

## Teachers of Individuals with Developmental Disabilities/Autism

### Standard 1 Foundations

Knowledge	
DDA1. K1	Definitions and issues related to the identification of individuals with developmental disabilities/autism spectrum disorders
DDA1. K2	Continuum of placement and services available for individuals with developmental disabilities/ autism spectrum disorders
DDA1.K3	Historical foundations and classic studies of developmental disabilities/autism spectrum disorders
DDA1.K4	Trends and practices in the field of developmental disabilities/autism spectrum disorders
DDA1.K5	Theories of behavior problems of individuals with developmental disabilities/autism spectrum disorders
DDA1.K6	Perspectives held by individuals with developmental disabilities/autism spectrum disorders
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
Skills	

### Standard 2 Development and Characteristics of Learners

Knowledge	
DDA2.K1	Medical aspects and implications for learning for individuals with developmental disabilities/autism spectrum disorders
DDA2.K2	Core and associated characteristics of individuals with developmental disabilities/autism spectrum disorders
DDA2.K3	Co-existing conditions and range that exists at a higher rate than in the general population
DDA2.K4	Sensory challenges of individuals with developmental disabilities/autism spectrum disorders
DDA2.K5	Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders
DDA2.K6	Adaptive behavior needs of individuals with developmental disabilities/autism spectrum disorders
Skills	

### Standard 3 Individual Learning Differences

Knowledge	
DDA3.K1	Impact of theory of mind, central coherence, and executive function on learning and behavior
DDA3.K2	Impact of neurological differences on learning and behavior
DDA3.K3	Impact of self-regulation on learning and behavior
Skills	

### Standard 4 Instructional Strategies

Knowledge	
DDA4K1	Specialized curriculum designed to meet the needs of individuals with developmental disabilities/autism spectrum disorders
Skills	
DDA4.S1	Match levels of support to changing needs of the individual

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
DDA4.S3	Provide specialized instruction for spoken language, reading and writing for individuals with developmental disabilities/autism spectrum disorders
DDA4.S4	Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context
DDA4.S5	Consistently use of proactive strategies and positive behavioral supports
DDA4.S6	Involve individuals with developmental disabilities/autism spectrum disorders in the transition planning process
DDA4.S7	Plan for transition needs including linkages to supports and agencies focusing on life long needs

## **Standard 5 Learning Environments/Social Interactions**

<b>Knowledge</b>	
<b>Skills</b>	
DDA5.S1	Provide instruction in community-based settings
DDA5.S2	Demonstrate transfer, lifting and positioning techniques
DDA5.S3	Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders
DDA5.S4	Provide instruction in self-regulation
DDA5.S5	Utilize student strengths to reinforce and maintain social skills

## **Standard 6 Language**

<b>Knowledge</b>	
<b>Skills</b>	
DDA6.S1	Provide pragmatic language instruction that facilitates social skills
DDA6.S2	Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications

## **Standard 7 Instructional Planning**

<b>Knowledge</b>	
DDA7.K1	Evidence-based career/vocational transition programs for individuals with developmental disabilities/autism spectrum disorders
<b>Skills</b>	
DDA7.S1	Plan instruction for independent functional life skills and adaptive behavior
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
DDA7.S3	Use specialized instruction to enhance social participation across environments
DDA7.S4	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

## **Standard 8 Assessment**

<b>Knowledge</b>	
DDA8.K1	Specialized terminology used in the assessment of individuals with developmental disabilities/autism spectrum disorders
DDA8.K2	Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities/autism spectrum disorders

DDA8.K3	Components of assessment for the core areas for individuals with developmental disabilities/autism spectrum disorders
DDA8.K4	Individual strengths, skills and learning styles
<b>Skills</b>	
DDA8.S1	Select, adapt and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities/autism spectrum disorders
DDA8.S2	Develop strategies for monitoring and analyzing challenging behavior and its communicative intent
DDA8.S3	Conduct functional behavior assessments that lead to development of behavior support plans

## **Standard 9 Professional And Ethical Practice**

<b>Knowledge</b>
<b>Skills</b>

## **Standard 10 Collaboration**

<b>Knowledge</b>	
DDA10.K1	Services, networks, and organizations for individuals, professionals, and families with developmental disabilities/autism spectrum disorders
<b>Skills</b>	
DDA10S1	Collaborate with team members to plan transition to adulthood that encourages full community participation