### Teachers of Individuals with Developmental Disabilities/Autism

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>DDA1.K1</td>
<td>Definitions and issues related to the identification of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA1.K2</td>
<td>Continuum of placement and services available for individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA1.K3</td>
<td>Historical foundations and classic studies of developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA1.K4</td>
<td>Trends and practices in the field of developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA1.K5</td>
<td>Theories of behavior problems of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA1.K6</td>
<td>Perspectives held by individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA1.K7</td>
<td>Concepts of self determination, self-advocacy, community and family support and impact in the lives of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Skills</strong></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Development and Characteristics of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>DDA2.K1</td>
<td>Medical aspects and implications for learning for individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA2.K2</td>
<td>Core and associated characteristics of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA2.K3</td>
<td>Co-existing conditions and range that exists at a higher rate than in the general population</td>
</tr>
<tr>
<td>DDA2.K4</td>
<td>Sensory challenges of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA2.K5</td>
<td>Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA2.K6</td>
<td>Adaptive behavior needs of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Skills</strong></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard 3</th>
<th>Individual Learning Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>DDA3.K1</td>
<td>Impact of theory of mind, central coherence, and executive function on learning and behavior</td>
</tr>
<tr>
<td>DDA3.K2</td>
<td>Impact of neurological differences on learning and behavior</td>
</tr>
<tr>
<td>DDA3.K3</td>
<td>Impact of self-regulation on learning and behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Skills</strong></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard 4</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>DDA4.K1</td>
<td>Specialized curriculum designed to meet the needs of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Skills</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DDA4.S2</td>
<td>Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>DDA4.S3</td>
<td>Provide specialized instruction for spoken language, reading and writing for individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA4.S4</td>
<td>Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context</td>
</tr>
<tr>
<td>DDA4.S5</td>
<td>Consistently use of proactive strategies and positive behavioral supports</td>
</tr>
<tr>
<td>DDA4.S6</td>
<td>Involve individuals with developmental disabilities/autism spectrum disorders in the transition planning process</td>
</tr>
<tr>
<td>DDA4.S7</td>
<td>Plan for transition needs including linkages to supports and agencies focusing on lifelong needs</td>
</tr>
</tbody>
</table>

**Standard 5 Learning Environments/Social Interactions**

**Knowledge**

**Skills**

<table>
<thead>
<tr>
<th>DDA5.S1</th>
<th>Provide instruction in community-based settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDA5.S2</td>
<td>Demonstrate transfer, lifting and positioning techniques</td>
</tr>
<tr>
<td>DDA5.S3</td>
<td>Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA5.S4</td>
<td>Provide instruction in self-regulation</td>
</tr>
<tr>
<td>DDA5.S5</td>
<td>Utilize student strengths to reinforce and maintain social skills</td>
</tr>
</tbody>
</table>

**Standard 6 Language**

**Knowledge**

**Skills**

<table>
<thead>
<tr>
<th>DDA6.S1</th>
<th>Provide pragmatic language instruction that facilitates social skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDA6.S2</td>
<td>Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications</td>
</tr>
</tbody>
</table>

**Standard 7 Instructional Planning**

**Knowledge**

<table>
<thead>
<tr>
<th>DDA7.K1</th>
<th>Evidence-based career/vocational transition programs for individuals with developmental disabilities/autism spectrum disorders</th>
</tr>
</thead>
</table>

**Skills**

<table>
<thead>
<tr>
<th>DDA7.S1</th>
<th>Plan instruction for independent functional life skills and adaptive behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDA7.S2</td>
<td>Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate</td>
</tr>
<tr>
<td>DDA7.S3</td>
<td>Use specialized instruction to enhance social participation across environments</td>
</tr>
<tr>
<td>DDA7.S4</td>
<td>Plan systematic instruction based on learner characteristics, interests, and ongoing assessment</td>
</tr>
</tbody>
</table>

**Standard 8 Assessment**

**Knowledge**

<table>
<thead>
<tr>
<th>DDA8.K1</th>
<th>Specialized terminology used in the assessment of individuals with developmental disabilities/autism spectrum disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDA8.K2</td>
<td>Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
</tbody>
</table>
### Components of assessment for the core areas for individuals with developmental disabilities/autism spectrum disorders

<table>
<thead>
<tr>
<th>Skill Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDA8.K3</td>
<td>Components of assessment for the core areas for individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA8.K4</td>
<td>Individual strengths, skills and learning styles</td>
</tr>
</tbody>
</table>

### Skills

<table>
<thead>
<tr>
<th>Skill Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDA8.S1</td>
<td>Select, adapt and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA8.S2</td>
<td>Develop strategies for monitoring and analyzing challenging behavior and its communicative intent</td>
</tr>
<tr>
<td>DDA8.S3</td>
<td>Conduct functional behavior assessments that lead to development of behavior support plans</td>
</tr>
</tbody>
</table>

### Standard 9 Professional And Ethical Practice

#### Knowledge

- **DDA10.K1**: Services, networks, and organizations for individuals, professionals, and families with developmental disabilities/autism spectrum disorders

#### Skills

- **DDA10.S1**: Collaborate with team members to plan transition to adulthood that encourages full community participation

### Standard 10 Collaboration

#### Knowledge

- **DDA10.K1**: Services, networks, and organizations for individuals, professionals, and families with developmental disabilities/autism spectrum disorders

#### Skills

- **DDA10.S1**: Collaborate with team members to plan transition to adulthood that encourages full community participation