



Indiana Content Standards for Educators

EXCEPTIONAL NEEDS—INTENSE

Teachers of students with intense exceptional needs (Autism Spectrum Disorder, Emotional Disability, Moderate Mental Disability, Multiple Disabilities, Orthopedic Impairment, Severe Mental Disability, Traumatic Brain Injury, Other Health Impairment) are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

Table of Contents

Exceptional Needs–Intense Educator Standards	1
Selected Bibliography of Standards and Sources Related to Exceptional Needs–Intense	11
Alignment of Educator Standards with State and National Standards	13

Exceptional Needs—Intense Educator Standards

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.

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.

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.

Standard 4: Individualized Program Planning and Implementation

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.

Standard 5: Learning Environments

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.

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.

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.

Standard 8: Positive Behavioral Interventions and Supports

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 students with intense exceptional needs.

Exceptional Needs–Intense Educator Standards

Standard 9: Transitions

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.

Standard 10: Professional Roles and Responsibilities

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.

Exceptional Needs–Intense Educator Standards

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, including:

- 1.1** historical and philosophical foundations of special education, including classic research studies and major contributors to the field of special education
- 1.2** knowledge of current issues and trends related to knowledge and practice in the field of special education
- 1.3** the ability to apply ethical guidelines related to the education of students with intense exceptional needs
- 1.4** the ability to apply knowledge of state and federal laws and policies related to the field of special education, including Indiana’s Article 7, Rules 32–47
- 1.5** the ability to apply knowledge of the rights, roles, and responsibilities of all stakeholders and organizations regarding the education of students with intense exceptional needs

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, including:

- 2.1** the ability to recognize typical and atypical human growth and development, including the cognitive, physical, sensory, linguistic, and social-emotional domains
- 2.2** similarities and differences among students with and without intense exceptional needs
- 2.3** types, characteristics, and etiologies of intense disabilities
- 2.4** the ability to apply knowledge of the effects of medical conditions, sensory impairments, physical and health needs, and common medications (e.g., stimulant, antidepressant, antiepileptic) on students with intense exceptional needs
- 2.5** the ability to apply knowledge of family systems and the roles families play in supporting learning and development
- 2.6** the ability to apply knowledge of the educational implications of intense disabilities
- 2.7** the ability to recognize the effects of intense exceptional needs on multiple aspects of an individual's life, including education, vocation, social relationships, recreation, and adult life roles
- 2.8** knowledge of the influence of cultural, linguistic, and socioeconomic factors on the development, learning, and identification of students with disabilities; and knowledge of how these factors can influence the overrepresentation of individuals from diverse groups in disability categories

Exceptional Needs–Intense Educator Standards

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, including:

- 3.1** basic terminology used in assessment and specialized terminology used in the assessment of students with intense exceptional needs
- 3.2** measurement theory and the implications of measurement theory for selecting, administering, and scoring assessments and interpreting assessment results
- 3.3** the characteristics, uses, and limitations of various formal and informal assessments
- 3.4** the ability to apply the principles of universal design for learning (UDL) in regard to the assessment of students with intense exceptional needs
- 3.5** the ability to select, adapt, and modify assessments to accommodate the unique abilities and needs of students with intense exceptional needs, including students who are nonverbal or English Learners
- 3.6** the ability to apply knowledge of referral and classification procedures
- 3.7** the ability to apply strategies and procedures for administering assessments, including strategies for using technology, strategies for collaborating with families and other stakeholders in the assessment process, and procedures to avoid bias during the assessment process
- 3.8** the ability to interpret information from various formal and informal assessments, including curriculum-based assessments
- 3.9** the ability to evaluate instruction, monitor progress, and make instructional changes to support student learning
- 3.10** the ability to interpret, report, and communicate assessment results to all stakeholders using paper-based and digital formats

Exceptional Needs—Intense Educator Standards

Standard 4: Individualized Program Planning and Implementation

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, including:

- 4.1** the ability to use assessment information to make eligibility, program, and placement decisions for students with intense exceptional needs, including students from culturally and/or linguistically diverse backgrounds
- 4.2** the ability to apply knowledge of the continuum of placement and services for students with intense exceptional needs; the types of supports needed to facilitate students' inclusion in various settings, including the general education classroom; and advantages and disadvantages of various placement options and programs for students with intense exceptional needs
- 4.3** required components of Individualized Education Programs (IEPs) and strategies for collaborating with required team members to prioritize, sequence, implement, and evaluate skills/objectives to be included in a student's IEP
- 4.4** roles and responsibilities of multidisciplinary team members and Case Conference Committee (CCC) members in developing, implementing, monitoring, and amending individualized programs, including IEPs, transition plans, technology plans, health-care plans, and positive behavioral support plans
- 4.5** the ability to involve students with intense exceptional needs and their families in developing individualized programs, setting annual goals, and monitoring progress
- 4.6** the ability to incorporate and implement instructional and assistive technology into IEPs to facilitate student learning
- 4.7** the ability to apply strategies for providing an individual student with intense exceptional needs access to appropriate areas of the general curriculum

Exceptional Needs—Intense Educator Standards

Standard 5: Learning Environments

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, including:

- 5.1** the ability to apply strategies for consistently monitoring the effects of teacher, paraeducator, and staff attitudes and behaviors during all interactions with students with and without disabilities and for effectively managing the impact of such attitudes and behaviors on students
- 5.2** the ability to apply strategies for creating a safe, positive, equitable, and supportive classroom climate that fosters respect for diversity and positive interactions among all students
- 5.3** the ability to apply the principles of universal design for learning (UDL) in planning learning environments to support the inclusion of students with intense exceptional needs across a variety of educational environments and community-based opportunities
- 5.4** the ability to apply strategies for planning, managing, and modifying the teaching and learning environment, including strategies for designing and managing consistent classroom routines and using instructional time effectively
- 5.5** the ability to design multisensory learning environments to encourage students' active participation, meaningful engagement, and independence in individual and group activities in school and community-based settings
- 5.6** the ability to identify barriers to accessibility and to the acceptance of students with intense exceptional needs, and the ability to adapt the physical environment to meet individual needs and provide a positive climate for optimal learning
- 5.7** the ability to use performance data and information from all stakeholders to make or suggest modifications to learning environments, including the general education classroom
- 5.8** the ability to acquire, use, and maintain educational and assistive technologies for facilitating student learning, and to provide training and support to all individuals involved in a student's individualized educational program so they can acquire basic mastery of technological tools before they are expected to use such tools with students
- 5.9** the ability to participate appropriately in specialized health-care interventions for students with physical and health needs with initial training and ongoing support and supervision
- 5.10** the ability to apply appropriate techniques for the physical positioning of students with disabilities to facilitate participation in academic and social environments, and the ability to apply appropriate body mechanics to ensure student and teacher safety in the transferring, lifting, positioning, and seating of students with intense exceptional needs
- 5.11** recognition of the types and transmission routes of infectious diseases and the ability to use universal precautions in maintaining a safe and healthy learning environment

Exceptional Needs–Intense Educator Standards

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, including:

- 6.1** national, state, and local curricula standards and the scope and sequence of the general education academic curriculum
- 6.2** the ability to prepare lesson plans, prepare and organize materials to implement daily lesson plans, provide instructional accommodations and modifications, and make responsive adjustments to instruction based on performance data as well as ongoing observations and other data sources
- 6.3** the ability to apply the principles of universal design for learning (UDL) in regard to instructional planning and delivery for students with intense exceptional needs
- 6.4** the ability to apply strategies for developing and selecting instructional content, resources, technologies, and strategies that respond to students' cultural, linguistic, and gender differences; learning strengths; and academic and social abilities, attitudes, interests, and values
- 6.5** sources of specialized materials, curricula, technologies, and other resources for students with intense exceptional needs
- 6.6** the ability to apply research-supported strategies for selecting, adapting, and implementing instructional strategies and materials according to the individual strengths and needs of students with intense exceptional needs
- 6.7** the ability to apply strategies for teaching academic content appropriate to the individual needs of the student with intense exceptional needs, including strategies for teaching students to monitor for errors in their oral and written language and to produce legible documents per the needs of the individual student, and strategies that incorporate instructional and assistive technologies
- 6.8** the ability to apply instructional strategies to help students with intense exceptional needs strengthen and compensate for deficits in perception, comprehension, memory, and retrieval and to teach students with intense exceptional needs to use self-assessment, problem-solving, and other cognitive strategies to meet their own needs
- 6.9** the ability to apply strategies for facilitating and improving students' maintenance and generalization of skills across environments
- 6.10** the ability to use a cross-curricular approach to design meaning-filled learning opportunities that facilitate students' ability to make connections (e.g., learning mathematics in the context of cooking and art)

Exceptional Needs–Intense Educator Standards

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, including:

- 7.1** the ability to apply strategies for supporting and enhancing the communication skills of students with intense exceptional needs, including students from various cultural and linguistic backgrounds, students who need/use augmentative and alternative communication (AAC) systems, and students who need/use multiple means of communication
- 7.2** the ability to participate in the selection, development, and implementation of AAC systems and to plan instruction regarding the use of AAC systems
- 7.3** the ability to apply strategies for teaching language and communication skills unique to a student's current level of communication, and the ability to apply knowledge of the skills necessary to increase the student's level of effective communication through the use of AAC/technologies
- 7.4** the ability to select and use technology, materials, and other resources required to teach students whose communication needs interfere with progress toward their annual goals
- 7.5** the ability to apply strategies for teaching students with intense exceptional needs to give and receive meaningful feedback when interacting with peers and adults
- 7.6** the ability to apply knowledge of social skills that students need in order to succeed in educational and other environments and of realistic expectations for students' personal and social behavior in educational and community settings
- 7.7** the ability to design, implement, and evaluate instructional programs that enhance the social participation of students with intense exceptional needs across environments
- 7.8** the ability to apply strategies for increasing students' self-awareness, self-management, self-control, self-reliance, self-esteem, self-determination, self-efficacy, and self-advocacy skills
- 7.9** the ability to use effective interpersonal problem-solving and conflict-resolution skills with staff and families, as well as the ability to provide students with effective training to improve in these skill areas

Exceptional Needs—Intense Educator Standards

Standard 8: Positive Behavioral Interventions and Supports

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 students with intense exceptional needs, including:

- 8.1** various theoretical approaches and research-based models regarding behavior, and theories of various reinforcement techniques used with students with intense exceptional needs
- 8.2** the ability to apply the principles of positive behavioral interventions and supports for students with intense exceptional needs
- 8.3** components of functional behavioral assessments and behavioral support plans and the ability to use the results of functional behavioral assessments to develop behavioral support plans
- 8.4** the ability to apply knowledge of the types, characteristics, strengths, and limitations of various behavioral interventions and reinforcement techniques for students with intense exceptional needs
- 8.5** the ability to evaluate the effects of the environment on behavior and to apply strategies for altering the environment to improve/increase socially acceptable behavior
- 8.6** the ability to coordinate the implementation of positive behavioral interventions and supports among stakeholders and across environments
- 8.7** the ability to apply strategies and procedures for crisis prevention and intervention and the ability to implement such procedures to ensure the safety of all

Standard 9: Transitions

Teachers of students with intense exceptional needs have a broad and comprehensive understanding of strategies for teaching independent living skills and promoting successful lifelong transitions and demonstrate the ability to apply this knowledge to help students with intense exceptional needs acquire independent living skills and make successful transitions, including:

- 9.1** the ability to plan and provide instruction in daily living skills for students with intense exceptional needs
- 9.2** the ability to apply strategies for integrating affective, social, and life skills with academic curricula
- 9.3** the ability to select, administer, and interpret transition assessments, as well as collect and analyze relevant data
- 9.4** the ability to design, implement, and evaluate instructional programs to address independent living skills, career education, and medical self-management procedures for students with intense exceptional needs
- 9.5** the ability to apply strategies for preparing students with intense exceptional needs to live harmoniously and productively in a culturally diverse world
- 9.6** the ability to locate, select, and implement resources, strategies, and techniques for promoting successful life transitions for students with intense exceptional needs before and throughout the school years and into adult settings
- 9.7** the ability to discuss and assist in locating options for model career, vocational, and transition programs for students with intense exceptional needs
- 9.8** the ability to identify and collaborate with key community resources and support agencies to promote successful life transitions for students with intense exceptional needs

Exceptional Needs—Intense Educator Standards

Standard 10: Professional Roles and Responsibilities

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, including:

- 10.1** the ability to communicate and collaborate with students with intense exceptional needs and their families to help students achieve desired learning outcomes, including students from diverse cultural, linguistic, and socioeconomic backgrounds and students who are chronically or terminally ill
- 10.2** the ability to communicate, collaborate, and consult with general education teachers, other school staff members, representatives of community agencies, and other stakeholders to provide appropriate learning opportunities for students with intense exceptional needs
- 10.3** the ability to apply strategies for selecting, planning, and coordinating the activities of related services providers to maximize direct instruction for students with intense exceptional needs and to integrate related services into the instructional program
- 10.4** the ability to supervise and work with paraeducators, volunteers, and tutors
- 10.5** engagement in professional development activities and professional organizations relevant to teaching students with intense exceptional needs, and knowledge of professional resources, organizations, and publications for enhancing one's professional skills and for engaging in lifelong professional development
- 10.6** the ability to apply knowledge of how to practice within the Council for Exceptional Children (CEC) Code of Ethics, federal and state laws, and other standards of the profession, including legal and ethical guidelines for using digital information and technologies
- 10.7** the ability to apply strategies for engaging in reflection and self-assessment activities to address one's own strengths and weaknesses, to become aware of one's own cultural biases and differences and dispositions toward students with intense exceptional needs and their families, to improve instruction, and to determine personal goals for professional growth
- 10.8** the ability to advocate for students with intense exceptional needs and their families
- 10.9** the ability to apply strategies for using digital tools and resources to collaborate and communicate with others effectively and for teaching students with intense exceptional needs to use technology to achieve desired learning outcomes

Selected Bibliography of Standards and Sources Related to Exceptional Needs–Intense

State and National Standards and Curriculum Frameworks

1. Council for Exceptional Children (CEC). (2009). *Initial special education teachers of individuals with exceptional learning needs in individualized independence curricula (IIC)*. http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/Initial_Individualized_Independence_Curricula.doc
2. Council for Exceptional Children (CEC). (2009). CEC code of ethics and professional practice standards. In *What every special educator must know: Ethics, standards, and guidelines for special educators* (6th ed.). Arlington, VA: Author.
3. U.S. Department of Education. (2006). *Assistance to states for the education of children with disabilities and preschool grants for children with disabilities; final rule*. <http://idea.ed.gov/download/finalregulations.html>
4. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx

Sources on Exceptional Needs–Intense Content

5. Beirne-Smith, M., Patton, J. R., & Kim, S. (2010). *An introduction to intellectual disabilities* (8th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
6. Snell, M. E., & Brown, F. (2010). *Instruction of students with severe disabilities* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
7. Cohen, L. G., & Spenciner, L. J. (2010). *Assessment of children and youth with special needs* (4th ed.). Boston: Pearson Allyn & Bacon.
8. Soukup, J. H., Wehmeyer, M. L., Bashinski, S. M., & Bovaird, J. A. (2007). Classroom variables and access to the general curriculum for students with disabilities. *Exceptional Children*, *74*(1), 101–120.
9. Wagner, M., Kutash, K., Duchnowski, A. J., Epstein, M. H., & Carl Sumi, W. (2005). The children and youth we serve: A national picture of the characteristics of students with emotional disturbances receiving special education. *Journal of Emotional and Behavioral Disorders*, *13*(2), 79–97.
10. U.S. Department of Education. (2000). Educational environments for students with disabilities: Applying positive behavioral support in schools. *Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act* (chap. III). <http://www2.ed.gov/about/reports/annual/osep/2000/chapter-3.pdf>

Selected Bibliography of Standards and Sources Related to Exceptional Needs–Intense

Sources on Student Learning and Pedagogical Methodology

11. Grassi, E. A., & Barker, H. B. (2009). *Culturally and linguistically diverse exceptional students: Strategies for teaching and assessment*. Thousand Oaks, CA: Sage Publications, Inc.
12. Browder, D., Ahlgrim-Delzell, L., Courtade, G., Gibbs, S. L., & Flowers, C. (2008). Evaluation of the effectiveness of an early literacy program for students with significant developmental disabilities. *Exceptional Children, 75*(1), 33–52.
13. Causton-Theoharis, J. N., & Malmgren, K. W. (2005). Increasing peer interactions for students with severe disabilities via paraprofessional training. *Exceptional Children, 71*(4), 431–445.
14. Wetherby, A. M., & Prizant, B. M. (2005). Enhancing language and communication development in autism spectrum disorders: Assessment and intervention guidelines. In D. Zager (Ed.), *Autism spectrum disorders: Identification, education, and treatment* (pp. 327–366). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
15. Hunt, P., Soto, G., Maier, J., & Doering, K. (2003). Collaborative teaming to support students at risk and students with severe disabilities in general education classrooms. *Exceptional Children, 69*(3), 315–332.
16. Tindal, G., McDonald, M., Tedesco, M., Glasgow, A., Almond, P., Crawford, L., et al. (2003). Alternate assessments in reading and math: Development and validation for students with significant disabilities. *Exceptional Children, 69*(4), 481–494.
17. Committee on Educational Interventions for Children with Autism, National Research Council. (2001). *Educating children with autism* (C. Lord & J. P. McGee, Eds.). Washington, DC: The National Academies Press.

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Exceptional Needs–Intense	CEC Standards: Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized Independence Curricula (IIC)	ISTE National Educational Technology Standards
<p><u>Standard 1: Foundations of Special Education</u></p> <p>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.</p>	<p>CEC 1, CEC 8</p>	
<p><u>Standard 2: Development and Characteristics of Students with Intense Exceptional Needs</u></p> <p>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.</p>	<p>CEC 1, CEC 2, CEC 3, CEC 4, CEC 6</p>	
<p><u>Standard 3: Assessment</u></p> <p>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.</p>	<p>CEC 7, CEC 8, CEC 10</p>	<p>2d, 3a–3d</p>

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Exceptional Needs–Intense	CEC Standards: Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized Independence Curricula (IIC)	ISTE National Educational Technology Standards
<p><u>Standard 4: Individualized Program Planning and Implementation</u></p> <p>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.</p>	<p>CEC 1, CEC 3, CEC 5, CEC 7, CEC 8, CEC 10</p>	<p>2a, 2c</p>
<p><u>Standard 5: Learning Environments</u></p> <p>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.</p>	<p>CEC 2, CEC 4, CEC 5, CEC 7</p>	<p>2a–2d, 3a–3b</p>
<p><u>Standard 6: Instructional Planning and Delivery</u></p> <p>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.</p>	<p>CEC 3, CEC 4, CEC 5, CEC 6, CEC 7</p>	<p>1a–1d, 2a–2d</p>

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Exceptional Needs–Intense	CEC Standards: Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized Independence Curricula (IIC)	ISTE National Educational Technology Standards
<p><u>Standard 7: Communication and Social Skills</u></p> <p>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.</p>	<p>CEC 4, CEC 5, CEC 6, CEC 7, CEC 10</p>	<p>2a–2d</p>
<p><u>Standard 8: Positive Behavioral Interventions and Supports</u></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 students with intense exceptional needs.</p>	<p>CEC 1, CEC 4, CEC 5, CEC 7, CEC 8, CEC 10</p>	
<p><u>Standard 9: Transitions</u></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 lifelong 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 3, CEC 4, CEC 5, CEC 7, CEC 10</p>	

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Exceptional Needs–Intense	CEC Standards: Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized Independence Curricula (IIC)	ISTE National Educational Technology Standards
<p><u>Standard 10: Professional Roles and Responsibilities</u></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 1, CEC 2, CEC 3, CEC 5, CEC 6, CEC 7, CEC 9, CEC 10</p>	<p>3a–3d, 4a, 4c, 5a–5d</p>