

Wisconsin Content Guidelines for Adaptive Education (1859) Licensure

By the end of a preparation program leading to licensure in adaptive education, a student will demonstrate proficiency in:

1. Philosophical, historical, and legal foundations of special education including:
 - The models, theories and philosophies that form the basis for special education practice.
 - The current laws, policies, and ethical issues regarding the provision of educational services for students with disabilities and other students with special needs.
 - The rights, responsibilities and roles of parents, students, teachers, and other professionals as related to student learning needs and educational programs.
2. Characteristics of learners including:
 - The etiologies of medical, psychiatric, neurological, and language disorders and how these impact the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities and other students with special needs.
 - The similarities and differences among the emotional/behavioral, physical, sensory, cognitive, communication, learning, social functioning, and lifelong planning needs of students with disabilities and their peers without disabilities.
 - The similarities and differences between all areas of disability and the levels of severity.
 - The effects of a disability on the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social skill development.
 - The effects of medications on student learning.
3. Assessment, diagnosis, and evaluation including:
 - Application and interpretation of formal and informal assessments (group and individual), and other evaluation instruments and materials.
 - Multiple procedures for identifying student learning characteristics and needs, monitoring student progress and evaluating learning strategies and instructional approaches.
 - The legal regulations regarding referral, evaluation, Individualized Education Program (IEP) development, placement, and alternate assessment procedures for special education.

- Making adjustments to interventions based on continual evaluation of student response to intervention.

4. Instructional content and practice including:

- The selection and use of curriculum materials, systematic instructional methods and assistive technology for teaching basic academic content and skills including how it applies to other relevant content areas (e.g., art, FACE, music, business/marketing, and technology education).
- The selection and use of curriculum materials, systematic instructional methods and assistive technology for developing student communication, affective and social skills including self awareness, self advocacy and self determination skills, and career, vocational and life skills needed for post school independence.
- The development and selection of remedial, adaptive, and compensatory content, materials, resources, and strategies appropriate to student needs in various learning environments.
- Adaptation and modification of instruction and accommodating natural supports.
- The generalization and maintenance of skills across educational settings.
- The cultural perspectives related to effective instruction for students with disabilities and other students with special needs.

5. Planning and managing the teaching and learning environment including:

- Research-based information on basic classroom management theories, methods and strategies.
- Characteristics of environments (e.g., materials, equipment and spatial arrangements) that facilitate learning and interaction between and among students, and support positive intercultural experiences.
- Classroom procedures that match the learner needs with instructional routine and transitions.
- Environmental factors and personal/professional behaviors that support accessibility and foster acceptance of students with disabilities and other students with special needs.
- Lesson plans that meet individual student learning needs.

6. Managing student behavior and social skills/interactions including:

- Current theories of behavior as they apply to students with disabilities and other students with special needs.

- Concept of least intensive or intrusive behavior management techniques.
 - Research-based behavioral change methods and strategies, including:
 - a. Group behavior management strategies, that focus on
 - Instruction, environment, schedules, and transitions
 - b. Individual behavior management strategies, that focus on
 - Proactive intervention strategies and procedures
 - Replacement behavior instruction
 - Behavior change principles, strategies and procedures
 - Skill generalization and maintenance
 - Crisis prevention/intervention
 - c. Social skills/interactions, that focus on
 - Social skill/interaction reinforced, generalized and maintained
 - Social skills curriculum content integrated into the curriculum
 - Self-awareness, self-control, and self-monitoring reinforced, generalized and maintained.
7. The communication and collaborative partnership including:
- Systematic communication and collaborative relationships with parents, students, school, and community personnel within a culturally responsive environment.
 - Communication (oral and written) and collaboration with instructional staff, paraprofessionals, administrators, parents, and other school personnel when jointly planning, implementing, and evaluating education services.
 - Ethical practices used when communicating confidential student information.