



Autism Focused Intervention
Resources & Modules

Parent Implemented Intervention CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: <http://afirm.fpg.unc.edu/learn-afirm>

Below are CEC Standards that apply specifically to Parent Implemented Intervention (PII) module.

| Standard | Description |
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| Initial Preparation Standard 1: Learner Development and Individual Learning Differences | |
| ISCI 1 K3 | Family systems and the role of families in supporting development |
| Initial Preparation Standard 2: Learning Environments | |
| ISCI 2 S5 | Modify the learning environment to manage behaviors |
| ISCI 2 S10 | Use effective and varied behavior management strategies |
| ISCI 2 S12 | Design and manage daily routines |
| Initial Preparation Standard 4: Assessment | |
| DDA4 K2 | Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities/autism spectrum disorders |
| Initial Preparation Standard 5: Instructional Planning & Strategies | |
| ISCI 5 S19 | Use strategies to support and enhance communication skills of individuals with exceptionalities |
| DDA5 S5 | Consistent use of proactive strategies and positive behavioral supports |
| DDA5 S10 | Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders |
| DDA5 S15 | Use specialized instruction to enhance social participation across environments |
| Initial Preparation Standard 7: Collaboration | |
| ISCI 7 K3 | Concerns of families of individuals with exceptionalities and strategies to help address these concerns |
| ISCI 7 S2 | Collaborate with families and others in assessment of individuals with exceptionalities |
| ISCI 7 S3 | Foster respectful and beneficial relationships between families and professionals |
| ISCI 7 S4 | Assist individuals with exceptionalities and their families in becoming active participants in the educational team |
| ISCI 7 S8 | Model techniques and coach others in the use of instructional methods and accommodations |

| Standard | Description |
|--|---|
| Advanced Preparation Standard 3: Programs, Services, and Outcomes | |
| SEDAS3 S7 | Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders |
| SEDAS3 S8 | Provide varied instruction and opportunity to learn play and leisure skills |
| SEDAS3 S10 | Organize the curriculum to integrate individuals' special interests and materials, activities and routines across curriculum |
| SEDAS3 S12 | Identify evidence based strategies to increase an individual's self-determination of activities, services, and preferences |
| Advanced Preparation Standard 7: Collaboration | |
| SEDAS7 S3 | Collaborate with families and other team members in non-judgmental ways to make informed decisions about interventions and life planning |

**For more
information visit:**
www.afirm.fpg.unc.edu