

Initial Specialty Set: Individualized Independence Curriculum

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
<i>Knowledge</i>	
IIC.1.K1	Etiology and diagnosis related to various theoretical approaches
IIC.1.K2	Effect of sensory impairments and physical and health exceptionalities on individuals, families, and society
IIC.1.K3	Etiologies and medical aspects of conditions affecting individuals with exceptionalities
IIC.1.K4	Psychological and social-emotional characteristics of individuals with exceptionalities
IIC.1.K5	Types and transmission routes of infectious disease
IIC.1.K6	Complications and implications of medical support services
IIC.1.K7	Effect exceptionalities may have on auditory and information processing skills
IIC.1.K8	Effect of multiple disabilities on behavior
IIC.1.K9	Effect of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities
IIC.1.K10	Communication and social interaction alternatives for individuals who are nonspeaking
<i>Skills</i>	
None specified	

Initial Preparation Standard 2: Learning Environments	
<i>Knowledge</i>	
IIC.2.K1	Specialized health care interventions for individuals with physical and health exceptionalities in educational settings
IIC.2.K2	Barriers to accessibility and acceptance of individuals with exceptionalities
IIC.2.K3	Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities
IIC.2.K4	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
IIC.2.K5	Advantages and disadvantages of placement options and programs on the continuum of services for individuals with exceptionalities
<i>Skills</i>	
IIC.2.S1	Provide instruction in community-based settings
IIC.2.S2	Use and maintain assistive technologies
IIC.2.S3	Structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities
IIC.2.S4	Plan instruction in a variety of educational settings
IIC.2.S5	Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults
IIC.2.S6	Design learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with exceptionalities in a variety of group and individual learning activities
IIC.2.S7	Use techniques of physical positioning and management of individuals with exceptionalities to ensure participation in academic and social environments
IIC.2.S8	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating
IIC.2.S9	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation
IIC.2.S10	Use skills in problem solving and conflict resolution
IIC.2.S11	Design and implement sensory stimulation programs
IIC.2.S12	Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment

Initial Preparation Standard 3: Curricular Content Knowledge

None in addition to the ICSI

Initial Preparation Standard 4: Assessment

Knowledge

IIC.4.K1	Specialized terminology used in the assessment of individuals with exceptionalities
IIC.4.K2	Laws and policies regarding referral and placement procedures for individuals with exceptionalities
IIC.4.K3	Types and importance of information concerning individuals with exceptionalities available from families and public agencies

Skills

IIC.4.S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities
IIC.4.S2	Use exceptionality-specific assessment instruments with individuals with exceptionalities
IIC.4.S3	Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities
IIC.4.S4	Develop and use a technology plan based on adaptive technology assessment
IIC.4.S5	Assess reliable method(s) of response of individuals who lack typical communication and performance abilities
IIC.4.S6	Monitor intragroup behavior changes across subjects and activities

Initial Preparation Standard 5: Instructional Planning and Strategies

Knowledge

IIC.5.K1	Sources of specialized materials, curricula, and resources for individuals with exceptionalities
IIC.5.K2	Prevention and intervention strategies for individuals at risk for a disability
IIC.5.K3	Strategies for integrating student-initiated learning experiences into ongoing instruction
IIC.5.K4	Resources and techniques used to transition individuals with exceptionalities into and out of school and postschool environments
IIC.5.K5	Model career, vocational, and transition programs for individuals with exceptionalities

Initial Preparation Standard 5: Instructional Planning and Strategies (<i>cont'd</i>)	
<i>Skills</i>	
IIC.5.S1	Relate levels of support to the needs of the individual
IIC.5.S2	Use research-supported methods for academic and non-academic instruction of individuals with exceptionalities
IIC.5.S3	Use appropriate adaptations and technology for all individuals with exceptionalities
IIC.5.S4	Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities
IIC.5.S5	Identify and teach basic structures and relationships within and across curricula
IIC.5.S6	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval
IIC.5.S7	Use responses and errors to guide instructional decisions and provide feedback to learners
IIC.5.S8	Teach individuals with exceptionalities to monitor for errors in oral and written language
IIC.5.S9	Teach methods and strategies for producing legible documents
IIC.5.S10	Plan instruction on the use of alternative and augmentative communication systems
IIC.5.S11	Plan and implement individualized reinforcement systems and environmental modifications
IIC.5.S12	Plan and implement age- and ability-appropriate instruction for individuals with exceptionalities
IIC.5.S13	Select and plan for integration of related services into the instructional program
IIC.5.S14	Select, design, and use medical materials and resources required to educate individuals whose exceptionalities interfere with communication
IIC.5.S15	Interpret sensory and physical information to create or adapt appropriate learning plans
IIC.5.S16	Design and implement instructional programs that address independent living and career education
IIC.5.S17	Design and implement curriculum strategies for medical self-management procedures
IIC.5.S18	Design, implement, and evaluate instructional programs that enhance social participation across environments

Initial Preparation Standard 6: Professional Learning and Ethical Practice	
<i>Knowledge</i>	
IIC.6.K1	Definitions and issues related to the identification of individuals with exceptionalities
IIC.6.K2	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
IIC.6.K3	The legal, judicial, and educational systems to assist individuals with exceptionalities
IIC.6.K4	Continuum of placement and services available for individuals with exceptionalities
IIC.6.K5	Laws and policies related to provision of specialized health care in educational settings
IIC.6.K6	Principles of normalization and concept of least restrictive environment
IIC.6.K7	Theory of reinforcement techniques in serving individuals with exceptionalities
IIC.6.K8	Models and theories of deviance and behavior problems
IIC.6.K9	Sources of unique services, networks, and organizations for individuals with exceptionalities
IIC.6.K10	Organizations and publications relevant to individuals with exceptionalities
<i>Skills</i>	
IIC.6.S1	Participate in the activities of professional organizations relevant to individuals with exceptionalities
IIC.6.S2	Advocate for appropriate services for individuals with exceptionalities
IIC.6.S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with exceptionalities as they participate in school- and community-based activities

Initial Preparation Standard 7: Collaboration	
<i>Knowledge</i>	
IIC.7.K1	Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptionalities
IIC.7.K2	Collaborative and consultative roles of the special education teacher in the reintegration of individuals with exceptionalities
IIC.7.K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities
<i>Skills</i>	
IIC.7.S1	Participate in the selection and implementation of augmentative or alternative communication systems
IIC.7.S2	Use local community, and state and provincial resources to assist in programming with individuals with exceptionalities
IIC.7.S3	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptionalities
IIC.7.S4	Collaborate with team members to plan transition to adulthood that encourages full community participation
IIC.7.S5	Collaborate with families of and service providers to individuals who are chronically or terminally ill