Advanced Knowledge and Skill Set: Developmental Disabilities/Autism Specialist

Standard 1   Leadership and Policy

Knowledge	
DDA1K1	Electronic print and organizational resources on developmental disabilities/autism spectrum disorders

Skills	
DDA1.S1	Prepare personnel and community members for interaction with individuals with developmental disabilities/autism spectrum disorders
DDA1.S2	Promote high expectations for self, staff, and individuals with exceptional learning needs
DDA1.S3	Provide structure, on-going training, and support to families, professionals, and paraprofessionals
DDA1.S4	Oversee and monitor routines, schedules, and sequences of events and activities
DDA1.S5	Act as a positive role model for the acceptance, treatment and interaction with individuals with developmental disabilities/autism spectrum disorders and their families

Standard 2   Program Development and Organization

Knowledge	
DDA2.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities/autism spectrum disorders
DDA2.K2	Range of environmental supports that maximize learning for individuals with developmental disabilities/autism spectrum disorders
DDA2.K3	Modify the verbal and non-verbal communication and instructional behavior in accord with the needs of individuals with developmental disabilities/autism spectrum disorder
DDA2.K4	Activities and techniques for developing independent living skills

Skills	
DDA2.S1	Apply inclusive principles in the education of individuals with developmental disabilities/autism spectrum disorder
DDA2.S2	Develop and implement program plans to transition individuals with developmental disabilities/autism spectrum disorder between settings across the life-span
DDA2.S3	Identify match between job requirements and individual's skills, preferences, and characteristics
DDA2.S4	Provide individuals with multiple job experiences
DDA2.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
DDA2.S6	Arrange program environments to facilitate spontaneous communication
DDA2.S7	Design and implement instruction that promotes effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders
DDA2.S8	Provide varied instruction and opportunity to learn play and leisure skills
DDA2.S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments
DDA2.S10	Organize the curriculum to integrate individuals' special interests and materials, activities and routines across curriculum
DDA2.S11	Identify evidence based strategies to increase self-awareness, and ability to self-regulate

DDA2.S12	Identify evidence based strategies to increase an individual's self-determination of activities, services and preferences
DDA2.S13	Design and implement program activities and techniques for developing independent-living skills
DDA2.S14	Plan and implement individualized and intensive programming that matches the individual's needs

Standard 3   Research and Inquiry

Knowledge	
DDA3.K1	Current etiology and practice based research specific to developmental disabilities/autism spectrum disorders
Skills	
DDA3.S1	Interpret and relay research findings in layperson terms or jargon free language.
DDA3.S2	Remain informed of current research, legislation and debate concerning developmental disabilities/autism spectrum disorders

Standard 4   Individual and Program Evaluation

Knowledge	
DDA4.K1	Criteria used to diagnose or identify the continuum of developmental disabilities/autism spectrum disorders as defined by the most current version of the Diagnostic and Statistical Manual
DDA4.K2	Ethical implications and obligations related to diagnosis and identification of an individual suspected of having developmental disabilities/autism spectrum disorders
DDA4.K3	Comprehensive assessment including specialized terminology and assessment tools
DDA4.K4	Importance of ongoing evaluation of strengths and needs in varied contexts
DDA4.K5	Conditions for individuals who are dually diagnosed with developmental disabilities/autism spectrum disorders and mental health
DDA4.K6	Comprehensive transition assessment including identification of external agency assessment sharing
Skills	
DDA4.S1	Describe the core and associated characteristics of individuals with developmental disabilities/autism spectrum disorders
DDA4.S2	Describe the distinguishing features of disorders on the autism spectrum
DDA4.S3	Identify conditions that co exist between developmental disabilities and autism spectrum disorders
DDA4.S4	Conduct non biased assessment
DDA4.S5	Use information from assessments and educational records to design instruction
DDA4.S6	Collect, interpret and use data to document outcomes for individuals with developmental disabilities/autism spectrum disorders, and change programming as indicated with family and team
DDA4.S7	Share a thorough profile of the individuals with developmental disabilities/autism spectrum disorders with their family and the current and future educational team(s)
DDA4.S8	Conduct functional behavioral assessments (FBA) to determine what initiates and maintains a challenging/interfering behavior
DDA4.S9	Uses assessments information from a variety of school and external agency resources to make transition recommendations

DDA4.S10	Articulate awareness of and the impact of mental health disorders on individuals with developmental disabilities/autism spectrum disorders in collaborating with family and colleagues

Standard 5   Professional Development and Ethical Practice

Knowledge	
DDA5.K1	Benefits of low- to high-technology across all areas of development
DDA5.K2	Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities/autism spectrum disorders
DDA5.K3	Impact of core and associated characteristics of developmental disabilities/autism spectrum disorders on family dynamics and functioning
DDA5.K4	Critical social and ethical issues that impact the education of individuals with developmental disabilities/autism spectrum disorders, families and professionals
Skills	
DDA5.S1	Teach others to actively engage individuals with developmental disabilities/autism spectrum disorders in individualized education and life planning
DDA5.S2	Teach others to use individual strengths to reinforce and maintain skills
DDA5.S3	Model use of and implementation of assistive technology and augmentative alternative communication to aid in individual's comprehension and level of engagement
DDA5.S4	Mentor others to teach unstated rules and customs that govern social behavior
DDA5.S5	Provide professional service through leadership in the field of developmental disabilities/autism spectrum disorders
DDA5.S6	Provide service to the profession through leadership activities in professional organizations

Standard 6   Collaboration

Knowledge	
Skills	
DDA6.S1	Coordinate processes that encourage collaboration needed for transition between settings
DDA6.S2	Provide leadership in collaborating with individuals and families around the issues of sexuality
DDA6.S3	Collaborate with families and other team members in non-judgmental ways to make informed decisions about interventions and life planning
DDA6.S4	Promote collaborative practices that respect the family's culture, dynamics, and values and the impact the diagnosis may have on the family
DDA6.S5	Connect families and professionals to educational and community resources