

Standards for the LBS II/Multiple Disabilities Specialist [28.370]

STANDARD 1 – Foundations

The competent multiple disabilities specialist understands the philosophical, historical, and legal foundations of special education. [28.370(a)]

Knowledge - *The competent multiple disabilities specialist understands:*

- 1A. ethical issues regarding treatment of individuals with medically fragile conditions.
- 1B. in-depth knowledge of legislation, policies, and litigation regarding rights of individual students to education, guardianship, and community supports.
- 1C. the process of policy change in advocating for individuals.

Performance - *The competent multiple disabilities specialist:*

- 1D. advocates for rights and services based on established legislation, policies, and litigation.
- 1E. advocates for change in service delivery systems and policy.
- 1F. demonstrates a commitment to the belief that all students can learn.
- 1G. demonstrates a commitment to the belief that all students can live, work, and recreate in inclusive community settings.

STANDARD 2 - Characteristics of Learners

The competent multiple disabilities specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21). [28.370(b)]

Knowledge - *The competent multiple disabilities specialist understands:*

- 2A. the identification of problems related to physical and medical procedures.
- 2B. the impact of terminal illness and its effect on individuals and families.
- 2C. the difference between physical disabilities and cognitive disabilities.

Performance - *The competent multiple disabilities specialist:*

- 2D. monitors and communicates potential problems or concerns related to a student's physical or medical conditions, to appropriate personnel (e.g., school nurse, parents).
- 2E. performs special health care procedures such as feeding, positioning, suctioning, etc., under supervision of appropriate medical personnel.

STANDARD 3 – Assessment

The competent multiple disabilities specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students. [28.370(c)]

- 3A. **Knowledge** - The competent multiple disabilities specialist meets the standards set forth in Section 28.100 (c) (1) of this Part.

Performance - *The competent multiple disabilities specialist:*

- 3B. designs and implements informal assessment procedures that distinguish physical and cognitive abilities in individuals with multiple disabilities across age groups and combinations of disabilities.
- 3C. designs and implements informal assessment procedures that assess both physical and cognitive abilities in the context of priority skills across age groups and combinations of disabilities.
- 3D. designs informal assessment procedures that incorporate principles of partial participation across age groups and combinations of disabilities.
- 3E. develops and conducts informal assessment of assistive technology needs and services across age groups and combinations of disabilities.
- 3F. develops and conducts informal assessments focused on ongoing effectiveness of assistive technology.

STANDARD 4 - Planning for Instruction

The competent multiple disabilities specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.370(d)]

- 4A. **Knowledge** - The competent multiple disabilities specialist understands research that supports treatment approaches for persons with multiple disabilities.

Performance - *The competent multiple disabilities specialist:*

- 4B. develops longitudinal, outcome-based curriculum for students with multiple disabilities using a top-down, ecological inventory-based approach across age groups and combinations of disabilities.
- 4C. uses information about the student's strengths and needs and his/her desired educational outcomes to select appropriate scope and sequences in language arts and math (e.g., generalized, activity-specific).
- 4D. utilizes community settings to instruct educational priorities across all curricular domains and age groups.
- 4E. develops a community program (e.g., work sampling) designed to increase knowledge about vocational possibilities for students with multiple disabilities.
- 4F. creates and implements a strategic, progressive series of experiences and learning opportunities that meet the complex needs of individuals with multiple disabilities in order to ensure long-term community-based employment outcomes.

- 4G. develops programs that take into account preferences and choices for all ages of individuals with multiple disabilities, in the context of all instructional interactions and educational curricula.
- 4H. develops scope and sequences that promote self-determination across all curricular areas.
- 4I. considers an individual's medical and physical characteristics and needs in developing a schedule to maximize active learning throughout the school day.

STANDARD 5 - Learning Environment

The competent multiple disabilities specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.370(e)]

Knowledge - *The competent multiple disabilities specialist understands:*

- 5A. knowledge of components of positive behavioral support plans.
- 5B. knowledge of strategies to socially-validate target behaviors, interventions, and effects of behavior interventions.

Performance - *The competent multiple disabilities specialist:*

- 5C. conducts functional assessments and functional analysis of problem behavior of individuals with multiple disabilities across age groups.
- 5D. identifies socially valid problem behaviors and interventions across age groups.
- 5E. maintains ethical standards in selection of treatment interventions, considering the vulnerability of individuals with multiple disabilities.
- 5F. identifies behaviors that are functionally equivalent to problem behaviors when designing functional communication programs.

STANDARD 6 - Instructional Delivery

The competent multiple disabilities specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all student (ages 3 – 21). [28.370(f)]

- 6A. **Knowledge** - The competent multiple disabilities specialist meets the standards set forth in Section 28.100 (f) (1) of this Part.

Performance - *The competent multiple disabilities specialist:*

- 6B. provides community-referenced and community-based instruction.
- 6C. develops programs to facilitate mobility, including head and trunk control, sitting, crawling, standing, walking, and wheel chair use in the context of meaningful activities.
- 6D. uses individualized assistive devices to enhance learning outcomes across curricular areas for students with multiple disabilities.

STANDARD 7 - Collaborative Relationships

The competent multiple disabilities specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.370(g)]

7A. **Knowledge** - The competent multiple disabilities specialist meet the standards set forth in Section 28.100 (g) (1) of this Part.

Performance - *The competent multiple disabilities specialist:*

- 7B. teaches and supervises paraprofessional staff implementing physical and medical procedures for students with multiple disabilities.
- 7C. collaborates with families, related service providers, and support personnel in identifying appropriate evaluation and intervention strategies.
- 7D. initiates and assumes responsibility for coordinating multiple services provided to individual students with multiple disabilities.
- 7E. identifies need for equipment revision and/or new services and initiates contact with families and appropriate service providers.
- 7F. collaborates with administrators and medical personnel in developing policies and procedures for meeting the physical and medical needs of individuals with multiple disabilities.
- 7G. collaborates with appropriate personnel and family members in developing a written, individualized plan to address special health care needs.

STANDARD 8 - Professionalism and Ethical Practices

The competent transition specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being. [28.370(h)]

8A. **Knowledge** - The competent multiple disabilities specialist has knowledge of consumer and professional organizations, publications, and journals relevant to individuals with multiple disabilities across all ages.

8B. **Performance** - The competent multiple disabilities specialist incorporates current information from professional literature into all teaching and related activities.

STANDARD 9 - Reflection and Professional Growth

The competent multiple disabilities specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.370(i)]

9A. **Knowledge** - The competent multiple disabilities specialist meets the standards set forth in Section 28.100 (i) (1) of this Part.

9B. **Performance** - The competent multiple disabilities specialist participates in the activities of professional organizations relevant to individuals with multiple disabilities.