

## Initial Specialty Set: Individualized General Curriculum

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
<i>Knowledge</i>	
IGC.1.K1	Etiology and diagnosis related to various theoretical approaches
IGC.1.K2	Effect of sensory impairments and physical and health exceptionalities on individuals, families, and society
IGC.1.K3	Etiologies and medical aspects of conditions affecting individuals with exceptionalities
IGC.1.K4	Psychological and social-emotional characteristics of individuals with exceptionalities
IGC.1.K5	Common etiologies and the effect of sensory exceptionalities on learning and experience
IGC.1.K6	Types and transmission routes of infectious disease
IGC.1.K7	Complications and implications of medical support services
IGC.1.K8	Effect of exceptionalities on auditory and information processing skills
IGC.1.K9	Effect of multiple disabilities on behavior
IGC.1.K10	Effect of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities
IGC.1.K11	Communication and social interaction alternatives for individuals who are nonspeaking
IGC.1.K12	Typical language development and how that may differ for individuals with exceptionalities
<i>Skills</i>	
IGC.1.S1	Relate levels of support to the needs of the individual

### Initial Preparation Standard 2: Learning Environments

#### *Knowledge*

IGC.2.K1	Barriers to accessibility and acceptance of individuals with exceptionalities
IGC.2.K2	Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities
IGC.2.K3	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings

#### *Skills*

IGC.2.S1	Provide instruction in community-based settings
IGC.2.S2	Use and maintain assistive technologies
IGC.2.S3	Plan instruction in a variety of educational settings
IGC.2.S4	Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults
IGC.2.S5	Use skills in problem solving and conflict resolution
IGC.2.S6	Establish a consistent classroom routine for individuals with exceptionalities

### Initial Preparation Standard 3: Curricular Content Knowledge

None in addition to the ICSI

#### Initial Preparation Standard 4: Assessment

<i>Knowledge</i>	
IGC.4.K1	Specialized terminology used in the assessment of individuals with exceptionalities
IGC.4.K2	Laws and policies regarding referral and placement procedures for individuals with exceptionalities
IGC.4.K3	Types and importance of information concerning individuals with exceptionalities available from families and public agencies
IGC.4.K4	Procedures for early identification of young individuals who may be at risk for exceptionalities
<i>Skills</i>	
IGC.4.S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities
IGC.4.S2	Use exceptionality-specific assessment instruments with individuals with exceptionalities
IGC.4.S3	Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities
IGC.4.S4	Assess reliable method(s) of response of individuals who lack typical communication and performance abilities
IGC.4.S5	Monitor intragroup behavior changes across subjects and activities

#### Initial Preparation Standard 5: Instructional Planning and Strategies

<i>Knowledge</i>	
IGC.5.K1	Sources of specialized materials, curricula, and resources for individuals with exceptionalities
IGC.5.K2	Strategies to prepare for and take tests
IGC.5.K3	Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities
IGC.5.K4	Prevention and intervention strategies for individuals at risk for a disability
IGC.5.K5	Strategies for integrating student-initiated learning experiences into ongoing instruction
IGC.5.K6	Methods for increasing accuracy and proficiency in math calculations and applications
IGC.5.K7	Methods for guiding individuals in identifying and organizing critical content
IGC.5.K8	Integrating academic instruction and behavior management for individuals and groups with exceptionalities
IGC.5.K9	Model career, vocational, and transition programs for individuals with exceptionalities
IGC.5.K10	Interventions and services for individuals who may be at risk for exceptionalities
IGC.5.K11	Relationships between specific exceptionalities and reading instruction

Initial Preparation Standard 5: Instructional Planning and Strategies ( <i>cont'd</i> )	
<i>Skills</i>	
IGC.5.S1	Use research-supported methods for academic and non-academic instruction of individuals with exceptionalities
IGC.5.S2	Use strategies from multiple theoretical approaches for individuals with exceptionalities
IGC.5.S3	Teach learning strategies and study skills to enhance acquisition of academic content
IGC.5.S4	Use reading methods appropriate to individuals with exceptionalities
IGC.5.S5	Use methods to teach mathematics appropriate to the individuals with exceptionalities
IGC.5.S6	Modify pace of instruction and provide organizational cues
IGC.5.S7	Use appropriate adaptations and technology for all individuals with exceptionalities
IGC.5.S8	Resources and techniques used to transition individuals with exceptionalities into and out of school and in postschool environments
IGC.5.S9	Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities
IGC.5.S10	Identify and teach basic structures and relationships within and across curricula
IGC.5.S11	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval
IGC.5.S12	Use responses and errors to guide instructional decisions and provide feedback to learners
IGC.5.S13	Identify and teach essential concepts, vocabulary, and content across the general education curriculum
IGC.5.S14	Implement systematic instruction in teaching reading comprehension and monitoring strategies
IGC.5.S15	Teach strategies for organizing and composing written products
IGC.5.S16	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language
IGC.5.S17	Enhance vocabulary development
IGC.5.S18	Teach strategies for spelling accuracy and generalization
IGC.5.S19	Teach individuals with exceptionalities to monitor for errors in oral and written language
IGC.5.S20	Teach methods and strategies for producing legible documents
IGC.5.S21	Plan instruction on the use of alternative and augmentative communication systems
IGC.5.S22	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
IGC.5.S23	Select and use specialized instructional strategies appropriate to the abilities and needs of the individual
IGC.5.S24	Plan and implement age- and ability-appropriate instruction for individuals with exceptionalities

### Initial Preparation Standard 5: Instructional Planning and Strategies (*cont'd*)

<i>Skills</i>	
IGC.5.S25	Select, design, and use technology, materials, and resources required to educate individuals whose exceptionalities interfere with communication
IGC.5.S26	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans
IGC.5.S27	Design and implement instructional programs that address independent living and career education for individuals
IGC.5.S28	Design and implement curriculum and instructional strategies for medical self-management procedures
IGC.5.S29	Design, implement, and evaluate instructional programs that enhance social participation across environments

### Initial Preparation Standard 6: Professional Learning and Ethical Practice

<i>Knowledge</i>	
IGC.6.K1	Definitions and issues related to the identification of individuals with exceptionalities
IGC.6.K2	Models and theories of deviance and behavior problems
IGC.6.K3	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
IGC.6.K4	Legal, judicial, and educational systems to assist individuals with exceptionalities
IGC.6.K5	Continuum of placement and services available for individuals with exceptionalities
IGC.6.K6	Laws and policies related to provision of specialized health care in educational settings.
IGC.6.K7	Factors that influence the overrepresentation of culturally and linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities
IGC.6.K8	Principles of normalization and concept of least restrictive environment
IGC.6.K9	Theory of reinforcement techniques in serving individuals with exceptionalities
IGC.6.K10	Sources of unique services, networks, and organizations for individuals with exceptionalities
IGC.6.K11	Organizations and publications relevant to individuals with exceptionalities
<i>Skills</i>	
IGC.6.S1	Participate in the activities of professional organizations relevant to individuals with exceptionalities
IGC.6.S2	Ethical responsibility to advocate for appropriate services for individuals with exceptionalities

Initial Preparation Standard 7: Collaboration	
<i>Knowledge</i>	
IGC.7.K1	Parent education programs and behavior management guides that address severe behavior problems and facilitated communication for individuals with exceptionalities
IGC.7.K2	Collaborative and consultative roles of the special education teacher in the reintegration of individuals with exceptionalities
IGC.7.K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities
IGC.7.K4	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptionalities
<i>Skills</i>	
IGC.7.S1	Use local community and state and provincial resources to assist in programming with individuals with exceptionalities
IGC.7.S2	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptionalities
IGC.7.S3	Teach families to use appropriate behavior management and counseling techniques
IGC.7.S4	Collaborate with team members to plan transition to adulthood that encourages full community participation