

Initial Specialty Set: Physical, Health, and Multiple Disabilities

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
<i>Knowledge</i>	
PHMD.1.K1	Characteristics, treatment, and course of physical and health disabilities
PHMD.1.K2	Secondary conditions and treatment options that accompany physical and health disabilities
PHMD.1.K3	Implications of physical and health disabilities on development and learning
PHMD.1.K4	Progression of degenerative diseases and the effect on educational performance
PHMD.1.K5	Issues related to children's perceptions of death and dying
PHMD.1.K6	Effects of physical disabilities on the way information is processed
PHMD.1.K7	Functional effects of the type and severity of physical and health disabilities on individual performance
PHMD.1.K8	Psychosocial effects of physical and health disabilities
<i>Skills</i>	
PHMD.1.S1	Apply knowledge of characteristics of individual's physical and health disabilities to their treatment interventions
PHMD.1.S2	Monitor the effects of medication on individual performance
PHMD.1.S3	Address learned helplessness in individuals with physical and health disabilities

Initial Preparation Standard 2: Learning Environments	
<i>Knowledge</i>	
PHMD.2.K1	Adaptations of educational environments to enhance the potential of individuals with physical and health disabilities
PHMD.2.K2	Barriers to accessibility by individuals with physical and health disabilities
PHMD.2.K3	Evacuation plans and emergency plans for individuals with physical and health disabilities
<i>Skills</i>	
PHMD.2.S1	Use proper positioning techniques and equipment to promote participation in academic and social environments
PHMD.2.S2	Demonstrate proper body mechanics to promote individual and teacher safety in transfer, lifting, positioning, and seating
PHMD.2.S3	Arrange equipment and materials to provide a safe and healthy environment
PHMD.2.S4	Provide information that promotes sensitivity toward and acceptance of those who have physical and health disabilities including communicable diseases
PHMD.2.S5	Create learning environments to develop self-advocacy and independence when working with personal assistants

Initial Preparation Standard 3: Curricular Content Knowledge

<i>Knowledge</i>	
PHMD.3.K1	Continuum of non-symbolic to symbolic forms of communication
PHMD.3.K2	Medical terminology related to physical and health disabilities
PHMD.3.K3	Types and transmission routes of infectious and communicable diseases
<i>Skills</i>	
PHMD.3.S1	Identify sources of specialized materials, equipment, and assistive technology for individuals with physical and health disabilities

Initial Preparation Standard 4: Assessment

<i>Knowledge</i>	
PHMD.4.K1	Valid and reliable assessment instruments for individuals who have poor motor skills and for those who are nonverbal
<i>Skills</i>	
PHMD.4.S1	Teach response modes to establish accuracy in the assessment of individuals with physical and health disabilities
PHMD.4.S2	Select, adapt, and use assessment information when tests are not validated on individuals with physical and health disabilities
PHMD.4.S3	Modify and adapt tools and procedures within the confines of the standardization process

Initial Preparation Standard 5: Instructional Planning and Strategies	
<i>Knowledge</i>	
PHMD.5.K1	Adaptations and assistive technology necessary to accommodate the unique characteristics of individuals with physical and health disabilities
PHMD.5.K2	Strategies for teaching organization and study skills
PHMD.5.K3	Strategies for teaching adapted physical education and recreational skills
PHMD.5.K4	Techniques for teaching human sexuality
PHMD.5.K5	Incorporation of augmentative and assistive communication into instruction and daily living activities
<i>Skills</i>	
PHMD.5.S1	Use specialized instructional strategies for academic and functional tasks for individuals with physical and health disabilities
PHMD.5.S2	Use adaptations and assistive technology to provide access to and participation in the general education curriculum
PHMD.5.S3	Individualize instructional strategies to minimize the functional effects of the disability
PHMD.5.S4	Teach how to manage and document personal health care procedures in a safe, healthy environment
PHMD.5.S5	Teach use and management of technology
PHMD.5.S6	Demonstrate techniques for teaching literacy skills to individuals who are nonverbal
PHMD.5.S7	Support the use of primary and secondary forms of communication across environments
PHMD.5.S8	Suggest data-driven adjustments to communication systems
PHMD.5.S9	Use assistive technology assessment to plan adaptations
PHMD.5.S10	Integrate individualized health care plan into daily programming
PHMD.5.S11	Pace instruction based on individual characteristics and health factors
PHMD.5.S12	Implement data-driven progress monitoring to document and guide instruction
PHMD.5.S13	Include independent living and postsecondary needs in instructional programming and transitional planning

Initial Preparation Standard 6: Professional Learning and Ethical Practice

<i>Knowledge</i>	
PHMD.6.K1	Issues and educational definitions of individuals with physical and health disabilities
PHMD.6.K2	Historical foundations of knowledge and practices in physical and health disabilities
PHMD.6.K3	Laws and policies related to providing specialized health care in the educational setting
<i>Skills</i>	
PHMD.6.S1	Articulate key elements of service delivery for individuals with physical and health disabilities
PHMD.6.S2	Participate in the activities of professional organizations in the field of physical and health disabilities

Initial Preparation Standard 7: Collaboration

<i>Knowledge</i>	
PHMD.7.K1	Roles and responsibilities of school and community-based medical and related services personnel
<i>Skills</i>	
PHMD.7.S1	Collaborate in the selection and implementation of augmentative and alternative communication and assistive technology
PHMD.7.S2	Use available resources to assist with planning and design of programs for individuals with physical and health disabilities
PHMD.7.S3	Support individuals with exceptional learning needs as members of augmentative and assistive communication and assistive technology selection teams
PHMD.7.S4	Coordinate with related service personnel to maximize direct instruction time for individuals with physical and health disabilities
PHMD.7.S5	Collaborate with service providers, general education teachers, and families to provide integrated services
PHMD.7.S6	Participate in transdisciplinary teams