

Self Assessment Inventory of Competencies for Teachers
of Students with Low Incidence Disabilities
(Medically Fragile, Severe Cognitive, and/or Deafblind)

Evaluation / IEP

PLEASE RATE YOURSELF ON A SCALE OF 1 TO 5, WITH 1 INDICATING NO KNOWLEDGE AND 5 INDICATING THAT YOU ARE VERY KNOWLEDGEABLE IN THAT SPECIFIC AREA.

Evaluation - General:

| ITEMS | THE TEACHER, IN COLLABORATION WITH THE EVALUATION SPECIALIST ENSURES: | RATING | OPTIONAL COMMENTS |
|-------|--|-----------|-------------------|
| 1. | Evaluation originates from an adult outcome; person centered planning process that emphasizes participation in integrated school and community environments. | 1 2 3 4 5 | |
| 2. | Compliance with state and federal laws requiring the assessment of progress of all students toward state standards (TAKS, SDAA, LDAA) and assistance to the ARD Committee at the decision-making process. | 1 2 3 4 5 | |
| 3. | Appropriate evaluation strategies are matched to the characteristics and needs of the individual students based on the nature and severity of the disability as well as their cultural and/or linguistic diversity. | 1 2 3 4 5 | |
| 4. | Background information regarding academic, medical, and family history is collected and used in the evaluation process. | 1 2 3 4 5 | |
| 5. | The appropriate evaluation categories are included for identified students (adaptive behavior, independent living, communication, sensory, motor, cognitive, social and recreation/leisure). | 1 2 3 4 5 | |
| 6. | The appropriate communication of evaluation results (intelligence, achievement, adaptive behavior, medical) to individuals with disabilities, parents/guardians, administrators, and other school and community personnel. | 1 2 3 4 5 | |
| 7. | Assistive technology provided to identified students is based on the evaluation of communication needs, physical needs, and/or general accessibility needs and must be educationally necessary. | 1 2 3 4 5 | |

Evaluation - Formal:

| ITEMS | THE TEACHER, IN COLLABORATION WITH THE EVALUATION SPECIALIST ENSURES: | RATING | OPTIONAL COMMENTS |
|-------|---|-----------|-------------------|
| 8. | Interpretation of functional vocational evaluations. | 1 2 3 4 5 | |
| 9. | Determination of specific student characteristics (positioning, medication, etc) which could impact their method of response during evaluation. | 1 2 3 4 5 | |
| 10. | Results from evaluations are used to make instructional decisions. | 1 2 3 4 5 | |

Evaluation - Informal:

| ITEMS | THE TEACHER, IN COLLABORATION WITH THE EVALUATION SPECIALIST ENSURES: | RATING | OPTIONAL COMMENTS |
|-------|--|-----------|-------------------|
| 11. | A variety of authentic evaluation strategies are used, including observation, anecdotal notes, videotapes, checklists, standardized tests, interviews, portfolios, etc. | 1 2 3 4 5 | |
| 12. | Selection and implementation of ecological inventories, portfolio assessments, task analyses, and functional assessments to accommodate the unique abilities and needs of the identified students. | 1 2 3 4 5 | |
| 13. | There is a system in place for categorizing data and notes into meaningful information that can be used for documentation of progress on IEP goals and for regular reporting to parents. | 1 2 3 4 5 | |
| 14. | Goals and objectives as well as instructional methods are modified, if needed, based on the data. | 1 2 3 4 5 | |
| 15. | Evaluation results are prioritized and used to determine appropriate IEP goals and objectives, select curriculum, and select accommodations/modifications for access to the general curriculum and integration into various programs and environments. | 1 2 3 4 5 | |

IEPS:

| ITEMS | The Teacher, in collaboration with the evaluation specialist ensures: | RATING | OPTIONAL COMMENTS |
|-------|---|-----------|-------------------|
| 16. | The characteristics of the student's disability and the impact it has on their educational needs. | 1 2 3 4 5 | |
| 17. | Measurable annual goals include benchmarks or short term objectives. Observable objectives contains: <ul style="list-style-type: none">- a visible learner performance (what the learner will be doing, such as looking, pointing, touching)- any important conditions (such as: with a physical prompt at the wrist, when using their voice output device)- measurable criteria which specify the level at which the student's performance will be acceptable (frequency, duration, or amount: 4 out of 5 trials on 3 consecutive days) | 1 2 3 4 5 | |
| 18. | The IEP reflects any educationally necessary assistive technology devices (calendar systems, PECS, augmentative communication tools) and services (training, evaluation, maintenance). | 1 2 3 4 5 | |
| 19. | Challenging behaviors are viewed as instructional needs with more appropriate behaviors identified and addressed in the IEP. | 1 2 3 4 5 | |
| 20. | The IEP reflects collaborative planning of transitions from classroom, program, or campus and from high school to adult service agencies. | 1 2 3 4 5 | |
| 21. | The IEP addresses training for the family and staff on issues related to the needs of the student as appropriate. | 1 2 3 4 5 | |

Self Assessment Inventory of Competencies for Teachers
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Daily Living Skills / Curriculum

PLEASE RATE YOURSELF ON A SCALE OF 1 TO 5, WITH 1 INDICATING NO KNOWLEDGE AND 5 INDICATING THAT YOU ARE VERY KNOWLEDGEABLE IN THAT SPECIFIC AREA.

Routines:

| ITEMS | THE TEACHER'S UNDERSTANDING IS REFLECTED BY: | RATING | OPTIONAL COMMENTS |
|-------|--|-----------|-------------------|
| 1. | Age appropriate routines that are taught in various settings and are based on an ecological assessment. | 1 2 3 4 5 | |
| 2. | Complexities of routines/activities that change as students achieve mastery. | 1 2 3 4 5 | |
| 3. | Routines that have opportunities for communication embedded within them, both receptively and expressively. | 1 2 3 4 5 | |
| 4. | Routines that have a clearly defined beginning and ending prompt. | 1 2 3 4 5 | |
| 5. | The following is a list of purposeful routines: <ul style="list-style-type: none"> • Dressing Routines (dressing, undressing, clothing care, appropriate clothing for weather) | 1 2 3 4 5 | |
| 6. | <ul style="list-style-type: none"> • Eating Routines (physical eating skills, prepare and clean up, eating out) | 1 2 3 4 5 | |
| 7. | <ul style="list-style-type: none"> • Personal Cleanliness and Grooming Routines (necessary skills, decision making, preparations for bathing, etc) | 1 2 3 4 5 | |
| 8. | <ul style="list-style-type: none"> • Toilet Routines (physical toilet skills, decision making, different environments) | 1 2 3 4 5 | |
| 9. | <ul style="list-style-type: none"> • Physical Health and Safety Routines (physical fitness skills, exercise & equipment, personal health, safety) | 1 2 3 4 5 | |
| 10. | <ul style="list-style-type: none"> • Leisure Routines (variety of leisure skills, ability to select leisure activities, prepare and clean up activities) (media, games, crafts, hobbies, events) | 1 2 3 4 5 | |

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|-----|---|-----------|--|
| 11. | • Vocational Routines (Job awareness, Job exploration, Job readiness - matching, sorting, packaging, assembly, clerical skills) | 1 2 3 4 5 | |
| 12. | • Community Routines (stores, community facilities and services, restaurants) | 1 2 3 4 5 | |
| 13. | • Travel / Mobility Routines (physical mobility skills, ability to access age appropriate areas of domestic, vocational, public transportation, community sites) | 1 2 3 4 5 | |
| 14. | • Communication Routines (communication skills, consistent communication system, access to a variety of audiences) | 1 2 3 4 5 | |
| 15. | • Multisensory Routines (sensory exploration/stimulation) | 1 2 3 4 5 | |
| 16. | • Special Health Care Routines (g-tube, trach, breathing treatments, positioning, bio-behavioral states monitoring, etc) | 1 2 3 4 5 | |

Curriculum:

| ITEMS | THE TEACHER DEMONSTRATES KNOWLEDGE BY: | RATING | OPTIONAL COMMENTS |
|-------|--|-----------|-------------------|
| 17. | An educational environment that encourages active participation by students in a variety of individual and group learning activities using a functional curriculum considering the appropriate levels of support needed. | 1 2 3 4 5 | |
| 18. | Using a curriculum that emphasizes developmental skills, which include motor, social, cognitive, sensory, and communication, if appropriate. | 1 2 3 4 5 | |
| 19. | Using a curriculum that emphasizes functional skills which include recreation/leisure, domestic, vocational, community, and self-help skills, if appropriate. | 1 2 3 4 5 | |
| 20. | Using a curriculum that emphasizes academic skills/functional academics which include reading, writing, math, science, & social studies, if appropriate. | 1 2 3 4 5 | |

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Instructional Strategies

PLEASE RATE YOURSELF ON A SCALE OF 1 TO 5, WITH 1 INDICATING NO KNOWLEDGE AND 5 INDICATING THAT YOU ARE VERY KNOWLEDGEABLE IN THAT SPECIFIC AREA.

Physical Environment in the Classroom:

| ITEMS | THE CLASSROOM HAS: | RATING | OPTIONAL COMMENTS |
|-------|---|-----------|-------------------|
| 1. | Well-defined and logically located instructional areas. | 1 2 3 4 5 | |
| 2. | Adequate physical space to accommodate adaptive equipment for students. | 1 2 3 4 5 | |
| 3. | Adequate physical space to maximize independent movement as well as access to all instructional areas for students. | 1 2 3 4 5 | |
| 4. | Physical adaptations for student specific needs and are well organized and easily accessible to all staff members and students. | 1 2 3 4 5 | |
| 5. | Materials which are systematically arranged and clearly labeled, either with words or symbols and are accessible to all staff members and students. | 1 2 3 4 5 | |
| 6. | A safe and well-maintained environment with comfortable temperature and lighting. | 1 2 3 4 5 | |
| 7. | Privacy provided for students when necessary. | 1 2 3 4 5 | |
| 8. | Universal health precaution procedures which are followed at all times. | 1 2 3 4 5 | |
| 9. | Materials and room décor that are functional and age appropriate. | 1 2 3 4 5 | |

Student Learning Environment:

| ITEMS | REFLECTS THE TEACHER'S UNDERSTANDING OF: | RATING | OPTIONAL COMMENTS |
|-------|---|-----------|-------------------|
| 10. | The effects of physical, sensory, and health impairments on the development and the behavior of students. | 1 2 3 4 5 | |
| 11. | Modifications to the physical structure, communication supports and assistive technology tools that are used in all learning environments. | 1 2 3 4 5 | |
| 12. | Providing instruction in multiple learning environments including the community. | 1 2 3 4 5 | |
| 13. | The use of a master classroom schedule, which lists the activities for the day, the time when they occur, the teaching personnel responsible, the students involved, and the location for the activity. | 1 2 3 4 5 | |
| 14. | The daily routine that provides a balance of: <ul style="list-style-type: none"> • large and small group activities, • active and quiet activities • independent and dependent activities • minimal unstructured time as reflected in students' IEPs. | 1 2 3 4 5 | |
| 15. | Transitions that are well planned and smooth, and are referenced through the student's individual schedule and the master schedule. | 1 2 3 4 5 | |
| 16. | Individual schedules that are easily accessible by the student and are referenced throughout the day as a basis for communication, anticipation and structure. | 1 2 3 4 5 | |
| 17. | Individualized student schedules (object, tactile symbol, photo, line drawing, etc) that indicate passage of time (activity, day, week, month, year). | 1 2 3 4 5 | |

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|-----|--|-----------|--|
| 18. | The format of the student's schedule will increase in complexity over time, as appropriate. | 1 2 3 4 5 | |
| 19. | Schedules that reflect instructional time spent in the company of typical peers. | 1 2 3 4 5 | |
| 20. | Individual schedules reflect sufficient changes in positioning as needed for physical maintenance, comfort, and access to instruction. | 1 2 3 4 5 | |

Lesson Plans:

| ITEMS | THE TEACHER'S LESSON PLANS REFLECT: | RATING | OPTIONAL COMMENTS |
|-------|--|-----------|-------------------|
| 21. | The continuity in the acquisition of student IEP goals and objectives with appropriate modifications and assistive technology. | 1 2 3 4 5 | |
| 22. | Functional, age-appropriate activities and materials. | 1 2 3 4 5 | |
| 23. | The appropriate degree of participation in activities as indicated on students' IEPs. | 1 2 3 4 5 | |
| 24. | The generalization of skills over time through the use of a variety of learning environments, instructors and materials. | 1 2 3 4 5 | |
| 25. | Long term planning, with the integration of individual and master schedules. | 1 2 3 4 5 | |

Student Participation:

| ITEMS | THE TEACHER ENSURES THAT: | RATING | OPTIONAL COMMENTS |
|-------|--|-----------|-------------------|
| 26. | Instructional activities are meaningful and are modified to student's abilities with adapted equipment used as needed to facilitate student participation. | 1 2 3 4 5 | |
| 27. | Instructional activities are designed to promote acquisition of new skills as well as maintenance of existing skills. | 1 2 3 4 5 | |
| 28. | Physical positioning requirements are used to maximize opportunities for instruction. | 1 2 3 4 5 | |
| 29. | Adults provide adequate wait time for student responses, using cues when needed. | 1 2 3 4 5 | |
| 30. | Staff consistently provides the appropriate level of assistance (hand-under-hand, physical prompt, verbal prompt) fading the level of prompting over time. | 1 2 3 4 5 | |
| 31. | Students are encouraged to solve problems, initiate activities and act independently, even if it takes longer or is not "perfectly done". | 1 2 3 4 5 | |
| 32. | Students are provided communication systems (e.g.: AT devices, verbal language, manual signs, picture symbols, object symbols) and multiple opportunities for receptive and expressive use throughout their day. | 1 2 3 4 5 | |
| 33. | Assistive technology devices are used to access the environment, to communicate, and participate in activities as dictated by students' IEPs. | 1 2 3 4 5 | |
| 34. | Health care procedures, as described in the Individual Health Care Plan, promote participation in medical self-management, as addressed in the students IEPs. | 1 2 3 4 5 | |

Collaboration:

| ITEMS | THE TEACHER ENSURES THAT: | RATING | OPTIONAL COMMENTS |
|-------|--|-----------|-------------------|
| 35. | Paraprofessionals are involved in direct instruction, given sufficient supervision and support, and given daily schedules. | 1 2 3 4 5 | |
| 36. | Instructional and related services (speech, OT, PT, VI, etc) IEP goals and objectives are integrated into daily/weekly activities and routines. | 1 2 3 4 5 | |
| 37. | School personnel communicate with and involve parents in the student's program. | 1 2 3 4 5 | |
| 38. | General education staff is included in planning and development of IEP goals for students, when appropriate. | 1 2 3 4 5 | |
| 39. | Classroom staff participates in campus planning, activities, and staff development. | 1 2 3 4 5 | |
| 40. | Collaboration with the physical therapist, occupational therapist, etc. can ensure that all staff know and practice safe body mechanics. | 1 2 3 4 5 | |
| 41. | The school nurse provides appropriate training and supervision for the implementation of health care procedures performed by staff on identified students. | 1 2 3 4 5 | |

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