

PHYSICAL AND HEALTH IMPAIRMENTS (PHI)

Requirements for an Education Specialist Clear Credential Candidate who completed an Education Specialist Level I Preparation Program (1996-2008)

The Individualized Learning Plan (ILP) for a candidate who holds an **Education Specialist Level I teaching credential** and is completing an approved Teacher Induction program to earn the Education Specialist Clear Credential must address the content that was previously provided in the Level II program. **Factors to Consider** are provided for each of the topics identified below. Click on the title of the topic to see the scope of what the candidate must understand and be able to do.

Technology: Prior to or during the program, each candidate demonstrates knowledge of low and high technology equipment and materials to facilitate curriculum access and facilitate skill development of students with physical and health impairments.

Preparation for Multicultural/Multilingual Education and Family Concerns for Students with Physical and Health Impairments: Each candidate engages in multicultural/multilingual study and experiences related to families and their children with physical and health impairments, including successful approaches for the education of linguistically and culturally diverse students.

Orientation to Transition and Transitional Skill Planning: Each candidate is able to identify factors associated with successful planning and implementation of transitional life experiences for families and their children with physical and health impairments.

Teacher-Student Relations: Each candidate demonstrates an ability to motivate and sustain student interest, involvement and appropriate conduct by fostering student self-esteem and the opportunity for each student to achieve full potential.

Classroom Learning Environment: Each candidate demonstrates an ability to establish and contribute to an educational environment where students with physical and health impairments have opportunities to experience successful learning in a physically and emotionally secure, supported and safe setting.

Early Childhood Education: Each candidate demonstrates knowledge of and the ability to assess infants and young children with physical and health impairments to determine eligibility for services and to plan and implement appropriate programs that include referrals to community and state resources for them and their families.

The approved Teacher Induction program is responsible for ensuring that each candidate recommended for the Education Specialist Clear Teaching Credential has completed an ILP which addresses the content described above. The Commission's accreditation system monitors all approved educator preparation programs. In addition, Level I candidates must meet the statutory requirements related to health, CPR, and technology.

Technology Rationale

Some students with physical and health impairments may exhibit limited physical ability in regards to movement and verbal and written communication and thus require alternative means to complete these activities. Teachers must be aware of augmentative devices which will allow these students to become more independent and to access curriculum more efficiently.

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Factors to Consider

- Each candidate demonstrates the ability to access information and obtain consultation from other professionals regarding technology related to student needs.
- Each candidate demonstrates an understanding of the need for low and high technology in the educational program of students with physical and health impairments.
- The candidate demonstrates the ability to select, use, and adapt low and high technology materials and equipment to meet the educational objectives of a particular student.
- The program orients each candidate to a variety of funding and procurement sources for equipment.

Preparation for Multicultural/Multilingual Education and Family Concerns for Students with Physical and Health Impairments

Rationale

California's population, including persons with physical and health impairments, is multicultural and multilingual. Each public school teacher must be prepared to educate students who are culturally and linguistically diverse.

Factors to Consider

- Prior to or during enrollment in the program each candidate has the opportunity, through coursework and/or field experiences, to evaluate personal attitudes and demonstrate professional non-biased behavior towards people of different cultural, linguistic, racial, ethnic, socio-economic or other identifying personal or group characteristics.
- Prior to or during enrollment in the program each candidate demonstrates knowledge of principles of first and second language acquisition, and appropriate teaching strategies and curriculum materials for students whose primary language is other than English.
- Each candidate demonstrates knowledge about the nature and manifestations of culture, changing demography and the cultural diversity of California's major cultural groups as related to individuals with physical and health impairments.
- Each candidate demonstrates effective methods of including cultural traditions and involvement of parents and community members in school activities.
- During enrollment in the program, each candidate participates in field experiences in schools and classrooms where the students are culturally, racially, linguistically, and/or socio-economically different from the candidate.

Orientation to Transition and Transitional Skill Planning

Rationale

It is essential that a teacher have knowledge of transitional stages across the life span, as well as knowledge in the preparation and planning for educational, social and career development. Teacher preparation must facilitate the development of candidates who are knowledgeable and sensitive to the unique qualities that students and their families represent. Each student's abilities and disabilities will impact various transitional stages throughout his/her life span.

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- Each candidate demonstrates knowledge of factors which effect all stages of development in the life of an individual with physical and health impairments in regard to recognition, planning for and adjustment to transitional life issues as an ongoing process for the individual and the family.
- Each candidate demonstrates knowledge about the importance of individualized transitional planning, as reflected in an ITP, and the use of a transition planning team in assisting students with physical and health impairments adjust to psychological, social, and other barriers to independent living.
- Each candidate, prior to or during the program, demonstrates knowledge of the impact of socio-political and economic issues which effect the life of individuals with physical and health impairments.
- Each candidate demonstrates knowledge and sensitivity of the unique experiences and problems individuals with physical and health impairments and their families face during transitional periods throughout their life span.
- Each candidate demonstrates knowledge of needed and available personal accommodations, such as personal attendants or assistive technology devices, which may help to compensate for the loss or reduction of functional ability during and after transitional phases.
- Prior to or during the program, each candidate demonstrates knowledge of the importance of early education for prevocational and vocational skills for students with physical and health impairments.
- Each candidate demonstrates knowledge of a variety of social attitudes towards individuals with physical and health impairments.

Teacher-Student Relations

Rationale

Student motivation, involvement, appropriate conduct, and positive self image are essential prerequisites for learning. Prospective teachers must be prepared to stimulate students' interest and involvement in varied activities while maintaining appropriate student conduct and fostering self-esteem.

Factors to Consider

- Each candidate demonstrates ability to respect student work, sustain an open discussion of ideas and to protect student privacy confidentiality.
- Each candidate demonstrates positive personal interactions and provides an environment that promotes self-esteem.
- Each candidate demonstrates an ability to motivate a student's sense of purpose or importance regarding the instructional content of the IEP/IFSP.
- Each candidate provides appropriate independent learning experiences for students with physical and health impairments.

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- Each candidate demonstrates the ability to motivate students through the selection of stimulating classroom activities and the appropriate use of reinforcement techniques.
- Each candidate demonstrates methods which encourage students to excel and which promote involvement in a wide variety of educational activities.
- Each candidate demonstrates ability to manage and respond to student conduct effectively in individual, small group and whole class activities.
- Each candidate demonstrates knowledge of counseling concerns and issues related to students with physical and health impairments and their families including, but not limited to those which focus on medical crises interventions.
- Each candidate demonstrates an understanding of language development and adjusts the complexity of his/her language to the abilities of the student with physical and health impairments.

Classroom Learning Environment

Rational

To realize their educational goals and potential students with physical and health impairments must feel respected, valued and safe in the school environment. Each prospective teacher must therefore learn to establish and maintain respectful and trusting relationships with students and establish a safe classroom environment that fosters learning and respect.

Factors to Consider

- The program provides opportunities for candidates to demonstrate an understanding that human interaction is valued among and between all students and that development of personal dignity and self worth are intrinsic goals of education.
- Each candidate establishes a productive and positive learning environment that incorporates clearly stated expectations regarding student conduct.
- The program provides opportunities for candidates to demonstrate knowledge of principles of school safety, including conflict resolution, crisis intervention and the impact of the presence of guns, gangs, etc. in the school setting.
- Each candidate models behaviors that demonstrate and promote respect of cultural, gender and individual characteristic differences.
- Each candidate communicates and interacts with respect with all students, fellow teachers, therapists, paraprofessionals, administrators, parents and others associated with the special and/or general education program.
- Each candidate establishes a positive rapport with students in a variety of appropriate ways.
- Each candidate demonstrates knowledge of appropriate classroom space and equipment modifications necessary for student safety and mobility.

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Early Childhood Education

Rationale

The credential to teach children with physical and health impairments includes children from birth to three. Federal and state laws governing these programs differ from those for children three to twenty-two. It is vital that teachers understand program requirement differences.

Factors to Consider

- Each candidate demonstrates knowledge of typical and atypical development and assessment of infants and young children with and without definitive medical diagnoses.
- Each candidate demonstrates knowledge of appropriate programs and resources for infants and young children with physical and health impairments and their families
- Each candidate demonstrates ability to act as case manager for these families to acquire and coordinate needed services from the schools and other sources.