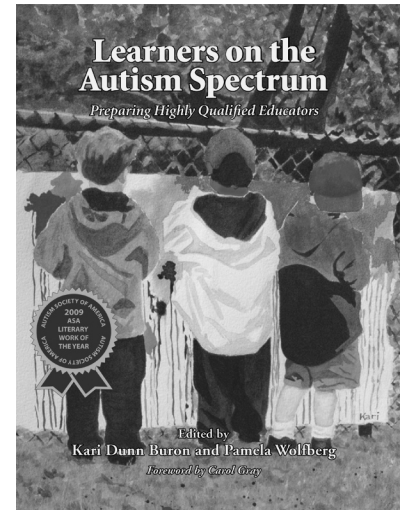


AAPC Textbooks

Learners on the Autism Spectrum: Preparing Highly Qualified Educators

Edited by Kari Dunn Buron, M.S., and Pamela Wolfberg, Ph.D.;
foreword by Carol Gray



Meeting CEC’s Standards for Teachers of Individuals with Developmental Disabilities – AUTISM

The following table lists the chapters in which the Knowledge and Skills Initial Standards for Teachers established by Council for Exceptional Children’s Division of Autism and Developmental Disabilities appear.

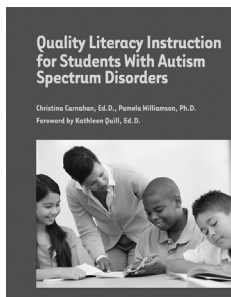
STANDARD 1 FOUNDATIONS		CHAPTER
Knowledge		
ICC1K1	Models, theories, philosophies, and research methods that form the basis of special education practice	1
ICC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation	11
ICC1K3	Relationship of special education to the organization and function of educational agencies	11
ICC1K4	Rights and responsibilities of students, parents, teachers, and other professionals and schools related to exceptional learning needs	3
ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds	3
ICC1K6	Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services	11
ICC1K7	Family systems and the role of families in the educational process	3
ICC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them	3
ICC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school	preface
DDA1.K1	Definitions and issues related to the identification of individuals with developmental disabilities/autism spectrum disorders	1
DDA1.K2	Continuum of placement and services available for individuals with developmental disabilities/autism spectrum disorders	1
DDA1.K3	Historical foundations and classic studies of developmental disabilities/autism spectrum disorders	1
DDA1.K4	Trends and practices in the field of developmental disabilities/autism spectrum disorders	1
DDA1.K5	Theories of behavior problems of individuals with developmental disabilities/autism spectrum disorders	2
DDA1.K6	Perspectives held by individuals with developmental disabilities/autism spectrum disorders	1,13,14
DDA1.K7	Concepts of self determination, self-advocacy, community and family support and impact in the lives of individuals with developmental disabilities/autism spectrum disorders	11
STANDARD 2 DEVELOPMENT AND CHARACTERISTICS OF LEARNERS		CHAPTER
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ICC2K1	Typical and atypical human growth and development	1
ICC2K2	Educational implications of characteristics of various exceptionalities	1
ICC2K6	Similarities and differences among individuals with exceptional learning needs	1,5
ICC2K7	Effects of various medications on individuals with exceptional learning needs	1
DDA2.K1	Medical aspects and implications for learning for individuals with developmental disabilities/autism spectrum disorders	1
DDA2.K2	Core and associated characteristics of individuals with developmental disabilities/autism spectrum disorders	1
DDA2.K3	Co-existing conditions and ranges that exist at a higher rate than in the general population	1,5
DDA2.K4	Sensory challenges of individuals with developmental disabilities/autism spectrum disorders	1
DDA1.K5	Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders	1
DDA1.K6	Adaptive behavior needs of individuals with developmental disabilities/autism spectrum disorders	1

STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES		CHAPTER
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ICC3K1	Effects an exceptional condition(s) can have on an individual's life	1
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development	2
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	3
ICC3K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction	3
ICC3K5	Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences	3
DDA3.K1	Impact of theory of mind, central coherence, and executive function on learning and behavior	1
DDA3.K2	Impact of neurological differences on learning and behavior	1
DDA3.K3	Impact of self-regulation on learning and behavior	6
STANDARD 4 INSTRUCTIONAL STRATEGIES		
		CHAPTER
Knowledge		
ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings	8
DDA4K1	Specialized curriculum designed to meet the needs of individuals with developmental disabilities/autism spectrum disorders	8
Skills		
ICC4S1	Use strategies to facilitate integration into various settings	6
ICC4S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs	7
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs	7
ICC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments	9
ICC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem	7,9
ICC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs	3
DDA4.S1	Match levels of support to changing needs of the individual	Pref, 12
DDA4.S2	Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders	3
DDA4.S3	Provide specialized instruction for spoken language, reading and writing for individuals with developmental disabilities/autism spectrum disorders	4
DDA4.S4	Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context	5,11
DDA4.S5	Consistently use of proactive strategies and positive behavioral supports	3
DDA4.S6	Involve individuals with developmental disabilities/autism spectrum disorders in the transition planning process	11
DDA4.S7	Plan for transition needs including linkages to supports and agencies focusing on life long needs	3,11
STANDARD 5 LEARNING ENVIRONMENTS/SOCIAL INTERACTIONS		
		CHAPTER
Knowledge		
ICC5K1	Demands of learning environments	3
ICC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs	6
ICC5K3	Effective management of teaching and learning	6
ICC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs	7
ICC5K5	Social skills needed for educational and other environments	8,9
ICC5K6	Strategies for crisis prevention and intervention	7
ICC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world	8
ICC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage	8
ICC5K9	Ways specific cultures are negatively stereotyped	14
Skills		
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ICC5S2	Identify realistic expectations for personal and social behavior in various settings	4
ICC5S3	Identify supports needed for integration into various program placements	5,6,7
ICC5S4	Design learning environments that encourage active participation in individual and group activities	7
ICC5S5	Modify the learning environment to manage behaviors	7
ICC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments	12
ICC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs	7
ICC5S8	Teach self-advocacy	11,14
ICC5S9	Create an environment that encourages self-advocacy and increased independence	11,14
ICC5S10	Use effective and varied behavior management strategies	7
ICC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs	7
ICC5S12	Design and manage daily routines	2,3,4,5

ICC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences	8
ICC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person	8
ICC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors	12
ICC5S16	Use universal precautions	2,3
DDA5.S1	Provide instruction in community-based settings	3,11,14
DDA5.S3	Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders	6,7
DDA5.S4	Provide instruction in self-regulation	6
DDA5.S5	Utilize student strengths to reinforce and maintain social skills	6,7
STANDARD 6 LANGUAGE		CHAPTER
Skills		
ICC6K1	Effects of cultural and linguistic differences on growth and development	8
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	8
ICC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding	8
ICC6K4	Augmentative and assistive communication strategies	3
Skills		
ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs	4,9
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language	8
DDA6.S1	Provide pragmatic language instruction that facilitates social skills	9
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STANDARD 7 INSTRUCTIONAL PLANNING		CHAPTER
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ICC7K2	Scope and sequences of general and special curricula	2
ICC7K3	National, state or provincial, and local curricula standards	7
ICC7K4	Technology for planning and managing the teaching and learning environment	10
ICC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service	9
DDA7.K1	Evidence-based career/vocational transition programs for individuals with developmental disabilities/autism spectrum disorders	11
Skills		
ICC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs	3,5
ICC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members	2,7,12
ICC7S3	Involve the individual and family in setting instructional goals and monitoring progress	2,7,12
ICC7S4	Use functional assessments to develop intervention plans	7
ICC7S6	Sequence, implement, and evaluate individualized learning objectives	12
ICC7S7	Integrate affective, social, and life skills with academic curricula	5,9
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences	8
ICC7S9	Incorporate and implement instructional and assistive technology into the educational program	12,14
ICC7S10	Prepare lesson plans	5
ICC7S11	Prepare and organize materials to implement daily lesson plans	5
ICC7S12	Use instructional time effectively	5
ICC7S13	Make responsive adjustments to instruction based on continual observations	7
ICC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions	7
ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data	7
DDA7.S1	Plan instruction for independent functional life skills and adaptive behavior	2
DDA7.S2	Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate	2
DDA7.S3	Use specialized instruction to enhance social participation across environments	8,9
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ICC9K3	Continuum of lifelong professional development	3
Skills		
ICC9S3	Act ethically in advocating for appropriate services	12
ICC9S4	Conduct professional activities in compliance with applicable laws and policies	12
ICC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs	12
ICC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals	8
ICC9S7	Practice within one's skill limits and obtain assistance as needed	1
ICC9S8	Use verbal, nonverbal, and written language effectively	1,11
ICC9S10	Access information on exceptionalities	1
ICC9S13	Demonstrate commitment to engage in evidence-based practices	6
STANDARD 10 COLLABORATION		
Skills		
DDA10S1	Collaborate with team members to plan transition to adulthood that encourages full community participation	11

Intervention

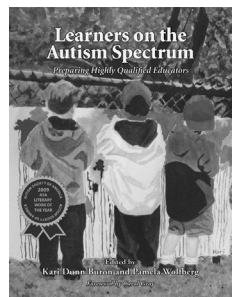


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Foundations/Characteristics

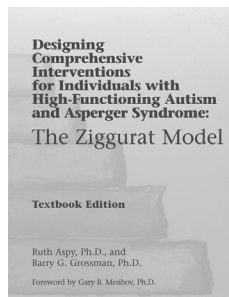


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Intervention Strategies and Comprehensive Planning

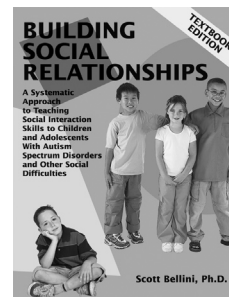


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