

Advanced Specialty Set: Special Education Developmental Disabilities and Autism Spectrum Disorder Specialist

Advanced Preparation Standard 1: Assessment	
Knowledge	
SEDAS.1.K1	Criteria used to diagnose or identify the continuum of developmental disabilities and autism spectrum disorder as defined by the most current version of the <i>Diagnostic and Statistical Manual of Mental Disorders</i>
SEDAS.1.K2	Ethical implications and obligations related to diagnosis and identification of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.K3	Comprehensive assessment, including specialized terminology and assessment tools
SEDAS.1.K4	Importance of ongoing evaluation of strengths and needs in varied contexts
SEDAS.1.K5	Conditions for individuals who are dually diagnosed with developmental disabilities and autism spectrum disorder and/or mental health disorders
SEDAS.1.K6	Comprehensive transition assessment, including identification of external agency assessment sharing
Skills	
SEDAS.1.S1	Describe the core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.S2	Describe the distinguishing features of disorders on the autism spectrum
SEDAS.1.S3	Identify conditions that co-exist between developmental disabilities and autism spectrum disorder
SEDAS.1.S4	Conduct nonbiased assessment
SEDAS.1.S5	Use information from assessments and educational records to design instruction
SEDAS.1.S6	Collect, interpret, and use data to document outcomes for individuals with developmental disabilities and autism spectrum disorder, and change programming as indicated with family and team
SEDAS.1.S7	Share a thorough profile of individuals with developmental disabilities and autism spectrum disorders with families and with current and future educational teams
SEDAS.1.S8	Conduct functional behavioral assessments to determine what initiates and maintains a challenging or interfering behavior
SEDAS.1.S9	Uses assessment information from a variety of school and external agency resources to make transition recommendations
SEDAS.1.S10	Articulate awareness of and the effect of mental health disorders on individuals with developmental disabilities and autism spectrum disorder in collaborating with family and colleagues

Advanced Preparation Standard 2: Curricular Content Knowledge

<i>Knowledge</i>	
SEDAS.2.K1	Benefits of low- through high-technology supports across all areas of development
SEDAS.2.K2	Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities and autism spectrum disorder
<i>Skills</i>	
None specified	

Advanced Preparation Standard 3: Programs, Services, and Outcomes

<i>Knowledge</i>	
SEDAS.3.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K2	Range of environmental supports that maximize learning for individuals with developmental and disabilities and autism spectrum disorder
SEDAS.3.K3	Ways to modify verbal and nonverbal communication and instructional behavior to meet the needs of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K4	Activities and techniques for developing independent living skills
<i>Skills</i>	
SEDAS.3.S1	Apply inclusive principles in the education of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S2	Develop and implement transition plans for individuals with developmental disabilities and autism spectrum disorder between settings and across the life span
SEDAS.3.S3	Identify match between job requirements and individual skills, preferences, and characteristics
SEDAS.3.S4	Provide individuals with multiple job experiences
SEDAS.3.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
SEDAS.3.S6	Arrange program environments to facilitate spontaneous communication
SEDAS.3.S7	Design and implement instruction that promotes effective communication and social skills for individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S8	Provide varied instruction and opportunity to learn play and leisure skills
SEDAS.3.S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments

Advanced Preparation Standard 3: Programs, Services, and Outcomes (<i>cont'd</i>)	
SEDAS.3.S10	Organize the curriculum to integrate individuals' special interests and materials, activities, and routines across curriculum
SEDAS.3.S11	Identify evidence-based strategies to increase self-awareness and ability to self-regulate
SEDAS.3.S12	Identify evidence-based strategies to increase an individual's self-determination of activities, services, and preferences
SEDAS.3.S13	Design and implement program activities and techniques for developing independent living skills
SEDAS.3.S14	Plan and implement individualized and intensive programming that matches individual needs

Advanced Preparation Standard 4: Research and Inquiry	
<i>Knowledge</i>	
SEDAS.4.K1	Current etiology and practice-based research specific to developmental disabilities and autism spectrum disorder
<i>Skills</i>	
SEDAS.4.S1	Interpret and relay research findings in layperson terms or jargon-free language
SEDAS.4.S2	Remain informed of current research, legislation, and debate concerning developmental disabilities and autism spectrum disorder

Advanced Preparation Standard 5: Leadership and Policy	
<i>Knowledge</i>	
SEDAS.5.K1	Electronic, print, and organizational resources on developmental disabilities and autism spectrum disorder
<i>Skills</i>	
SEDAS.5.S1	Prepare personnel and community members for interaction with individuals with developmental disabilities and autism spectrum disorder
SEDAS.5.S2	Promote high expectations for self, staff, and individuals with exceptional learning needs
SEDAS.5.S3	Provide structure, ongoing training, and support to families, professionals, and paraprofessionals
SEDAS.5.S4	Oversee and monitor routines, schedules, and sequences of events and activities
SEDAS.5.S5	Act as a positive role model for the acceptance, treatment, and interaction with individuals with developmental disabilities and autism spectrum disorder and their families

Advanced Preparation Standard 6: Professional and Ethical Practice	
<i>Knowledge</i>	
SEDAS.6.K1	Effect of core and associated characteristics of developmental disabilities and autism spectrum disorder on family dynamics and functioning
SEDAS.6.K2	Social and ethical issues that affect the education of individuals with developmental disabilities and autism spectrum disorder, families, and professionals
<i>Skills</i>	
SEDAS.6.S1	Teach others to actively engage individuals with developmental disabilities and autism spectrum disorder in individualized education and life planning
SEDAS.6.S2	Teach others to use individual strengths to reinforce and maintain skills
SEDAS.6.S3	Model use and implementation of assistive technology and augmentative or alternative communication to aid in comprehension and level of engagement of individuals with developmental disabilities and autism spectrum disorder
SEDAS.6.S4	Mentor others to teach unstated rules and customs that govern social behavior
SEDAS.6.S5	Provide professional service through leadership in the field of developmental disabilities and autism spectrum disorder
SEDAS.6.S6	Provide service to the profession through leadership activities in professional organizations

Advanced Preparation Standard 7: Collaboration	
<i>Knowledge</i>	
None in addition to the ACSI	
<i>Skills</i>	
SEDAS.7.S1	Coordinate processes that encourage collaboration needed for transition between settings
SEDAS.7.S2	Provide leadership in collaborating with individuals and families around issues of sexuality
SEDAS.7.S3	Collaborate with families and other team members in nonjudgmental ways to make informed decisions about interventions and life planning
SEDAS.7.S4	Promote collaborative practices that respect individual family culture, dynamics, and values, and the effect the diagnosis may have on the family
SEDAS.7.S5	Connect families and professionals to educational and community resources