

Program for Physical and Health Disabilities (Ed 612.12) Self-Assessment Worksheet

Ed 612.12 Program for Physical and Health 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 612.12 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:	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) 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;		

<p>(3) Identify secondary health care issues that accompany specific physical and health disabilities; and</p>		
<p>(4) Describe types and transmission routes of infectious and communicable diseases;</p>		
<p>(c) In the area of individual learning differences, the ability to:</p>		
<p>(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;</p>		
<p>(2) Explain the complex interrelationships among behavior, communication, sensory, and movement differences and how culture mediates their expression; and</p>		
<p>(3) Describe the impact of physical and health disabilities on individuals, families, and society;</p>		
<p>(d) In the area of instructional strategies, the ability to:</p>		
<p>(1) Utilize a variety of evidence-based instructional methods and individual and group instruction to:</p> <ul style="list-style-type: none"> a. Teach individuals with physical and health disabilities; and b. Help individuals with physical and health disabilities generalize new knowledge, skills, and dispositions; 		
<p>(2) Design and coordinate natural and specialized supports in the classroom, school, and community in the areas of:</p> <ul style="list-style-type: none"> a. Curriculum; b. Communication; c. Assistive technology, including both low and high technologies; d. Instruction; and e. Medical and related services; 		

<p>(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:</p> <ul style="list-style-type: none"> a. Appropriate seating; b. Personal care; c. Sensory impairment; d. Medical and health needs; and e. Mobility; 		
<p>(4) Integrate graduation planning into the Individualized Education Program (IEP) for an individual's participation in a variety of typical adult roles and integrated community environments, including, but not limited to:</p> <ul style="list-style-type: none"> a. Postsecondary education; b. Work; c. Housing; and d. Community living; 		
<p>(5) Demonstrate instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of individuals with physical and health disabilities;</p>		
<p>(6) Identify sources of specialized materials, equipment, and assistive technology for individuals with physical and health disabilities; and</p>		
<p>(7) Demonstrate use of adaptations and assistive technology to provide individuals with physical and health disabilities full participation and access to the general curriculum;</p>		
<p>(e) In the area of learning environments and social interactions, the ability to:</p>		
<p>(1) Identify barriers to the development of individuals' social relationships and develop strategies for avoiding or overcoming them;</p>		

(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;		

(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 IEDs that reflect individualized goals based on the content of the general education curriculum, including: <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; 		
(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;		

<p>(4) Interpret sensory and physical information to create or adapt appropriate learning plans for individuals with physical and health disabilities;</p>		
<p>(5) Design and implement instructional programs that address independent living, postsecondary education, and career education for individuals with physical and health disabilities;</p>		
<p>(6) Design and implement curriculum and instructional strategies for medical self-management procedures; and</p>		
<p>(7) Integrate an individual's health care plan into daily programming;</p>		
<p>(h) In the area of assessment, the ability to:</p>		
<p>(1) Assess individuals' 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. Play-based assessments; c. Ecological inventories; 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. Physical and sensory environments; b. The curriculum; c. Instructional methods; d. Individual characteristics; and e. Attitudes of the family, culture, classmates, and teachers; 		
<p>(3) Conduct comprehensive functional behavioral assessments;</p>		

<p>(4) Identify opportunities for learning and communication in a variety of environments, including, but not limited to:</p> <ul style="list-style-type: none"> a. General education classrooms; b. Typical school routines and activities; c. Extra curricular activities; d. In the community; and e. At home; 		
<p>(5) Develop meaningful documentation procedures to evaluate individuals' learning and communication skills and provide this information for general education and alternate assessment purposes;</p>		
<p>(6) Evaluate educational programs in order to improve team collaboration, enhance the effectiveness of supports, and maximize student achievement;</p>		
<p>(7) Identify specialized terminology used in assessing individuals with physical and health disabilities;</p>		
<p>(8) Describe specialized policies on referral and placement procedures for individuals with physical and health disabilities;</p>		
<p>(9) Modify and adapt assessment procedures for use with individuals with physical and health disabilities; and</p>		
<p>(10) Monitor the effects of medication on individual performance;</p>		
<p>(i) In the area of professional and ethical practice, the ability to:</p>		
<p>(1) Identify organizations and publications relevant to the field of education;</p>		

<p>(2) Integrate information about protocols and procedures to assist individuals with physical and health disabilities to participate in school and community activities; and</p>		
<p>(3) Participate in the activities of professional organizations in the field of physical and health disabilities; and</p>		
<p>(j) In the area of collaboration, the ability to:</p>		
<p>(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;</p>		
<p>(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;</p>		
<p>(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;</p>		
<p>(4) Coordinate and provide professional development and, when appropriate, supervision, for professionals, administrators, paraeducators,</p>		

family members, and the general community in the areas of quality education and communication supports for individuals with intellectual or developmental disabilities; and		
(5) Collaborate and promote the development of leadership skills of individuals' families by connecting them with self-advocacy and community resources.		

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