

## Initial Specialty Set: Deafblindness

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
<i>Knowledge</i>	
DB.1.K1	Effect of deafblindness on sensory integration and the implications for teaching and learning
DB.1.K2	Effect of deafblindness on receptive and expressive communication and language development
DB.1.K3	Effect of deafblindness on development of self and social-emotional development
DB.1.K4	Effect of deafblindness on development and learning
DB.1.K5	Effect of deafblindness on bonding and attachment
DB.1.K6	Effect of medical conditions and additional impairments on the individual with deafblindness
DB.1.K7	Relevance of brain development and neurological implications of deafblindness to teaching and learning
DB.1.K8	Role of the intact and residual sensory systems on development and learning for individuals with deafblindness
DB.1.K9	Effect of deafblindness on access to and processing of information
DB.1.K10	Effect of deafblindness on access to and interaction with others
<i>Skills</i>	
None specified	

Initial Preparation Standard 2: Learning Environments	
<i>Knowledge</i>	
None in addition to the ICSI	
<i>Skills</i>	
DB.2.S1	Design the learning environment to promote active engagement and the development of social networks for individuals with deafblindness
DB.2.S2	Facilitate participation across functional activities for individuals with deafblindness
DB.2.S3	Use strategies to encourage the active engagement of individuals with deafblindness in age appropriate activities
DB.2.S4	Provide order and organization to learning environments to maximize participation and communication

### Initial Preparation Standard 3: Curricular Content Knowledge

#### *Knowledge*

None in addition to the ICSI

#### *Skills*

DB.3.S1	Foster self-determination and advocacy in individuals with deafblindness and their families
DB.3.S2	Use active empowerment techniques in age-appropriate physical, recreation, and leisure activities
DB.3.S3	Use universal design for learning which incorporates sensory management and maximizes effective use of senses
DB.3.S4	Integrate student-initiated learning experiences into ongoing instruction
DB.3.S5	Integrate communication and literacy development and learning for individuals with deafblindness

### Initial Preparation Standard 4: Assessment

#### *Knowledge*

DB.4.K1 | Assessment approaches and accommodations for individuals with deafblindness

#### *Skills*

DB.4.S1	Apply person-centered assessment and planning processes to determine instruction and program planning
DB.4.S2	Conduct functional vision and hearing assessments of individuals with
DB.4.S3	Assess communication along a continuum from pre-intentional and pre-symbolic to full communicative competencies
DB.4.S4	Observe behaviors to determine communicative intent in order to plan interventions

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

#### *Knowledge*

DB.5.K1	Role of multiple communication partners in everyday life, the learning process, and development of friendships
DB.5.K2	Research on the impact of deafblindness on communication development
DB.5.K3	Responsibilities and roles of communication support personnel
DB.5.K4	Significance of a variety of experiences and relationships to foster communication development
DB.5.K5	Active and passive elements of communication

Initial Preparation Standard 5: Instructional Planning and Strategies ( <i>cont'd</i> )	
<i>Skills</i>	
DB.5.S1	Provide effective personal management, community, and independent living skills instruction for individuals with deafblindness
DB.5.S2	Adapt intervention and instructional strategies to facilitate and encourage movement
DB.5.S3	Assist the individual with deafblindness to organize sensory information and orient to space and objects across environments
DB.5.S4	Model and promote the use of mobility techniques and devices
DB.5.S5	Use strategies to regulate behavior states of individuals with deafblindness
DB.5.S6	Use literacy instruction to foster acquisition of cognitive, social, and linguistic skills
DB.5.S7	Implement assistive technology with individuals with deafblindness
DB.5.S8	Use effective interventions and management techniques for positioning, sensory management, movement, balance, and hand use
DB.5.S9	Use instructional modifications to accommodate functional vision and hearing, and maximize use of other sensory systems
DB.5.S10	Provide augmentative and alternative communication systems individualized for individuals with deafblindness
DB.5.S11	Respond to nonlinguistic forms of communication
DB.5.S12	Provide strategies to increase vocabulary and the use of multiple modes of communication across environments and people
DB.5.S13	Foster understanding and use of multiple nonlinguistic and emergent forms of communication
DB.5.S14	Create and promote opportunities for the individual with deafblindness to communicate with peers, family members, and staff
DB.5.S15	Design and implement communication systems for all stages of communication development for individuals with deafblindness
DB.5.S16	Integrate communication in all contexts and daily activities
DB.5.S17	Teach communication partners to communicate and interact with individuals with deafblindness
DB.5.S18	Shape challenging behaviors into effective communication

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

<i>Knowledge</i>	
DB.6.K1	History, etiologies, incidence, and prevalence of deafblindness
DB.6.K2	Definition and issues related to individuals with deafblindness
DB.6.K3	Key characteristics and components of programs for individuals with deafblindness across the lifespan
DB.6.K4	Concepts of self-determination, self-advocacy, and community and family support and their influence in the lives of individuals with deafblindness
DB.6.K5	Access rights that provide for specialized services, equipment, and materials for individuals with deafblindness
DB.6.K6	Anatomy and physiology of the visual and auditory systems
DB.6.K7	Resources for specialized services, materials, and technology for individuals with deafblindness
DB.6.K8	Differences and implications of congenital and acquired deafblindness
DB.6.K9	Communication rights of individuals with deafblindness
DB.6.K10	Principles of least-intrusive instructional support and interaction for individuals with deafblindness
<i>Skills</i>	
DB.6.S1	Teach interveners and other paraeducators to support engagement of the individual with deafblindness in learning and social interactions
DB.6.S2	Teach and supervise interveners and paraeducators in the use of targeted instruction and progress monitoring for selected individuals with deafblindness
DB.6.S3	Teach and supervise interveners and paraeducators in the implementation of age-appropriate personal management routines

### Initial Preparation Standard 7: Collaboration

<i>Knowledge</i>	
None in addition to the ICSI	
<i>Skills</i>	
DB.7.S1	Collaborate to integrate related services and support services into the instructional settings of individuals with deafblindness
DB.7.S2	Build partnerships with family and community members to facilitate person-centered planning