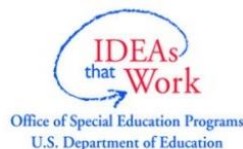




Alignment of *OHOA Modules* with Council for Exceptional Children Intervener Competencies

National Center on Deaf-Blindness

2017



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Alignment of OHOA Modules with CEC Competencies, NCDB 2017

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Competencies Addressed in Module 1: An Overview of Deaf-Blindness and Instructional Strategies

Standard 1: Learner Development and Individual Learning Differences

- DBI1K1: Definition of deaf-blindness
- DBI1K2: Differences between congenital and acquired deaf-blindness
- DBI1K3: Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning
- DBI1K4: Impact of combined vision and hearing loss on development and learning
- DBI1K6: Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7: Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K8: Impact of deaf-blindness on bonding psychological development and on the development of self-identity
- DBI1K10: Impact of additional disabilities on individuals with deaf-blindness
- DBI1K12: Specific causes of the deaf-blindness
- DBI1K15: Learning style and communication of the individual

Standard 2: Learning Environments

- DBI2K3: Strategies that promote visual and auditory development
- DBI2K5: Impact of deaf-blindness on communication and interaction
- DBI2K6: Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1: Establish a trusting relationship with the individual
- SEP2S2: Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S3: Promote positive self-esteem and well-being in the individual
- SEP2S5: Use and maintain amplification, cochlear implants, and assistive listening devices as directed
- SEP2S6: Use and maintain glasses, low vision devices and prostheses as directed
- SEP2S8: Maximize the use of residual vision and hearing
- SEP2S9: Utilize health and safety practices

Standard 3: Curricular Content Knowledge

- DBI3K1: The use of calendar systems
- SEP3S1: Facilitation of the individual's understanding and development concept

Standard 5: Instructional Planning and Strategies

- SEP5S6: Vary the level and intensity of input and the pacing of activities
- SEP5S28: Implement methods and strategies for effectively conveying information to the individual

Competencies Addressed in Module 2: The Sensory System, the Brain, and Learning

Standard 1: Learner Development and Individual Learning Differences

- DBI1K2 Differences between congenital and acquired deaf-blindness
- DBI1K3 Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning
- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K5 Anatomy and function of the eyes and ears
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K11 Brain development and the neurological implications of combined vision and hearing loss
- DBI1K12 Specific causes of the deaf-blindness
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and listening devices as directed
- DBI1K16 Audiological and ophthalmological conditions and functioning of the individual
- DBI1K17 Additional disabilities on individual, if present
- DBI1K18 Effects of additional disabilities on individual, if present

Standard 2: Learning Environments

- DBI2K3 Strategies that promote visual and auditory development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual
- SEP2S4 Promote social interactions and the development of meaningful relationships with an ever expanding number of people

Standard 3: Curricular Content Knowledge

- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 5: Instructional Planning and Strategies

- SEP5S1 Provide one-on-one intervention
- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S3 Facilitate direct learning experiences
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S6 Vary the level and intensity of input and the pacing of activities
- SEP5S7 Adapt materials and activities to the individual's needs, as directed
- SEP5S8 Use strategies that provide opportunities to solve problems and to make decision and choices
- SEP5S10 Use prescribed strategies to respond to the individual's behavior
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S13 Facilitate individual's use of touch for learning and interaction

- SEP5S14 Facilitate individual's use of the other senses to supplement learning modalities
- SEP5S15 Utilize strategies that support the development of body awareness, spatial relationships, and related concepts
- SEP5S16 Make adaptations for the cognitive and physical needs of the individual
- SEP5S17 Make important adaptations consistent with the medical needs of the individual as directed
- SEP5S18 Utilize strategies to promote sensory integration
- SEP5S19 Utilize strategies that promote independent and safe movement and active exploration of the environment
- SEP5S20 Implement positioning and handling as directed by the OT/PT/O&M specialists
- SEP5S24 Make adaptations for auditory needs as directed
- SEP5S25 Make adaptations for visual needs as directed
- SEP5S30 Use communication techniques specific to the individual

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles and responsibilities of interveners in various settings

Competencies Addressed in Module 3: The Role of the Intervener in Educational Settings

Standard 1: Learner Development and Individual Learning Differences

- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K15 Learning style and communication of the individual
- DBI1K17 Additional disabilities of the individual, if present

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP5S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual
- SEP2S4 Promote social interactions and the development of meaningful relationships with an ever expanding number of people
- SEP2S8 Maximize the use of residual vision and hearing

Standard 3: Curricular Content Knowledge

- DBK3K1 The use of calendar systems

Standard 5: Instructional Planning and Strategies

- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S9 Implement intervention strategies for the individual's daily care, self-help, transition, and job training
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S16 Make adaptations for the cognitive and physical needs of the individual
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S32 Use strategies for eliciting expressive communication

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles of responsibilities of interveners in various settings

Standard 7: Collaboration

- DBI7K1 The difference between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants

Competencies Addressed in Module 4: Building Trusted Relationships and Positive Self-Image

Standard 1: Learner Development and Individual Learning Differences

- DBI1K3 Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning
- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K11 Brain development and the neurological implications of combined vision and hearing loss
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and communication of the individual
- DBI1K16 Audiological and ophthalmological conditions and functioning of the individual
- DBI6K17 Additional disabilities of the individual, if present

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable
- SEP2S3 Promote positive self-esteem and well-being in the individual

Standard 5: Instructional Planning and Strategies

- SEP5S1 Provide one-on-one intervention
- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S5 Facilitate interdependence for the individual
- SEP5S6 Vary the level and intensity of input and the pacing of activities
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S24 Make adaptations for auditory needs as directed
- SEP5S25 Make adaptations for visual needs as directed
- SEP5S27 Observe and identify the communicative behaviors and intents
- SEP5S29 Respond to the individual's attempts at communication
- SEP5S30 Use communication techniques specific to the individual
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S32 use strategies for eliciting expressive communication
- SEP5S33 Use strategies to promote turn-talking
- SEP5S34 Use strategies to enhance and expand communication

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention

Standard 7: Collaboration

- SEP7S4 Interact with families as directed

Competencies Addressed in Module 5: Availability for Learning

Standard 1: Learner Development and Individual Learning Differences

- DBI1K3 Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning
- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K11 Brain development and the neurological implications of combined vision and hearing loss
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and communication of the individual
- DBI1K16 Audiological and ophthalmological conditions and functioning of the individual
- DBI6K17 Additional disabilities of the individual, if present
- DBI1K18 Effects of additional disabilities on individual, if present

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K3 Strategies that promote casual and auditory
- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual

Standard 4: Assessment

- SEP4S1 Collect data and monitor progress as directed

Standard 5: Instructional Planning and Strategies

- SEP5S1 Provide one-on-one intervention
- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S3 Facilitate direct learning experiences
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S5 Facilitate interdependence for the individual
- SEP5S6 Vary the level and intensity of input and the pacing of activities
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S9 Implement intervention strategies for the individual's daily care, self-help, transition and job training
- SEP5S10 Use prescribed strategies to respond to the individual's behavior
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S12 Use touch to supplement auditory and visual input and to convey
- SEP5S13 Facilitate individual's use of touch for learning and interaction

- SEP5S14 Facilitate individual's use of the other sense to supplement learning modalities
- SEP5S17 Make important adaptations consistent with the medical needs of the individual as directed
- SEP5S18 Utilize strategies to promote sensory integration
- SEP5S27 Observe and identify the communicative behaviors and intents
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S29 Respond to the individual's attempts at communication
- SEP5S30 Use communication techniques specific to the individual

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention

Standard 7: Collaboration

- SEP7S2 Share observations of individual's communication skills with others

Competencies Addressed in Module 6: Understanding Communication Principles

Standard 1: Learner Development and Individual Learning Differences

- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and communication of the individual
- DBI1K17 Additional disabilities of the individual, if present
- DBI1K18 Effects of additional disabilities on individual, if present

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual

Standard 4: Assessment

- SEP4S1 Collect data and monitor progress as directed

Standard 5: Instructional Planning and Strategies

- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S10 Use prescribed strategies to respond to the individual's behavior
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S26 Facilitate language and literacy development
- SEP5S27 Observe and identify the communicative behaviors and intents
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S29 Respond to the individual's attempts at communication
- SEP5S30 Use communication techniques specific to the individual
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S32 use strategies for eliciting expressive communication
- SEP5S33 Use strategies to promote turn-talking
- SEP5S34 Use strategies to enhance and expand communication

Standard 7: Collaboration

- SEP7S2 Share observations of individual's communication skills with others

Competencies Addressed in Module 7: Emergent Communication

Standard 1: Learner Development and Individual Learning Differences

- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and communication of the individual
- DBI1K17 Additional disabilities of the individual, if present
- DBI1K18 Effects of additional disabilities on individual, if present

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual

Standard 3: Curricular Content Knowledge

- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 4: Assessment

- SEP4S1 Collect data and monitor progress as directed

Standard 5: Instructional Planning and Strategies

- SEP5S3 Facilitate direct learning experiences
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S5 Facilitate interdependence for the individual
- SEP5S6 Vary the level and intensity of input and the pacing of activities
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S10 Use prescribed strategies to respond to the individual's behavior
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S14 Facilitate individual's use of the other sense to supplement learning modalities
- SEP5S18 Utilize strategies to promote sensory integration
- SEP5S26 Facilitate language and literacy development
- SEP5S27 Observe and identify the communicative behaviors and intents
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S29 Respond to the individual's attempts at communication

- SEP5S30 Use communication techniques specific to the individual
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S32 use strategies for eliciting expressive communication
- SEP5S33 Use strategies to promote turn-talking
- SEP5S34 Use strategies to enhance and expand communication

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles of responsibilities of interveners in various settings

Standard 7: Collaboration

- SEP7S2 Share observations of individual's communication skills with others

Competencies Addressed in Module 8: Progressing from Non-Symbolic to Symbolic Communication

Standard 1: Learner Development and Individual Learning Differences

- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and communication of the individual
- DBI1K17 Additional disabilities of the individual, if present
- DBI1K18 Effects of additional disabilities on individual, if present

Standard 2: Learning Environments

- DBI2K1 Differences between concept development and skill development, and the impact of deaf-blindness on each
- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual
- SEP2S4 Promote social interactions and the development of meaningful relationships with an ever expanding number of people
- SEP2S8 Maximize the use of residual vision and hearing

Standard 3: Curricular Content Knowledge

- DBI3K1 The use of calendar systems
- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 4: Assessment

- SEP4S1 Collect data and monitor progress as directed

Standard 5: Instructional Planning and Strategies

- SEP5S3 Facilitate direct learning experiences
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S5 Facilitate interdependence for the individual
- SEP5S6 Vary the level and intensity of input and the pacing of activities
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S8 Use strategies that provide opportunities to solve problems and to make decisions and choices
- SEP5S10 Use prescribed strategies to respond to the individual's behavior
- SEP5S11 Provide the individual with opportunities for self-determination

- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S14 Facilitate individual's use of the other sense to supplement learning modalities
- SEP5S16 Make adaptations for the cognitive and physical needs of the individual
- SEP5S26 Facilitate language and literacy development
- SEP5S27 Observe and identify the communicative behaviors and intents
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S29 Respond to the individual's attempts at communication
- SEP5S30 Use communication techniques specific to the individual
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S32 use strategies for eliciting expressive communication
- SEP5S33 Use strategies to promote turn-talking
- SEP5S34 Use strategies to enhance and expand communication

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles of responsibilities of interveners in various settings

Standard 7: Collaboration

- SEP7S2 Share observations of individual's communication skills with others

Competencies Addressed in Module 9: Routines for Assessment and Learning

Standard 1: Learner Development and Individual Learning Differences

- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and communication of the individual

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual

Standard 3: Curricular Content Knowledge

- DBK3K1 The use of calendar systems
- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 4: Assessment

- SEP4S1 Collect data and monitor progress as directed

Standard 5: Instructional Planning and Strategies

- SEP5S1 Provide one-on-one intervention
- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S3 Facilitate direct learning experiences
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S5 Facilitate interdependence for the individual
- SEP5S6 Vary the level and intensity of input and the pacing of activities
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S8 Use strategies that provide opportunities to solve problems and to make decisions and choices
- SEP5S9 Implement intervention strategies for the individual's daily care, self-help, transition and job training
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S14 Facilitate individual's use of the other sense to supplement learning modalities
- SEP5S15 Utilize strategies that support the development of body awareness, spatial relationships, and related concepts
- SEP5S16 Make adaptations for the cognitive and physical needs of the individual

- SEP5S17 Make important adaptations consistent with the medical needs of the individual as directed
- SEP5S24 Make adaptations for auditory needs as directed
- SEP5S25 Make adaptations for visual needs as directed
- SEP5S26 Facilitate language and literacy development
- SEP5S27 Observe and identify the communicative behaviors and intents
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S29 Respond to the individual's attempts at communication
- SEP5S30 Use communication techniques specific to the individual
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S32 use strategies for eliciting expressive communication
- SEP5S33 Use strategies to promote turn-talking
- SEP5S34 Use strategies to enhance and expand communication

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles of responsibilities of interveners in various settings

Standard 7: Collaboration

- DBI7K2 The roles and supervisory responsibilities of team members and consultants
- SEP7S1 Utilize teaming skills in working with team members
- SEP7S2 Share observations of individual's communication skills with others
- SEP7S3 Communicate and problem-solve with the IFSP/IEP team about the student's needs as appropriate
- SEP7S4 Interact with families as directed

Competencies Addressed in Module 10: Concept Development and Responsive Environments

Standard 1: Learner Development and Individual Learning Differences

- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K11 Brain development and the neurological implications of combined vision and hearing loss

Standard 2: Learning Environments

- DBI2K1 Differences between concept development and skill development, and the impact of deaf-blindness on each
- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual
- SEP2S8 Maximize the use of residual vision and hearing

Standard 3: Curricular Content Knowledge

- DBI3K1 The use of calendar systems
- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 4: Assessment

- SEP4S1 Collect data and monitor progress as directed

Standard 5: Instructional Planning and Strategies

- SEP5S1 Provide one-on-one intervention
- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S3 Facilitate direct learning experiences
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S6 Vary the level and intensity of input and the pacing of activities
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S9 Implement intervention strategies for the individual's daily care, self-help, transition and job training
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S15 Utilize strategies that support the development of body awareness, spatial relationships, and related concepts
- SEP5S16 Make adaptations for the cognitive and physical needs of the individual
- SEP5S26 Facilitate language and literacy development
- SEP5S27 Observe and identify the communicative behaviors and intents

- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S29 Respond to the individual's attempts at communication
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S32 use strategies for eliciting expressive communication
- SEP5S33 Use strategies to promote turn-talking
- SEP5S34 Use strategies to enhance and expand communication

Competencies Addressed in Module 11: Intervener Strategies

Standard 1: Learner Development and Individual Learning Differences

- DBI1K2 Differences between congenital and acquired deaf-blindness
- DBI1K3 Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K11 Brain development and the neurological implications of combined vision and hearing loss
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual
- DBI1K17 Additional disabilities of the individual, if present
- DBI1K18 Effects of additional disabilities on individual, if present

Standard 2: Learning Environments

- DBI2K1 Differences between concept development and skill development, and the impact of deaf-blindness on each
- DBI2K2 Process of intervention for individual with deaf-blindness
- SEP2S5 Use and maintain amplification, cochlear implants, and assistive listening devices as directed
- SEP2S6 Use and maintain glasses, low vision devices, and prostheses as directed
- SEP2S8 Maximize the use of residual vision and hearing

Standard 3: Curricular Content Knowledge

- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 5: Instructional Planning and Strategies

- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S9 Implement intervention strategies for the individual's daily care, self-help, transition and job training
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S15 Utilize strategies that support the development of body awareness, spatial relationships, and related concepts
- SEP5S19 Utilize strategies that promote independent and safe movement and active exploration of the environment
- SEP5S20 Implement positioning and handling as directed by the OT/PT/O&M specialists
- SEP5S21 Promote the use of sighted guide, trailing, and protective techniques as directed by the O&M specialist
- SEP5S22 Implement strategies for travel as directed by an O&M specialist

- SEP5S23 Implement the use of mobility devices as directed by the O&M specialist

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention

Standard 7: Collaboration

- SEP7S1 Utilize teaming skills in working with team members
- SEP7S3 Communicate and problem-solve with the IFSP/IEP team about the student's needs as appropriate

Competencies Addressed in Module 12: Maximizing Vision and Hearing

Standard 1: Learner Development and Individual Learning Differences

- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K5 Anatomy and function of the eyes and ears
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K13 Strengths and needs of the individual
- DBI1K15 Learning style and communication of the individual
- DBI1K16 Audiological and ophthalmological conditions and functioning of the individual

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K3 Strategies that promote casual and auditory development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual
- SEP2S8 Maximize the use of residual vision and hearing

Standard 5: Instructional Planning and Strategies

- SEP5S3 Facilitate direct learning experiences
- SEP5S6 Vary the level and intensity of input and the pacing of activities
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S14 Facilitate individual's use of the other sense to supplement learning modalities
- SEP5S17 Make important adaptations consistent with the medical needs of the individual as directed
- SEP5S24 Make adaptations for auditory needs as directed
- SEP5S25 Make adaptations for visual needs as directed
- SEP5S26 Facilitate language and literacy development

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention

Standard 7: Collaboration

- SEP7S1 Utilize teaming skills in working with team members
- SEP7S3 Communicate and problem-solve with the IFSP/IEP team about the student's needs as appropriate

Competencies Addressed in Module 13: Calendars

Standard 1: Learner Development and Individual Learning Differences

- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K13 Strengths and needs of the individual

Standard 2: Learning Environments

- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual
- SEP2S8 Maximize the use of residual vision and hearing

Standard 3: Curricular Content Knowledge

- DBI3K1 The use of calendar systems
- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 5: Instructional Planning and Strategies

- SEP5S1 Provide one-on-one intervention
- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S3 Facilitate direct learning experiences
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S8 Use strategies that provide opportunities to solve problems and to make decisions and choices
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S14 Facilitate individual's use of the other sense to supplement learning modalities
- SEP5S26 Facilitate language and literacy development
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S29 Respond to the individual's attempts at communication
- SEP5S30 Use communication techniques specific to the individual
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S32 use strategies for eliciting expressive communication
- SEP5S33 Use strategies to promote turn-talking

Standard 7: Collaboration

- SEP7S1 Utilize teaming skills in working with team members

- SEP7S2 Share observations of individual's communication skills with others
- SEP7S3 Communicate and problem-solve with the IFSP/IEP team about the student's needs as appropriate

Competencies Addressed in Module 14: The Introduction to Orientation and Mobility for Interveners

Standard 1: Learner Development and Individual Learning Differences

- DBI1K2 Differences between congenital and acquired deaf-blindness
- DBI1K3 Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K11 Brain development and the neurological implications of combined vision and hearing loss
- DBI1K12 Specific causes of the deaf-blindness
- DBI1K13 Strengths and needs of the individual
- DBI1K16 Audiological and ophthalmological conditions and functioning of the individual
- DBI1K17 Additional disabilities of the individual, if present

Standard 2: Learning Environments

- DBI2K1 Differences between concept development and skill development, and the impact of deaf-blindness on each
- DBI2K2 Process of intervention for individual with deaf-blindness
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual
- SEP2S4 Promote social interactions and the development of meaningful relationships with an ever expanding number of people

Standard 3: Curricular Content Knowledge

- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 5: Instructional Planning and Strategies

- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S9 Implement intervention strategies for the individual's daily care, self-help, transition and job training
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S15 Utilize strategies that support the development of body awareness, spatial relationships, and related concepts
- SEP5S19 Utilize strategies that promote independent and safe movement and active exploration of the environment
- SEP5S20 Implement positioning and handling as directed by the OT/PT/O&M specialists

- SEP5S21 Promote the use of sighted guide, trailing, and protective techniques as directed by the O&M specialist
- SEP5S22 Implement strategies for travel as directed by an O&M specialist
- SEP5S23 Implement the use of mobility devices as directed by the O&M specialist

Standard 6: Professional and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention

Standard 7: Collaboration

- SEP7S1 Utilize teaming skills in working with team members
- SEP7S3 Communicate and problem-solve with the IFSP/IEP team about the student's needs as appropriate

Competencies Addressed in Module 15: Orientation and Mobility in Everyday Routines

Standard 1: Learner Development and Individual Learning Differences

- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual
- SEP2S4 Promote social interactions and the development of meaningful relationships with an ever expanding number of people

Standard 3: Curricular Content Knowledge

- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 5: Instructional Planning and Strategies

- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S5 Facilitate interdependence for the individual
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S8 Use strategies that provide opportunities to solve problems and to make decisions and choices
- SEP5S9 Implement intervention strategies for the individual's daily care, self-help, transition and job training
- SEP5S10 Use prescribed strategies to respond to the individual's behavior
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S16 Make adaptations for the cognitive and physical needs of the individual
- SEP5S19 Utilize strategies that promote independent and safe movement and active exploration of the environment
- SEP5S27 Observe and identify the communicative behaviors and intents
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S29 Respond to the individual's attempts at communication
- SEP5S30 Use communication techniques specific to the individual
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S32 use strategies for eliciting expressive communication

Competencies Addressed in Module 16: Self-Determination

Standard 1: Learner Development and Individual Learning Differences

- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and communication of the individual

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual

Standard 5: Instructional Planning and Strategies

- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S3 Facilitate direct learning experiences
- SEP5S5 Facilitate interdependence for the individual
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S27 Observe and identify the communicative behaviors and intents
- SEP5S30 Use communication techniques specific to the individual
- SEP5S33 Use strategies to promote turn-talking
- SEP5S34 Use strategies to enhance and expand communication

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention

Competencies Addressed in Module 17: Social Skills

Standard 1: Learner Development and Individual Learning Differences

- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K13 Strengths and needs of the individual
- DBI1K15 Learning style and communication of the individual
- DBI1K17 Additional disabilities of the individual, if present
- DBI1K18 Effects of additional disabilities on individual, if present

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual

Standard 3: Curricular Content Knowledge

- DBI3K1 The use of calendar systems

Standard 4: Assessment

- SEP4S1 Collect data and monitor progress as directed

Standard 5: Instructional Planning and Strategies

- SEP5S1 Provide one-on-one intervention
- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S3 Facilitate direct learning experiences
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S5 Facilitate interdependence for the individual
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S10 Use prescribed strategies to respond to the individual's behavior
- SEP5S16 Make adaptations for the cognitive and physical needs of the individual
- SEP5S17 Make important adaptations consistent with the medical needs of the individual as directed
- SEP5S19 Utilize strategies that promote independent and safe movement and active exploration of the environment
- SEP5S20 Implement positioning and handling as directed by the OT/PT/O&M specialists
- SEP5S21 Promote the use of sighted guide, trailing, and protective techniques as directed by the O&M specialist
- SEP5S22 Implement strategies for travel as directed by an O&M specialist
- SEP5S23 Implement the use of mobility devices as directed by the O&M specialist
- SEP5S26 Facilitate language and literacy development

- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S29 Respond to the individual's attempts at communication
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S32 use strategies for eliciting expressive communication
- SEP5S34 Use strategies to enhance and expand communication

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention

Standard 7: Collaboration

- DBI7K2 The roles and supervisory responsibilities of team members and consultants
- SEP7S1 Utilize teaming skills in working with team members
- SEP7S2 Share observations of individual's communication skills with others
- SEP7S3 Communicate and problem-solve with the IFSP/IEP team about the student's needs as appropriate

Competencies Addressed in Module 18: Collaborative Teaming and Family Partnership

Standard 1: Learner Development and Individual Learning Differences

- DBI1K3 Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K18 Effects of additional disabilities on individual, if present

Standard 2: Learning Environments

- DBI2K1 Differences between concept development and skill development, and the impact of deaf-blindness on each
- DBI2K2 Process of intervention for individual with deaf-blindness

Standard 3: Curricular Content Knowledge

- DBI3K1 The use of calendar systems
- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 5: Instructional Planning and Strategies

- SEP5S1 Provide one-on-one intervention
- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S3 Facilitate direct learning experiences
- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S5 Facilitate interdependence for the individual
- SEP5S6 Vary the level and intensity of input and the pacing of activities
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S8 Use strategies that provide opportunities to solve problems and to make decisions and choices
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S14 Facilitate individual's use of the other sense to supplement learning modalities
- SEP5S19 Utilize strategies that promote independent and safe movement and active exploration of the environment
- SEP5S20 Implement positioning and handling as directed by the OT/PT/O&M specialists
- SEP5S21 Promote the use of sighted guide, trailing, and protective techniques as directed by the O&M specialist
- SEP5S22 Implement strategies for travel as directed by an O&M specialist
- SEP5S23 Implement the use of mobility devices as directed by the O&M specialist
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S33 Use strategies to promote turn-talking

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles of responsibilities of interveners in various settings

Standard 7: Collaboration

- DBI7K2 The roles and supervisory responsibilities of team members and consultants
- SEP7S1 Utilize teaming skills in working with team members

Competencies Addressed in Module 19: Accessing the Curriculum

Standard 1: Learner Development and Individual Learning Differences

- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and communication of the individual
- DBI1K18 Effects of additional disabilities on individual, if present

Standard 2: Learning Environments

- DBI2K1 Differences between concept development and skill development, and the impact of deaf-blindness on each
- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S4 Promote social interactions and the development of meaningful relationships with an ever expanding number of people
- SEP2S8 Maximize the use of residual vision and hearing

Standard 3: Curricular Content Knowledge

- DBI3K1 The use of calendar systems

Standard 4: Assessment

- SEP4S1 Collect data and monitor progress as directed

Standard 5: Instructional Planning and Strategies

- SEP5S1 Provide one-on-one intervention
- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S3 Facilitate direct learning experiences
- SEP5S6 Vary the level and intensity of input and the pacing of activities
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S9 Implement intervention strategies for the individual's daily care, self-help, transition and job training
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S16 Make adaptations for the cognitive and physical needs of the individual
- SEP5S20 Implement positioning and handling as directed by the OT/PT/O&M specialists
- SEP5S24 Make adaptations for auditory needs as directed

- SEP5S25 Make adaptations for visual needs as directed
- SEP5S26 Facilitate language and literacy development
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S30 Use communication techniques specific to the individual
- SEP5S32 use strategies for eliciting expressive communication
- SEP5S33 Use strategies to promote turn-talking
- SEP5S34 Use strategies to enhance and expand communication

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles of responsibilities of interveners in various settings

Standard 7: Collaboration

- SEP7S2 Share observations of individual's communication skills with others

Competencies Addressed in Module 20: Values, Ethics and Professionalism

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles of responsibilities of interveners in various settings
- SEP6S1 Adhere to the identified code listening devices as directed
- DBI6S2 Pursue ongoing professional development specific to their role and responsibilities

Standard 7: Collaboration

- SEP7S1 Utilize teaming skills in working with team members
- SEP7S4 Interact with families as directed

Competencies Addressed in Module 21: Sexuality

Standard 1: Learner Development and Individual Learning Differences

- DBI1K2 Differences between congenital and acquired deaf-blindness
- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K9 Impact of add. disabilities on aspects of sexuality
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness

Standard 2: Learning Environments

- DBI2K1 Differences between concept development and skill development, and the impact of deaf-blindness on each
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual
- SEP2S9 Utilize health and safety practices

Standard 3: Curricular Content Knowledge

- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 5: Instructional Planning and Strategies

- SEP5S3 Facilitate direct learning experiences
- SEP5S5 Facilitate interdependence for the individual

Competencies Addressed in Module 22: Introduction to Sign Language and Braille

Standard 1: Learner Development and Individual Learning Differences

- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K11 Brain development and the neurological implications of combined vision and hearing loss
- DBI1K12 Specific causes of the deaf-blindness
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and communication of the individual

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual

Standard 3: Curricular Content Knowledge

- DBI3K1 The use of calendar systems

Standard 4: Assessment

- SEP4S1 Collect data and monitor progress as directed

Standard 5: Instructional Planning and Strategies

- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S8 Use strategies that provide opportunities to solve problems and to make decisions and choices
- SEP5S10 Use prescribed strategies to respond to the individual's behavior
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S16 Make adaptations for the cognitive and physical needs of the individual
- SEP5S17 Make important adaptations consistent with the medical needs of the individual as directed
- SEP5S19 Utilize strategies that promote independent and safe movement and active exploration of the environment
- SEP5S27 Observe and identify the communicative behaviors and intents
- SEP5S29 Respond to the individual's attempts at communication

- SEP5S30 Use communication techniques specific to the individual
- SEP5S31 Incorporate/embed language and communication into all routines and activities

Standard 7: Collaboration

- DBI7K2 The roles and supervisory responsibilities of team members and consultants
- SEP7S4 Interact with families as directed

Competencies Addressed in Module 23: Behavior and Environmental Supports

Standard 1: Learner Development and Individual Learning Differences

- DBI1K1 Definition of deaf-blindness
- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K7 Impact of deaf-blindness on psychological development and on the development of self-identity
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and communication of the individual
- DBI1K17 Additional disabilities of the individual, if present

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- DBI2K6 Modes/forms of communication and devices used by individuals who are deafblind
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
- SEP2S3 Promote positive self-esteem and well-being in the individual
- SEP2S4 Promote social interactions and the development of meaningful relationships with an ever expanding number of people
- SEP2S9 Utilize health and safety practices

Standard 4: Assessment

- SEP4S1 Collect data and monitor progress as directed

Standard 5: Instructional Planning and Strategies

- SEP5S4 Use techniques to increase anticipation, motivation, communication, and confirmation
- SEP5S26 Facilitate language and literacy development
- SEP5S27 Observe and identify the communicative behaviors and intents
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S29 Respond to the individual's attempts at communication
- SEP5S30 Use communication techniques specific to the individual
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S32 use strategies for eliciting expressive communication
- SEP5S33 Use strategies to promote turn-talking
- SEP5S34 Use strategies to enhance and expand communication

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles of responsibilities of interveners in various settings
- SEP6S1 Adhere to the identified code listening devices as directed

Standard 7: Collaboration

- DBI7K2 The roles and supervisory responsibilities of team members and consultants
- SEP7S2 Share observations of individual's communication skills with others

Competencies Addressed in Module 24: Transition to Adulthood and Community Life

Standard 1: Learner Development and Individual Learning Differences

- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual

Standard 4: Assessment

- SEP4S1 Collect data and monitor progress as directed

Standard 5: Instructional Planning and Strategies

- SEP5S2 Use routines and functional activities as learning opportunities
- SEP5S8 Use strategies that provide opportunities to solve problems and to make decisions and choices
- SEP5S9 Implement intervention strategies for the individual's daily care, self-help, transition and job training
- SEP5S11 Provide the individual with opportunities for self-determination
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S20 Implement positioning and handling as directed by the OT/PT/O&M specialists

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles of responsibilities of interveners in various settings

Standard 7: Collaboration

- DBI7K2 The roles and supervisory responsibilities of team members and consultants
- SEP7S2 Share observations of individual's communication skills with others
- SEP7S3 Communicate and problem-solve with the IFSP/IEP team about the student's needs as appropriate

Competencies Addressed in Module 25: Touch for Connecting and Learning

Standard 1: Learner Development and Individual Learning Differences

- DBI1K3 Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning
- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K10 Impact of additional disabilities on individuals with deaf-blindness
- DBI1K12 Specific causes of the deaf-blindness
- DBI1K15 Learning style and communication of the individual

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K4 Basic communication development
- DBI2K5 Impact of deaf-blindness on communication and interaction
- SEP2S6 Use and maintain glasses, low vision devices, and prostheses as directed

Standard 3: Curricular Content Knowledge

- SEP3S1 Facilitation of the individual's understanding and development of concepts

Standard 5: Instructional Planning and Strategies

- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S16 Make adaptations for the cognitive and physical needs of the individual
- SEP5S25 Make adaptations for visual needs as directed
- SEP5S26 Facilitate language and literacy development
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S30 Use communication techniques specific to the individual
- SEP5S31 Incorporate/embed language and communication into all routines and activities
- SEP5S34 Use strategies to enhance and expand communication

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles of responsibilities of interveners in various settings

Competencies Addressed in Module 26: Touch for Connection and Communication

Standard 1: Learner Development and Individual Learning Differences

- DBI1K4 Impact of combined vision and hearing loss on development and learning
- DBI1K6 Impact of deaf-blindness on bonding, attachment, and social interaction
- DBI1K8 Impact of deaf-blindness related to isolation, stress, and vulnerability
- DBI1K13 Strengths and needs of the individual
- DBI1K14 Likes and dislikes of the individual
- DBI1K15 Learning style and communication of the individual

Standard 2: Learning Environments

- DBI2K2 Process of intervention for individual with deaf-blindness
- DBI2K5 Impact of deaf-blindness on communication and interaction
- SEP2S1 Establish a trusting relationship with the individual
- SEP2S2 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual

Standard 3: Curricular Content Knowledge

- DBI3K1 The use of calendar systems

Standard 5: Instructional Planning and Strategies

- SEP5S1 Provide one-on-one intervention
- SEP5S3 Facilitate direct learning experiences
- SEP5S7 Adapt materials and activities to the individual's needs as directed
- SEP5S12 Use touch to supplement auditory and visual input and to convey information
- SEP5S13 Facilitate individual's use of touch for learning and interaction
- SEP5S16 Make adaptations for the cognitive and physical needs of the individual
- SEP5S26 Facilitate language and literacy development
- SEP5S27 Observe and identify the communicative behaviors and intents
- SEP5S28 Implement methods and strategies for effectively conveying information to the individual
- SEP5S29 Respond to the individual's attempts at communication

Competencies Addressed in Module 27: Putting it All Together

Standard 6: Professional Learning and Ethical Practice

- DBI6K1 The role of the intervener in the process of intervention
- DBI6K2 The roles of responsibilities of interveners in various settings
- SEP6S1 Adhere to the identified code listening devices as directed
- SEP6S2 Pursue ongoing professional development specific to their role and responsibilities

Standard 1: Collaboration

- DBI7K1 The difference between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants
- DBI7K2 The roles and supervisory responsibilities of team members and consultants
- SEP7S2 Share observations of individual's communication skills with others
- SEP7S3 Communicate and problem-solve with the IFSP/IEP team about the student's needs as appropriate
- SEP7S4 Interact with families as directed

References

Council for Exceptional Children. (2015). *Specialty set: Special education paraeducator intervener for individuals with deafblindness (PDBI)*. Available from <https://www.cec.sped.org/Standards/Paraeducator-Preparation-Guidelines>

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