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Action

Professional Services Committee

Adoption of Program Standards for Other Related Services Credentials and Added Authorizations for Special Education Teaching Credentials

Executive Summary: This agenda item presents the proposed authorizations and standards for Other Related Services Credentials in Speech-Language Pathology and Orientation and Mobility. Standards for six Special Education Added Authorizations are also presented.

Recommended Action: Staff recommends that the Commission approve the program standards, authorizations, and specialty standards for the Other Related Services Credentials and the standards for the Added Authorizations in Autism Spectrum Disorders, Deaf-Blind, Emotional Disturbance, Orthopedically Impaired, Other Health Impaired, and Traumatic Brain Injury.

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

January 2009

Adoption of Program Standards for Other Related Services Credentials and Added Authorizations for Special Education Teaching Credentials

Introduction

SB 1209 (Chap. 517, Stats. 2006) authorized the Commission on Teacher Credentialing (Commission) to study the structure and requirements for the Education Specialist and Other Related Services Credentials and make proposed recommendations for consideration by the Commission. For the past two years the Commission has sought the advice of educators and parents about ways to provide greater access to special education services for students with disabilities, attract and retain more special educators, and revise and streamline the structure of special education credentials and authorizations. Based on the recommendations that have been made by more than 1,000 educators and parents who attended meetings that were held by the Commission, information from surveys of a job analysis of the services that special educators must provide, and ideas solicited from expert special educators, the Commission's Design Team (see Appendix A) is recommending revised program standards for special education credentials and authorizations.

This agenda item presents the proposed general Program Standards for Other Related Services Credentials and the authorizations and Specialty Specific Standards for Other Related Services Credentials in Speech-Language Pathology and Orientation and Mobility. In addition, standards for six Special Education Added Authorizations are also presented.

Background

At the November 6, 2008 Commission meeting, staff presented for information the proposed standards for Other Related Services Credentials, Added Authorizations, and Clear Credentials for Education Specialist Teaching Credentials. The proposed standards for Other Related Services included:

1. Speech-Language Pathology: (SLP)
2. Clinical or Rehabilitative Services: Orientation and Mobility (O&M)
3. Clinical or Rehabilitative Services: Audiology

As described in the November item, California statutes authorizes the Commission to issue services credentials that provide particular "services" to students in schools. Other Related Services are usually clinical services in a school setting. The Commission directed staff to send the services credential standards for further field review, revise the standards as appropriate, and return them to the Commission for action.

In November, the day after the Commission meeting, staff posted an electronic survey soliciting feedback on the proposed Other Related Services Standards and the Clear Education Specialist proposed standards. The survey was sent to all persons who had participated in one of the

forums or meetings that was held and to all who provided feedback to the Commission about the standards. This survey was at least partially completed by 54 stakeholders. Of these 54, 45 indicated they were interested in SLP, 3 in O&M, and 6 in Audiology. The survey was completed in full by 19 SLP, two O&M, and two Audiology respondents.

Respondents were asked to respond both to the general Program Standards 1-8 that were applicable to all Education Teaching and Other Related Credential Authorizations and to the Specialty Specific Program Standards in their area of interest. As was done with the survey in October, respondents were asked to comment on the clarity of the standard or suggest modifications or deletions that should be made in the standard. Respondents could suggest other possible changes such as additional concepts that should be included or ways to combine or simplify the standard.

Every recommended clarification or modification was reviewed and discussed by members of the design team and the specialty specific subcommittee members. For general Program Standards 1-8, and the standards that were specific to a particular authorization, the only suggested changes submitted through the survey process were to clarify the language of the standards. The appendices reflect revisions made as a result of the field review process and subsequent design team discussion.

In December 2008, the Commission approved the general Program Standards for the Education Specialist Teaching Credentials. These standards, developed by the Design Team, are intended to apply to all types of Education Specialist credentials, both teaching and services, with the exception of one set of standards that applies only to the teaching credentials. The general Program Standards for Other Related Services are presented in Appendix B. In addition, the proposed Authorizations for Other Related Services Credentials for Speech-Language Pathology and Clinical or Rehabilitative Services Credential: Orientation and Mobility are in Appendix C. The Specialty Specific Standards and Authorizations for Other Related Services Credentials are in Appendix D. Finally, Appendix E includes the proposed Special Education Added Authorization Standards.

Summary of Changes in Other Related Services Credential Standards

When compared to the Commission's existing standards for Other Related Services Credentials, the following are the changes incorporated into the proposed new standards.

- Speech-Language Pathology standards encourage a stronger focus on school-based topics including serving students with Autism Spectrum Disorders (ASD) and behavior intervention strategies.
- More emphasis on collaboration and consultation, as service delivery modes have changed and more special education students are placed in inclusive settings.
- Speech-Language Pathology and Orientation and Mobility standards include specific preparation in collaboration and consultation with special attention to preparation of Individualized Educational Programs, Individualized Family Service Programs, and transition plans.
- Standards encourage more fieldwork in school settings.
- Increased access to core curriculum including use of standard school textbooks as the source of therapeutic materials for Speech-Language Pathologists.

- More preparation in universal access, multi-tiered intervention, and specialized intervention services.
- Speech-Language Pathology standards emphasize services to infants, children, and young adults in school settings.
- Speech-Language Pathology standards include eight program standards that all special education programs must meet.

There are no major changes in the Clinical Rehabilitative Services: Orientation and Mobility credential authorization and program standards. The standards were consolidated where there were duplications. This authorization prepares service providers to assist students who are Blind and/or Visually Impaired in learning how to navigate their environment and become independent travelers. The standards are aligned with national standards and reflect updated practices. For example, the standards include updates related to advanced technology, such as global positioning systems and other electronic devices. The O&M Standards also include the eight program standards that are generic to all special education credential programs.

Standards for Authorizations to be Added to Existing Special Education Credentials

One of the goals of the redesign of special education was to expedite the methods that are available for Education Specialists credential holders to add expertise in areas of special education that were not part of their original credential authorization. For example, for those who were prepared prior to 2008, only those who hold a Moderate/Severe authorization (or comparable prior credentials) may be assigned to teach students diagnosed within the spectrum of autism disorders. The proposed Autism Spectrum Disorders Added Authorization would allow any special education teacher to add this authorization if they complete coursework in an approved standards-based ASD added authorization program. Similarly, if a holder of an Education Specialist or previous Special Education credential (e.g., Learning Handicapped) completed a Commission-approved Added Authorization program in one of the six areas listed in Appendix E, they would be eligible to include that area as part of the credential authorization. (subject to approval of Title 5 regulations).

The six areas of Added Authorizations that are described in Appendix E and recommended for approval are the following:

1. Autism Spectrum Disorders
2. Deaf-Blind
3. Emotional Disturbance
4. Traumatic Brain Injury
5. Orthopedically Impaired
6. Other Health Impaired

Each of these proposed Added Authorizations are parts of other full authorizations. These added authorizations will allow the holder to be prepared in focused, limited areas where there is a need for that specific service. The preparation received may also be used to meet the requirements for the full authorization. For example, a holder of the Traumatic Brain Injury authorization may use the preparation in partial fulfillment of the full Physical and Health Impairments authorization. This might encourage some who achieve the Added Authorization to expand their expertise to the entire authorization in low incidence credentials. In low incidence

authorizations, one of the goals is to make preparation and credential services more widely available in rural and remote areas. Hopefully these authorizations might also be offered through distance learning.

Recommendation

Staff recommends that the Commission approve the proposed general Program Standards for Other Related Services Credentials (Appendix B), authorizations (Appendix C) and Specialty Specific Standards (Appendix D) for Other Related Services Credentials in Speech-Language Pathology and Clinical or Rehabilitative Services: Orientation and Mobility. In addition, staff recommends approval of the Added Authorizations for Autism Spectrum Disorders, Deaf-Blind, Emotional Disturbance, Traumatic Brain Injury, Orthopedically Impaired, and Other Health Impaired (Appendix E).

Next Steps

At the March Commission meeting, staff will bring a proposal for a new structure and standards for an Audiology credential, and revised standards for existing Added Authorizations. Staff will also bring a proposed structure and standards for the Clear Education Specialist teaching credential. Finally, staff will bring to the Commission those Education Specialist standards that are common with other adopted Multiple and Single Subject Standards to provide alignment of teaching credential standards.

As Title 5 regulations are proposed and approved, the Professional Services Division staff will bring for approval the Preconditions that implement these Title 5 Regulations. Once the standards are approved, the Commission staff will bring an implementation plan that will include dates for transition to the new standards and the plans to provide technical assistance to preparation programs as they write to the standards and revise their programs.

Appendix A Special Education Design Team Members

Name	School/District/IHE
Angela Hawkins	Sweetwater Union High School District (Advisory Commission on Special Education)
Maureen Burness	Asst. Supt. Folsom-Cordova Unified School District (Association of California School Administrators)
Sue Andrews	Principal, Ventura County Office of Education
Athena Waite	UC, Riverside (UC Office of the President)
Pat Grayson-DeJong	Los Angeles Unified School District (retired)
Kathy Kinley	Chaffey Union High School Board (California School Boards Association)
Michael Lewis	CSU, Sacramento (retired) (CSU Chancellor's Office)
Lanna Andrews	University of San Francisco
Linda Smetana	CSU, East Bay
Belinda Karge	CSU, Fullerton
Dave Raske	CSU, Sacramento
Carl Kirchner	Retired CDE Consultant and CSU, Northridge
Christine Mink	Morgan Hill Unified School District (California Federation of Teachers)
Dianne Jones	San Diego Unified School District (California Teachers Association)
Dona Meinders	Liaison: Comprehensive Center/West Ed
Marion Miller	Liaison: Comprehensive Center/West Ed

Appendix B

Other Related Services Program Standards

Program Standards

Program Standard 1: Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

Program Standard 2: Professional, Legal and Ethical Practices

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

Program Standard 3: Educating Diverse Learners

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.

Program Standard 4: Effective Communication and Collaborative Partnerships

The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and

evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

Program Standard 5: Assessment of Students

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

Program Standard 6: Using Educational and Assistive Technology

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

Program Standard 7: Transition and Transitional Planning

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning

The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

Appendix C

Proposed Other Related Services Credential Authorizations

Authorizations are the statements that define what services are allowed by the credential. The authorization also includes the ages and grades authorized and the continuum of program options where services may be offered. Authorizations are placed in Title 5 regulations and are used by the Commission and employers to determine appropriate assignment. Authorization statements are prepared for all categories of Education Specialist Teaching Credentials and Other Related Services Credentials. Any skill or knowledge expected in the authorization must be matched in the preparation program.

Definition of Continuum of Program Options for all Other Related Services Credentials

The continuum includes: general education settings; clinical settings; resource rooms or services; special education settings; special schools; home/hospital settings; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.

The Speech-Language Pathology Services Credential:

The Speech-Language Pathology Services Credential: Language, Speech and Hearing authorizes the holder to conduct assessments, offer therapeutic and clinical services, provide specific learning disability area services related to speech and language, and special education related services to individuals with language and speech impairments across the special education disability areas, from birth through age 22 and in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available.

The Clinical or Rehabilitative Services Credential: Orientation and Mobility

The Clinical or Rehabilitative Services Credential: Orientation and Mobility (O&M) provides blind, visually impaired and deaf-blind individuals with age-appropriate, hands-on experiences in natural travel settings to assist in the development of a meaningful conceptual understanding of home, school and community environment. The Orientation and Mobility (O&M) Services Credential authorizes the holder to provide services to students to allow them to learn how to navigate their environment and become independent travelers.

Appendix D

Draft Specialty Specific Program Standards and Authorizations for Other Related Services Credentials

Speech-Language Pathology Services Credential

Authorization

The Speech-Language Pathology Services Credential: authorizes the holder to conduct assessments, offer therapeutic and clinical services, provide specific learning disability area services related to speech and language, and special education related services to individuals with language and speech impairments across the special education disability areas, from birth through age 22 and in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available.

SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms

Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.

SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition

Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.

SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders

Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

SLP Standard 4: Assessment of Speech and Language Disorders

Each candidate demonstrates competency in the collection of relevant information regarding individuals' past and present status and family and health history. Candidates exhibit proficiency

in a school setting in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits in a school setting expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.

SLP Standard 5: Management of Speech and Language Disorders

Each candidate exhibits comprehension of methods in a school setting of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of school-based service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Candidates will have opportunities to use curriculum materials commonly used in a school's core curriculum in the service delivery modes employed. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students in school settings. Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.

SLP Standard 6: School Field Experience

Each candidate will complete sufficient field experiences in the schools to demonstrate the knowledge, skills and abilities described in SLP Standards 1 through 5. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate and demonstrate proficiency in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).

SLP Standard 7: Consultation and Collaboration

Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel as part of a school field experience. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. Candidates also demonstrate

relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students' learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.

SLP Standard 8: Assessment of Candidate Performance

Prior to recommending each candidate for a SLP services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting. During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician.

Clinical Rehabilitative Services Credential: Orientation & Mobility

Authorization

The Clinical or Rehabilitative Services Credential: Orientation and Mobility (O&M) provides blind, visually impaired and deaf-blind individuals with age-appropriate, hands-on experiences in natural travel settings to assist in the development of a meaningful conceptual understanding of home, school and community environment. The Orientation and Mobility Services Credential authorizes the holder to provide services to students to allow them to learn how to navigate their environment and become independent travelers.

O&M Standard 1: Characteristics of Students Served by Orientation & Mobility Specialists

The O&M program provides opportunities for each candidate to demonstrate knowledge of disability characteristics of children and youth who are visually impaired or blind, including those with multiple disabilities such as physical and other health impairments, other sensory impairments, and cognitive impairments.

O&M Standard 2: Legal, Theoretical and Historical Information

Each candidate demonstrates knowledge of basic laws and regulations that affect O&M services (e.g., ADA, white cane laws, IDEA, Section 504 of the Voc-Rehab Act that apply to access in home, school, work, and community environments), knowledge of basic principles of learning theories and their implications for Orientation & Mobility instruction, resources for learners to obtain services, support, and/or information related to visual impairment, professional resources pertinent to the O&M profession, and the major historical events and persons responsible for the establishment of the O&M profession as it exists today.

O&M Standard 3: Knowledge of Relevant Medical Information

Each candidate demonstrates knowledge of the anatomy and physiology of the visual system, including common eye conditions/etiologies of learners and their implications on visual functioning and has experience interpreting eye reports. Each candidate demonstrates knowledge of the basic anatomy and physiology of the auditory system and is familiar with the components of audiological reports. Each candidate demonstrates knowledge of basic procedures necessary to react appropriately to medical situations (e.g., insulin reaction, seizures) during O&M lessons.

O&M Standard 4: Planning and Conducting O&M Assessments

Each candidate demonstrates knowledge of the assessment policies, procedures and tools for O&M assessment for learners who have visual impairments including those who have additional disabilities, that includes obtaining and interpreting medical, education, and rehabilitation reports; developing an assessment plan; interviewing the learner and relevant others; and selecting appropriate assessment tools, materials, activities, and settings. Each candidate demonstrates knowledge of the roles of related professionals (e.g., OT, PT, low vision specialists, rehab specialists, optometrists, teachers, ophthalmologists) who provide relevant O&M assessment information.

O&M Standard 5: Planning O&M Programs

Each candidate demonstrates knowledge of service delivery models for O&M programs such as itinerant, center-based, and residential. Each candidate demonstrates knowledge of the components of and process for developing early intervention, education, transition and applicable rehabilitation plans [e.g., (Individualized Family Service Plan (IFSP), Individualized Educational Program (IEP), Individualized Transition Plan (ITP), Individualized Plan for Employment (IPE)].

O&M Standard 6: Orientation Strategies and Skills

Each candidate demonstrates knowledge of orientation skills through the use of environmental features. Each candidate demonstrates knowledge of spatial organizational skills using cognitive mapping and spatial updating. Each candidate demonstrates knowledge of route planning using various approaches such as route shapes, mapping skills, and use of cardinal directions. Each candidate demonstrates knowledge of problem solving strategies related to establishing and maintaining orientation while traveling. Each candidate demonstrates knowledge of techniques using various frames of reference that can be used to familiarize learners to novel environments. Each candidate demonstrates knowledge of the strategies for orienting a dog guide handler to a new environment. Each candidate demonstrates knowledge of technologies specific to orientation and mobility including GPS systems, relevant wayfinding technologies and environmental sensors.

O&M Standard 7: Mobility Skills

Each candidate demonstrates knowledge of the mechanics of locomotion that affect efficient mobility (e.g., integration of reflexes, muscle tone, coordination, balance, gait patterns, posture). Each candidate demonstrates knowledge of the advantages and disadvantages of mobility devices and/or mobility systems including but not limited to human guide, long cane, dog guide, electronic devices, functional vision, and alternative mobility devices. Each candidate demonstrates knowledge of basic O&M skills, including protective and human guide techniques, as well as O&M cane skills; and the rationale for teaching these skills. Each candidate demonstrates knowledge of the environmental sequence and selection for teaching orientation and mobility skills, including indoor travel, residential, business and urban travel. Each candidate demonstrates knowledge of special travel environments and orientation and mobility skills unique to their circumstance, including adverse weather conditions, rural areas, airports, malls, stores, and gas stations.

O&M Standard 8: Use of Sensory Information

Each candidate demonstrates knowledge of the principles of vision development as they apply to visual efficiency training. Each candidate demonstrates knowledge of the use of low vision in maintaining safe and independent movement and orientation (such as use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems). Each candidate demonstrates knowledge of the uses of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive, and kinesthetic awareness) and strategies for enhancing learners' sensory skills.

O&M Standard 9: Learners Who Have Additional Disabilities

Each candidate demonstrates knowledge of the implications of additional disabilities upon O&M instruction (e.g., physical and health impairments, cognitive disabilities, hearing impairments, traumatic brain injury), and potential accommodations and modifications that might be effective. Each candidate demonstrates knowledge of the value of active collaboration and working as member of a team in meeting the needs of learners who have additional disabilities.

O&M Standard 10: Psycho-Social Implications of Blindness and Visual Impairments

Each candidate demonstrates knowledge of factors to be considered to minimize the psychosocial impact of vision loss for learners with congenital or adventitious visual impairments and their families or caregivers. Each candidate demonstrates knowledge of strategies to assist learners during the process of adjustment to visual impairment.

O&M Standard 11: Supervised Fieldwork

In conjunction with the university program, successful completion of 350 hours of discipline specific, supervised practice that includes, but is not limited to, direct service hours, and related phone calls, meetings, observations, and report writing. The practice must be supervised by an onsite certificated Orientation & Mobility Specialist.

O&M Standard 12: Assessment of Candidate Performance

Prior to recommending each candidate for an O&M services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge, skills and abilities authorized by the credential in a school setting. During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising Orientation and Mobility Specialist.

Appendix E

Proposed Special Education Added Authorizations

Autism Spectrum Disorder (ASD) Added Authorization

ASD Standard 1: Characteristics of Students with Autism Spectrum Disorder

The program provides opportunities for the candidate to be able to identify the unique characteristics of students within the autism spectrum. The candidate demonstrates unique knowledge of the core challenges associated with language and communication, cognition and neurology, social skills and behavior, processing and implications for program planning and service delivery.

ASD Standard 2: Teaching, Learning and Behavior Strategies for Students with ASD

The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD. The candidate is able to use appropriate assessment to drive program decisions. Candidates are able to implement learning strategies from acquisition to generalization. The candidate understands and appropriately utilizes behavioral based teaching strategies, structured teaching, use of visual supports and positive behavior supports.

ASD Standard 3: Collaborating with Other Service Providers

The program will provide proactive monitoring opportunities for candidates with ASD to demonstrate skills as a member of a multidisciplinary team, including systems for collaborating with other service providers such as Occupational Therapist, Speech and Language Pathologist, Paraprofessional, outside agencies etc.

Deaf-Blind Added Authorization

Deaf-Blind Standard 1: Characteristics of Students who are Deaf-Blind

The program provides opportunities for the candidate to identify the unique features of deaf-blindness. The candidate demonstrates knowledge of the impact of combined hearing and vision impairments on communicating, learning, and accessing environments.

Deaf-Blind Standard 2: Sensory Systems

The program ensures that each candidate understands the structure and function of the auditory and visual sensory systems. The program ensures that each candidate is able to assess functional hearing and vision, and use assessment findings to guide program development. The program ensures that each candidate understands the other sensory systems and how they are impacted by vision and hearing loss.

Deaf-Blind Standard 3: Learning and Psychosocial Implications of Deaf-Blindness

The program prepares each candidate to demonstrate knowledge and skills related to understanding how deaf-blindness impacts learning. The program provides opportunities for the candidate to identify learning styles and individualized instruction appropriate for students who are deaf-blind. The program prepares candidates to have an understanding of deaf-blind cultural identity and its impact on behavior and communication.

Deaf-Blind Standard 4: Communication and Language Development

The program ensures that each candidate demonstrates knowledge and skills in the development of effective receptive and expressive communication systems. The program ensures that each candidate demonstrates an understanding of the distinction between communication, language, and modalities as each relates to individuals who are deaf-blind. The program ensures that each candidate demonstrates the skills necessary to develop communication-rich environments that support communicative and social engagement within the context of age-appropriate, functional and meaningful activities.

Deaf-Blind Standard 5: Collaborative Partnerships

The program prepares each candidate to collaborate with related service providers to support multidisciplinary educational teams. The program prepares the candidate to identify resources, organizations and agencies that provide technical assistance to students who are deaf-blind, their families, and their educational teams. The program prepares the candidate to identify organizations that provide support for families. The program prepares the candidate to demonstrate knowledge of how to access specialized equipment and materials.

Emotional Disturbance (ED) Added Authorization

ED Standard 1: Causes, Characteristics, and Definitions of Students with Emotional Disturbance

The program provides opportunities for candidates to identify the causes, characteristics, and definitions of students with emotional disturbance (ED) from multiple points of view and conceptual orientations. The program prepares candidates to demonstrate knowledge of the legal and political issues of eligibility, assessment, and placement of students with serious emotional needs.

ED Standard 2: Assessment, Curriculum Design, and Interventions in Academic and Social Domains for Students with ED

The program ensures that candidates are able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multi-faceted strategies and interventions necessary in teaching and engaging students with ED. The program provides opportunities for candidates to critically examine ecological, behavioral, social, emotional, medical interventions and crisis management techniques related to the needs of students with ED. The program prepares candidates to apply knowledge of current issues, research, trends, and practices in the education of students with ED, such as systems of care and general education inclusion and re-integration. The program prepares candidates to utilize assessment data to design relevant, meaningful curriculum for students with ED in the areas of: academic skills, affective development, social skills, self-management, study skills, vocational skills, and behavior and impulse control. The program requires that candidates are able to implement varied instructional strategies including teacher-directed/mediated, student-initiated, peer-supported, and vocational/community-supported (i.e., service learning).

ED Standard 3: Consultation and Coordination with Families and Other Service Providers

The program provides opportunities for candidates to identify and discuss community resources including: mental health agencies, child protective services, regional centers, and probation departments to augment public school service options for students with ED and their families. The program ensures that candidates are able to articulate factors that promote parent/professional collaboration, and collaboration among professionals (i.e.: medical doctors, general and special educators, mental health professionals, etc.).

Other Health Impaired (OHI) Added Authorization

OHI Standard 1: Characteristics of Students with Other Health Impairment

The program provides opportunities for the candidate to demonstrate knowledge of disability characteristics and the educational and psychosocial implications of students with Other Health Impairment from birth to age 22. The candidate demonstrates unique knowledge of the core challenges in school, in families and in the community that arise due to chronic or acute health problems that adversely affect educational performance, including, but not limited to: attention deficit hyperactivity disorder, asthma, diabetes, epilepsy, cancer, acquired brain injury (due to stroke, lack of oxygen, brain infection, brain tumor), heart conditions, hemophilia, lead poisoning, cystic fibrosis, infectious diseases, and terminal illnesses. The candidate will be knowledgeable about the implications these health conditions can have on program planning and service delivery.

OHI Standard 2: Assessment, Communication, Teaching and Learning for Students with OHI

The program ensures that each candidate is able to demonstrate knowledge, skills and abilities by utilizing appropriate assessment to drive program decisions, and then implementing evidence based and multi-faceted methodologies and strategies necessary in teaching and engaging students with OHI based upon those assessments. Candidates are able to implement learning strategies from acquisition to generalization and understand and appropriately utilize structured, behaviorally based teaching strategies, use of visual supports and positive behavior supports in a wide variety of specialized academic instructional settings, including, but not limited to: the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs. Candidates demonstrate knowledge and application of low and high assistive technology devices, services, and software applications that facilitate communication (alternative augmentative communication), curriculum access, and improved academic performance and skill development of students with other health impairments.

OHI Standard 3: Specialized Health Care and Supports for Students with OHI

Each candidate utilizes information from individualized health care plans (IHCP'S) developed in collaboration with the school nurse, to support a safe environment and implement specialized health care methodologies, regulations and technological procedures required by students with other health impairments who require medical services in school not requiring a physician. Candidates must be able to provide a safe environment for all students that include adequate storage and operation of medical equipment, implementation of universal precautions, as well as a safe, accessible and private area for specific procedures to be carried out. Candidates must be able to facilitate student's access to their education by supporting needed health care procedures and by practicing appropriate and safe techniques for administering medications/procedures and instruct/supervise other personnel in such procedures. In addition, they must demonstrate the ability to document medical episodes, and be aware of when to call for emergency medical support.

OHI Standard 4: Transition and Collaborating with Families and Other Service Providers

The program provides proactive monitoring opportunities for candidates working with students with OHI to demonstrate skills as a member of a collaborative team with other disciplines and agencies. Candidates are prepared to interface with other service providers (school, medical and agency based) including but not limited to: hospital/clinic based personnel, the School Nurse, Occupational Therapist, Speech and Language Specialist, Physical Therapist, Psychologist, Psychiatrist, Paraprofessional/Health Care Assistant, California Children's Services, Regional Center, Department of Mental Health, Department of Rehabilitation and other appropriate service providers. Candidates provide guidance and support as the student transitions into/from hospitals and rehabilitation facilities as well provide linkage to appropriate post-school placements/agencies and services. Each candidate demonstrates the knowledge, skills and abilities of the unique experiences, specifically the psychosocial aspects of students and their families, who are chronically ill, are hospitalized and/or in transition to/from hospitalization, and/or who have degenerative/terminal conditions.

Orthopedically Impaired (OI) Added Authorization

OI Standard 1: Characteristics of Orthopedic Impairments

Each candidate demonstrates knowledge of disability characteristics and the educational and psychosocial implications for students with physical disabilities birth to age 22 at school, in families and in the community caused by neuromotor impairments, degenerative diseases and orthopedic and musculoskeletal disorders including physical disabilities caused by congenital anomaly, disease, cerebral palsy, acquired/ traumatic brain injury, amputations, and fractures and burns that can cause contractures. Credential candidates are prepared to address functional limitations of movement and/or sensation, co-existing health impairments, as well as mild, moderate or significant intellectual disabilities that can accompany an OI, as well as be able to serve students with OI who may present with average or above average intellectual abilities, but have difficulty accessing their education due to physical limitations.

OI Standard 2: Assessment, Communication, Educational Access and Adaptations for Students with OI

The program ensures that each candidate demonstrates the knowledge, skills and abilities to utilize appropriate assessment to drive program decisions, and implement evidence based and multi-faceted methodologies and strategies based upon those assessments in the LRE, including curricular accommodations and modifications necessary to teach and engage students with OI. Candidates identify and support performance of essential skills unique to students with OI including academics, independent living skills, personal independence skills, career and vocational experiences, communication skills, and psychosocial development. Candidates demonstrate knowledge and application of mandated consideration of low and high assistive technology devices, services, and software applications that facilitate communication (including alternative augmentative communication), curriculum access, and improved academic performance and skill development of students with OI. Candidates are well versed in delivering these services in a wide variety of specialized academic instructional settings, including, but not limited to: the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs.

OI Standard 3: Specialized Health Care and Supports for Students with OI

Each candidate utilizes information from individualized health care plans (IHCP'S) developed in collaboration with the school nurse, to support a safe environment and implement specialized health care methodologies, regulations and technological procedures required by students with OI who require medical services in school not requiring a physician. Candidates provide a safe environment for all students that include the consistent use of universal precautions, specialized equipment, mobility devices and sensory accommodations. Candidates will facilitate student health and access to school activities through alternate forms of mobility, utilizing safe lifting, positioning and feeding techniques and appropriate use of other supportive devices/equipment. Candidates provide adequate storage for and possess the knowledge, skills and ability to operate medical equipment and assure safe, accessible and private areas for specific procedures to be carried out effectively. Candidates assure students' access to their education by supporting all needed health care procedures and by practicing safe techniques and by instructing/supervising other personnel in such procedures.

OI Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with OI

The program provides proactive monitoring opportunities for candidates working with students with OI to demonstrate skills as a member of a collaborative team with other disciplines and agencies. Candidates are prepared to interface with other service providers (school, medical and agency based) including but not limited to: hospital/clinic based personnel, the School Nurse, Occupational Therapist, Speech and Language Specialist, Physical Therapist, Psychologist, Psychiatrist, Paraprofessional/Health Care Assistant, California Children's Services, Regional Center, Department of Mental Health, Department of Rehabilitation and other appropriate service providers. Candidates provide guidance and support as the student transitions into/from hospitals and rehabilitation facilities as well provide linkage to appropriate post-school placements/agencies and services through the ITP process. Each candidate demonstrates knowledge, skills and abilities to address the unique experiences, specifically the psychosocial aspects, of students and their families who are orthopedically impaired, are hospitalized and/or in transition to/from hospitalization, and/or who have degenerative/terminal conditions.

Traumatic Brain Injury (TBI) Added Authorization

TBI Standard 1: Characteristics of Students with Traumatic Brain Injury

The program provides opportunities for the candidate to identify the unique characteristics of students within Traumatic Brain Injury. The candidate demonstrates unique knowledge of the core challenges associated with the neurology of open or closed head injuries resulting in impairments in one or more areas such as: cognition; language; memory; attention; reasoning, abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Transition from hospital/home instruction for appropriate school reintegration and knowledge that the child is recovering and will make changes in these areas is vital for appropriate service delivery.

TBI Standard 2: Teaching and Learning for Students with TBI

The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multi-faceted methodologies and strategies necessary in teaching and engaging students with TBI. The candidate is able to use/interpret appropriate assessments from school as well as medical and neuropsychological assessments to drive program decisions, particularly for those students regaining skills that were lost due to the injury. Candidates are able to adjust teaching strategies based upon the unique profile of students who present with physical access/medical issues, splinter skills, or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory and processing. The candidate understands and appropriately utilizes research based teaching strategies, structured teaching, as well as the use of adaptations, compensatory strategies, assistive technology and visual supports.

TBI Standard 3: Behavior and Emotional Strategies for Students with TBI

The program will focus on developing the candidate's knowledge regarding the underlying cause of a student's behavioral and emotional issues following a traumatic brain injury. The candidate will demonstrate the appropriate and consistent application of positive behavior supports, as this practice is essential to the success of these students. Candidates will possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have a significant effect on the self-concept and emotional well-being of a traumatic brain injury survivor, and provide the students with appropriate supports and services to address these issues.

TBI Standard 4: Collaborating with Other Service Providers

The program provides proactive monitoring opportunities for candidates working with students with TBI to demonstrate skills as a member of a collaborative team, including systems for interfacing with other service providers (both school and agency based) including: Hospital/rehabilitation based personnel, Occupational Therapist, Speech and Language Pathologist, Physical Therapist, Psychologist, Paraprofessional, School Nurse, Behavior Analyst, California Children's Services, Regional Center, and other appropriate providers.