

# Competencies for Higher Education Programs in Moderate to Severe Disabilities

Alignment with CEC Standards, High-Leverage Practices and state teaching standards.

WKU program courses & professional activities:

## **SPED 501: Introduction to behavior**

SPED 517: Transition Services and programs for LI

**SPED 610: Characteristics of low incidence disabilities**

**SPED 615: Instruc. Strat for DD/ASD**

**SLP 500: Research methods**

LITE 547: Integration of Educ. Tech.

**SLP 588: Clinical Meth in SLP**

SPED 502 Positive Behavior Supports

**SPED 529 Assessment techniques for low inc. dis.**

**SPED 612 Collab. w schools and agencies for DD/ASD**

**SPED 618 Soc Skills & communication for DD/ASD**

SPED 535: Seminar-Curriculum in MSD

**SLP 518: Advanced AAC**

SPED 601: Intensive Field experience

Foundational	CEC- IIC, DDA	KTPS	HLP	WKU Program
1. Historical perspectives on disability & evolution of services	IIC.6.K2 & DDA.6.K3	1.1		SPED 610 SPED 618
2. Characteristics of learners with disabilities	IIC.1.K4, IIC.6.K.1, IIC.1.K1	1.1, 8.1	HLP4	SPED 610 SPED 618
3. Multi-tiered system of supports	IIC.5.S2, IIC.6.K4	1.1	HLP5	SPED 501
4. Principle of partial participation	IIC.6.K2 & DDA.6.K3	1.1		SPED 610 SPED 535
5. Appropriate terminology & Person first language	IIC.6.K2 & DDA.6.K3	1.1		SPED 610
6. Culturally responsive pedagogy		1.1, 2.2, 3.3	HLP3,	SPED 612
7. Age-appropriate curriculum	IIC.6.K2 & DDA.6.K3, IIC.5.S12	1.1		SPED 535
8. Least dangerous assumption	IIC.6.K2 & DDA.6.K3	1.1		SPED 610
9. Educational Synthesizer	IIC.6.K2 & DDA.6.K3	1.1		
10. Presumption of Competence	IIC.6.K2 & DDA.6.K3	1.1, 3.1		SPED 610 SPED 535
11. Criterion of ultimate functioning	IIC.6.K2 & DDA.6.K3	1.1		SPED 610
12. Social role valorization (SRV) /Normalization	IIC.6.K6	1.1		SPED 610
13. Inclusion-Least Restrictive Environment	IIC.6.K6	1.1		SPED 610
14. Universal Design for Learning		1.1, 4.1		SPED 612
15. Importance of Early Intervention	IIC.5.K2	1.1		SPED 618

**HLP** = High Leverage Practices, **CEC-IIC** – Council for Exceptional Children Initial Specialty Set: Individualized Independence Curriculum **CEC-DDA**- Initial special set: Developmental disabilities- Autism Spectrum Disorders, **KTS**- Kentucky Teacher Standard

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16. Special Education Law	IIC.4.K2, IIC.6.K5, IIC.6.K3, IIC.6.S2	1.1, 6.3		SPED 517 SLP 588
17. Research/Evidenced based practice	IIC.5.S2	1.1		SPED 618 SPED 517 SPED 501 SPED 535
18. Individualized Education Programs	IIC.6.K3, IIC.6.S3 IIC.5.S1	1.1	HLP2, HLP5	SPED 618 SPED 517
19. Writing quality goals and objectives	IIC.5.S1	2.1, 3.1	HLP11	SPED 517 SPED 615
20. Participation in Professional Organizations	IIC.6.S1	10.1	HLP1	SPED 612
21. Reflects on effectiveness of teaching <i>a.</i> Self-assessment <i>b.</i> Professional growth plan		9.1, 9.2, 9.3, 9.4		SPED 612
22. Plans for and implements leadership activities		10.1, 10.2, 10.3, 10.4		SPED 618 SPED 612

Student support and Health Care Procedures	CEC- IIC, DDA	KTS	HLP	WKU Program
1. Supports for students with vision and hearing loss	IIC.4.S2, IIC.1.K2, IIC.1.K3, IIC.1.K7, IIC.1.K8, IIC.2.S11, IIC.2.S6		HLP4	SPED 610 SPED 615 AT
2. Positioning	IIC.1.K2, IIC.2.K.1, IIC.2.S8, IIC.2.S9, IIC.2.S7			SPED 610
3. Student involvement in healthcare procedures	IIC.2.S12, IIC.5.S17, IIC.5.S14			SPED 610
4. Toileting and toilet training	IIC.2.S12			SPED 610
5. Feeding	IIC.2.S12			SPED 610
6. Management of medications	IIC.5.S17			SPED 610
7. Health care procedures (e.g., suctioning, ostomy care, seizure management, etc.)	IIC.2.K1, IIC.5.S14, IIC.1.K5		HLP4	SPED 610
8. Respecting personal dignity and privacy	IIC.6.K2 & DDA.6.K3, IIC.6.S3	3.4 3.5, 6.5	HLP7	SPED 610

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Working with Others	CEC- IIC, DDA	KTS	HLP	WKU Program
1. Collaborative teaming- co-teaching	IIC.7.K2	8.2, 8.3 8.4		SPED 612 SPED 517
2. Roles of paraprofessionals a. facilitation of peer supports b. direct service	IIC.2.K4 IIC.7.S3,	8.2. 8.4		SPED 612
3. Supporting and training paraprofessionals a. Scheduling b. Behavioral skills training c. Acting as facilitators	IIC.7.S3	8.2, 8.4		SPED 612
4. Strategies to collaborate with families	IIC.4.K3 IIC.7.K1, IIC.7.S5,	5.5, 8.1, 8.2		SPED 612 SPED 618 SPED 517
5. Strategies to collaborate with community partners	IIC.4.K3, IIC.7.K3 IIC.7.S2, IIC.7.S4	8.2		SPED 612 SPED 517
6. Roles of related service providers [e.g. OT/PT/SLP/counselor etc.]	IIC.4.S5 IIC.5.S13 IIC.7.S1 IIC.7.S3	8.1, 8.2, 8.4		SPED 612 SPED 517
7. Conflict resolution	IIC.2.S10			SPED 612

Data	CEC- IIC, DDA	KTS	HLP	WKU Program
1. Measures a. Number b. Percent c. Rate d. Duration/Latency				SPED 501
2. Collect Data a. Event Recording b. Free operant/trial-based c. Interval Recording d. Duration and Latency e. Task analytic recording f. Single opportunity/multiple opportunity for chained tasks g. ABC data collection h. Anecdotal records i. Permanent Product	IIC.4.S6	5.1, 5.2, 7.1	HLP4	SPED 501 SPED 615
3. Graphing Data a. Line graphs and graphing conventions b. Plotting data	IIC.5.S7	5.3, 5.4, 5.5	HLP4, HLP5	SPED 501 SPED 535
4. Data Based Decision Making a. Trend, level, overlap b. Analysis within/across conditions c. AIM lines/decision making rules	IIC.5.S7, IIC.4.S6	5.3, 5.4, 7.1, 7.2, 7.4, 9.1	HLP4, HLP5, HLP6	SPED 501 SPED 535

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d. Use data to reflect on effectiveness				
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Instructional Planning	CEC- IIC, DDA	KTS	HLP	WKU Program
1. Planning the instructional day	IIC.5.K1, IIC.5.K3, IIC.2.S4, IIC.5.S5,	4.3, 4.4	HLP7, HLP11	SPED 535
2. Incorporate IEP goals/objectives into daily instruction	IIC.5.K1, IIC.5.K3, IIC.2.S4, IIC.5.S1 IIC.5.S5,	1.2, 2.1	HLP1, HLP5, HLP11	SPED 535 SPED 615 SPED 618
3. Lesson planning (e.g. KY -KTIP lessons)	IIC.5.K1, IIC.5.S1	1.2	HLP5, HLP11	SPED 535 SPED 615
4. Systematic instructional plans	IIC.5.K1 IIC.5.S2		HLP12	SPED 535 SPED 615
5. Stages of learning: acquisition, fluency, maintenance, generalization	IIC.5.S2	2.5	HLP5, HLP12, HLP21	SPED 535 SPED 610 SPED 615
6. Adaptations, accommodations, modifications	IIC.4.S3, IIC.5.S1 IIC.5.S3 IIC.5.S11 IIC.5.S15	1.5, 3.3	HLP5, HLP13	SPED 535 SPED 615
7. Creation of data sheets	IIC.5.K1		HLP12	SPED 501 SPED 535
8. Instructional arrangements (e.g., 1-1, small group, etc.)	IIC.2.K4		HLP17	SPED 535

Assessment	CEC- IIC, DDA	KTS	HLP	WKU program
1. Principles of assessment (e.g., norm vs criterion referenced, formative vs summative)	IIC.4.K1	1.5, 5.1, 5.2, 5.3		SPED 529 SPED 517
2. Reinforcer/preference assessments	IIC.4.S3	2.3, 3.3		SPED 529 SPED 501
3. Assessment of behavioral states (e.g., awake, alert, drowsy, sleeping)	IIC.4.S3, IIC.4.S5			SPED 529
4. Commercially available assessments (e.g., COACH, etc.)	IIC.5.K1 IIC.4.S3			SPED 529
5. Adaptive Behavior Scales	IIC.4.K1			SPED 529
6. Curriculum based measurements	IIC.4.K1	1.5, 2.3, 5.1, 5.2		SPED 529 SPED 535
7. Domain Specific Assessment (e.g. Communication, transition)	IIC.1.K9 IIC.4.S1, IIC.4.S2, IIC.4.S4, IIC.4.S5,	2.3, 5.1, 5.3, 8.1		SPED 529 SPED 517
8. Ecological assessments	IIC.2.K2,	1.5, 5.1, 5.3		SPED 529

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	IIC.2.K3, IIC.4.S3			SPED 615
9. Alternate assessment	IIC.4.S3	5.3		SPED 529

Instructional Practices	CEC- IIC, DDA	KTS	HLP	WKU Program
1. Components of a discrete trial	IIC.5.S2		HLP16, HLP22	SPED 615
2. Task analysis & chaining	IIC.5.S2, IIC.5.S6, IIC.5.S9		HLP15, HLP16	SPED 615 SPED 535
3. Definition of prompts and prompt hierarchies	IIC.5.S2, IIC.5.S6 IIC.5.S7 IIC.5.S9		HLP15, HLP16, HLP22	SPED 615
4. Massed/spaced/distributed trial formats	IIC.5.S2 IIC.5.S9			SPED 615
5. Simulation & In vivo instruction in natural surroundings	IIC.5.S2		HLP18	SPED 615
6. Systematic instruction (CEEDAR-IC) a. Time delay (constant, progressive) b. Simultaneous prompting c. System of least prompts (Least to Most) d. Most to least e. Stimulus manipulation strategies f. Graduated guidance g. Model-Lead-Test	IIC.5.S2 IIC.5.S6 IIC.5.S7	1.3	HLP16, HLP18, HLP22	SPED 615 SPED 535
7. Schedules of reinforcement & fading	IIC.5.S2, IIC.5.S7		HLP21, HLP22,	SPED 502
8. Non-targeted information/instructive feedback	IIC.5.S2		HLP22	SPED 502
9. Observational learning	IIC.5.S2			SPED 535
10. Programming for generalization a. General case programming, multiple exemplar, using common stimuli, functional skill instruction	IIC.5.S2	1.2	HLP5, HLP21	SPED 615 SPED 535
11. Self-directed learning a. Pictorial self-instruction b. Self-determined learning model of instruction	IIC.5.S2		HLP14	SPED 615
12. Peer supports a. Support arrangements b. Networks c. Tutors	IIC.5.S2 IIC.2.S5		HLP 17 HLP18	SPED 535
13. Self-management/monitoring	IIC.5.S8		HLP 9 HLP14, HLP18	SPED 535
Socio-Communicative Programming	CEC- IIC, DDA	KTS	HLP	WKU Program
1. Communication Assessment	IIC.1.K10		HLP4	SPED 618

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a. Communication functioning b. Including potential communicative acts c. Form and function d. Tri-focus framework [i.e. learner communication partner environment]	IIC.4.S4, IIC.4.S5			
2. Augmentative/Alternative communication	IIC.1.K10 IIC.4.S4, IIC.5.S2, IIC.5.S10,			SPED 615 SLP 518
3. Discrete trial training	IIC.5.S2			SPED 615
4. Picture exchange communication (PECs)	IIC.1.K10 IIC.5.S2, IIC.5.S10,			SPED 615 SLP 518
5. Naturalistic Strategies a. Environmental arrangement b. Responsive interactions c. Milieu prompting strategies	IIC.2.K3 IIC.5.S2	1.3	HLP9	SPED 618 SPED 615
6. Scripting	IIC.5.S2	1.3	HLP9	SPED 615
7. Social narratives	IIC.5.S2	1.3	HLP9	SPED 615
8. Social skills training	IIC.5.S2	1.3	HLP9	SPED 517 SPED 618

Academic Instruction	CEC- IIC, DDA	KTS	HLP	WKU Program
1. Instructional Strategies a. Embedded instruction b. Graphic organizers c. Shared story reading d. Directed inquiry	IIC.5.S2	1.2, 1.3, 1.4		SPED 535 SPED 615
2. Language Arts	IIC.5.S2	1.2, 1.3 1.4,	HLP1	SPED 535 SPED 615
3. Mathematics	IIC.5.S2	1.2, 1.3, 1.4,	HLP1	SPED 535 SPED 615
4. Science	IIC.5.S2	1.2, 1.3, 1.4	HLP1	SPED 535 SPED 615
5. Social Studies	IIC.5.S2	1.2, 1.3, 1.4	HLP1	SPED 535 SPED 615
6. Available instructional packages (e.g., ELSB)	IIC.5.S2	1.3		SPED 535 SPED 615
7. Grade level aligned instruction	IIC.6.K2 & DDA.6.K3, IIC.5.S12	1.3, 1.4, 2.1, 4.5	HLP1	SPED 535 SPED 615
Technology-Related	CEC-IIC, DDA	KTS	HLP	WKU Program
1. Assistive technology assessment	IIC.1.K10 IIC.4.S4,	6.1	HLP4	SPED 615

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	IIC.4.S5			
2. Low and high tech (assistive technology)	IIC.1.K10 IIC.4.S4, IIC.4.S5,	6.1, 6.3	HLP13, HLP15	SPED 615
3. Computer-assisted instruction/Technology Aided	IIC.5.S2	1.3, 6.2, 6.3		SPED 615
4. Video-modeling, video self- modeling, video prompting	IIC.5.S2	1.3, 6.1, 6.2, 6.3	HLP18	SPED 615

Transition	CEC- IIC, DDA	KTS	HLP	WKU Program
1. Transition assessment	IIC.4.K3, IIC.7.K3 IIC.4.S11 IIC.5.S16		HLP1, HLP4	SPED 517
2. Transition planning	IIC.4.K3, IIC.7.K3, IIC.5.K4, IIC.5.K5 IIC.5.S16 IIC.7.S4 IIC.7.S4		HLP1, HLP3, HLP11	SPED 517
3. Including individuals with disabilities in the IEP process a. Self-directed IEP	IIC.5.K4, IIC.5.K5	5.5, 5.6	HLP2, HLP14	SPED 517
4. Person-centered planning	IIC.5.K5		HLP1, HLP2, HLP3	SPED 517 SPED 535
5. Interagency collaboration a. Workforce innovation and opportunities act b. Pre-employment transition services	IIC.7.K3, IIC.5.K4, IIC.6.K9 IIC.7.S2, IIC.7.S4, IIC.2.S12	8.2	HLP1, HLP2	SPED 517 SPED 612
6. Work based learning	IIC.5.K5, IIC.2.S1	8.2		SPED 612
7. Measurable post-secondary goals a. Employment b. Post-secondary education c. Independent living/community involvement	IIC.5.S16 IIC.7.S4	2.2, 3.1	HLP11	SPED 517
8. Predictors of post-school success	IIC.6.K2 & DDA.6.K3			
9. Supported decision making (e.g., guardianship and alternatives)	IIC.6.K2 & DDA.6.K3		HLP3, HLP14	
10. Knowledge of adult services [e.g. supportive employment, waivers, etc.]	IIC.6.K2 & DDA.6.K3 IIC.4.K3 IIC.7.S2	8.2		SPED 517
11. Impact of wages on government benefits	IIC.6.K2 & DDA.6.K3		HLP3	SPED 517

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Self-determination and Independence	CEC- IIC, DDA	KTS	HLP	WKU Program
1. Decision/choice-making	IIC.2.S5	4.1, 4.5, 5.6	HLP14	SPED 615 SPED 535
2. Goal setting	IIC.2.S5	4.1, 4.5, 5.6	HLP11, HLP14	SPED 615 SPED 535
3. Self-advocacy	IIC.2.S5	4.1, 4.5, 5.6		SPED 517
4. Self-determined learning model of instruction	IIC.2.S5	4.1, 4.5, 5.6	HLP5, HLP14	SPED 601
5. Sexuality	IIC.2.S12			SPED 610
6. Accessing community networks of supports (e.g., Transportation, faith-based communities, health & wellness, other networks)	IIC.6.S3, IIC.7.S2, IIC.7.S4		HLP1	SPED 612

Behavior Supports	CEC- IIC	KTS	HLP	WKU Program
1. Reinforcement contingencies/functions of behavior	IIC.6.K7 IIC.5.S2	3.2	HLP8	SPED 502
2. Functional behavior assessment a. Indirect methods b. Direct observation c. Functional analysis	IIC.4.S3	2.2, 3.2	HLP4, HLP10	SPED 502
3. Behavior support plans	IIC.2.S3	3.2	HLP8, HLP10	SPED 502
4. Differential Reinforcement Procedures	IIC.5.S2, IIC.5.S4	3.2	HLP8	SPED 502
5. Effects of withdrawing reinforcement (extinction)		3.2		SPED 502
6. Functional communication training	IIC.5.S2	3.2		SPED 502
7. Fading procedures				
8. Function based interventions (e.g., replacement behaviors)	IIC.5.S2, IIC.5.S4	3.2	HLP10	SPED 502
9. Motivating Operations and Setting Events	IIC.2.S3	3.2		SPED 502
10. Antecedent interventions a. Non-contingent reinforcement b. Choice-making c. Visual schedules d. Social stories e. High probability request sequences	IIC.5.S2, IIC.5.S4	3.2		SPED 502
11. Punishment a. Procedures b. Side effects of punishment c. Ethical issues	IIC.6.K2 & DDA.6.K3, IIC.6.K8			SPED 502
12. Seclusion and restraint a. Time-out procedures b. Ethical and legal considerations (e.g., state regulations)	IIC.6.K3, IIC.6.K6, IIC.6.K2 & DDA.6.K3,			SPED 502

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	IIC.6.K8			
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