

Alignment Between the Indiana REPA Educator Standards for Exceptional Needs— Intense Intervention and national student and teacher standards for Intense Intervention

The alignment notations below indicate the content included in state and national standards that is addressed, in whole or in part, by each of the REPA Educator Standards for Exceptional Needs—Intense Intervention.

Standard 1: Foundations of Special Education	
Teachers of students with intense exceptional needs have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of special education and demonstrate the ability to apply this knowledge to effectively meet the needs of students with intense exceptional needs.	
CEC Initial Special Individualized General and Independence Curriculum Combined Specialty Set (2012)	Preparation Standard 2—Learning Environments: ISCI2 K2-K3 Preparation Standard 3—Curricular Content Knowledge: ISCI3 K1 Preparation Standard 4—Assessment: ISCI4 K2, K5, IGC4 K2/IIC4 K2 Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K1-K2, K4, IGC6 K3-K4, K6/IIC6 K3-K4, K6, ISCI6 S1-S4
CEC Special Education Developmental Disabilities and Autism Specialty Set (2012)	Preparation Standard 2—Learning Environments: ISCI2 K2-K3 Preparation Standard 3—Curricular Content Knowledge: ISCI3 K1 Preparation Standard 4—Assessment: ISCI4 K2, K5 Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K1-K2, K4, DDA6 K3-K4, ISCI6 S1-S4
Standard 2: Development and Characteristics of Students with Intense Exceptional Needs	
Teachers of students with intense exceptional needs have a broad and comprehensive understanding of the characteristics and needs of students with disabilities as well as factors affecting the learning and development of students with intense exceptional needs and demonstrate the ability to apply this knowledge to effectively meet the needs of students with intense exceptional needs.	
CEC Initial Special Individualized General and Independence Curriculum Combined Specialty Set (2012)	Preparation Standard 1—Learner Development and Individual Learning Differences: ISCI1 K1-K4, K8-K13, IGC1 K1-K4/IIC1 K1-K4, IGC1 K5, IGC1 K8-10/IIC1 K7-K9, IGCI K9, IGC1 K12 Preparation Standard 2—Learning Environments: ISCI2 K9 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 S2 Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K5, K7, IGC6 K1/IIC6 K1, IGC6 K7
CEC Special Education Developmental Disabilities and Autism Specialty Set (2012)	Preparation Standard 1—Learner Development and Individual Learning Differences: ISCI1 K1-K4, K8-K13, DDA1 K1-5, K8-K9 Preparation Standard 2—Learning Environments: ISCI2 K9 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 S2 Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K5, K7, DDA6 K1
Standard 3: Assessment	
Teachers of students with intense exceptional needs have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of special education and demonstrate the ability to select, adapt, modify, administer, and interpret the results of assessments used with students with intense exceptional needs.	
CEC Initial Special Individualized General and Independence Curriculum Combined Specialty Set (2012)	Preparation Standard 4—Assessment: ISCI4 K1-K4, IGC4 K1, K3/IIC4 K1, K3, ISCI4 S1-S9, IGC4 S2-S4, /IIC4 S2-S4, S6-S7 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 S2 Preparation Standard 7—Collaboration: ISCI7 S2

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CEC Special Education Developmental Disabilities and Autism Specialty Set (2012)	Preparation Standard 4—Assessment: ISCI4 K1-K4, DDA4 K1, ISCI4 S1-S9, DDA4 S1 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 S21 Preparation Standard 7—Collaboration: ISCI7 S2
<u>Standard 4: Individualized Program Planning and Implementation</u>	
Teachers of students with intense exceptional needs have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized educational programs for students with intense exceptional needs and demonstrate the ability to follow these procedures in planning and implementing individualized programs for students with intense exceptional needs.	
CEC Initial Special Individualized General and Independence Curriculum Combined Specialty Set (2012)	Preparation Standard 1—Learner Development and Individual Learning Differences: ISCI1 K4-K5 Preparation Standard 2—Learning Environments: IGC2 K3/IIC2 K3, K5, ISCI2 S3 Preparation Standard 3—Curricular Content Knowledge: ISCI3 S1 Preparation Standard 4—Assessment: ISCI4 S6 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 K1-K3, ISCI5 S1-S2, S5, S7, S11, S15, IGC5 S26-29/IIC5 S13-S17 Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K6, IGC6 K5, K8/IIC6 K5, K7 Preparation Standard 7—Collaboration: ISCI7 K2-K3, ISCI7 S4, IIC7 S4
CEC Special Education Developmental Disabilities and Autism Specialty Set (2012)	Preparation Standard 1—Learner Development and Individual Learning Differences: ISCI1 K4-K5 Preparation Standard 2—Learning Environments: ISCI2 S3 Preparation Standard 3—Curricular Content Knowledge: ISCI3 S1 Preparation Standard 4—Assessment: ISCI4 S6 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 K1-K3, ISCI5 S1-S2, S5, S7, S11, S15/DDA5 S1 Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K6, DDA6 K2 Preparation Standard 7—Collaboration: ISCI7 K2-K3, ISCI7 S4
<u>Standard 5: Learning Environments</u>	
Teachers of students with intense exceptional needs have a broad and comprehensive understanding of a variety of learning environments for students with intense exceptional needs and demonstrate the ability to plan, manage, and modify learning environments for students with intense exceptional needs.	
CEC Initial Special Individualized General and Independence Curriculum Combined Specialty Set (2012)	Preparation Standard 1—Learner Development and Individual Learning Differences: IGC1 K6/IIC1 K5 Preparation Standard 2—Learning Environments: ISCI2 K1-K4, K8, IGC2 K1-2/IIC2 K1-K2, K4, ISCI2 S1, S4-S7, S9, S12-13, S16, IGC2 S2-S3/IIC2 S2-S3, S6-S11 Preparation Standard 3—Curricular Content Knowledge: ISCI3 K4 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 K3, ISCI5 S7 Preparation Standard 7—Collaboration: ISCI7 S8
CEC Special Education Developmental Disabilities and Autism Specialty Set (2012)	Preparation Standard 2—Learning Environments: ISCI2 K1-K4, K8, ISCI2 S1, S4-S7, S9, S12-13, S16 Preparation Standard 3—Curricular Content Knowledge: ISCI3 K4

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	Preparation Standard 5—Instructional Planning and Strategies: ISCI5 K3, ISCI5 S7, DDA5 S9-S10 Preparation Standard 7—Collaboration: ISC7 S8
Standard 6: Instructional Planning and Delivery Teachers of students with intense exceptional needs have a broad and comprehensive understanding of effective, research-based instructional practices for students with intense exceptional needs and demonstrate the ability to apply such practices to promote students' cognitive development, academic achievement, and functional independence skills.	
CEC Initial Special Individualized General and Independence Curriculum Combined Specialty Set (2012)	Preparation Standard 3—Curricular Content Knowledge: ISCI3 K1-K3, ISCI3 S1-S2 Preparation Standard 4—Assessment: ISCI4 S8-9 Preparation Standard 5—Instructional Planning and Strategies: IGC5 K1, K3, K5/IIC5 K1, K3, ISCI5 S4-S11, S14-S17, S19-S20, IGC5 S1-S7, S11-26/IIC5 S1-S2, S5-S13
CEC Special Education Developmental Disabilities and Autism Specialty Set (2012)	Preparation Standard 2—Learning Environments: DDA2 S1-S2, S4 Preparation Standard 3—Curricular Content Knowledge: ISCI3 K1-K3, ISCI3 S1-S2, DDA3 S3, S4, S6 Preparation Standard 4—Assessment: DDA 4 K4, ISCI4 S8-9 Preparation Standard 5—Instructional Planning and Strategies: DDA5 K1, ISCI5 S4-S11, S14-S17, S19-S20, DDA5 S3-S4, S13-S16
Standard 7: Communication and Social Skills Teachers of students with intense exceptional needs have a broad and comprehensive understanding of strategies for fostering students' communication and social skills and demonstrate the ability to apply such strategies to help students with intense exceptional needs achieve their individual goals related to communication and social skills.	
CEC Initial Special Individualized General and Independence Curriculum Combined Specialty Set (2012)	Preparation Standard 1—Learner Development and Individual Learner Differences: ISCI1 K13-K15, IGC1 K10-K11/IIC1 K9-K10 Preparation Standard 2—Learning Environments: ISCI2 K5, ISCI2 S2, S8-S9, IGC2 S1-S2, S4-S5/IIC2 S1-S2, S4-S5 Preparation Standard 3—Curricular Content Knowledge: ISCI3 K4, ISCI3 S2 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 K3, ISCI5 S7, S12-S14, S17, S19, IGC5 S10, S25/IIC5 S4 S12 Preparation Standard 7—Collaboration: ISCI7 K4, ISCI7 S7
CEC Special Education Developmental Disabilities and Autism Specialty Set (2012)	Preparation Standard 1—Learner Development and Individual Learner Differences: ISCI1 K13-K15, DDA1 K5 Preparation Standard 2—Learning Environments: ISCI2 K5, ISCI2 S2, S8-S9, DDA2 S3 Preparation Standard 3—Curricular Content Knowledge: ISCI3 K4, ISCI3 S2, DDA3 S1-S2, S5 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 K3, ISCI5 S7, S12-S14, S17, S19, DDA5 S2, S8, S11-S12, S15 Preparation Standard 6—Professional Learning and Ethical Practice: DDA6 K7 Preparation Standard 7—Collaboration: ISCI7 K4, ISCI7 S7

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<p>Standard 8: Positive Behavioral Interventions and Supports</p> <p>Teachers of students with intense exceptional needs have a broad and comprehensive understanding of the principles of positive behavioral interventions and supports and demonstrate the ability to apply these principles by providing effective positive behavioral interventions and supports for student with intense exceptional needs.</p>	
<p>CEC Initial Special Individualized General and Independence Curriculum Combined Specialty Set (2012)</p>	<p>Preparation Standard 2—ISCI2 K6, ISCI2 S5, S10-S11 Preparation Standard 4—Assessment: IGC4 S1, S5/IIC4 S1, S5 Preparation Standard 5—Instructional Planning and Strategies: IGC5 K4, K8/IIC5K2, ISCI5 S3, S12, IGC5 S9, S22/IIC5 S3, IIC5 S10 Preparation Standard 6—Professional Learning and Ethical Practice: IGC6 K2, K9/IIC6 K2, K8 Preparation Standard 7—Collaboration: IGC7 K1/IIC7 K1</p>
<p>CEC Special Education Developmental Disabilities and Autism Specialty Set (2012)</p>	<p>Preparation Standard 2—ISCI2 K6, ISCI2 S5, S10-S11 Preparation Standard 4—Assessment: DDA4 K2, DDA4 S2-S3 Preparation Standard 5—Instructional Planning and Strategies: ISCI5 S3, DDA5 S5 Preparation Standard 6—Professional Learning and Ethical Practice: DDA6 K5</p>
<p>Standard 9: Transitions</p> <p>Teachers of students with intense exceptional needs have a broad and comprehensive understanding of strategies for teaching independent living skills and promoting successful life transitions and demonstrate the ability to apply this knowledge to help students with intense exceptional needs acquire independent living skills and make successful transitions.</p>	
<p>CEC Initial Special Individualized General and Independence Curriculum Combined Specialty Set (2012)</p>	<p>Preparation Standard 2—Learning Environments: ISCI2 K7, ISCI2 S12, IIC2 S12 Preparation Standard 3—Curricular Content Knowledge: ISCI3 S2 Preparation Standard 5—Instructional Planning and Strategies: IGC5 K1, K9/IIC5 K1, K4-K5, ISCI5 S13, S16, S18, IGC5 S8, IGC5 S27-S29/IIC5 S14-S17 Preparation Standard 6 – Professional Learning and Ethical Practice: IIC6 S3 Preparation Standard 7—Collaboration: IGC7 K2/IIC7 K2, ISCI7 S6, IGC7 S1-S2, S4/IIC7 S1-S3</p>
<p>CEC Special Education Developmental Disabilities and Autism Specialty Set (2012)</p>	<p>Preparation Standard 2—Learning Environments: ISCI2 K7, ISCI2 S12, DDA2 S1 Preparation Standard 3—Curricular Content Knowledge: DDA3 K1, ISCI3 S2, DDA3 S3 Preparation Standard 5—Instructional Planning and Strategies: DDA5 K1, ISCI5 S13, S16, S18, DDA5 S6-S8, S13 Preparation Standard 7—Collaboration: DDA7 K1, ISCI7 S6, DDA7 S1</p>
<p>Standard 10: Professional Roles and Responsibilities</p> <p>Teachers of students with intense exceptional needs have a broad and comprehensive understanding of the professional roles and responsibilities of the special education teacher and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with intense exceptional needs.</p>	
<p>CEC Initial Special Individualized General and Independence Curriculum Combined Specialty Set (2012)</p>	<p>Preparation Standard 2—Learning Environments: ISCI2 S15 Preparation Standard 5 – Instructional Planning and Strategies: IGC5 K10 Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K2, K4, K11-K14, IGC6 K3, K10-K11/IIC6 K3, K9-K10, ISCI6 S1-S6, S9 -S14, IGC6 S1-S2/IIC6 S1-S2</p>

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	Preparation Standard 7—Collaboration: ISCI7 K1, K4, ISCI7 S4-S5, S9-S11, IGC7 S1/IIC7 S1, S5
<p align="center">CEC Special Education Developmental Disabilities and Autism Specialty Set (2012)</p>	Preparation Standard 2—Learning Environments: ISCI2 S15 Preparation Standard 6—Professional Learning and Ethical Practice: ISCI6 K2, K4, K11-K14, ISCI6 S1-S5, S11-S14 Preparation Standard 7—Collaboration: ISCI7 K1, K4, DDA7 K1, ISCI7 S4-S5, S9-S11