

Initial Specialty Set: Developmental Disabilities and Autism Spectrum Disorder

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
<i>Knowledge</i>	
DDA.1.K1	Medical aspects and implications for learning for individuals with developmental disabilities and autism spectrum disorder
DDA.1.K2	Core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K3	Co-existing conditions and ranges that exist at a higher rate than in the general population
DDA.1.K4	Sensory challenges of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K5	Speech, language, and communication of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K6	Adaptive behavior needs of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K7	Effect of theory of mind, central coherence, and executive function on learning and behavior
DDA.1.K8	Effect of neurological differences on learning and behavior
DDA.1.K9	Effect of self-regulation on learning and behavior
<i>Skills</i>	
None specified	

Initial Preparation Standard 2: Learning Environments	
<i>Knowledge</i>	
None in addition to the ICSI	
<i>Skills</i>	
DDA.2.S1	Plan and implement instruction for independent functional life skills and adaptive behavior
DDA.2.S2	Plan and implement instruction and related services in environments that are both age appropriate and ability appropriate
DDA.2.S3	Use specialized instruction to enhance social participation across environments
DDA.2.S4	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

Initial Preparation Standard 3: Curricular Content Knowledge

<i>Knowledge</i>	
DDA.3.K1	Evidence-based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
<i>Skills</i>	
DDA.3.S1	Provide pragmatic language instruction that facilitates social skills
DDA.3.S2	Provide individuals with strategies to avoid and repair miscommunications
DDA.3.S3	Plan and implement instruction for independent functional life skills and adaptive behavior
DDA.3.S4	Plan and implement instruction and related services that are both age appropriate and ability appropriate
DDA.3.S5	Use specialized instruction to enhance social participation across environments
DDA.3.S6	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

Initial Preparation Standard 4: Assessment

<i>Knowledge</i>	
DDA.4.K1	Specialized terminology used in the assessment of individuals with developmental disabilities and autism spectrum disorder
DDA.4.K2	Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities and autism spectrum disorder
DDA.4.K3	Components of assessment for the core areas for individuals with developmental disabilities and autism spectrum disorder
DDA.4.K4	Individual strengths, skills, and learning styles
<i>Skills</i>	
DDA.4.S1	Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities and autism spectrum disorder
DDA.4.S2	Develop strategies for monitoring and analyzing challenging behavior and its communicative intent
DDA.4.S3	Conduct functional behavior assessments that lead to development of behavior support plans

Initial Preparation Standard 5: Instructional Planning and Strategies	
<i>Knowledge</i>	
DDA.5.K1	Specialized curriculum designed to meet the needs of individuals with developmental disabilities and autism spectrum disorder
DDA.5.K2	Evidence-based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
<i>Skills</i>	
DDA.5.S1	Match levels of support to changing needs of the individual
DDA.5.S2	Implement instructional programs that promote effective communication skills using verbal and augmentative and alternative communication systems
DDA.5.S3	Provide specialized instruction for spoken language, reading, and writing
DDA.5.S4	Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context
DDA.5.S5	Consistently use proactive strategies and positive behavioral supports
DDA.5.S6	Involve individuals with developmental disabilities and autism spectrum disorder in the transition planning process
DDA.5.S7	Plan for transition needs including linkages to supports and agencies focusing on life-long needs
DDA.5.S8	Provide instruction in community-based settings
DDA.5.S9	Demonstrate transfer, lifting, and positioning techniques
DDA.5.S10	Structure the physical environment to provide optimal learning
DDA.5.S11	Provide instruction in self-regulation
DDA.5.S12	Utilize student strengths to reinforce and maintain social skills
DDA.5.S13	Plan instruction for independent functional life skills and adaptive behavior
DDA.5.S14	Plan and implement instruction and related services that are both age appropriate and ability appropriate
DDA.5.S15	Use specialized instruction to enhance social participation across environments
DDA.5.S16	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

Initial Preparation Standard 6: Professional Learning and Ethical Practice	
<i>Knowledge</i>	
DDA.6.K1	Definitions and issues related to the identification of individuals with developmental disabilities and autism spectrum disorder
DDA.6.K2	Continuum of placement and services available for individuals with developmental disabilities and autism spectrum disorder
DDA.6.K3	Historical foundations and classic studies of developmental disabilities and autism spectrum disorder
DDA.6.K4	Trends and practices in the field of developmental disabilities and autism spectrum disorder
DDA.6.K5	Theories of behavior problems of individuals with developmental disabilities and autism spectrum disorder
DDA.6.K6	Perspectives held by individuals with developmental disabilities and autism spectrum disorder
DDA.6.K7	Concepts of self-determination, self-advocacy, and community and family support, and impact in the lives of individuals with developmental disabilities and autism spectrum disorder
<i>Skills</i>	
None in addition to the ICSI	

Initial Preparation Standard 7: Collaboration	
<i>Knowledge</i>	
DDA.7.K1	Services, networks, and organizations for individuals, professionals, and families with developmental disabilities and autism spectrum disorder
<i>Skills</i>	
DDA.7.S1	Collaborate with team members to plan transition to adulthood that encourages full community participation