

What Every Special Educator Must Know

Ethics, Standards, and Guidelines

Sixth
Edition
2009
Revised



Arlington, Virginia

SPECIALIZATION KNOWLEDGE AND SKILL SET FOR PARAEducATORS WHO ARE INTERVENERS FOR INDIVIDUALS WITH DEAF-BLINDNESS

Standard 1: Foundations

Knowledge

SEP1K1	Purposes of programs for individuals with exceptional learning needs
SEP1K2	Basic educational terminology regarding individuals with exceptional learning needs, programs, roles, and instructional activities
DBI1K1	Definition of deaf-blindness
DBI1K2	Differences between congenital and acquired deaf-blindness
DBI1K3	Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning
DBI1K4	Anatomy and function of the eyes and ears

Skills

None

Standard 2: Development and Characteristics of Learners

Knowledge

SEP2K1	Effects an exceptional condition(s) can have on an individual's life
DBI2K1	Impact of combined vision and hearing loss on development and learning
DBI2K2	Differences between concept development and skill development, and the impact of deaf-blindness on each
DBI2K3	Process of intervention for individuals with deaf-blindness
DBI2K4	Impact of deaf-blindness on bonding, attachment, and social interaction
DBI2K5	Impact of deaf-blindness on psychological development and on the development of self-identity
DBI2K6	Impact of deaf-blindness related to isolation, stress, and vulnerability
DBI2K7	Impact of deaf-blindness on aspects of sexuality
DBI2K8	Impact of additional disabilities on individuals with deaf-blindness
DBI2K9	Brain development and the neurological implications of combined vision and hearing loss

Skills

None

Standard 3: Individual Learning Differences*Knowledge*

SEP3K1	Rights and responsibilities of families and children as they relate to individual learning needs
--------	--

SEP3K2	Indicators of abuse and neglect
--------	---------------------------------

DBI3K1	Specific causes of the deaf-blindness
--------	---------------------------------------

DBI3K2	Strengths and needs of the individual
--------	---------------------------------------

DBI3K3	Likes and dislikes of the individual
--------	--------------------------------------

DBI3K4	Learning style and communication of the individual
--------	--

DBI3K5	Audiological and ophthalmological conditions and functioning of the individual
--------	--

DBI3K6	Additional disabilities of the individual, if present
--------	---

DBI3K7	Effects of additional disabilities on individual, if present
--------	--

Skills

SEP3S1	Demonstrate sensitivity to the diversity of individuals and families
--------	--

DBI3S1	Facilitation of the individual's understanding and development of concepts
--------	--

Standard 4: Instructional Strategies*Knowledge*

SEP4K1	Basic instructional and remedial strategies and materials
--------	---

SEP4K2	Basic technologies appropriate to individuals with exceptional learning needs
--------	---

DBI4K1	Strategies that promote visual and auditory development
--------	---

DBI4K2	The use of calendar systems
--------	-----------------------------

Skills

SEP4S1	Use strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives
--------	---

SEP4S2	Assist in adapting instructional strategies and materials as directed
--------	---

SEP4S3	Use strategies as directed to facilitate effective integration into various settings
--------	--

SEP4S4	Use strategies that promote the learner's independence as directed
--------	--

SEP4S5	Use strategies as directed to increase the individual's independence and confidence
--------	---

DBI4S1	Provide one-on-one intervention
--------	---------------------------------

DBI4S2	Use routines and functional activities as learning opportunities
--------	--

DBI4S3	Facilitate direct learning experiences
DBI4S4	Use techniques to increase anticipation, motivation, communication, and confirmation
DBI4S5	Facilitate interdependence for the individual
DBI4S6	Vary the level and intensity of input and the pacing of activities
DBI4S7	Adapt materials and activities to the individual's needs, as directed
DBI4S8	Use strategies that provide opportunities to solve problems and to make decisions and choices
DBI4S9	Implement intervention strategies for the individual's daily care, self-help, transition, and job training
DBI4S10	Use prescribed strategies to respond to the individual's behavior
DBI4S11	Provide the individual with opportunities for self-determination
DBI4S12	Use touch to supplement auditory and visual input and to convey information
DBI4S13	Facilitate individual's use of touch for learning and interaction
DBI4S14	Facilitate individual's use of the other senses to supplement learning modalities
DBI4S15	Utilize strategies that support the development of body awareness, spatial relationships, and related concepts
DBI4S16	Make adaptations for the cognitive and physical needs of the individual
DBI4S17	Important adaptations consistent with the medical needs of the individual as directed
DBI4S18	Utilize strategies to promote sensory integration
DBI4S19	Utilize strategies that promote independent and safe movement and active exploration of the environment
DBI4S20	Implement positioning and handling as directed by the occupational therapist, physical therapist, orientation and mobility specialists
DBI4S21	Promote the use of sighted guide, trailing, and protective techniques as directed by the orientation and mobility specialists
DBI4S22	Implement strategies for travel as directed by an orientation and mobility specialist
DBI4S23	Implement the use of mobility devices as directed by the orientation and mobility specialist

Standard 5: Learning Environments/Social Interactions

Knowledge

SEP5K1	Demands of various learning environments
SEP5K2	Rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs

<i>Skills</i>	
SEP5S1	Establish and maintain rapport with learners
SEP5S2	Use universal precautions and assist in maintaining a safe, healthy learning environment
SEP5S3	Use strategies for managing behavior as directed
SEP5S4	Use strategies as directed, in a variety of settings, to assist in the development of social skills
DBI5S1	Establish a trusting relationship with the individual
DBI5S2	Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
DBI5S3	Promote positive self-esteem and well-being in the individual
DBI5S4	Promote social interactions and the development of meaningful relationships with an ever expanding number of people
DBI5S5	Use and maintain amplification, cochlear implants, and assistive listening devices as directed
DBI5S6	Use and maintain glasses, low-vision devices, and prostheses as directed
DBI5S7	Maximize the use of residual vision and hearing
DBI5S8	Make adaptations for auditory needs as directed
DBI5S9	Make adaptations for visual needs as directed
DBI5S10	Utilize health and safety practices
Standard 6: Language	
<i>Knowledge</i>	
SEP6K1	Characteristics of appropriate communication with stakeholders
DBI6K1	Basic communication development
DBI6K2	Impact of deaf-blindness on communication and interaction
DBI6K3	Modes/forms of communication and devices used by individuals who are deaf-blind
<i>Skills</i>	
DBI6S1	Facilitate language and literacy development
DBI6S2	Observe and identify the communicative behaviors and intents
DBI6S3	Implement methods and strategies for effectively conveying information to the individual
DBI6S4	Respond to the individual's attempts at communication
DBI6S5	Use communication techniques specific to the individual

DBI6S6	Incorporate/embed language and communication into all routines and activities
DBI6S7	Use strategies for eliciting expressive communication
DBI6S8	Use strategies to promote turn-taking
DBI6S9	Use strategies to enhance and expand communication

Standard 7: Instructional Planning

Knowledge

None

Skills

SEP7S1	Follow written plans, seeking clarification as needed
SEP7S2	Prepare and organize materials to support teaching and learning as directed

Standard 8: Assessment

Knowledge

SEP8K1	Rationale for assessment
DBI8S1	Collect data and monitor progress as directed

Skills

SEP8S1	Demonstrate basic collection techniques as directed
SEP8S2	Make and document objective observations as directed

Standard 9: Professional And Ethical Practice

Knowledge

SEP9K1	Ethical practices for confidential communication about individuals with exceptional learning needs
SEP9K2	Personal cultural biases and differences that affect one's ability to work with others
DBI9K1	The role of the intervener in the process of intervention
DBI9K2	The roles and responsibilities of interveners in various settings
DBI9K3	The difference between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants

Skills

SEP9S1	Perform responsibilities as directed in a manner consistent with laws and policies
--------	--

SEP9S2	Follow instructions of the professional
SEP9S3	Demonstrate problem-solving, flexible thinking, conflict management techniques, and analysis of personal strengths and preferences
SEP9S4	Act as a role model for individuals with exceptional learning needs
SEP9S5	Demonstrate commitment to assisting learners in achieving their highest potential
SEP9S6	Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator
SEP9S7	Maintain a high level of competence and integrity
SEP9S8	Exercise objective and prudent judgment
SEP9S9	Demonstrate proficiency in academic skills, including oral and written communication
SEP9S10	Engage in activities to increase one's own knowledge and skills
SEP9S11	Engage in self-assessment
SEP9S12	Accept and use constructive feedback
SEP9S13	Demonstrate ethical practices as guided by the CEC Code of Ethics and other standards and policies
DBI9S1	Adhere to the identified code of ethics including confidentiality
DBI9S2	Pursue ongoing professional development specific to their role and responsibilities

Standard 10: Collaboration

Knowledge

SEP10K1	Common concerns of families of individuals with exceptional learning needs
SEP10K2	Roles of stakeholders in planning an individualized program
DBI10K1	The roles and supervisory responsibilities of team members and consultants

Skills

SEP10S1	Assist in collecting and providing objective, accurate information to professionals
SEP10S2	Collaborate with stakeholders as directed
SEP10S3	Foster respectful and beneficial relationships
SEP10S4	Participate as directed in conferences as members of the educational team
SEP10S5	Function in a manner that demonstrates a positive regard for the distinctions between roles and responsibilities of paraeducators and those of professionals
DBI10S1	Utilize teaming skills in working with team members

DBI10S2	Share observations of individual's communication skills with others
DBI10S3	Communicate and problem-solve with the IFSP/IEP team about the student's needs as appropriate
DBI10S4	Interact with families as directed

SPECIAL EDUCATION PARAEDUCATOR FORMS

The CEC publication *Parability* is a great reference for paraeducator standards and Special Education Paraeducator Forms. These forms are tools paraeducators and paraeducator training programs can use to ensure that they are meeting the CEC Standards for Special Education Paraeducators. Form 1 (see page 202) is a tool paraeducator training programs can use to evaluate whether or not their program sufficiently addresses the CEC Standards for the Preparation of Special Education Paraeducators. Preparation programs can use the chart in several ways. If developing a new program, faculty can use the chart to ensure that the essential knowledge and skills are included in the course curriculum. This can be done by cross-referenc-

ing each of the standards to the course content, field experiences. Programs can also use these standards to ensure that their assessments adequately evaluate the knowledge and skills of special education paraeducators. This can be done by cross-referencing required assessments to each of the standards. Form 2 (see page 207) is a self-evaluation instrument designed to be used by candidates in paraeducator training programs to evaluate their progress in learning and applying the paraeducator knowledge and skills. Candidates can use this as a self-assessment tool as they move through the program, checking each knowledge and skill as it is mastered. This could also be used as a summative assessment at the end of the training program.

REFERENCES

Study of Personnel Needs in Special Education, Table 2.91. (2003). Retrieved October 24, 2008, from http://ferdig.coe.ufl.edu/spense/scripts/tables/htdocs/TABLE2_9.htm