Education Specialist Added Authorizations Preconditions and Specialty Standards

Commission on Teacher Credentialing

Published February 2020

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

[Commission on Teacher Credentialing Program Standards](#)

Adapted Physical Education Added Authorization Preconditions adopted March 2009, revised October 2009
Education Specialist: All Added Authorization Program Preconditions adopted October 2009
Early Childhood Special Education Added Authorization Preconditions adopted October 2009

Autism Spectrum Disorder Added Authorization Specialty Standards adopted January 2009
Deaf-Blind Added Authorization Specialty Standards adopted January 2009
Emotional Disturbance Added Authorization Specialty Standards adopted January 2009
Orthopedically Impaired Added Authorization Specialty Standards adopted January 2009
Other Health Impaired Added Authorization Specialty Standards adopted January 2009
Traumatic Brain Injury Added Authorization Specialty Standards adopted January 2009
Early Childhood Special Education Added Authorization Specialty Standards adopted March 2009
Resource Specialist Added Authorization Specialty Standards adopted March 2009
Adapted Physical Education Added Authorization Specialty Standards adopted March 2009, revised January 2013

Table of Contents

Preconditions

Education Specialist: All Added Authorization Programs Preconditions

(1) Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.

(2) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

Early Childhood Special Education Added Authorization Preconditions

Institutions must respond to the Preconditions for All Added Authorization Programs in addition to the below precondition.

(1) Candidates accepted into the Early Childhood Special Education Added Authorization program must currently hold a preliminary education specialist teaching credential Mild/Moderate or Moderate/Severe or be eligible for the same education specialist teaching credential prior to recommendation for the Early Childhood Special Education Added Authorization.

Adapted Physical Education Added Authorization Preconditions

Institutions must respond to the Preconditions for All Added Authorization Programs in addition to the below preconditions.

(1) Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3.

(2) (Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

Added Authorizations Specialty Standards

Autism Spectrum Disorders Added Authorization Standards (ASDAA)

ASDAA Standard 1: Characteristics of ASD
The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery.

ASDAA Standard 2: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorder.
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 from acquisition through generalization.

ASDAA Standard 3: Collaborating with Other Service Providers and Families
The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

Adapted Physical Education Added Authorization (APEAA)

APEAA 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 and specifically the contexts of physical education. The design must reflect the full range of service delivery options for physical education, including general physical education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential to teach adapted physical education. 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.

APEAA Standard 2: Professional, Legal and Ethical Practices
Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of adapted physical education as outlined in the Adapted Physical Education Guidelines for California Schools. This curriculum includes state and federal mandates, legal requirements for motor assessment, Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services, and physical education 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 physical educational environments. The program provides opportunities for demonstration of ethical standards of teaching in physical education, of evidence-based physical educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

APEAA 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 within the physical education setting. In addition, the program provides knowledge and application of pedagogical theories and strategies used in physical education to meet the individual needs of students with a disability with a variety of cultural and ethnic backgrounds, experiences, and motor abilities. The Program ensures each candidate is able to demonstrate 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 in physical education settings.

APEAA 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) all teachers (including physical

educators) 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 physical education services based on individual student motor 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 physical activity services, and bridge transitional stages across the life span for all learners as they move into a lifetime of healthy behaviors and physical activity.

APEAA 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 specific to the physical education curriculum. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services for adapted physical education. 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. Assessment should include but is not limited to: general physical education functioning, including success and safety; gross motor skills; motor development; mobility; health-related physical fitness; fine motor skills; sport and recreation skills, including the application of motor skills to various environments; effects of intellectual, behavioral, and/or emotional delays on functioning in physical education; other skills related to physical education curriculum and standards.

APEAA Standard 6: Using Educational and Assistive Technology

The program provides opportunities for candidates to acquire the ability to use technology for information collection, analysis and management in physical education settings. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, physical education curriculum access, and fitness and motor skill development of students with disabilities.

APEAA Standard 7: Transition and Transitional Planning

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences in physical activity for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful physical activity transitions by students in order to promote future healthy

behavior and lifetime physical activity. Each candidate demonstrates the knowledge and ability to teach students appropriate physical activity self-determination skills.

APEAA Standard 8: Field Experience in a Broad Range of Service Delivery Options
The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general physical education. The experiences must reflect the diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the adapted physical education authorization. The experiences are planned from the beginning of the program to include experiences in general physical education, experiences with parents and families, and experiences with a broad range of service delivery options for physical education leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the adapted physical education credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for adapted physical educators. See Education Specialist Teaching and Other Related Services Credential [Program Standards](#).

APEAA Standard 9: Assessment of Candidate Performance
Prior to recommending each Adapted Physical Education candidate for an authorization, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor (i.e., APE Teacher) and one institutional supervisor, that the candidate has satisfied each professional competence.

APEAA Standard 10: Characteristics of Students in Adapted Physical Education
The program provides opportunities for the candidate to be able to identify students with a disability who may qualify for Adapted Physical Education services, including but not limited to characteristics associated with motor behavior and neurological or other physiologically-based conditions and physiological performance. The candidate demonstrates knowledge and application of kinesiology as it pertains to individuals with disabilities. The candidate uses knowledge of kinesiology and motor development to assess a student's eligibility for Adapted Physical Education services. As a member of the IEP team, the Adapted Physical Education Teacher will identify the disability categories as identified in IDEA; or under a Section 504 plan, and apply these to the characteristics presented by the student for effective instruction.

APEAA Standard 11: Motor Behavior as Applied to Adapted Physical Education
The program provides opportunities for the candidate to demonstrate knowledge of the principles and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities. In addition, the program provides candidates instruction in the principles of neurological development, motor learning, motor control, and

perceptual motor development as they apply to the effective instruction of individuals with disabilities.

APEAA Standard 12: Scientific Principles of Human Behavior

The program provides opportunities for the candidate to demonstrate the knowledge and application of scientific principles of exercise and movement including an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance of individuals with disabilities.

APEAA Standard 13: Instructional Strategies and Adaptation

The program provides opportunities for the candidate to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings. This knowledge of instructional strategies and adaptations should include comprehensive curriculum planning, content standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning to comply with legislative mandates.

Deaf-Blind Added Authorization (DBAA)

DBAA 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.

DBAA Standard 2: Sensory Systems
The program ensures that each candidate understand 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.

DBAA 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.

DBAA Standard 4: Communication and Language Development
The program ensures that each candidate demonstrate knowledge and skills in the development of effective receptive and expressive communication systems. The program ensures that each candidate demonstrate 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.

DBAA 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.

Early Childhood Special Education Added Authorization (ECSEAA) *effective through June 30, 2022*

ECSEAA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs
Each candidate demonstrates comprehensive knowledge of the developmental and learning characteristics, and evidence-based practices associated with young children (birth to pre K) with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe intellectual disabilities, emotional disturbance, and low incidence and multiple disabilities. Each candidate demonstrates skill required to ensure that the intervention and/or instructional environments are appropriate to the child's chronological age, developmental differences, and disability-specific needs.

ECSEAA Standard 2: Role of the Family in Early Childhood Special Education
Each candidate demonstrates knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. Each candidate demonstrates skill required to engage families as collaborative partners, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants and young children with disabilities. Each candidate demonstrates understanding of the impact of the child's disability on the family and is trained in skills to sensitively elicit family concerns, priorities, and resources in relation to their child. Each candidate demonstrates required to assist families in learning about their legal rights, advocating effectively for their child, developing support systems, and accessing desired services, programs, and activities in their school and community. Each candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into daily life.

ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten
Each candidate demonstrates skill in assessment that leads to appropriate interventions and reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, (e.g., naturalistic play-based assessment, family interviews), the impact of cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team. Each candidate demonstrates skill required designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development, and emergent literacy for all children including English language learners. Each candidate demonstrates skill required to utilize a broad

repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports that minimize the effects of the child's disability and maximize the child's learning potential and family outcomes.

ECSEAA Standard 4: Experience in Early Childhood Special Education Programs
Each candidate has documented observations in a variety of settings from birth to prekindergarten. Additionally, each candidate has in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/prekindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings. Each candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator.

Early Childhood Special Education Added Authorization (ECSEAA) *effective July 1, 2022*

ECSE AA Standard 1: Characteristics of Infants, Toddlers, Preschoolers, and Kindergarteners with Individualized Family Service Plans or Individualized Education Programs
Each candidate demonstrates comprehensive knowledge of the developmental, learning, social-emotional characteristics and needs of infants and toddlers, preschool age children, and children in Transitional Kindergarten and Kindergarten with autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition. Each candidate demonstrates the skills required to ensure that the intervention and/or instructional environments are appropriate to the child's chronological age, developmental levels, and disability-specific needs.

ECSE AA Standard 2: Role of the Family in Early Childhood Special Education
Each candidate demonstrates knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and of the primary role of parents/caregivers as the child's first teachers in facilitating healthy growth and development. Each candidate demonstrates the skills required to engage families in culturally and linguistically appropriate ways as collaborative partners in the IFSP/IEP process, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants, toddlers and young children with disabilities.

Each candidate demonstrates understanding of the impact of the child's disability on the family and is trained in the interpersonal skills required to identify and assess family concerns, priorities, and resources in relation to their child's developmental, learning, and social-

emotional needs. Each candidate demonstrates the knowledge and skills required to assist families in learning about their legal rights, how to advocate for their child, developing support systems, and accessing needed services, programs, and activities in their school and community. Each candidate demonstrates the knowledge and skills to design, develop, and implement routines-based interventions and to assist families with embedding educational activities and routines-based interventions into daily life.

ECSE AA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Kindergarten
Each candidate demonstrates knowledge about formal and informal developmentally, culturally, and linguistically appropriate assessments and assessment strategies for infants and toddlers as well as for preschool age children (e.g., authentic, play-based assessment, observations, family interviews) to help inform planning as well as progress monitoring, and to assure that the assessment results support developmentally, culturally, and linguistically appropriate interventions and IFSP/IEP development. Each candidate demonstrates an understanding that children bring strengths based on their prior linguistic, cultural, and learning backgrounds and experiences, as well as particular individualized needs based on their specific disabilities. Each candidate demonstrates the knowledge and skills required to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, linguistically and individually appropriate, and reflect family concerns and priorities. Each candidate demonstrates the knowledge and skills required to implement evidence-based practices embedded in activities to support language, cognitive, and social-emotional development, as well as emergent literacy, for all children, including dual language learners. Each candidate demonstrates the knowledge and skills required to use a broad repertoire of developmentally, culturally, and linguistically appropriate strategies (e.g., hands-on, experiential, child-centered, child-initiated as well as teacher-initiated play-based activities within daily routines), adaptations, assistive technologies, and other supports that maximize the child's learning potential and family outcomes and minimize the effects of the child's disability.

ECSE AA Standard 4: Field-Based Experience in Early Childhood Special Education Programs
Each candidate participates in documented observations in a variety of settings from birth through kindergarten. Additionally, each candidate has in-depth field experiences in early childhood settings with families and children of culturally and linguistically diverse backgrounds. Field-based experience may include in-home and/or center-based settings serving infants and toddlers who are at risk, or identified as having disabilities, and pre-school or kindergarten settings that include children with IEPs. Each candidate demonstrates the knowledge and skills required to work effectively with young children individually and in small and whole group settings. Each candidate participates in reflection about their practice with a supervisor who is trained and qualified to help guide the professional development of an early childhood special educator.

Emotional Disturbance Added Authorization (EDAA)

EDAA 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.

EDAA 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).

EDAA 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.)

Orthopedic Impairments Added Authorization (OIAA)

OIAA Standard 1: Characteristics of Students with 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, and 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.

OIAA 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.

OIAA 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.

OIAA 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, Orthopedist, 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.

Other Health Impairments Added Authorization (OHIAA)

OHIAA 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.

OHIAA 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.

OHIAA 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.

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

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.

Resource Specialist Added Authorization (RSAA)

RSAA Standard 1: Characteristics of Students with Disabilities Served by Resource Specialists
The program provides opportunities for each candidate to provide instruction and services to those students with disabilities whose instructional needs have been identified by the individualized education program (IEP) team. Candidates may serve these students by teaching, co-teaching, collaboration or consulting with the classroom teachers to address implications of these characteristics for service delivery, such as placement decisions, IEP development, and access to the core curriculum.

RSAA Standard 2: Assessment and Evaluation of Students with Disabilities Served by Resource Specialists
The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with disabilities covered within the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and prepares the candidate to facilitate instructional accommodations and modifications appropriate to the diverse needs of individual students. The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. The program prepares candidates to plan for and facilitate student participation in state-mandated accountability measures.

RSAA Standard 3: Planning and Implementing the Core Curriculum and Instruction for Students with Disabilities Served by Resource Specialists
The program prepares candidates to select curricula that will give access to core standards and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with disabilities, whose instructional needs have been identified by the individualized education program (IEP) team across an array of learning activities. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families including but not limited to consultation, resource information, and material.

RSAA Standard 4: Specific Instructional Strategies for Students with Disabilities Served by Resource Specialists
The program provides each candidate with a depth of knowledge and skills within the core curriculum including the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings. The program prepares candidates to know how the disability/disabilities impact student learning in these

areas and know how to insure that evidence-based methods are used for teaching developmental reading and subject-specific reading skills to students with disabilities. The program prepares candidates to know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas. The program prepares candidates to provide appropriate strategies and accommodations/modifications to classroom teachers.

RSAA Standard 5: Positive Behavior Support for Students with Disabilities Served by Resource Specialists
The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment where interventions are positive, proactive, and respectful of students. The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination meetings. The program prepares candidates to participate effectively in school wide behavior support processes.

RSAA Standard 6: Transition and Transitional Planning for Students with Disabilities Served by Resource Specialists
Each candidate demonstrates knowledge, advocacy skills, and goal setting related to the various transitions experienced by students with disabilities as identified by the individualized education program team as they move from kindergarten to adulthood. Each candidate demonstrates the ability to guide students in the implementation of strategies for self determination and student led IEPs, school and community career education preparation programs and resources.

Traumatic Brain Injury Added Authorization (TBIAA)

TBIAA 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 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.

TBIAA Standard 2: Assessment, Communication, Teaching & 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, as well as neurobehavioral issues. The candidate understands and appropriately utilizes research based teaching strategies, structured teaching, as well as the use of adaptations, compensatory strategies, assistive technology, behavior intervention strategies and visual supports.

TBIAA Standard 3: Specialized Health Care and Behavior and Emotional Issues and Strategies for Students with TBI
The program will focus on developing the candidate's knowledge regarding the underlying cause of a student's physical, health, behavioral and emotional issues following a traumatic brain injury. The candidate will demonstrate the appropriate and consistent application of the Individualized Health Care Plan as developed by the school nurse to address any medical or physical needs the students present with.   The candidate will also demonstrate an understanding of the psycho-social/behavioral needs that often accompany a TBI, and possess the knowledge, skills and abilities to implement positive behavioral supports to ensure that the safety and appropriate management of their behaviors. Candidates will possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a TBI as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

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

The program provides proactive monitoring opportunities for candidates working with students with TBI 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, Orthopedist, Physiatrist, 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 state agencies for needed services. They also are prepared to provide appropriate linkages for post-school placements/agencies and services through the ITP process. Each candidate also demonstrates the knowledge, skills and abilities to understand and address the needs of the peers and family members of the student who has sustained the TBI as they transition to school and present with a change in function.

Program Planning Prompts

Autism Spectrum Disorders Added Authorization Standards (ASDAA)

ASDAA Standard 1: Characteristics of ASD
- How does the program ensure that candidates have knowledge of characteristics of ASD to plan for and implement instruction?
- How does the program ensure that candidates properly plan for the instruction of individual students with ASD based on the student's cognitive functioning?
- How does the program ensure that candidates demonstrate knowledge of communication skills (verbal and nonverbal) and language development as it impacts students with ASD?
- How does the program ensure that candidates understand the social differences/challenges of students with ASD?
- How does the program ensure that candidates understand the behavioral differences/challenges of students with ASD?
- How does the program ensure that candidates understand the auditory and visual processing challenges of students with ASD?
- How does the program ensure that candidates understand the sensory processing challenges (e.g. vestibular system, proprioception, praxis) of students with ASD?
- How does the program ensure that candidates demonstrate the ability to access and articulate current research and literature regarding the characteristics and basis for ASD and the resulting implications for learning and functioning?

ASDAA Standard 2: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorder
- How does the program ensure that candidates are able to identify and utilize a variety of assessment tools and resources to allow for individual program determinations for students with ASD?
- How does the program ensure that candidates can effectively determine, align, and implement instructional strategies and interventions appropriate to the unique needs of students with ASD?
- How does the program ensure that candidates can effectively determine, align, and implement instructional strategies and interventions appropriate to the unique communication and language needs of students with ASD?
- How does the program ensure that candidates are able to implement programs and strategies that enhance, facilitate, and promote social interactions across a variety of educational settings for students with ASD?
- How does the program ensure that candidates can effectively determine, align, and implement behaviorally-based instructional strategies and interventions for students with ASD?
- How does the program ensure that candidates design and maintain a structured and organized learning environment including the development of systems and routines,

physical arrangement, and visual strategies that support teaching and enhance learning for students with ASD?

- How does the program ensure that candidates can effectively determine and implement positive behavioral support strategies to promote behavioral change in students with ASD?

ASDAA Standard 3: Collaborating with Other Service Providers and Families

- How does the program ensure that candidates understand the roles and responsibilities of various services providers such as: psychologists, speech and language pathologists, occupational therapists, paraprofessionals, adapted physical education specialists, outside agencies, etc.?
- How does the program ensure that candidates acquire skills and strategies for effective collaboration with a variety of teams, service providers, and families?
- How does the program ensure that candidates are able to integrate the input, recommendations, and strategies from multidisciplinary teams to build effective, integrated programs for students with ASD?
- How does the program ensure that candidates are able to utilize data from a variety of sources to monitor and review student progress and determine program adjustment and service recommendations for students with ASD?

Adapted Physical Education Added Authorization (APEAA)

APEAA Standard 1: Program Design, Rationale and Coordination

- How does the program provide a range of program entry points that is consistent with its vision, the needs of the service area of the program and the candidates the program recruits?
- Does the program have an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation?
- How does the program ensure that there is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, local school districts, and schools where candidates pursue field experiences?
- How does the program ensure that the overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes)?

APEAA Standard 2: Professional, Legal and Ethical Practices

- How does the program ensure that candidates study the historical development of adapted physical education including legislation and legal mandates regarding the physical education and sport for individuals with disabilities?
- How does the program ensure that candidates know, understand and apply the Adapted Physical Education Guidelines for California Schools?
- How does the program ensure that candidates understand the roles and significance of professional organizations on the development of standards of practice, professional ethics, and programs related to physical education for individuals with disabilities?
- How does the program ensure that candidates understand the philosophies of adapted physical education and sport for individuals with disabilities, and the process involved in developing ones own professional philosophy?
- How does the program ensure that candidates understand current issues, legislation and emerging trends in adapted physical education and their significance?
- How does the program ensure that candidates know and understand laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe physical educational environments?
- How does the program ensure that home programs that serve individuals with disabilities allow those individuals to realize and express their individuality through physical education, sport, dance, aquatics, and lifetime activity programs?
- How does the program ensure that candidates are provided and understand information about current research and standards of practice on the philosophy underlying the development of adapted physical education programs?

APEAA Standard 3: Educating Diverse Learners

- How does the program's curriculum and instructional practices address this standard?

- How does the collaborative design of the program assist in meeting this standard?

APEAA Standard 4: Effective Communication and Collaborative Partnerships
- How does the program provide candidates with the opportunity to demonstrate knowledge of the concepts and processes effective in building social networks for individuals with disabilities?
- How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the IEP/IFSP/ITP team and family members, including non-family caregivers?
- How does the program provide opportunities for candidates to work with families, and relevant agencies, such as the Department of Rehabilitation, the Regional Centers, California Children's Services, County Mental Health, and various, related associations, for the alignment of needed services and for long-term planning of educational and community services, with attention to personal priorities, concerns, and needed resources?
- How does the program provide opportunities for candidates to demonstrate the skills necessary to consult with specialized health care and nursing specialists in the provision of services to individuals with disabilities in the classroom and in the community learning environments?
- How does the program offer the opportunity for candidates to demonstrate collaboration with the work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environments?
- How does the program prepare candidates to utilize effective communication skills in adversarial and/or litigious situations and problematic relationships?
- How does the program ensure that candidates provide a cohesive delivery of physical activity services, and bridge transitional stages across the life span for all learners?

APEAA Standard 5: Assessment of Students
- How does the program ensure that candidates select current instruments and procedures for measuring physiological, biomechanical, perceptual, motor, and postural functioning of individuals with disabilities?
- How does the program ensure that candidates know and understand the limitations and problems encountered when selecting and using existing instrumentation and procedures with individuals with disabilities?
- How does the program ensure that candidates demonstrate the knowledge and skill to assess students from diverse backgrounds and varying language, communication and cognitive abilities?
- How does the program ensure that candidates understand the construction of assessment instruments, procedures, and appropriate criteria for measuring physical and motor performance of individuals with disabilities?

- How does the program ensure that candidates interpret the results of the assessment process relative to the functional level of individuals with disabilities for application to individualized program planning?
- How does the program ensure that candidates understand the principles of evaluation and standards of practice in determining student placement, programming, and progress in adapted physical education?
- How does the program ensure that candidates select, implement, and interpret various standardized test instruments (i.e., physical and motor fitness, motor skills, and perceptual motor abilities) that are appropriate for individuals of various disabilities and ages 0 to 22?
- How does the program ensure that candidates use screening and informal procedures such as observation, checklists, questionnaires, and other relevant records?
- How does the program ensure that candidates interpret assessment results and makes application to student placement, goals and objectives, and programs?
- How does the program ensure that assessment includes, but is not limited to, general physical education functioning, gross motor skills, motor development, mobility, health-related physical fitness, fine motor skills, sport and recreation skills, including the application of motor skills to various environments?

APEAA Standard 6: Using Educational and Assistive Technology
- How does the program ensure that candidates understand movement analysis and the ability to apply biomechanical principles to facilitate mobility and motor performance in wheelchairs, and with assistive devices for individuals with disabilities?
- How does the program provide instruction in the selection, use, and adaptation of low and high technology materials and equipment to meet the educational objectives of a particular student?
- How does the use of technology enhance the learning environment and accommodate for individual differences?
- How does the program provide candidates with an understanding of the legal and ethical issues involved in the use of technology?
- How does the program prepare candidates to access information and obtain consultation from other professionals regarding technology related to student needs?
- How does the program ensure candidates demonstrate an understanding of the need for low and high technology in the educational program of students with disabilities?

APEAA Standard 7: Transition and Transitional Planning
- How does the program ensure that candidates know and understand the role of physical activity throughout the lifespan of individuals with disabilities, including physical education, sport, and community based programs?
- How does the program ensure that candidates accommodate the impact of various disabilities on the development of physical and motor fitness, the acquisition of skills in individual and group games and sports, and intramural and lifetime sports?

- How does the program ensure that candidates understand the sequential and continuous nature of preparing students with disabilities for successful adult transition and continuing educational, social, behavioral, and career development?
- How does the program create a broad understanding of transitional issues for students and their families?
- How does the program support candidates in understanding the life of individual students with disabilities relative to planning for educational and transitional experiences?

APEAA Standard 8: Field Experience in a Broad Range of Service Delivery Options

- How does the program ensure that candidates observe and assist in various field work settings with a variety of students with different disabilities and ages 0-22 years under the supervision of a qualified professional?
- How does the program ensure that candidates teach individuals with disabilities in a variety of settings and placements under the supervision of a credentialed adapted physical education specialist?
- How does the program ensure that candidates observe and assist in the instruction of a variety of activities including skills in physical and motor fitness, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure?
- How does the program observe and assist in a variety of teaching practices such as assessment, implementing IEPs, behavior management, modifying equipment and activities to meet individual needs?
- How does the program select and evaluate credentialed adapted physical education specialists who serve as master teachers?

APEAA Standard 9: Assessment of Candidate Performance

- How does the program ensure that there is a systematic summative assessment by at least one district supervisor and one institutional supervisor of each candidate's performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective?
- How does the program ensure that one or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance?

APEAA Standard 10: Characteristics of Students in Adapted Physical Education

- How does the program ensure that candidates have knowledge of principles of growth and the developmental changes which occur in individuals with disabilities throughout the lifespan?
- How does the program ensure that candidates have knowledge of biological and environmental factors which influence the development of motor skills for individuals with disabilities?
- How does the program ensure that candidates have knowledge of progression of growth and development, and the changes which occur with age for individuals with disabilities?

- How does the program ensure that candidates demonstrate knowledge of motor learning and perceptual motor research, and its application in designing and implementing appropriate instructional programs for individuals with disabilities? For example, a teacher physically guiding a child with cerebral palsy through the appropriate motor pattern involved in throwing a ball in contrast to a teacher demonstrating the throwing pattern to a child without a disability.
- How does the program ensure that candidates demonstrate knowledge of disabilities and chronic conditions, and their influence on physiological responses to physical activity in individuals with disabilities?

APEAA Standard 11: Motor Behavior as Applied to Adapted Physical Education
- How does the program ensure that candidates demonstrate knowledge of neurological development of individuals with disabilities?
- How does the program ensure that candidates have knowledge of principles of learning and various types of practice (mass vs. distributed practice) to individuals with disabilities?
- How does the program ensure that candidates have knowledge of principles of motivation, reinforcement, and knowledge of results and performance on motor skill development of individuals with disabilities?
- How does the program ensure that candidates have knowledge of developmental patterns, skills, and adaptations required for individuals with atypical development as a result of variations in growth and motor development?
- How does the program ensure that candidates are able to use appropriate safety principles and techniques when individuals with disabilities participate in physical activity including proper wheelchair transfers, lifts, and assists?

APEAA Standard 12: Scientific Principles of Human Behavior
- How does the program ensure that candidates understand disabilities and chronic conditions, and their influence on physiological responses to physical activity in individuals with disabilities?
- How does the program ensure that candidates understand functional and developmental differences to consider for exercise assessment and prescription in individuals with disabilities?
- How does the program ensure that candidates are developing and implementing exercise programs and physical activity that will improve, ameliorate, or prevent further complication in the condition of individuals with disabilities?
- How does the program ensure that candidates are designing and conducting evidence based physical activity programs based on physiological principles specific to the functional abilities of individuals with disabilities?
- How does the program ensure that candidates are able to use biomechanical strategies utilized to develop and improve movement performance in individuals with disabilities?
- How does the program ensure that candidates understand current research and standards of practice regarding biomechanical analysis for individuals with disabilities?

- How does the program ensure that candidates apply biomechanical principles for developing efficient movement patterns for individuals with a variety of disabilities?

APEAA Standard 13: Instructional Strategies and Adaptation
- How does the program ensure that candidates develop instructional programs based on the Physical Education Model Content Standards meet the unique needs and functional ability of individuals with disabilities in the least restrictive environment?
- How does the program ensure that candidates use appropriate methods for facilitating collaboration and communication among all persons in order to work effectively with individuals with disabilities in school, medical, home and community-based settings?
- How does the program ensure that candidates implement physical education service delivery models appropriate to the individual's disability and age?
- How does the program ensure that candidates accommodate the impact of various disabilities on the development of physical and motor fitness and fundamental motor skills and on the acquisition of skills in individual and group games, sports, and intramural and lifetime sports?
- How does the program ensure that candidates demonstrate an understanding of the differences in the philosophies of physical education, athletics, and community-based programs and how adapted physical education can prepare students for participation in sports and community-based physical activity programs?
- How does the program ensure that candidates demonstrate physical education instructional strategies to meet the unique needs of individuals with disabilities?

Deaf-Blind Added Authorization (DBAA)

DBAA Standard 1: Characteristics of Students who are Deaf-Blind
- How does the program ensure that candidates have knowledge of concomitant hearing and visual impairment and the impact that the combination of sensory impairments has on how individuals communicate, access their environments and are educated?
- How does the program ensure that candidates have knowledge of the heterogeneity and diversity of the population of individuals who are deaf-blind?
- How does the program ensure that candidates have knowledge of the etiologies of deaf-blindness (hereditary/chromosomal syndromes and disorders, pre-natal/congenital complications, post-natal/non-congenital complications, complications of prematurity, and others)?

DBAA Standard 2: Sensory Systems
- How does the program ensure that candidates demonstrate knowledge of the structure and function of the hearing system, including types of hearing loss, amplification systems, and individual and environmental modifications and accommodations?
- How does the program ensure that candidates demonstrate knowledge of the structure and function of the visual system, including types of vision loss, appropriate modifications and accommodations, low vision devices and other adaptive equipment and materials?
- How does the program ensure that candidates demonstrate the necessary skills and abilities to assess functional hearing and functional vision and their combined and unique impact on environmental and social awareness?
- How does the program ensure that candidates understand the function of proprioception and kinesiology, and of the vestibular and tactile systems?
- How does the program ensure that candidates demonstrate knowledge of the impact of deaf-blindness on environmental and spatial awareness, body awareness, balance and motor planning?
- How does the program ensure that candidates demonstrate the necessary skills to structure and modify environments and activities for safe, efficient access?
- How does the program ensure that candidates demonstrate the necessary skills to implement basic movement and travel skills unique to students who are deaf-blind?
- How does the program ensure that candidates demonstrate the necessary skills to teach students tactile awareness skills to interact with and learn about the environment (reaching into space, exploring near space and space beyond arm's reach) and to interact and communicate with others?
- How does the program ensure that candidates demonstrate knowledge of the use of formal and informal assessment methods to establish baseline skill levels in all areas of educational performance and to monitor progress and goal implementation?

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

- How does the program ensure that candidates demonstrate knowledge of the psychosocial implications of deaf-blindness and how these relate to cognition, learning styles, and behavior?
- How does the program ensure that candidates demonstrate the skills and abilities necessary to design and implement instruction that reflect the unique learning characteristics/considerations of individuals who are deaf-blind in the following domains: academic, daily living, and recreation and leisure?
- How does the program ensure that candidates have the knowledge to prepare students for transitions across all age levels, including the transition to post-secondary educational options and vocational skills?
- How does the program provide opportunities for candidates to understand deaf-blind cultural identity and its impact on social and support systems?

DBAA Standard 4: Communication and Language Development
- How does the program ensure that candidates demonstrate knowledge of the distinction between communication, language, and multiple modalities, and how each of these relates to individuals who are deaf-blind?
- How does the program ensure that candidates are able to assess individual communication forms and functions?
- How does the program ensure that candidates demonstrate knowledge of the communicative intent of behavior and skills to develop communication systems to supplant negative behavior?
- How does the program ensure that candidates demonstrate knowledge, skills and abilities to develop, implement and evaluate effective receptive and expressive communication systems for individuals who are deaf-blind, including appropriate pre-symbolic and symbolic language systems, augmentative and alternative devices, and multiple modalities of communication?
- How does the program ensure that candidates develop educational environments that provide contexts and opportunities for communication between students who are deaf-blind and their peers and/or service providers?

DBAA Standard 5: Collaborative Partnerships
- How does the program ensure that candidates are able to identify collaborative partners as part of a comprehensive approach to developing effective individualized educational programs?
- How does the program ensure that candidates demonstrate knowledge of agencies and organizations that support individuals who are deaf-blind, their families and educational teams?
- How does the program ensure that candidates collaborate with related service providers, paraprofessionals or interveners, and other educators in the planning and implementation of educational programs?

Early Childhood Special Education Added Authorization (ECSEAA)

ECSEAA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs
- How does the program ensure that candidates demonstrate knowledge of biological and environmental factors that affect pre-, peri-, and postnatal development and learning?
- How does the program ensure that candidates demonstrate understanding of the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development?
- How does the program ensure that candidates are able to create an intervention or instructional environment is appropriate to the child's chronological age, developmental differences, and disability-specific needs?
- How does the program ensure that candidates demonstrate skill required to provide services to infants/toddlers in natural environments (e.g., the home and community) using non-intrusive, respectful, and family-centered practices?
- How does the program ensure that candidates demonstrate skill required to structure the environment to provide learning support as needed for children with autism and other disabilities?

ECSEAA Standard 2: Role of the Family in Early Childhood Special Education
- How does the program ensure that candidates sensitively elicit family concerns, priorities, and resources in relation to their child with special needs?
- How does the program ensure that candidates use culturally and linguistically appropriate strategies in working with families whose culture or language differs from his or her own?
- How does the program ensure that candidates collaboratively plan, assess, and implement programs and services with families and professional colleagues?
- How does the program ensure that candidates prepare and support family members throughout the IFSP/IEP process, and follow up with families to ensure that the IFSP/IEP document is consistent with the outcomes/goals that they have for their child and family?
- How does the program ensure that candidates demonstrate skill required to implement routines-based interventions and assist families with embedding educational activities into family daily life?

ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten
- How does the program ensure that candidates demonstrate knowledge of different assessment and evaluation requirements for infants/toddlers and preschoolers as specified under IDEA Part B and Part C?
- How does the program ensure that candidates demonstrate knowledge and skills in the use of a variety of assessment techniques appropriate for young children such as observation, naturalistic play-based assessment, family interviewing, curriculum-based

and standards-based, assessment, and administration of selected norm-referenced assessment instruments and protocols?

- How does the program ensure that candidates demonstrate skill required to implement recommended and other evidence based practices in language and cognitive development, social-emotional development, emergent literacy, and math for all learners, including English language learners?
- How does the program ensure that candidates demonstrate skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g. hands-on, experiential, play-based activities within daily classroom routines), adaptations, assistive technologies and other supports that minimize the effects of the child's disability, and maximize the child's learning potential and family outcomes?

ECSEAA Standard 4: Experience in Early Childhood Special Education Programs
- How does the program ensure that candidates demonstrate skill required to monitor a child's progress based on IFSP outcomes and IEP goals?
- How does the program ensure that candidates demonstrate skill in working with families with young children with disabilities?
- How does the program ensure that candidates demonstrate skill in working with young children in groups and individually?
- How does the program ensure that candidates demonstrate the ability to organize and manage the classroom environment including the use of paraprofessionals?
- How does the program ensure that candidates demonstrate the ability to plan, organize, and implement interventions that support the development and learning of young children with IFSPs and IEPs?

Emotional Disturbance Added Authorization (EDAA)

EDAA Standard 1: Causes, Characteristics, and Definitions of Students with Emotional Disturbance
- How does the program ensure that candidates have knowledge of the causes, characteristics, and definitions of ED from multiple points of view and conceptual orientations?
- How does the program ensure that candidates demonstrate knowledge of the legal and political issues of eligibility, assessment, and placement of students with ED?

EDAA Standard 2: Assessment, Curriculum Design, and Interventions in Academic and Social Domains for Students with ED
- How does the program ensure that candidates are able to identify and utilize a variety of evidence-based and multi-faceted strategies and interventions to teach and engage students with ED?
- How does the program ensure that candidates critically examine ecological, behavioral, social, emotional, medical interventions, and crisis management techniques and implement these interventions appropriate to the unique needs of students with ED?
- How does the program ensure that candidates apply current research and practices such as systems of care, general education inclusion, and re-integration in the education of students with ED?
- How does the program ensure that candidates are able to determine, align, and implement instructional strategies and interventions based on assessment data in the areas of academic skills, affective development, social skills, self-management, study skills, vocational skills, and behavior and impulse control?
- How does the program ensure that candidates to implement varied instructional strategies including teacher-directed/mediated, student-initiated, peer-supported, and vocational/community-supported (i.e.: service learning)?

EDAA Standard 3: Consultation and Coordination with Families and Other Service Providers
- How does the program ensure that candidates 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?
- How does the program ensure 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.)?

Orthopedic Impairments Added Authorization (OIAA)

OIAA Standard 1: Characteristics of Students with Orthopedic Impairments
- How does the program ensure that candidates demonstrate knowledge of general characteristics of students with orthopedic impairments birth to 22?
- How does the program ensure that candidates demonstrate and apply knowledge of typical domains of development (cognition, communication, fine/gross motor, social/emotional, self-care) and the impact on development of orthopedic impairments on students?
- How does the program ensure that candidates demonstrate knowledge of major medical and therapeutic treatments of orthopedic impairments relevant to the classroom setting?

OIAA Standard 2: Assessment, Communication, Educational Access and Adaptations for Students with OI
- How does the program ensure that candidates select, modify, and administer appropriate assessments to facilitate access and appropriate response modes for students with orthopedic impairments birth to 22?
- How does the program ensure that candidates use the outcomes of a variety of assessments to plan, develop, and adapt/adjust educational plans, and provide appropriate accommodations/modifications for students with orthopedic impairments with varying degrees of cognitive disability through the development and implementation of IFSPs, IEPs, and ITPs?
- How does the program ensure that candidates demonstrate the knowledge of state grade level standards in core subjects as well as a functional/self-reliance curriculum, as needed, and possess the ability to collaborate with other teachers, related services professionals, para-educators, and others across a variety of instructional settings for the benefit of the student with orthopedic impairments?
- How does the program ensure that candidates are able to explain the full range of educational service delivery options permissible under federal and state mandates for students with orthopedic impairments, and the ability to provide effective learning opportunities in a variety of teaching/learning situations, including but not limited to: consultation/collaboration, cooperative learning, small and large group instruction, individualized instruction and participation in integrated settings in general education?
- How does the program ensure that candidates are able to implement specific strategies to support positive behavioral supports and coping behaviors of students with orthopedic impairments in educational and social interaction situations?
- How does the program ensure that candidates demonstrate knowledge of the factors related to speech and language development in relation to characteristics of orthopedic impairments, including non-verbal children with significant motor deficits, and the ability to consult collaboratively with the speech pathologist to carry out those strategies in classroom and social settings?
- How does the program ensure that candidates demonstrate the ability to assess and

determine the appropriate low/high technology needs of a student with an orthopedic impairment, and how it interfaces with other equipment, curriculum and instructional strategies for students in academic and social settings?

- How does the program ensure that candidates are aware of a variety of funding and procurement sources for assistive technology equipment, as well as assuring that training on the use of such equipment for the student, staff and family members of students with orthopedic impairment occurs?

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

- How does the program ensure that candidates collaborate with appropriate professional personnel/nurse in the development of individualized health care plans (IHCP's) for students with orthopedic impairments and utilize information from the IHCP to support a safe environment for these students?
- How does the program ensure that candidates demonstrate knowledge of how to procure equipment and services and access agencies that specialize in health care information and equipment, or the protocol for when to call for emergency services? (CCS, 911, etc.)?
- How does the program ensure that candidates demonstrate an ability to use and instruct other personnel in the appropriate use, maintenance and care of specific health care procedures, (administering medications, documenting seizures, etc.) rehabilitative equipment and strategies and medically necessary equipment?
- How does the program ensure that candidates effectively facilitate student health and mobility by demonstrating safe lifting and positioning practices of students with orthopedic disabilities and demonstrate an ability to use and instruct other personnel in the appropriate use, maintenance, and care of rehabilitative and medically necessary equipment such as wheelchairs, walkers, orthotics, prosthetics, etc.?
- How does the program ensure that candidates demonstrate knowledge of universal precautions for preventing the spread of infections?

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

- How does the program ensure that candidates implement activities to support essential physical, personal and communication independence skills, psychosocial development, and career/vocational experiences that contribute to student independence and self-determination for students with orthopedic impairments?
- How does the program ensure that candidates demonstrate knowledge and sensitivity of the unique experiences and challenges faced by individuals with orthopedic impairments and their families during transitional periods throughout their lives, including stress, coping and adjustment to the disability?
- How does the program ensure that candidates demonstrate 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 orthopedic impairments adjust to psychological, social, and other barriers to independent living across the life span?

- How does the program ensure that candidates demonstrate the ability to determine 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 in students with orthopedic impairments?

Other Health Impairments Added Authorization (OHIAA)

OHIAA Standard 1: Characteristics of Students with Other Health Impairment
- How does the program ensure that candidates demonstrate knowledge of general characteristics of major health impairments birth to 22, and the ability to research those conditions that may be less common?
- How does the program ensure that candidates demonstrate and apply knowledge of typical domains of development (cognition, communication, fine/gross motor, social/emotional, self-care) and the impact on development of those health impairments on students?
- How does the program ensure that candidates demonstrate knowledge of major medical and therapeutic treatments of other health impairments relevant to the classroom setting?

OHIAA Standard 2: Assessment, Communication, Teaching and Learning for Students with OHI
- How does the program ensure that candidates select, modify and administer appropriate assessments to facilitate access and appropriate response modes for students with other health impairments birth to 22?
- How does the program ensure that candidates use the outcomes of a variety of assessments to plan, develop, and adapt/adjust educational plans, and provide appropriate accommodations/modifications for students with other health impairments through the development and implementation of IFSPs, IEPs, and ITPs?
- How does the program ensure that candidates demonstrate the knowledge of state grade level standards in core subjects as well as a functional/self-reliance curriculum, as needed, and possess the ability to collaborate with other teachers, related services professionals, para-educators, and others across a variety of instructional settings for the benefit of the student?
- How does the program ensure that candidates have knowledge of the full range of educational service delivery options permissible under federal and state mandates for students with OHI, and the ability to provide effective learning opportunities in a variety of teaching/learning situations, including but not limited to: consultation/collaboration with staff, cooperative learning, small and large group instruction, individualized instruction and participation in integrated settings in general education?
- How does the program ensure that candidates possess the knowledge, skills and abilities to implement specific strategies to support positive behavioral supports and coping behaviors of students with other health impairments in educational and social situations?
- How does the program ensure that candidates demonstrate knowledge of factors related to speech and language development in relation to characteristics of other health impairments, including non-verbal children with motor deficits, and demonstrate the ability to consult collaboratively with the speech pathologist to carry out those strategies in classroom and social settings?

- How does the program ensure that candidates demonstrate the ability to assess and determine the appropriate low/high technology needs of each student and how it interfaces with other equipment, curriculum and instructional strategies in academic and social settings for students with other health impairments?
- How does the program ensure that candidates are aware of the variety of funding and procurement sources for assistive technology equipment, as well as understanding there is a need for training on the use of such equipment for the student, staff and family members?

OHIAA Standard 3: Specialized Health Care and Supports for Students with OHI
- How does the program ensure that candidates collaborate with appropriate professional health care personnel in the development of individualized health care plans (IHCP's) for students with other health impairments and utilize the information from the IHCP to support a safe environment for these students?
- How does the program ensure that candidates demonstrate knowledge of how to procure services and access agencies that specialize in health care information and equipment, or in the case of emergencies? (California Children's Services, 911, etc.)?
- How does the program ensure that candidates demonstrate an ability to use and instruct other personnel in the appropriate use/maintenance and care of specific health care procedures, (administering medications, documenting seizures, etc.) rehabilitative strategies and medically necessary equipment for students with other health impairments?
- How does the program ensure that candidates demonstrate knowledge of universal precautions for preventing the spread of infections for students with other health impairments?

OHIAA Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with OHI
- How does the program ensure that candidates implement activities to support essential physical, personal and communication independence skills, psychosocial development, and career/vocational experiences that contribute to student independence and self-determination for students with other health impairments?
- How does the program ensure that candidates demonstrate knowledge and sensitivity of the unique experiences and challenges faced by individuals with other health impairments and their families during transitional periods throughout their lives, including stress, coping and adjustment to the disability?
- How does the program ensure that candidates demonstrate knowledge regarding the importance of individualized transitional planning as reflected in an ITP, and the use of a transition planning team in assisting students with other health impairments adjust to psychological, social, and other barriers to independent living across the life span?
- How does the program ensure that candidates demonstrate knowledge of needed and available personal accommodations, such as personal attendants and assistive

technology devices which may help to compensate for the loss or reduction of functional ability when a student has health impairment?

- How does the program ensure that candidates demonstrate knowledge of current research related to coping with degenerative and terminal illness that may occur with other health impairments?

Resource Specialist Added Authorization (RSAA)

RSAA Standard 1: Characteristics of Students with Disabilities Served by Resource Specialists
- How does the program ensure that candidates demonstrate knowledge of processes for determining eligibility and appropriate services for services for students with disabilities?
- How does the program ensure that candidates develop skills for co-teaching, collaboration and consulting with classroom teachers?
- How does the program ensure that candidates demonstrate collaboration, communication and documentation of student needs, services and progress for students with disabilities?

RSAA Standard 2: Assessment and Evaluation of Students with Disabilities Served by Resource Specialists
- How does the program ensure that candidates can assess and determine specific curricular, instructional, behavioral, communication, career, community life and social skills of (K-12) individual students with disabilities?
- How does the program ensure that candidates use appropriate and effective assessment practices, processes and measures to gather data regarding the skills and needs of students with disabilities?
- How does the program ensure that candidates develop and implement individualized academic and behavioral assessment plans in order to evaluate student performance in varied learning environments, including the general education classroom?

RSAA Standard 3: Planning and Implementing the Core Curriculum and Instruction for Students with Disabilities Served by Resource Specialists
- How does the program ensure that candidates demonstrate the ability to teach English/language arts curriculum to ensure that students with disabilities have access to all content areas including core math and science?
- How does the program ensure that candidates demonstrate the ability to create, adapt, modify curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards?
- How does the program ensure that candidates demonstrate application of best practice instructional strategies including research based instruction and intervention?

RSAA Standard 4: Specific Instructional Strategies for Students with Disabilities Served by Resource Specialists
- How does the program ensure that candidates demonstrate knowledge of receptive, expressive and written language development and appropriate practices for developing language skills of students with disabilities?
- How does the program ensure that candidates demonstrate knowledge of the impact of a disability and strategies to minimize such impact on students with disabilities?

- How does the program ensure that candidates know and implement effective methods for teaching mathematical skills, applications and problem-solving methods across disciplines?
- How does the program ensure that candidates can select, adapt or modify standards-based curricula and supplementary materials across skill and content areas?

RSAA Standard 5: Positive Behavior Support for Students with Disabilities Served by Resource Specialists
- How does the program ensure that candidates demonstrate the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment?
- How does the program provide opportunities for candidates to work collaboratively with general education teachers, parents and other professionals to provide effective positive behavior support in a variety of educational settings?
- How does the program ensure that candidates demonstrate the ability to teach appropriate self-regulatory strategies for students to cope with difficult or unpredictable situations
- How does the program assess candidates' abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses?

RSAA Standard 6: Transition and Transitional Planning for Students with Disabilities Served by Resource Specialists
- How does the program ensure that candidates have opportunities to examine and then respond to the factors that affect individual students with disabilities relative to planning for educational and transitional experiences?
- How does the program ensure that candidates collaborate with educators and related services personnel, families, and community agencies in developing and implementing transition plans for movement from one educational environment to another and from school to community?
- How does the program ensure that candidates demonstrate the appropriate development of individualized transitional plans and the use of transition planning teams, and supports in assisting students to move successfully toward independent living in society?
- How does the program ensure that candidates demonstrate knowledge and application of strategies for promoting student choice-making, self-direction, and student self-advocacy skills prior to and during the post-secondary transitional period?

Traumatic Brain Injury Added Authorization (TBIAA)

TBIAA Standard 1: Characteristics of Students with Traumatic Brain Injury
- How does the program ensure that candidates demonstrate knowledge of the general characteristics of TBI acquired after birth and the range of abilities and changes that can occur in the cognitive, physical, communicative, social-emotional, behavioral and motor functioning of these students?
- How does the program ensure that candidates demonstrate and apply knowledge of typical domains of development (cognition, communication, fine/gross motor, social/emotional, self-care) and the impact on development that a TBI can have on students?
- How does the program ensure that candidates demonstrate knowledge of major medical and therapeutic treatments following a TBI that will assist in recovery that is relevant to the educational environment?
- How does the program ensure that candidates demonstrate knowledge regarding the process of appropriate hospital/rehabilitation to school re-entry following a TBI?

TBIAA Standard 2: Assessment, Communication, Teaching & Learning for Students with TBI
- How does the program ensure that candidates are able to select, modify and administer appropriate assessments to facilitate access and appropriate response modes for students with TBI, utilize and interpret assessment findings from related services staff, and medical and neuropsychological evaluations, as well as observe the students across various school environments as a part of the assessment process to drive program decisions?
- How does the program ensure that candidates demonstrate knowledge of needed and available personal accommodations, such as personal attendants or adaptive equipment, which may help to compensate for the loss or reduction of functional ability in students with TBI?
- How does the program ensure that candidates demonstrate knowledge of factors related to speech and language development in relation to the characteristics of TBI, including non-verbal students with motor deficits, and demonstrate the ability to consult collaboratively with the speech pathologist to carry out those strategies in classroom and social settings?

TBIAA Standard 3: Specialized Health Care and Behavior and Emotional Issues and Strategies for Students with TBI
- How does the program ensure that candidates are able to collaborate with appropriate professional personnel in the development of individualized health care plans (IHCP's) for students with TBI and utilize information from the IHCP to support a safe environment for students with TBI?
- How does the program ensure that candidates demonstrate knowledge of how to procure equipment and services as well as access agencies that specialize in health care

information and equipment, or the protocol for when to call for emergency services? (California Children's Services, 911, etc.)?

- How does the program ensure that candidates demonstrate an ability to use and instruct other personnel in the appropriate use, maintenance and care of specific health care procedures, (administering medications, documenting seizures, etc.) rehabilitative equipment and strategies and medically necessary equipment?
- How does the program ensure that candidates possess the knowledge, skills and abilities to identify the neurobehavioral problems that often accompany a TBI and develop and implement specific behavioral and coping strategies through the use of positive behavioral supports (Behavior Support Plans) for these students in educational and social situations?
- How does the program ensure that candidates possess the knowledge that students who acquire a TBI often present with social-emotional and mental health issues that stem from the loss or diminishment of educational/function/social/behavioral abilities and often require counseling and social skills training?

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

- How does the program ensure that candidates have the knowledge, skills and abilities to develop an appropriate hospital to school reintegration plan that includes interaction with the hospital/rehabilitation facility, outside agencies and related services personnel?
- How does the program ensure that candidates are able to develop and provide training to the school staff on how to work with students following a TBI to address the changes in a student who was typically developing and then acquired an injury that caused loss of or diminishment of previous functioning abilities?
- How does the program ensure that candidates demonstrate knowledge and sensitivity of the unique experiences and challenges faced by individuals with TBI, their families and their peers just after the injury and during transitional periods throughout their lives, including stress, coping and adjustment to the disability?