New Program Rule 24 Matrix

**Revised Program Table of Alignment of Standards and Assessments**

**Name of Institution:**

**Date Submitted:**

Endorsement: **SPED-FUNCTIONAL ACADEMIC SKILLS & INDEPENDENT LIVING SPECIALIST** Grade Levels: **Birth-Grade 12**

Total Hours Required by Rule 24: **15 Program Hours Required by Institution:** Endorsement Type: **Supplemental**

| **Place an X in the box corresponding to the course that meets the following requirements:** | | **List the courses the institution requires to meet Rule 24 requirements, associated Guidelines, and program hours required by the institution for this endorsement in the first row: (If more than 35 courses please fill out additional sheets)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **D Certification Endorsement Requirements:** This endorsement requires a minimum of **15 semester hours** in special education coursework related to functional academic skills and independent living. Candidates must have, or earn concurrently, the Special Education endorsement. | **EXAMPLE: CHEM 101 or 102 3 CR** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Learner Development and Individual Learning Differences** Understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understand how language, culture, and family background influence the learning of individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use understanding of development and individual differences to respond to the needs of individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Medical aspects and implications for learning for individuals with developmental disabilities/autism spectrum disorders,     2. Core and associated characteristics of individuals with developmental disabilities/autism spectrum disorders,     3. Co-existing conditions and ranges that exist at a higher rate than in the general population,     4. Sensory challenges of individuals with developmental disabilities/autism spectrum disorders,     5. Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders,     6. Adaptive behavior needs of individuals with developmental disabilities/autism spectrum disorders,     7. Impact of theory of mind, central coherence, and executive function on learning and behavior,     8. Impact of neurological differences on learning and behavior, and     9. Impact of self-regulation on learning and behavior. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Learning Environments** Create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Know how to intervene safely and appropriately with individuals with disabilities in crisis. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Curricular Content Knowledge** Use knowledge of general and specialized curricula to individualize learning for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Modify general and specialized curricula to make them accessible to individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Evidence-based career/vocational transition programs for individuals with developmental disabilities/autism spectrum disorders,     2. Provide pragmatic language instruction that facilitates social skills,     3. Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications,     4. Plan instruction for independent functional life skills and adaptive behavior,     5. Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate,     6. Use specialized instruction to enhance social participation across environments, and     7. Plan systematic instruction based on learner characteristics, interests, and ongoing assessment. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Assessment** Use multiple methods of assessment and data-sources in making educational decisions. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Select and use technically sound formal and informal assessments that minimize bias. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. In collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Engage individuals with disabilities to work toward quality learning and performance and provide feedback to guide them. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Specialized terminology used in the assessment of individuals with developmental disabilities/autism spectrum disorders,     2. Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities/autism spectrum disorders,     3. Components of assessment for the core areas for individuals with developmental disabilities/autism spectrum disorders,     4. Individual strengths, skills, and learning styles,     5. Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities/autism spectrum disorders,     6. Develop strategies for monitoring and analyzing challenging behavior and its communicative intent, and     7. Conduct functional behavior assessments that lead to development of behavior support plans. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Instructional Planning and Strategies** Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use technologies to support instructional assessment, planning, and delivery for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use strategies to enhance language development and communication skills of individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Develop and implement a variety of education and transition plans for individuals with disabilities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Teach to mastery and promote generalization of learning. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Specialized curriculum designed to meet the needs of individuals with developmental disabilities/autism spectrum disorders,     2. Evidence-based career/vocational transition programs for individuals with developmental disabilities/autism spectrum disorders,     3. Match levels of support to changing needs of the individual,     4. Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders,     5. Provide specialized instruction for spoken language, reading and writing for individuals with developmental disabilities/autism spectrum disorders,     6. Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context,     7. Consistent use of proactive strategies and positive behavioral supports,     8. Involve individuals with developmental disabilities/autism spectrum disorders in the transition planning process,     9. Plan for transition needs including linkages to supports and agencies focusing on life-long needs,     10. Provide instruction in community-based settings,     11. Demonstrate transfer, lifting, and positioning techniques,     12. Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders,     13. Provide instruction in self-regulation,     14. Utilize student strengths to reinforce and maintain social skills,     15. Plan instruction for independent functional life skills and adaptive behavior,     16. Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate,     17. Use specialized instruction to enhance social participation across environments, and     18. Plan systematic instruction based on learner characteristics, interests, and ongoing assessment. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Professional Learning and Ethical Practice** Use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use professional Ethical Principles and Professional Practice Standards to guide their practice. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understand how foundational knowledge and current issues influence professional practice. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understand the significance of lifelong learning and participate in professional activities and learning communities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Advance the profession by engaging in activities such as advocacy and mentoring. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Provide guidance and direction to paraeducators, tutors, and volunteers. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Definitions and issues related to the identification of individuals with developmental disabilities/autism spectrum disorders,     2. Continuum of placement and services available for individuals with developmental disabilities/ autism spectrum disorders,     3. Historical foundations and classic studies of developmental disabilities/autism spectrum disorders,     4. Trends and practices in the field of developmental disabilities/autism spectrum disorders,     5. Theories of behavior problems of individuals with developmental disabilities/autism spectrum disorders,     6. Perspectives held by individuals with developmental disabilities/autism spectrum disorders, and     7. Concepts of self-determination, self-advocacy, community and family support and impact in the lives of individuals with developmental disabilities/autism spectrum disorders. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Collaboration** Collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use the theory and elements of effective collaboration. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Serve as a collaborative resource to colleagues. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Services, networks, and organizations for individuals, professionals, and families with developmental disabilities/autism spectrum disorders, and     2. Collaborate with team members to plan transition to adulthood that encourages full community participation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |