

Deaf Blind K&S Set Approved 2010

Special Education Standard 1: Foundations

Knowledge	
DB1K1	History, etiologies, incidence and prevalence of deafblindness
DB1K2	Definition and issues related to individuals with deafblindness
DB1K3	Key characteristics and components of programs for individuals with deafblindness across the lifespan
DB1K4	Concepts of self determination, self-advocacy, community and family support and their impact in the lives of individuals with deafblindness
DB1K5	Access rights that provide for specialized services, equipment and materials for individuals with deafblindness
DB1K6	Anatomy and physiology of the visual and auditory systems
DB1K7	Resources for specialized services, materials, and technology for individuals with deafblindness
DB1K8	Differences and implications of congenital and acquired deafblindness
Skills	

Special Education Standard 2: Development and Characteristics of Learners

Knowledge	
DB2K1	Impact of deafblindness on sensory integration and the implications for teaching and learning
DB2K2	Impact of deafblindness on receptive and expressive communication and language development
DB2K3	Impact of deafblindness on development of self and social and emotional development
DB2K4	Impact of deafblindness on development and learning
DB2K5	Impact of deafblindness on bonding and attachment
DB2K6	Role of the intact and residual sensory systems on development and learning for individuals with deafblindness
DB2K7	Impact of medical conditions and additional impairments on the individual with deafblindness
DB2K8	Relevance of brain development and neurological implications of deafblindness to teaching and learning
Skills	

Special Education Standard 3: Individual Learning Differences

Knowledge	
DB3K1	Impact of deafblindness on access to and processing of information
DB3K2	Impact of deafblindness on access to and interaction with others
Skills	

Special Education Standard 4: Instructional Strategies

Knowledge	
Skills	
DB4S1	Provide effective personal management, community and independent living skills instruction for individuals with deafblindness

DB4S2	Adapt intervention and instructional strategies to facilitate and encourage movement
DB4S3	Assist the individual with deafblindness to organize sensory information and orient to space and objects across environments
DB4S4	Model and promote the use of mobility techniques and devices
DB4S5	Use strategies to regulate behavior states of individuals with deafblindness
DB4S6	Use literacy instruction to foster acquisition of cognitive, social and linguistic skills
DB4S7	Implement assistive technology with individuals with deafblindness
DB4S8	Use effective interventions and management techniques for positioning, sensory management, movement, balance, and hand use
DB4S9	Use instructional modifications to accommodate functional vision and hearing, and maximize use of other sensory systems

Special Education Standard 5: Learning Environments and Social Interactions

Knowledge	
Skills	
DB5S1	Design the learning environments to promote active engagement and the development of social networks for individuals with deafblindness
DB5S2	Facilitate participation across functional activities for individuals with deafblindness
DB5S3	Use strategies to encourage the active engagement of individuals with deafblindness in age appropriate activities
DB5S4	Provide order and organization to learning environments to maximize participation and communication

Special Education Standard 6: Language

Knowledge	
DB6K1	Role of multiple communication partners in everyday life, the learning process, and development of friendships
DB6K2	Research on the impact of deafblindness on communication development
DB6K3	Responsibilities and roles of communication support personnel
DB6K4	Significance of a variety of experiences and relationships to foster communication development
DB6K5	Active and passive elements of communication
Skills	
DB6S1	Provide augmentative and alternative communication systems individualized for individuals with deafblindness
DB6S2	Respond to non-linguistic forms of communication
DB6S3	Provide strategies to increase vocabulary and the use of multiple modes of communication across environments and people
DB6S4	Foster understanding and use of multiple "non-linguistic" and emergent forms of communication
DB6S5	Create and promote opportunities for the individual with deafblindness to communicate with peers, family members and staff
DB6S6	Design and implement communication systems for all stages of communication development for individuals with deafblindness
DB6S7	Integrate communication in all contexts and daily activities
DB6S8	Teach communication partners to communicate and interact with individuals with deafblindness
DB6S9	Shape challenging behaviors into effective communication

Special Education Standard 7: Instructional Planning

Knowledge	
Skills	
DB7S1	Foster self determination and advocacy in individuals with deafblindness and their families
DB7S2	Use active empowerment techniques in age-appropriate physical, recreation and leisure activities
DB7S3	Use universal design for learning which incorporate sensory management and maximize effective use of senses
DB7S4	Integrate student-initiated learning experiences into ongoing instruction
DB7S5	Integrate communication and literacy development and learning for individuals with deafblindness

Special Education Standard 8: Assessment

Knowledge	
DB8K1	Assessment approaches and accommodations for individuals with deafblindness
Skills	
DB8S1	Apply person-centered assessment and planning processes to determine instruction and program planning
DB8S2	Conduct functional vision and hearing assessments of individuals with deafblindness
DB8S3	Assess communication along a continuum from pre-intentional and pre-symbolic to full communicative competence
DB8S4	Observe behaviors to determine communicative intent in order to plan interventions

Special Education Standard 9: Professional and Ethical Practice

Knowledge	
DB9K1	Communication rights of individuals with deafblindness
DB9K2	Principles of least-intrusive instructional support and interaction for individuals with deafblindness
Skills	
DB9S1	Teach interveners and other paraeducators to support engagement of the individual with deafblindness in learning and social interactions
DB9S2	Teach and supervise interveners and paraeducators in the use of targeted instruction and progress monitoring for selected individuals with deafblindness
DB9S3	Teach and supervise interveners and paraeducators in the implementation of age appropriate personal management routines

Special Education Standard 10: Collaboration

Skills	
DB10S1	Collaborate to integrate related services and support services into the instructional settings of individuals with deafblindness
DB10S2	Build partnerships with family and community members to facilitate person-centered planning