

CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students with Physical and Health Disabilities

Special Education Standard #1:

Foundations

Common Core

Knowledge:	
CC1K1	Models, theories, and philosophies that form the basis for special education practice.
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.
CC1K3	Relationship of special education to the organization and function of educational agencies.
CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
CC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.)
CC1K7	Family systems and the role of families in the educational process.
CC1K8	Historical points of view and contribution of culturally diverse groups.
CC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
Skill:	
CC1S1	Articulate personal philosophy of special education.

Physical and Health Disabilities

Knowledge:	
PH1K1	Issues and educational definitions of individuals with physical and health disabilities.
PH1K2	Historical foundations, related to knowledge and practices in physical and health disabilities.
PH1K3	Laws and policies related to the provision of specialized health care in the educational setting.
Skills:	
PH1S1	Articulate the service delivery for individuals with physical and health disabilities.

Special Education Standard #2:

Development and Characteristics of Learners

Common Core

Knowledge:	
CC2K1	Typical and atypical human growth and development.
CC2K2	Educational implications of characteristics of various exceptionalities.
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
CC2K4	Family systems and the role of families in supporting development.

CC2K5	Similarities and differences of individuals with and without exceptional learning needs.
CC2K6	Similarities and differences among individuals with exceptional learning needs.
CC2K7	Effects of various medications on individuals with exceptional learning needs.

Physical and Health Disabilities

Knowledge:	
PH2K1	Medical terminology related to physical and health disabilities.
PH2K2	Etiology and characteristics of physical and health disabilities across the life span.
PH2K3	Secondary health care issues that accompany specific physical and health disabilities.
PH2K4	Types and transmission routes of infectious and communicable diseases.
Skills:	None in addition to Common Core

Special Education Standard #3: Individual Learning Differences

Common Core

Knowledge:	
CC3K1	Effects an exceptional condition(s) can have on an individual's life.
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family, and schooling.
CC3K4	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Physical and Health Disabilities

Knowledge:	
PH3K1	Impact of physical and health disabilities on individuals, families, society.
Skills:	None in addition to Common Core

Special Education Standard #4: Instructional Strategies

Common Core

Skill:	
CC4S1	Use strategies to facilitate integration into various settings.
CC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.
CC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.

Physical and Health Disabilities

Knowledge:	
PH4K1	Instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of individuals with physical and health disabilities.
PH4K2	Sources of specialized materials, equipment and assistive technology for individuals with physical and health disabilities.
Skills:	
PH4S1	Use adaptations and assistive technology to provide individuals with physical and health disabilities full participation and access to the general curriculum.

Special Education Standard #5:

Learning Environments and Social Interactions

Common Core

Knowledge:	
CC5K1	Demands of learning environments.
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
CC5K3	Effective management of teaching and learning.
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5K5	Social skills needed for educational and other environments.
CC5K6	Strategies for crisis prevention and intervention.
CC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
CC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
CC5K9	Ways specific cultures are negatively stereotyped.
CC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
Skills:	
CC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5S2	Identify realistic expectations for personal and social behavior in various settings.
CC5S3	Identify supports needed for integration into various program placements.
CC5S4	Design learning environments that encourage active participation in individual and group activities.
CC5S5	Modify the learning environment to manage behaviors.
CC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S8	Teach self-advocacy.

CC5S9	Create an environment that encourages self-advocacy and increased independence.
CC5S10	Use effective and varied behavior management strategies.
CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
CC5S12	Design and manage daily routines.
CC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
CC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
CC5S16	Use universal precautions.

Physical and Health Disabilities

Knowledge:	
PH5K1	Adaptations of educational environments necessary to accommodate individuals with physical and health disabilities.
PH5K2	Specialized health care interventions for individuals with physical and health disabilities in educational settings.
PH5K3	Barriers to accessibility and acceptance of individuals with physical and health disabilities.
Skills:	
PH5S1	Use techniques of physical and management of individuals with physical and health disabilities to ensure participation in academic and social environments.
PH5S2	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
PH5S3	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.
PH5S4	Assist individuals to develop sensitivity toward those who have communicable diseases.

Special Education Standard #6:**Language****Common Core**

Knowledge:	
CC6K1	Effects of cultural and linguistic differences on growth and development.
CC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
CC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
CC6K4	Augmentative and assistive communication strategies.
Skills:	
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
CC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Physical and Health Disabilities

Knowledge:	
PH6K1	Communication and social interaction alternatives for individuals who are non-speaking.
Skills:	None in addition to Common Core

Special Education Standard #7:**Instructional Planning****Common Core**

Knowledge:	
CC7K1	Theories and research that form the basis of curriculum development and instructional practice.
CC7K2	Scope and sequences of general and special curricula.
CC7K3	National, state or provincial, and local curricula standards.
CC7K4	Technology for planning and managing the teaching and learning environment.
CC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
Skills:	
CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
CC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
CC7S3	Involve the individual and family in setting instructional goals and monitoring progress.
CC7S4	Use functional assessments to develop intervention plans.
CC7S5	Use task analysis.
CC7S6	Sequence, implement, and evaluate individualized learning objectives.
CC7S7	Integrate affective, social, and life skills with academic curricula.
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.

CC7S10	Prepare lesson plans.
CC7S11	Prepare and organize materials to implement daily lesson plans.
CC7S12	Use instructional time effectively.
CC7S13	Make responsive adjustments to instruction based on continual observations.
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Physical and Health Disabilities

Knowledge:	None in addition to Common Core
Skills:	
PH7S1	Develop and use technology plan based on assistive technology assessment.
PH7S2	Interpret sensory and physical information to create or adapt appropriate learning plans for individuals with physical and health disabilities.
PH7S3	Design and implement instructional programs that address independent living and career education for individuals with physical and health disabilities.
PH7S4	Design and implement curriculum and instructional strategies for medical self-management procedures.
PH7S5	Integrate an individual's health care plan into daily programming.

Special Education Standard #8:

Assessment

Common Core

Knowledge:	
CC8K1	Basic terminology used in assessment.
CC8K2	Legal provisions and ethical principles regarding assessment of individuals.
CC8K3	Screening, pre-referral, referral, and classification procedures.
CC8K4	Use and limitations of assessment instruments.
CC8K5	National, state or provincial, and local accommodations and modifications.
Skills:	
CC8S1	Gather relevant background information.
CC8S2	Administer nonbiased formal and informal assessments.
CC8S3	Use technology to conduct assessments.
CC8S4	Develop or modify individualized assessment strategies.
CC8S5	Interpret information from formal and informal assessments.
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC8S7	Report assessment results to all stakeholders using effective communication skills.
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S9	Develop or modify individualized assessment strategies.
CC8S10	Create and maintain records.

Physical and Health Disabilities

Knowledge:	
PH8K1	Specialized terminology used in assessing individuals with physical and health disabilities.
PH8K2	Specialized policies on referral and placement procedures for students with physical and health disabilities.
Skills:	
PH8S1	Modify and adapt assessment procedures for use with individuals with physical and health disabilities.
PH8S2	Assess reliable method(s) of response of individuals with physical and health disabilities.
PH8S3	Use results of specialized evaluations to make instructional decisions for individuals with physical and health disabilities.
PH8S4	Monitor the effects of medication on individual performance.

Special Education Standard #9: **Professional and Ethical Practice**

Common Core

Knowledge:	
CC9K1	Personal cultural biases and differences that affect one's teaching.
CC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.
CC9K3	Continuum of lifelong professional development.
CC9K4	Methods to remain current regarding research-validated practice.
Skills:	
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
CC9S3	Act ethically in advocating for appropriate services.
CC9S4	Conduct professional activities in compliance with applicable laws and policies.
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
CC9S7	Practice within one's skill limit and obtain assistance as needed.
CC9S8	Use verbal, nonverbal, and written language effectively.
CC9S9	Conduct self-evaluation of instruction.
CC9S10	Access information on exceptionalities.
CC9S11	Reflect on one's practice to improve instruction and guide professional growth.
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

Physical and Health Disabilities

Knowledge:	
PH9K1	Organizations and publications relevant to the field of education
Skills:	
PH9S1	Seek information about protocols and procedures to assist individuals with physical and health disabilities to participate in school and community activities.

PH9S2	Participate in the activities of professional organizations in the field of physical and health disabilities.
-------	---

Special Education Standard #10: Collaboration

Common Core

Knowledge:	
CC10K1	Models and strategies of consultation and collaboration.
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
CC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
Skills:	
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.
CC10S3	Foster respectful and beneficial relationships between families and professionals.
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
CC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
CC10S7	Use group problem solving skills to develop, implement and evaluate collaborative activities.
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
CC10S11	Observe, evaluate and provide feedback to paraeducators.

Physical and Health Disabilities

Knowledge:	
PH10K1	Organizations and publications relevant to the field of physical and health disabilities.
PH10K2	Services, networks, and organizations for individuals with physical and health disabilities.
PH10K3	Roles and responsibilities of school and community-based medical and related services personnel.
Skills:	
PH10S1	Participate in the selection and implementation of augmentative or alternative communication systems.
PH10S2	Use local, community, and state or provincial resources to assist the programming for individuals with physical and health disabilities.
PH10S3	Coordinate activities of related service personnel to maximize direct instruction time for individuals with physical and health disabilities.

PH10S4	Collaborate with service providers to facilitate access and full participation for individuals with physical and health disorders.
PH10S5	Collaborate with families of and service providers to individuals who are chronically or terminally ill.
PH10S6	Participate in transdisciplinary teams to provide integrated care and transition services.
PH10S7	Participate in the activities of professional organizations in the field of physical and health disabilities.

-
- ^{1/} “Individual with exceptional learning needs” is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.
- ^{2/} “Exceptional Condition” is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents co-existing with one or more disabling conditions.
- ^{3/} “Special Curricula” is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula; e.g., social, communication, motor, independence, self-advocacy.