
 - (3) Participate in professional development activities to increase knowledge and skills related to educating and communicating with individuals who are deaf or hard of hearing; and
 - (4) Utilize the knowledge of the various organizations and publications relevant to the field of education of individuals who are deaf or hard of hearing; and
- (j) In the area of collaboration, the ability to:
- (1) Understand the various services, networks and organizations available to individuals who are deaf or hard of hearing at the local, state and national levels;
 - (2) Coordinate support personnel to meet the diverse communication needs of the individual who is deaf or hard of hearing;
 - (3) Provide families with resources, knowledge, skills, and support to make choices regarding communication modes/philosophies and educational options across the lifespan;
 - (4) Promote effective communication and collaboration with individuals with exceptional learning needs, including families, school personnel, and community members;

- (5) Collaborate with school personnel, parents, clinical personnel, and community members in integrating individuals with exceptional learning needs into various settings;
- (6) Model techniques and coach others in the use of instructional methods and accommodations;
- (7) Demonstrate the ability to impart specific knowledge of the needs of deaf and hard of hearing individuals to educational staff; and
- (8) Support instruction in the regular education classroom by observing, evaluating, and providing specific knowledge to educational and support staff.

Ed 612.10 Program for Emotional and Behavioral Disabilities. The teacher preparation program for emotional and behavioral disabilities shall provide the teaching candidate with the following knowledge skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:

- (a) In the area of foundations, the ability to:
 - (1) Understand law, policies, principles regarding behavior management, planning, and implementation;
 - (2) Understand legal, judicial, and educational systems as related to emotional and behavioral disabilities, including handling confidential information as required by laws and regulations;
 - (3) Understand principles of normalization and concept of least restrictive environment for individuals with emotional and behavioral disabilities; and
 - (4) Understand the theory of reinforcement techniques in serving individuals with emotional and behavioral disabilities;
- (b) In the area of development and characteristics of learners, the ability to:
 - (1) Demonstrate knowledge of the etiology and identification of emotional and behavioral disabilities;
 - (2) Understand current trends and treatment of physical development, disability, and health impairments related to individuals with emotional and behavioral disabilities; and
 - (3) Demonstrate an understanding of the social characteristics of individuals with emotional and behavioral disabilities;
- (c) In the area of individual learning differences, the ability to:
 - (1) Recognize variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with emotional and behavioral disabilities and their families in a school setting; and

(2) Demonstrate an understanding of the learning differences among individuals from culturally diverse backgrounds;

(d) In the area of instructional strategies, the ability to:

(1) Identify and use appropriate specialized materials for individuals with emotional and behavioral disabilities;

(2) Implement prevention and intervention strategies for individuals at risk of emotional and behavioral disabilities;

(3) Consider the advantages and limitations of instructional strategies and practices for teaching individuals with emotional and behavioral disabilities;

(4) Use a variety of resources and techniques while transitioning individuals with emotional and behavioral disabilities into and out of school and post-school environments; and

(5) Utilize strategies for integrating student initiated learning experiences into ongoing instruction for individuals with emotional and behavioral disabilities;

(e) In the area of learning environments and social interactions, the ability to:

(1) Maintain consistent teacher attitudes and behaviors that influence behavior of individuals with emotional and behavioral disabilities;

(2) Teach appropriate social skills needed for educational and other environments;

(3) Understand the advantages and disadvantages of placement options and the continuum of services for individuals with emotional and behavioral disabilities;

(4) Utilize functional classroom designs for individuals with emotional and behavioral disabilities;

(5) Create a safe, equitable, positive, and supporting learning environment in which diversities are valued;

(6) Identify realistic expectations for personal and social behavior in various settings and identify supports needed for successful integration;

(7) Design learning environments that encourage active participation in individual and group activities by modifying the learning environment to manage behaviors;

(8) Use the least intensive behavior management strategy consistent with the specific needs of an individual with emotional and behavioral disabilities;

(9) Teach self-advocacy strategies and skills so that an individual with emotional and behavioral disabilities can be more proactive;

(10) Structure, direct, and support the activities of paraeducators, volunteers, and tutors to support and encourage self-advocacy and increased independence;

(11) Establish a consistent classroom routine for individuals with emotional and behavioral disabilities; and

(12) Use skills in problem solving and conflict resolution;

(f) In the area of language, the ability to:

(1) Consider the effects of cultural and linguistic differences on growth, development, and communication;

(2) Understand the ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding; and

(3) Use strategies to support and enhance communication skills of individuals;

(g) In the area of instructional planning, the ability to:

(1) Utilize theories and research for the basis of curriculum development and instructional practice relating to state-recommended curriculum;

(2) Use technology for planning and managing the teaching and learning environment as related to emotional and behavioral disabilities;

(3) Understand the roles and responsibilities of the paraeducator relating to instructional support, intervention, and direct service;

(4) Design, locate, and use specialized materials for individuals with emotional and behavioral disabilities;

(5) Use procedures to increase an individual's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy;

(6) Use a variety of nonaversive techniques to control targeted behaviors and maintain attention of individuals with emotional and behavioral disabilities;

(7) Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior;

(8) Integrate academic instruction, affective education, and behavior management for individuals and groups with emotional and behavior disabilities;

(9) Involve the individual and family in setting instructional goals and monitoring progress;

(10) Use functional assessments to develop intervention plans;

(11) Integrate affective, social, and life skills with academic curricula;

(12) Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, gender, and individual differences;

(13) Make responsive adjustments to instruction based on continual observations; and

(14) Prepare individuals to react in a positive manner that reflects self-esteem in response to societal attitudes and actions;

(h) In the area of assessment, the ability to:

(1) Understand and utilize basic terminology used in assessment of emotional and behavioral disabilities;

(2) Utilize appropriate policies and procedures involved in the screening, identification, programming, and placement of individuals with emotional and behavioral disabilities including academic and social behaviors;

(3) Understand types and importance of information concerning individuals with emotional and behavioral disabilities available in collaboration with families and public or private agencies;

(4) Assess appropriate and problematic social behaviors of individuals with emotional and behavioral disabilities;

(5) Use assessment information in making eligibility, program, and placement decisions for individuals with emotional and behavioral disabilities;

(6) Collect, analyze, and interpret formal and informal assessment data to report to all stakeholders using effective communication skills; and

(7) Monitor intragroup behavior changes from subject to subject and activity to activity applicable to individuals with emotional and behavioral disabilities;

(i) In the area of professional practice, the ability to:

(1) Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;

(2) Conduct professional activities in compliance with applicable laws and policies as related to emotional and behavioral disabilities;

(3) Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals with emotional and behavioral disabilities;

(4) Demonstrate knowledge of organizations and publications relevant to the field of emotional and behavioral disabilities; and

(5) Participate in activities of professional organizations relevant to the field of emotional and behavioral disabilities;

(j) In the area of collaboration, the ability to:

(1) Understand services, networks, and organizations for individuals with emotional and behavioral disabilities and their transition into the community;

- (2) Provide parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for individuals with emotional and behavioral disabilities;
- (3) Utilize collaborative and consultative roles of special and general educators in the integration or reintegration of individuals with emotional and behavioral disabilities;
- (4) Understand the role of professional groups and referral agencies in identifying, assessing, and providing confidential services to individuals with emotional and behavioral disabilities;
- (5) Understand and utilize elements of the community culture that promote effective communication and collaboration with individuals with emotional and behavioral learning needs, families, school personnel, and community members;
- (6) Maintain confidential communication about individuals with emotional and behavioral disabilities;
- (7) Foster respectful and beneficial relationships between families and professionals, including families with cultural diversity;
- (8) Collaborate with school personnel and community members in integrating individuals with emotional and behavioral disabilities into various settings;
- (9) Model techniques and coach others in the use of instructional methods;
- (10) Communicate with school personnel about the characteristics and needs of individuals with emotional and behavioral disabilities;
- (11) Observe, evaluate and provide feedback to paraeducators and support them by providing documentation; and
- (12) Teach parents to use appropriate behavior management and counseling techniques.

Ed 612.11 Program for Specific Learning Disabilities. The teacher preparation program for specific learning disabilities shall provide the teaching candidate with the following knowledge skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:

- (a) In the area of foundations, the ability to:
 - (1) Understand philosophies, theories, models and issues related to individuals with specific learning disabilities;
 - (2) Understand laws and policies regarding pre-referral, referral, and placement procedures for individuals who might have specific learning disabilities; and

(3) Understand current definitions and issues and research related to the identification of individuals with specific learning disabilities;

(b) In the area of development and characteristics of learners, the ability to:

(1) Understand the etiologies of specific learning disabilities;

(2) Understand the neurobiological and medical factors that might impact the learning of individuals with specific learning disabilities;

(3) Understand psychological, social, and emotional characteristics of individuals with specific learning disabilities;

(4) Identify differing learning needs and styles of individuals with specific learning disabilities and implications on instructional design process;

(5) Understand current research and trends concerning individuals with specific learning disabilities; and

(6) Understand and consistently apply federal, state, and local criteria in the process of identification of individuals with specific learning disabilities;

(c) In the area of individual learning differences, the ability to:

(1) Understand the impact of co-existing conditions and exceptionalities on individuals with specific learning disabilities;

(2) Understand the impact of specific learning disabilities on core curriculum areas;

(3) Understand how individual learning differences affect acquisition of knowledge;

(4) Know current definitions and characteristics of individuals with specific learning disabilities and their effect on individuals' development and educational performance;

(5) Recognize the effects of phonological awareness on the reading abilities of individuals with specific learning disabilities; and

(6) Recognize the impact specific learning disabilities may have on auditory and information processing skills;

(d) In the area of instructional strategies, the ability to:

(1) Identify and use methods for ensuring academic success for individuals with specific learning disabilities in the general curriculum in one-to-one, small group and large group settings;

(2) Provide appropriate high-quality, research-based instruction in general education settings consistent with the federal ESEA;

(3) Use reading methods appropriate to an individual with learning disabilities;

- (4) Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language;
 - (5) Implement systematic instruction in teaching reading comprehension and monitoring strategies;
 - (6) Use methods for increasing accuracy and proficiency in math calculations and math problem solving;
 - (7) Use methods to teach mathematics appropriate to individuals with specific learning disabilities;
 - (8) Use specialized methods for teaching basic skills;
 - (9) Teach strategies for organizing and composing written products;
 - (10) Demonstrate thorough knowledge of the structure of oral and written language and its influence on literacy;
 - (11) Instruct appropriate strategies to prepare for and to take tests;
 - (12) Use methods for teaching individuals to independently use cognitive processing to solve problems;
 - (13) Use research supported methods for academic and nonacademic instruction of individuals with specific learning disabilities;
 - (14) Use methods for guiding individuals in identifying and organizing critical content;
 - (15) Modify the pace of instruction and provide organizational cues;
 - (16) Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval;
 - (17) Identify and teach basic structures and relationships within and across curricula;
 - (18) Integrate social skills instruction into the curriculum;
 - (19) Use responses and errors to guide instructional decisions and provide feedback to learners;
 - (20) Collect and use data to make adjustments to instruction and document progress;
 - (21) Identify and teach essential concepts, vocabulary, and content across the general curriculum; and
 - (22) Teach learning strategies and study skills to acquire academic content;
- (e) In the area of learning environments and social interactions, the ability to:
- (1) Provide opportunities for meaningful and ongoing social interactions;

- (2) Teach skills to promote self-awareness, self-determination, and self-advocacy; and
- (3) Teach individuals with specific learning disabilities to give and receive meaningful feedback from peers and adults;

(f) In the area of language, the ability to:

- (1) Understand typical language development and how that might differ for individuals with specific learning disabilities;
- (2) Understand the impact of language development and listening comprehension on academic and non-academic learning of individuals with specific learning disabilities;
- (3) Enhance vocabulary development;
- (4) Teach strategies for spelling accuracy and generalization;
- (5) Teach methods and strategies for producing legible documents; and
- (6) Teach individuals with specific learning disabilities to monitor for errors in oral and written communications;

(g) In the area of instructional planning, the ability to:

- (1) Incorporate state and local curricular standards in the development and implementation of lesson plans to meet unique needs of individuals with specific learning disabilities;
- (2) Participate in curriculum development and utilize instructional practices based on research;
- (3) Challenge individuals with specific learning disabilities to high academic standards, with appropriate accommodations as needed;
- (4) Incorporate and implement instructional and assistive technology into the IEP as appropriate;
- (5) Make responsive adjustments to instruction based on continual observations and ongoing assessment;
- (6) Identify and prioritize areas of the general curriculum and accommodations to address individual needs based on the IEP;
- (7) Select appropriate specialized curricula, materials, and resources for individuals with specific learning disabilities;
- (8) Involve individual and family in setting instructional goals and monitoring progress;
- (9) Use functional behavioral assessments to develop intervention plans; and
- (10) Integrate affective, social, and life skills into academic curricula;

(h) In the area of assessment, the ability to:

- (1) Understand terminology and procedures used in the assessment of individuals with specific learning disabilities;
- (2) Understand the use and limitations of formal and informal assessment instruments;
- (3) Coordinate, interpret, and report assessment results to appropriate individuals using effective communication skills;
- (4) Understand factors that could lead to misidentification of individuals as having specific learning disabilities;
- (5) Understand and follow procedures to identify young children who may be at risk for specific learning disabilities;
- (6) Choose and administer assessment instruments appropriate to an individual with specific learning disabilities; and
- (7) Ensure participation of individuals with specific learning disabilities in state and district wide assessments;

(i) In the area of professional practice, the ability to:

- (1) Understand the responsibility to advocate for appropriate services for individuals with specific learning disabilities;
- (2) Identify knowledge of professional organizations and sources of information relevant to the field of learning disabilities;
- (3) Participate in activities of professional organizations relevant to the field of learning disabilities; and
- (4) Use research findings and theories to guide practice; and

(j) In the area of collaboration, the ability to:

- (1) Incorporate co-planning and co-teaching methods to strengthen content acquisition of individuals with specific learning disabilities;
- (2) Develop effective partnerships with families of individuals with specific learning disabilities;
- (3) Promote positive attitudes towards individuals with specific learning disabilities and their families; and
- (4) Develop and implement appropriate IEPs in collaboration with team members.

Ed 612.12 Program for Physical and Health Disabilities. The teacher preparation program for physical and health disabilities shall provide the teaching candidate with the following knowledge skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:

- (a) In the area of foundations, the ability to:
 - (1) Identify issues, historical practices, and educational definitions of individuals with physical and health disabilities;
 - (2) Identify laws and policies related to the provision of specialized health care in the educational setting; and
 - (3) Articulate the services delivered to individuals with physical and health disabilities;
- (b) In the area of development and characteristics of learners, the ability to:
 - (1) Identify medical terminology related to physical and health disabilities;
 - (2) Describe the etiology and characteristics of individuals with physical and health disabilities across the life span;
 - (3) Identify secondary health care issues that accompany specific physical and health disabilities; and
 - (4) Describe types and transmission routes of infectious and communicable diseases;
- (c) In the area of individual learning differences, the ability to:
 - (1) Apply current best practice research related to individuals with physical and health disabilities and the results of informal and formal evaluations into the development of students' educational programs;
 - (2) Explain the complex interrelationships among behavior, communication, sensory, and movement differences and how culture mediates their expression; and
 - (3) Describe the impact of physical and health disabilities on individuals, families, and society;
- (d) In the area of instructional strategies, the ability to:
 - (1) Utilize a variety of evidence-based instructional methods and individual and group instruction to:
 - a. Teach individuals with physical and health disabilities; and
 - b. Help individuals with physical and health disabilities generalize new knowledge, skills, and dispositions;
 - (2) Design and coordinate natural and specialized supports in the classroom, school, and community in the areas of:

- a. Curriculum;
- b. Communication;
- c. Assistive technology, including both low and high technologies;
- d. Instruction; and
- e. Medical and related services;

(3) Demonstrate awareness of principles, strategies, and equipment relating to the following areas and collaborate with others to provide supports to individuals with physical and health disabilities in these areas:

- a. Appropriate seating;
- b. Personal care;
- c. Sensory impairment;
- d. Medical and health needs; and
- e. Mobility;

(4) Integrate graduation planning into the IEP for an individual's participation in a variety of typical adult roles and integrated community environments, including, but not limited to:

- a. Postsecondary education;
- b. Work;
- c. Housing; and
- d. Community living;

(5) Demonstrate instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of individuals with physical and health disabilities;

(6) Identify sources of specialized materials, equipment, and assistive technology for individuals with physical and health disabilities; and

(7) Demonstrate use of adaptations and assistive technology to provide individuals with physical and health disabilities full participation and access to the general curriculum;

(e) In the area of learning environments and social interactions, the ability to:

(1) Identify barriers to the development of individuals' social relationships and develop strategies for avoiding or overcoming them;

(2) Facilitate interactions between individuals with disabilities, their age-appropriate classmates without disabilities, and other peers in order to develop, maintain, and enhance social communicative relationships;

(3) Identify opportunities and facilitate support for an individual's participation in typical extra- and co-curricular activities, based on the individual's interests and desires;

(4) Demonstrate understanding of specialized health care interventions for individuals with physical and health disabilities;

(5) Identify barriers to accessibility and acceptance of individuals with physical and health disabilities;

(6) Demonstrate use of techniques of physical management of individuals with physical and health disabilities to ensure participation in academic and social environments;

(7) Demonstrate appropriate body mechanics to ensure individual and teacher safety in transfer, lifting, positioning, and seating;

(8) Demonstrate use of positioning techniques to enhance participation; and

(9) Facilitate understanding in assisting individuals to develop sensitivity toward those who have communicable diseases;

(f) In the area of language, the ability to:

(1) Describe the unique role of communication by individuals who use augmentative and alternative communication and use advanced assessment and problem-solving skills to enhance their interactions with others; and

(2) Integrate and promote the use of a variety of augmentative communication symbols, modes, aids, and techniques that support students' active participation, learning, and communication in the general curriculum, during typical school routines, and in the community;

(g) In the area of instructional planning, the ability to:

(1) Collaborate with others, including, but not limited to, parents, general education teachers, related service providers, school nurse, paraprofessionals, and other members of the community who have professional contact with individuals with physical and health disabilities, to develop IEPs that reflect individualized goals based on the content of the general education curriculum, including:

a. Subject matter knowledge from general curriculum subject areas;

b. Literacy, including functional literacy;

c. Social skills;

d. Vocational planning and career skills, including driver education;

e. Community service learning;

- f. Skills for community living;
 - g. Self-determination and self-advocacy; and
 - h. General learning habits and behaviors;
- (2) Design positive approaches to challenging behavior and support teams in their implementation of individualized support plans;
 - (3) Develop and use a technology plan based on assistive technology assessment;
 - (4) Interpret sensory and physical information to create or adapt appropriate learning plans for individuals with physical and health disabilities;
 - (5) Design and implement instructional programs that address independent living, postsecondary education, and career education for individuals with physical and health disabilities;
 - (6) Design and implement curriculum and instructional strategies for medical self-management procedures; and
 - (7) Integrate an individual's health care plan into daily programming;
- (h) In the area of assessment, the ability to:
- (1) Assess individuals' learning and communication styles, strengths, and needs using a variety of authentic assessment strategies, including, but not limited to:
 - a. Criterion-based assessments;
 - b. Play-based assessments;
 - c. Ecological inventories;
 - d. Futures planning assessments; and
 - e. Other classroom or typical activity-based strategies;
 - (2) Assess the factors that affect learning and communication, including, but not limited to:
 - a. Physical and sensory environments;
 - b. The curriculum;
 - c. Instructional methods;
 - d. Individual characteristics; and
 - e. Attitudes of the family, culture, classmates, and teachers;

- (3) Conduct comprehensive functional behavioral assessments;
 - (4) Identify opportunities for learning and communication in a variety of environments, including, but not limited to:
 - a. General education classrooms;
 - b. Typical school routines and activities;
 - c. Extra-curricular activities;
 - d. In the community; and
 - e. At home;
 - (5) Develop meaningful documentation procedures to evaluate individuals' learning and communication skills and provide this information for general education and alternate assessment purposes;
 - (6) Evaluate educational programs in order to improve team collaboration, enhance the effectiveness of supports, and maximize student achievement;
 - (7) Identify specialized terminology used in assessing individuals with physical and health disabilities;
 - (8) Describe specialized policies on referral and placement procedures for individuals with physical and health disabilities;
 - (9) Modify and adapt assessment procedures for use with individuals with physical and health disabilities; and
 - (10) Monitor the effects of medication on individual performance;
- (i) In the area of professional practice, the ability to:
- (1) Identify organizations and publications relevant to the field of education;
 - (2) Integrate information about protocols and procedures to assist individuals with physical and health disabilities to participate in school and community activities; and
 - (3) Participate in the activities of professional organizations in the field of physical and health disabilities; and
- (j) In the area of collaboration, the ability to:
- (1) Demonstrate leadership skills to promote:
 - a. An individual's:
 - 1. Access to and achievement within the general curriculum in the general education classroom;

2. Learning of functional life skills;
 3. Development of social relationships; and
 4. Access to and use of augmentative and alternative communication and assistive technology; and
- b. General school reform and systems change;
- (2) Provide intensive and sustained facilitation and leadership to is, including, but not limited to, parents, general education teachers, related service providers, school nurses, and paraeducators as they plan, implement, and evaluate individuals' educational programs;
 - (3) Collaborate with others to secure funding for augmentative communication and other learning and assistive technology and facilitate their optimum functioning through regular maintenance and service;
 - (4) Coordinate and provide professional development and, when appropriate, supervision, for professionals, administrators, paraeducators, family members, and the general community in the areas of quality education and communication supports for individuals with intellectual developmental disabilities; and
 - (5) Collaborate and promote the development of leadership skills of individuals' families by connecting them with self-advocacy and community resources.

Ed 612.13 Program for Blind and Vision Disabilities. The teacher preparation program for blind and vision disabilities shall provide the teaching candidate with the following knowledge skills, and dispositions through a combination of academic and supervised practical experiences in the following areas:

- (a) In the area of foundations, the ability to:
 - (1) Identify federal entitlements that provide specialized equipment and materials for individuals with blindness and vision disabilities;
 - (2) Understand educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for individuals with blindness and vision disabilities;
 - (3) Understand basic terminology related to the structure, function, and development of the human visual system; and
 - (4) Understand terminology related to diseases and disorders to the human visual system;
- (b) In the area of development and characteristics of learners, the ability to:
 - (1) Aid in the development of secondary senses when vision is impaired;

- (2) Observe effects of visual disability on development;
- (3) Understand the impact of visual disability on learning and experience;
- (4) Understand the psychosocial aspects of visual disability; and
- (5) Understand the medical implications related to eye conditions;

(c) In the area of individual learning differences, the ability to understand the impact of other disabilities on individuals with blindness and vision disabilities;

(d) In the area of instructional strategies, the ability to:

- (1) Develop strategies for teaching:
 - a. Braille and Nemeth reading and writing;
 - b. Signature writing to individuals who are blind;
 - c. Listening and compensatory auditory skills;
 - d. Keyboarding skills;
 - e. Technology skills to individuals with blindness and vision disabilities;
 - f. Use of the abacus, talking calculator, tactile graphics, and adapted science equipment;
 - g. Basic concepts to individuals with blindness and vision disabilities;
 - h. Organization and study skills to individuals with blindness and vision disabilities;
 - i. Visual efficiency skills and use of print adaptations, optical aides, and non-optical devices;
 - j. Spatial concepts, body awareness, and familiarization techniques, including preparation for orientation and mobility instruction;
 - k. Tactual perceptual skills to individuals with blindness and vision disabilities;
 - l. Human sexuality to individuals with blindness and vision disabilities;
 - m. Adapted physical and recreational skills to individuals with blindness and vision disabilities;
 - n. Social, daily living, and functional life skills to individuals with blindness and vision disabilities; and
 - o. Career and vocational skills, including provision of vocational counseling for individuals with blindness and vision disabilities;

- (2) Develop techniques for modifying instructional methods and materials for individuals with blindness and vision disabilities;
- (3) Develop strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills;
- (4) Prepare adapted or modified materials in Braille, accessible print, and other formats;
- (5) Transcribe, proofread, and interline materials in contracted literary and Nemeth Braille materials;
- (6) Use Braillewriter, slate and stylus, and computer technology to produce Braille materials; and
- (7) Prepare individuals with blindness and vision disabilities to access information and services from the community;

(e) In the area of learning environments and social interactions, the ability to:

- (1) Observe the roles of paraeducators who work directly with individuals with blindness and vision disabilities;
- (2) Identify the role of classroom teacher; and
- (3) Enhance instruction for individuals with blindness and vision disabilities through modification of the environment;

(f) In the area of language, the ability to:

- (1) Understand the unique nature of communication by students who use augmentative and alternative communication and use advanced assessment and problem-solving skills to enhance their interaction with others;
- (2) Promote the use of a variety of augmentative communication symbols, modes, aids, and techniques, including, but not limited to, objects, letters, words, graphic language symbols, sign or gesture symbols, posture and gaze, communication boards and books, electronic and non-electronic communication devices, that support students' active participation, learning, and communication in the general curriculum, during typical school routines, and in the community; and
- (3) Develop strategies for teaching alternatives to nonverbal communication;

(g) In the area of instructional planning, the ability to:

- (1) Identify and develop relationships among assessment, IEP development, and placement as they affect vision-related services;
- (2) Understand programs for individuals with blindness and vision disabilities and principles of orientation and mobility;
- (3) Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with blindness and vision disabilities; and

(4) Obtain and organize special materials to implement instructional goals for individuals with blindness and vision disabilities;

(h) In the area of assessment, the ability to:

(1) Use specialized terminology used in assessing individuals with blindness and vision disabilities;

(2) Apply laws and policies for assessment of individuals with blindness and vision disabilities;

(3) Identify and contact state and local policies on referral, identification, and placement procedures;

(4) Use alternative evaluation techniques for individuals with blindness and vision disabilities;

(5) Understand the interpretation and application of scores of assessments of individuals with blindness and vision disabilities;

(6) Interpret eye reports and other vision-related diagnostic information;

(7) Use disability-specific assessment instruments;

(8) Adapt and use assessment procedures when evaluating individuals with blindness and vision disabilities;

(9) Maintain disability-related records for individuals with blindness and vision disabilities; and

(10) Interpret and use assessment data for instructional planning with individuals with blindness and vision disabilities;

(i) In the area of professional practice, the ability to identify organizations and publications relevant to the field of blindness and vision disabilities;

(j) In the area of collaboration, the ability to:

(1) Demonstrate leadership skills to promote:

a. An individual's:

1. Access to and achievement within the general curriculum in the general education classroom;

2. Learning of functional life skills;

3. Development of social relationships; and

4. Access to and use of augmentative and alternative communication and assistive technology; and

b. General school reform and systems change;

- (2) Provide intensive and sustained facilitation and leadership to teams, including, but not limited to, parents, general education teachers, related service providers, school nurses, and paraeducators as they plan, implement, and evaluate individuals' educational programs;
- (3) Collaborate with others to secure funding for augmentative communication and other learning and assistive technology and facilitate their optimum functioning through regular maintenance and service; and
- (4) Coordinate and provide professional development and, when appropriate, supervision, for professionals, administrators, paraeducators, family members, and the general community in the areas of quality education and communication supports for individuals with blindness and vision disabilities.

Rule	Statute
Ed 507.40	RSA 21-N:9, II(s)
Ed 507.41	RSA 21-N:9, II(s)
Ed 507.42	RSA 21-N:9, II(s)
Ed 507.43	RSA 21-N:9, II(s)
Ed 507.44	RSA 21-N:9, II(s)
Ed 507.45	RSA 21-N:9, II(s)
Ed 612.08	RSA 21-N:9, II(r)
Ed 612.09	RSA 21-N:9, II(r)
Ed 612.10	RSA 21-N:9, II(r)
Ed 612.11	RSA 21-N:9, II(r)
Ed 612.12	RSA 21-N:9, II(r)
Ed 612.13	RSA 21-N:9, II(r)