

Programs for Emotional and Behavioral Disabilities (Ed 612.10) Self-Assessment Worksheet

Ed 612.10 Program for Emotional and Behavioral 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 612.10 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:	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) Understand law, policies, and ethical 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.		
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Source. (See Revision Note at part heading for Ed 612) #9157, eff 7-1-08