Peer-Mediated Instruction and 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 peer-mediated instruction and intervention (PMII) module.

Standard	Description
Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
ISCI 1 K11	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
DDA1 K5	Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders
Initial Preparation Standard 2: Learning Environments	
ISCI 2 K5	Social skills needed for educational and other environments
ISCI 2 S2	Identify realistic expectations for personal and social behavior in various settings
ISCI 2 S3	Identify supports needed for integration into various program placements
ISCI 2 S7	Establish and maintain rapport with individuals with and without exceptionalities
DDA2.S3	Use specialized instruction to enhance social participation across environments
Initial Preparation Standard 3: Curricular Content Knowledge	
ISCI 3 S2	Integrate affective, social, and life skills with academic curricula
DDA3 S1	Provide pragmatic language instruction that facilitates social skills
DDA3 S2	Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications
DDA3 S5	Use specialized instruction to enhance social participation across environments
Initial Preparation Standard 5: Instructional Planning Strategies	
ISCI 5 S13	Use strategies to facilitate integration into various settings
DDA5 S2	Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders
DDA5 S8	Provide instruction in community-based settings
DDA5 S12	Utilize student strengths to reinforce and maintain social skills
DDA5 S15	Use specialized instruction to enhance social participation across environments
Initial Preparation Standard 7: Collaboration	
ISCI 7 S6	Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings
ISCI 7 S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities
ISCI 7 S8	Model techniques and coach others in the use of instructional methods and accommodations

Standard	Description
Advanced Preparation Standard 1: Assessment	
ACSI1 K4	Evaluate an individual's success in the general education curriculum
Advanced Preparation Standard 3: Programs, Services, and Outcomes	
SEDAS3.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities/autism spectrum disorders
SEDAS3.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
SEDAS3.S6	Arrange program environments to facilitate spontaneous communication
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

For more information visit:
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