

CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized Independence Curriculums (most closely aligns with a Severe/Profound licensure framework)

Standard #1: Foundations

ICC1K1	Models, theories, philosophies and research methods that provide the basis for special education practice.
ICC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.
ICC1K3	Relationship of special education to the organization and function of educational agencies.
ICC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
ICC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
ICC1K7	Family systems and the role of families in the educational process.
ICC1K8	Historical points of view and contribution of culturally diverse groups.
ICC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.
ICC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
ICC1S1	Articulate personal philosophy of special education.
IC1K1	Definitions and issues related to the identification of individuals with disabilities1/.
IC1K2	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
IC1K3	The legal, judicial, and educational systems to assist individuals with disabilities1/.
IC1K4	Continuum of placement and services available for individuals with disabilities1/.
IC1K5	Laws and policies related to provision of specialized health care in educational settings.
IC1K6	Principles of normalization and concept of least restrictive environment.
IC1K7	Theory of reinforcement techniques in serving individuals with disabilities1/.
IC1K8	Theories of behavior problems of individuals with disabilities1/.
Skills:	None in addition to Common Core

Standard #2: Development and Characteristics of Learners

ICC2K1	Typical and atypical human growth and development.
ICC2K2	Educational implications of characteristics of various exceptionalities.
ICC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
ICC2K4	Family systems and the role of families in supporting development.
ICC2K5	Similarities and differences of individuals with and without exceptional learning needs.
ICC2K6	Similarities and differences among individuals with exceptional learning needs.
ICC2K7	Effects of various medications on individuals with exceptional learning needs.
IC2K1	Etiology and diagnosis related to various theoretical approaches.
IC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families and society.
IC2K3	Etiologies and medical aspects of conditions affecting individuals with disabilities1/.
IC2K4	Psychological and social-emotional characteristics of individuals with disabilities1/.
IC2K5	Types and transmission routes of infectious disease.
Skills:	None in addition to Common Core

Standard #3: Individual Learning Differences

ICC3K1	Effects an exceptional condition(s) can have on an individual's life.
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
ICC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
ICC3K4	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
ICC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
IC3K1	Complications and implications of medical support services.
IC3K2	Impact of disabilities may have on auditory and information processing skills.
IC3K3	Impact of multiple disabilities on behavior.
IC3S1	Relate levels of support to the needs of the individual.

Standard #4: Instructional Strategies

ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings.
ICC4S1	Use strategies to facilitate integration into various settings.
ICC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
ICC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.
ICC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
ICC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.
IC4K1	Specialized materials for individuals with disabilities ^{1/} .
IC4K2	Prevention and intervention strategies for individuals with disabilities ^{1/} .
IC4K3	Strategies for integrating student initiated learning experiences into ongoing instruction.
IC4K4	Resources, and techniques used to transition individuals with disabilities ^{1/} into and out of school and post-school environments.
IC4S1	Use research-supported instructional strategies and practices.
IC4S2	Use appropriate adaptations and assistive technology for all individuals with disabilities ^{1/} .
IC4S3	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities ^{1/} .
IC4S4	Identify and teach basic structures and relationships within and across curricula.
IC4S5	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
IC4S6	Use responses and errors to guide instructional decisions and provide feedback to learners.

Standard #5: Learning Environments and Social Interactions

ICC5K1	Demands of learning environments.
ICC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
ICC5K3	Effective management of teaching and learning.
ICC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
ICC5K5	Social skills needed for educational and other environments.
ICC5K6	Strategies for crisis prevention and intervention.
ICC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
ICC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
ICC5K9	Ways specific cultures are negatively stereotyped.
ICC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
ICC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
ICC5S2	Identify realistic expectations for personal and social behavior in various settings.
ICC5S3	Identify supports needed for integration into various program placements.
ICC5S4	Design learning environments that encourage active participation in individual and group activities.
ICC5S5	Modify the learning environment to manage behaviors.
ICC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
ICC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.
ICC5S8	Teach self-advocacy.
ICC5S9	Create an environment that encourages self-advocacy and increased independence.
ICC5S10	Use effective and varied behavior management strategies.
ICC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
ICC5S12	Design and manage daily routines.
ICC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
ICC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
ICC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
ICC5S16	Use universal precautions.

IC5K1	Specialized health care interventions for individuals with physical and health disabilities I educational settings.
IC5K2	Barriers to accessibility ad acceptance of individuals with disabilities ^{1/} .
IC5K3	Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities ^{1/} .
IC5K4	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
IC5K5	Advantages and disadvantages of placement options and programs on the contiuum of services for individuals with disabilities ^{1/} .
IC5S1	Provide instruction in community-based settings.
IC5S2	Use and maintain assistive technologies.
IC5S3	Structure the educational environment to provide optimal learning opportunities for individuals with disabilities ^{1/} .
IC5S4	Plan instruction in a variety of educational settings.
IC5S5	Teach individuals with disabilities ^{1/} to give and receive meaningful feedback from peers and adults.
IC5S6	Design learning environments that are Multisensory and that facilitate active participation self-advocacy, and independence of individuals with disabilities ^{1/} in a variety of group and individual learning activities.
IC5S7	Use techniques of physical positioning and management of individuals with disabilities ^{1/} to ensure participation in academic and social environments.
IC5S8	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
IC5S9	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.
IC5S10	Use skills in problem solving and conflict resolution.
IC5S11	Design and implement sensory stimulation programs.
IC5S12	Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment.

Standard #6: Communication

ICC6K1	Effects of cultural and linguistic differences on growth and development.
ICC6K2	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.
ICC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
ICC6K4	Augmentative and assistive communication strategies.
ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
IC6K1	Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities ^{1/} .
IC6K2	Communication and social interaction alternatives for individuals who are nonspeaking.

IC6S1	Teach individuals with disabilities ^{1/} to monitor for errors in oral and written language.
IC6S2	Teach methods and strategies for producing legible documents.
IC6S3	Plan instruction on the use of alternative and augmentative communication systems.

Standard #7: Instructional Planning

ICC7K1	Theories and research that form the basis of curriculum development and instructional practice.
ICC7K2	Scope and sequences of general and special curricula.
ICC7K3	National, state or provincial, and local curricula standards.
ICC7K4	Technology for planning and managing the teaching and learning environment.
ICC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
ICC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
ICC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
ICC7S3	Involve the individual and family in setting instructional goals and monitoring progress.
ICC7S4	Use functional assessments to develop intervention plans.
ICC7S5	Use task analysis.
ICC7S6	Sequence, implement, and evaluate individualized learning objectives.
ICC7S7	Integrate affective, social, and life skills with academic curricula.
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
ICC7S9	Incorporate and implement instructional and assistive technology into the educational program.
ICC7S10	Prepare lesson plans.
ICC7S11	Prepare and organize materials to implement daily lesson plans.
ICC7S12	Use instructional time effectively.
ICC7S13	Make responsive adjustments to instruction based on continual observations.
ICC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.
ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment.
IC7K1	Model career, vocational, and transition programs for individuals with disabilities ^{1/} .
IC7S1	Plan and implement individualized reinforcement systems and environmental modifications.
IC7S2	Plan and implement age- and ability-appropriate instruction for individuals with disabilities ^{1/} .
IC7S3	Select and plan for integration of related services into the instructional program.
IC7S4	Select, design, and use medical materials, and resources required to educate individuals whose disabilities interfere with communications.
IC7S5	Interpret sensory and physical information to create or adapt appropriate learning plans.
IC7S6	Design and implement instructional programs that address independent living and career education.
IC7S7	Design and implement curriculum strategies for medical self-management procedures.
IC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments.

Standard #8: Assessment

ICC8K1	Basic terminology used in assessment.
ICC8K2	Legal provisions and ethical principles regarding assessment of individuals.
ICC8K3	Screening, pre-referral, referral, and classification procedures.
ICC8K4	Use and limitations of assessment instruments.
ICC8K5	National, state or provincial, and local accommodations and modifications.
ICC8S1	Gather relevant background information.
ICC8S2	Administer nonbiased formal and informal assessments.
ICC8S3	Use technology to conduct assessments.
ICC8S4	Develop or modify individualized assessment strategies.
ICC8S5	Interpret information from formal and informal assessments.
ICC8S6	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.
ICC8S7	Report assessment results to all stakeholders using effective communication skills.
ICC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
ICC8S9	Develop or modify individualized assessment strategies.
ICC8S10	Create and maintain records.
IC8K1	Specialized terminology used in the assessment of individuals with disabilities ^{1/} .
IC8K2	Laws and policies regarding referral and placement procedures for individuals with disabilities ^{1/} .
IC8K3	Types and importance of information concerning individuals with disabilities ^{1/} available from families and public agencies.
IC8S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities ^{1/} .
IC8S2	Use exceptionality-specific assessment instruments with individuals with disabilities ^{1/} .
IC8S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities ^{1/} .
IC8S4	Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities ^{1/} .
IC8S5	Develop and use a technology plan based on adaptive technology assessment..
IC8S6	Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.
IC8S7	Monitor intragroup behavior changes across subjects and activities.

Standard #9: Professional and Ethical Practice

ICC9K1	Personal cultural biases and differences that affect one's teaching.
ICC9K2	Importance of the teacher serving as a model for individuals with

	exceptional learning needs.
ICC9K3	Continuum of lifelong professional development.
ICC9K4	Methods to remain current regarding research-validated practice.
ICC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
ICC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
ICC9S3	Act ethically in advocating for appropriate services.
ICC9S4	Conduct professional activities in compliance with applicable laws and policies.
ICC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
ICC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
ICC9S7	Practice within one's skill limit and obtain assistance as needed.
ICC9S8	Use verbal, nonverbal, and written language effectively.
ICC9S9	Conduct self-evaluation of instruction.
ICC9S10	Access information on exceptionalities.
ICC9S11	Reflect on one's practice to improve instruction and guide professional growth.
ICC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
ICC9S13	Demonstrate commitment to engage in evidence-based practices.
IC9K1	Sources of unique services, networks, and organizations for individuals with disabilities ^{1/} .
IC9K2	Organizations and publications relevant to individuals with disabilities ^{1/} .
IC9S1	Participate in the activities of professional organizations relevant to individuals with disabilities ^{1/} .
IC9S2	Ethical responsibility to advocate for appropriate services for individuals with disabilities ^{1/} .
IC9S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities ^{1/} as they participate in school and community-based activities.

Standard #10: Collaboration

ICC10K1	Models and strategies of consultation and collaboration.
ICC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
ICC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
ICC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
ICC10S1	Maintain confidential communication about individuals with exceptional learning needs.
ICC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.
ICC10S3	Foster respectful and beneficial relationships between families and professionals.

ICC10 S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
ICC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
ICC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
ICC10S7	Use group problem solving skills to develop, implement and evaluate collaborative activities.
ICC10S8	Model techniques and coach others in the use of instructional methods and accommodations.
ICC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
ICC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
ICC10S11	Observe, evaluate and provide feedback to paraeducators.
IC10K1	Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities ^{1/} .
IC10K2	Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities ^{1/} .
IC10K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities ^{1/} .
IC10S1	Participate in the selection and implementation of augmentative or alternative communication systems.
IC10S2	Use local community, and state and provincial resources to assist in programming with individuals with disabilities ^{1/} .
IC10S3	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities ^{1/} .
IC10S4	Collaborate with team members to plan transition to adulthood that encourages full community participation.
IC10S5	Collaborate with families of and service providers to individuals who are chronically or terminally ill.