

Programs for Intellectual or Developmental Disabilities (Ed 612.08) Self-Assessment Worksheet

Ed 612.08 Programs for Intellectual or Developmental Disabilities

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 612.08 PROGRAM FOR INTELLECTUAL OR DEVELOPMENTAL DISABILITIES. The teacher preparation program for intellectual or developmental disabilities, including, but not limited to, mental retardation, cerebral palsy and autism, 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:	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) In the area of foundations, the ability to:		
(1) Describe issues related to the identification of individuals with intellectual or developmental disabilities;		
(2) Describe the continuum of placement and services available for individuals with intellectual or developmental disabilities; and		
(3) Identify the historical trends and practices in the field of intellectual or developmental disabilities;		
(b) In the area of development and characteristics of learners, the ability to:		
(1) Identify the causes and theories of intellectual or developmental disabilities and implications for prevention;		

(2) Explain the medical aspects of intellectual or developmental disabilities and their implications for learning; and		
(3) Describe the psychological, social, emotional, and movement characteristics of individuals with intellectual or developmental disabilities;		
(c) In the area of individual learning differences, the ability to:		
(1) Align Individualized Educational Programs (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 or 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 or 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 or developmental disabilities, their age-appropriate classmates without disabilities, and other peers in order to develop, maintain, and enhance social and communicative relationships;		

<p>(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;</p>		
<p>(5) Demonstrate knowledge of transfer, lifting, positioning, and feeding techniques; and</p>		
<p>(6) Use assistive technology in learning environments;</p>		
<p>(f) In the area of language, the ability to:</p>		
<p>(1) Describe the role of augmentative communication in developing an individual's problem-solving and social interactions skills;</p>		
<p>(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</p>		
<p>(3) Plan instruction on the use of augmentative communication systems;</p>		
<p>(g) In the area of instructional planning, the ability to:</p>		

<p>(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:</p> <ul style="list-style-type: none"> 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; 		
<p>(2) Design positive approaches to challenging behavior and support teams in their implementation of individualized student support plans;</p>		
<p>(3) Identify model programs for individuals with intellectual or developmental disabilities, including postsecondary education or career transition;</p>		
<p>(4) Select and use specialized instructional strategies appropriate to individuals with intellectual or developmental disabilities;</p>		

<p>(5) Design and implement sensory supports for individuals with intellectual or developmental disabilities;</p>		
<p>(6) Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, postsecondary education, and employment;</p>		
<p>(7) Plan and implement appropriate instruction based on an individual's chronological age, abilities, and high expectations for learning; and</p>		
<p>(8) Design, implement, and evaluate instructional programs that enhance social participation across environments;</p>		
<p>(h) In the area of assessment, the ability to:</p>		
<p>(1) Assess an individual's learning and communication styles, strengths, and needs using a variety of authentic assessment strategies, including, but not limited to:</p> <ul style="list-style-type: none"> a. Criterion-based assessments; b. Ecological inventories; c. Play-based assessments; d. Futures planning assessments; and e. Other classroom or typical activity-based strategies; 		
<p>(2) Assess the factors that affect learning and communication, including, but not limited to:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 or developmental disabilities;		
(i) In the area of professional and ethical practice, the ability to:		
(1) Identify organizations and publications in the field of intellectual or developmental disabilities;		

<p>(2) Participate in the activities of professional organizations in the field of intellectual or developmental disabilities; and</p>		
<p>(3) Understand laws and policies regarding identification and placement procedures for individuals with intellectual or developmental disabilities; and</p>		
<p>(j) In the area of collaboration, the ability to:</p>		
<p>(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</p>		
<p>b. General school reform and systems change;</p>		
<p>(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;</p>		
<p>(3) Collaborate with others to secure funding for augmentative communication and other learning and assistive technology and</p>		

<p>facilitate their optimum functioning through regular maintenance and service;</p>		
<p>(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 or developmental disabilities; and</p>		
<p>(5) Collaborate and promote the development of leadership skills of individuals' families by connecting them with self-advocacy and community resources.</p>		

Source. (See Revision Note at part heading for Ed 612) #9157, eff 7-1-08