Initial Specialty Set: Individualized General Curriculum and Individualized Independence Curriculum, Combined

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
Knowledge	
IGC-IIC.1.K1	Etiology and diagnosis related to various theoretical approaches
IGC-IIC.1.K2	Effects of sensory impairments, physical and health exceptionalities on individuals, families, and society
IGC-IIC.1.K3	Etiologies and medical aspects of conditions affecting individuals with exceptionalities
IGC-IIC.1.K4	Psychological and social-emotional characteristics of individuals with exceptionalities
IGC-IIC.1.K5	Common etiologies and the impact of sensory exceptionalities on learning and experience
IGC-IIC.1.K6	Types and transmission routes of infectious disease
IGC-IIC.1.K7	Complications and implications of medical support services
IGC-IIC.1.K8	Effect disabilities may have on auditory and information processing skills
IGC-IIC.1.K9	Effect of multiple disabilities on behavior
IGC-IIC.1.K10	Effect of exceptionalities on auditory and information processing skills
IGC-IIC.1.K11	Effect of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities
IGC-IIC.1.K12	Communication and social interaction alternatives for individuals who are nonspeaking
IGC-IIC.1.K13	Typical language development and how that may differ for individuals with learning exceptionalities
Skills	
IGC-IIC.1.S1	Relate levels of support to the needs of the individual

Initial Preparation Standard 2: Learning Environments	
Knowledge	
IGC-IIC.2.K1	Barriers to accessibility and acceptance of individuals with exceptionalities
IGC-IIC.2.K2	Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities
IGC-IIC.2.K3	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
IGC-IIC.2.K4	Specialized health care interventions for individuals with physical and health exceptionalities in educational settings
IGC-IIC.2.K5	Advantages and disadvantages of placement options and programs on the continuum of services for individuals with exceptionalities
Skills	
IGC-IIC.2.S1	Provide instruction in community-based settings
IGC-IIC.2.S2	Use and maintain assistive technologies
IGC-IIC.2.S3	Plan instruction in a variety of educational settings
IGC-IIC.2.S4	Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults
IGC-IIC.2.S5	Use skills in problem solving and conflict resolution
IGC-IIC.2.S6	Establish a consistent classroom routine for individuals with exceptionalities
IGC-IIC.2.S7	Structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities
IGC-IIC.2.S8	Design learning environments that are multisensory and that facilitate self-advocacy and promote independence of individuals with exceptionalities in a variety of group and individual learning activities
IGC-IIC.2.S9	Use techniques of physical positioning and management of individuals with exceptionalities to ensure participation in academic and social environments
IGC-IIC.2.S10	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating
IGC-IIC.2.S11	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation
IGC-IIC.2.S12	Design and implement sensory stimulation programs
IGC-IIC.2.S13	Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment

Initial Preparation Standard 3: Curricular Content Knowledge
None in addition to the ICSI

Initial Preparation Standard 4: Assessment	
Knowledge	
IGC-IIC.4.K1	Specialized terminology used in the assessment of individuals with exceptionalities
IGC-IIC.4.K2	Laws and policies regarding referral and placement procedures for individuals with exceptionalities
IGC-IIC.4.K3	Types and importance of information concerning individuals with exceptionalities available from families and public agencies
IGC-IIC.4.K4	Procedures for early identification of young individuals who may be at risk for exceptionalities
Skills	
IGC-IIC.4.S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities
IGC-IIC.4.S2	Use exceptionality-specific assessment instruments with individuals with exceptionalities
IGC-IIC.4.S3	Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities
IGC-IIC.4.S4	Assess reliable method(s) of response of individuals who lack typical communication and performance abilities
IGC-IIC.4.S5	Monitor intragroup behavior changes across subjects and activities
IGC-IIC.4.S6	Adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities
IGC-IIC.4.S7	Develop and use a technology plan based on adaptive technology assessment

Initial Preparation Standard 5: Instructional Planning and Strategies	
Knowledge	
IGC-IIC.5.K1	Sources of specialized materials, curricula, and resources for individuals with exceptionalities
IGC-IIC.5.K2	Strategies to prepare for and take tests
IGC-IIC.5.K3	Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities
IGC-IIC.5.K4	Prevention and intervention strategies for individuals at risk for a disability
IGC-IIC.5.K5	Strategies for integrating student-initiated learning experiences into ongoing instruction
IGC-IIC.5.K6	Methods for increasing accuracy and proficiency in math calculations and applications
IGC-IIC.5.K7	Methods for guiding individuals in identifying and organizing critical content
IGC-IIC.5.K8	Integration of academic instruction and behavior management for individuals and groups with exceptionalities
IGC-IIC.5.K9	Model career, vocational, and transition programs for individuals with exceptionalities
IGC-IIC.5.K10	Interventions and services for individuals who may be at risk for exceptionalities
IGC-IIC.5.K11	Relationships between exceptionalities and reading instruction
IGC-IIC.5.K12	Resources and techniques used to transition individuals with exceptionalities into and out of school and postschool environments
Skills	
IGC-IIC.5.S1	Use research-supported methods for academic and non-academic instruction of individuals with exceptionalities
IGC-IIC.5.S2	Use strategies from multiple theoretical approaches for individuals with exceptionalities
IGC-IIC.5.S3	Teach learning strategies and study skills that promote acquisition of academic content
IGC-IIC.5.S4	Use reading instructional methods appropriate to individuals with exceptionalities
IGC-IIC.5.S5	Use methods to teach mathematics appropriate to individuals with exceptionalities
IGC-IIC.5.S6	Modify pace of instruction and provide organizational cues
IGC-IIC.5.S7	Use appropriate adaptations and technology for individuals with exceptionalities
IGC-IIC.5.S8	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities
IGC-IIC.5.S9	Resources and techniques used to transition individuals with exceptionalities into and out of school and postschool environments

Initial Preparation Standard 5: Instructional Planning and Strategies *(cont'd)*

Skills

IGC-IIC.5.S10	Identify and teach basic structures and relationships within and across curricula
IGC-IIC.5.S11	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval
IGC-IIC.5.S12	Use responses and errors to guide instructional decisions and provide feedback to learners
IGC-IIC.5.S13	Identify and teach essential concepts, vocabulary, and content across general and specialized curriculum
IGC-IIC.5.S14	Implement systematic instruction in teaching reading comprehension and monitoring strategies
IGC-IIC.5.S15	Teach strategies for organizing and composing written products
IGC-IIC.5.S16	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language
IGC-IIC.5.S17	Enhance vocabulary development
IGC-IIC.5.S18	Teach strategies for spelling accuracy and generalization
IGC-IIC.5.S19	Teach individuals with exceptionalities to monitor for errors in oral and written language
IGC-IIC.5.S20	Teach methods and strategies for producing legible documents
IGC-IIC.5.S21	Plan instruction on the use of alternative and augmentative communication systems
IGC-IIC.5.S22	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
IGC-IIC.5.S23	Select and use specialized instructional strategies appropriate to the abilities and needs of the individual
IGC-IIC.5.S24	Plan and implement age and ability appropriate instruction for individuals with exceptionalities
IGC-IIC.5.S25	Select, design, and use technology, materials and resources required to educate individuals whose exceptionalities interfere with communication
IGC-IIC.5.S26	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans
IGC-IIC.5.S27	Design and implement instructional programs that address independent living and career education for individuals
IGC-IIC.5.S28	Design and implement curriculum and instructional strategies for medical self-management procedures
IGC-IIC.5.S29	Design, implement, and evaluate instructional programs that enhance social participation across environments
IGC-IIC.5.S30	Select and plan for integration of related services into the instructional program

Initial Preparation Standard 6: Professional Learning and Ethical Practice	
Knowledge	
IGC-IIC.6.K1	Definitions and issues related to the identification of individuals with exceptionalities
IGC-IIC.6.K2	Models and theories of deviance and behavior problems
IGC-IIC.6.K3	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
IGC-IIC.6.K4	Legal, judicial, and educational systems to assist individuals with exceptionalities
IGC-IIC.6.K5	Continuum of placement and services available for individuals with exceptionalities
IGC-IIC.6.K6	Laws and policies related to provision of specialized health care in educational settings.
IGC-IIC.6.K7	Factors that influence the over-representation of culturally and linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities
IGC-IIC.6.K8	Principles of normalization and concept of least restrictive environment
IGC-IIC.6.K9	Theory of reinforcement techniques in serving individuals with exceptionalities
IGC-IIC.6.K10	Sources of unique services, networks, and organizations for individuals with exceptionalities
IGC-IIC.6.K11	Organizations and publications relevant to individuals with exceptionalities
Skills	
IGC-IIC.6.S1	Participate in the activities of professional organizations relevant to individuals with exceptionalities
IGC-IIC.6.S2	Advocate for appropriate services for individuals with exceptionalities
IGC-IIC.6.S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with exceptionalities as they participate in school- and community-based activities

Initial Preparation Standard 7: Collaboration	
Knowledge	
IGC-IIC.7.K1	Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptionalities
IGC-IIC.7.K2	Collaborative and consultative roles of the special education teacher in the reintegration of individuals with exceptionalities
IGC-IIC.7.K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities
IGC-IIC.7.K4	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptionalities
Skills	
IGC-IIC.7.S1	Use local community and state and provincial resources to assist in programming with individuals with exceptionalities
IGC-IIC.7.S2	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptionalities
IGC-IIC.7.S3	Teach parents to use appropriate behavior management and counseling techniques
IGC-IIC.7.S4	Collaborate with team members to plan transition to adulthood that encourages full community participation
IGC-IIC.7.S5	Participate in the selection and implementation of augmentative or alternative communication systems
IGC-IIC.7.S6	Collaborate with families of and service providers to individuals who are chronically or terminally ill