

Initial Specialty Set: Deafblindness

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Preparation Standard 1: Learner Development and Individual Learning Differences

Knowledge	
DBI.1.K1	Impact of deafblindness on sensory integration and the implications for teaching and learning
DBI.1.K2	Impact of deafblindness on receptive and expressive communication and language development
DBI.1.K3	Impact of deafblindness on development of self and social and emotional development
DBI.1.K4	Impact of deafblindness on development and learning
DBI.1.K5	Impact of deafblindness on bonding and attachment
DBI.1.K6	Impact of medical conditions and additional impairments on the individual with deafblindness
DBI.1.K7	Relevance of brain development and neurological implications of deafblindness to teaching and learning
DBI.1.K8	Role of the intact and residual sensory systems on development and learning for individuals with deafblindness
DBI.1.K9	Impact of deafblindness on access to and processing of information
DBI.1.K10	Impact of deafblindness on access to and interaction with others

Preparation Standard 2: Learning Environment

Skills	



Skills	
DBI.2.S1	Design the learning environments to promote active engagement and the development of social networks for individuals with deafblindness
DBI.2.S2	Facilitate participation across functional activities for individuals with deafblindness
DBI.2.S3	Use strategies to encourage the active engagement of individuals with deafblindness in age appropriate activities
DBI.2.S4	Provide order and organization to learning environments to maximize participation and communication

Preparation Standard 3: Curricular Content Knowledge

Knowledge	
DBI.3.S1	Foster self determination and advocacy in individuals with deafblindness and their families
DBI.3.S2	Use active empowerment techniques in age-appropriate physical, recreation and leisure activities
DBI.3.S3	Use universal design for learning which incorporate sensory management and maximize effective use of senses
DBI.3.S4	Integrate student-initiated learning experiences into ongoing instruction
DBI.3.S5	Integrate communication and literacy development and learning for individuals with deafblindness

Preparation Standard 4: Assessment

Knowledge	
DBI.4.K1	Assessment approaches and accommodations for individuals with deafblindness

Skills	
DBI.4.S1	Apply person-centered assessment and planning processes to determine instruction and program planning
DBI.4.S2	Conduct functional vision and hearing assessments of individuals with deafblindness

Skills	
DBI.4.S3	Assess communication along a continuum from pre-intentional and pre-symbolic to full communicative competencies
DBI.4.S4	Observe behaviors to determine communicative intent in order to plan interventions

Preparation Standard 5: Instructional Planning & Strategies

Knowledge	
DBI.5.K1	Role of multiple communication partners in everyday life, the learning process, and development of friendships
DBI.5.K2	Research on the impact of deafblindness on communication development
DBI.5.K3	Responsibilities and roles of communication support personnel
DBI.5.K4	Significance of a variety of experiences and relationships to foster communication development
DBI.5.K5	Active and passive elements of communication

Skills	
DBI.5.S1	Provide effective personal management, community and independent living skills instruction for individuals with deafblindness
DBI.5.S2	Adapt intervention and instructional strategies to facilitate and encourage movement
DBI.5.S3	Assist the individual with deafblindness to organize sensory information and orient to space and objects across environments
DBI.5.S4	Model and promote the use of mobility techniques and devices
DBI.5.S5	Use strategies to regulate behavior states of individuals with deafblindness
DBI.5.S6	Use literacy instruction to foster acquisition of cognitive, social and linguistic skills
DBI.5.S7	Implement assistive technology with individuals with deafblindness

Skills	
DBI.5.S8	Use effective interventions and management techniques for positioning, sensory management, movement, balance, and hand use
DBI.5.S9	Use instructional modifications to accommodate functional vision and hearing, and maximize use of other sensory systems
DBI.5.S10	Provide augmentative and alternative communication systems individualized for individuals with deafblindness
DBI.5.S11	Respond to non-linguistic forms of communication
DBI.5.S12	Provide strategies to increase vocabulary and the use of multiple modes of communication across environments and people
DBI.5.S13	Foster understanding and use of multiple “non-linguistic” and emergent forms of communication
DBI.5.S14	Create and promote opportunities for the individual with deafblindness to communicate with peers, family members and staff
DBI.5.S15	Design and implement communication systems for all stages of communication development for individuals with deafblindness
DBI.5.S16	Integrate communication in all contexts and daily activities
DBI.5.S17	Teach communication partners to communicate and interact with individuals with deafblindness
DBI.5.S18	Shape challenging behaviors into effective communication

Preparation Standard 6: Professional Learning and Ethical Practice

Knowledge	
DBI.6.K1	History, etiologies, incidence and prevalence of deafblindness
DBI.6.K2	Definition and issues related to individuals with deafblindness
DBI.6.K3	Key characteristics and components of programs for individuals with deafblindness across the lifespan

Knowledge	
DBI.6.K4	Concepts of self determination, self-advocacy, community and family support and their impact in the lives of individuals with deafblindness
DBI.6.K5	Access rights that provide for specialized services, equipment and materials for individuals with deafblindness
DBI.6.K6	Anatomy and physiology of the visual and auditory systems
DBI.6.K7	Resources for specialized services, materials, and technology for individuals with deafblindness
DBI.6.K8	Differences and implications of congenital and acquired deafblindness
DBI.6.K9	Communication rights of individuals with deafblindness
DBI.6.K10	Principles of least-intrusive instructional support and interaction for individuals with deafblindness

Skills	
DBI.6.S1	Teach interveners and other paraeducators to support engagement of the individual with deafblindness in learning and social interactions
DBI.6.S2	Teach and supervise interveners and paraeducators in the use of targeted instruction and progress monitoring for selected individuals with deafblindness
DBI.6.S3	Teach and supervise interveners and paraeducators in the implementation of age appropriate personal management routines


Preparation Standard 7: Collaboration


Skills	
DBI.7.S1	Collaborate to integrate related services and support services into the instructional settings of individuals with deafblindness
DBI.7.S2	Build partnerships with family and community members to facilitate person-centered planning

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