

505-3-.99 SPECIAL EDUCATION PHYSICAL AND HEALTH DISABILITIES ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare teachers to provide instruction or instructional support to P-12 students who have physical or health-related disabilities for all or part of a student's general or special curriculum needs as indicated in the Individual Education Plan (IEP). This rule supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (viii) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

1. A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards for the preparation of all beginning special education teachers of students with physical and health disabilities published by the Council for Exceptional Children 2012.

(i) Learner and Learning: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who understand the characteristics, treatment, and course of physical and health disabilities;

(II) The program shall prepare candidates who understand secondary conditions and treatment options that accompany physical and health disabilities;

(III) The program shall prepare candidates who understand the implications of physical and health disabilities on development and learning;

(IV) The program shall prepare candidates who understand the progression of degenerative diseases and the impact on educational performance;

(V) The program shall prepare candidates who understand issues related to children's perceptions of death and dying;

(VI) The program shall prepare candidates who understand the effects of physical disabilities on the way information is processed;

(VII) The program shall prepare candidates who understand the functional effects of the type and severity of physical and health disabilities on individual performance;

(VIII) The program shall prepare candidates who understand the psychosocial effects of physical and health disabilities;

(IX) The program shall prepare candidates who apply knowledge of characteristics of individual's physical and health disabilities to their treatment interventions.

(X) The program shall prepare candidates who monitor the effects of medication on individual performance; and

(XI) The program shall prepare candidates who address learned helplessness in individuals with physical and health disabilities.

(ii) Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination as indicated by the following:

(I) The program shall prepare candidates who understand adaptations of educational environments to enhance the potential of individuals with physical and health disabilities;

(II) The program shall prepare candidates who understand barriers to accessibility by individuals with physical and health disabilities;

(III) The program shall prepare candidates who understand evacuation plans for individuals with physical and health disabilities;

(IV) The program shall prepare candidates who provide positioning techniques and equipment to promote participation in academic and social environments;

(V) The program shall prepare candidates to demonstrate proper body mechanics to promote individual and teacher safety in transfer, lifting, positioning and seating;

(VI) The program shall prepare candidates who arrange equipment and materials to provide a safe and healthy environment;

(VII) The program shall prepare candidates who provide information that promotes sensitivity towards, and acceptance of, those who have physical and health disabilities including communicable diseases; and

(VIII) The program shall prepare candidates who create learning environments to develop self-advocacy and independence when working with personal assistants.

(iii) Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who understand the continuum of nonsymbolic to symbolic forms of communication;

(II) The program shall prepare candidates who understand the medical terminology related to physical and health disabilities;

(III) The program shall prepare candidates who understand the types and transmission routes of infectious and communicable diseases; and

(IV) The program shall prepare candidates who identify sources of specialized materials, equipment, and assistive technology for individuals with physical and health disabilities.

(iv) Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions as indicated by the following:

(I) The program shall prepare candidates who understand valid and reliable assessment instruments for individuals who have poor motor skills and/or are non-verbal;

(II) The program shall prepare candidates who teach response modes to establish accuracy in the assessment of individuals with physical and health disabilities;

(III) The program shall prepare candidates who select, adapt, and use assessment information when tests are not validated on individuals with physical and health disabilities; and

(IV) The program shall prepare candidates who modify and adapt tools and procedures within the confines of the standardization process.

(v) Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who understand the adaptations and assistive technology necessary to accommodate the unique characteristics of individuals with physical and health disabilities;

(II) The program shall prepare candidates who understand strategies for teaching organization and study skills;

(III) The program shall prepare candidates who understand strategies for teaching adapted physical education and recreational skills;

(IV) The program shall prepare candidates who demonstrate techniques for teaching human sexuality;

(V) The program shall prepare candidates who understand the incorporation of augmentative and assistive communication into instruction and daily living activities;

(VI) The program shall prepare candidates who use specialized instructional strategies for academic and functional tasks for individuals with physical and health disabilities;

(VII) The program shall prepare candidates who use adaptations and assistive technology to provide access to and participation in the general curriculum;

(VIII) The program shall prepare candidates who individualize instructional strategies to minimize the functional effects of the disability;

(IX) The program shall prepare candidates who teach how to manage and document personal health care procedures in a safe, healthy environment;

(X) The program shall prepare candidates who teach the use and management of technology;

(XI) The program shall prepare candidates who demonstrate techniques for teaching literacy skills to individuals who are non-verbal;

(XII) The program shall prepare candidates who support the use of primary and secondary forms of communication across environments;

(XIII) The program shall prepare candidates who suggest data driven adjustments to communication systems;

(XIV) The program shall prepare candidates who use assistive technology assessment to plan adaptations;

(XV) The program shall prepare candidates who integrate individualized health care plans into daily programming;

(XVI) The program shall prepare candidates who pace instruction based on individual characteristics and health factors;

(XVII) The program shall prepare candidates who implement data driven progress monitoring to document and guide instruction; and

(XVIII) The program shall prepare candidates who include independent living and post-secondary needs in instructional programming and transitional planning.

(vi) Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession as indicated by the following:

(I) The program shall prepare candidates who understand issues and educational definitions of individuals with physical and health disabilities;

(II) The program shall prepare candidates who understand historical foundations related to knowledge and practices in physical and health disabilities;

(III) The program shall prepare candidates who understand laws and policies related to the provision of specialized health care in the educational setting;

(IV) The program shall prepare candidates who articulate key elements of service delivery for individuals with physical and health disabilities; and

(V) The program shall prepare candidates who participate in the activities of professional organizations in the field of physical and health disabilities.

(vii) Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences as indicated by the following:

(I) The program shall prepare candidates who understand the roles and responsibilities of school- and community-based medical and related services personnel;

(II) The program shall prepare candidates who collaborate in the selection and implementation of augmentative and alternative communication and assistive technology;

(III) The program shall prepare candidates who use available resources to assist with planning and the design of programs for individuals with physical and health disabilities;

(IV) The program shall prepare candidates who support individuals with exceptional learning needs as members of augmentative and assistive communication and assistive technology selection teams;

(V) The program shall prepare candidates who coordinate with related service personnel to maximize direct instruction time for individuals with physical and health disabilities;

(VI) The program shall prepare candidates who collaborate with service providers, general education teachers, and families to provide integrated services; and

(VII) The program shall prepare candidates who participate in trans-disciplinary teams.

Authority O.C.G.A. § 20-2-200