



Autism Focused Intervention
Resources & Modules

CEC Standards

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

| Standard | Description |
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| Initial Preparation Standard 1: Learner Development and Individual Learning Differences | |
| ISCI 1 K2 | Similarities and differences among individuals with exceptionalities |
| ISCI 1 K12 | Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences |
| DDA1 K2 | Core and associated characteristics of individuals with developmental disabilities/autism spectrum disorders |
| Initial Preparation Standard 2: Learning Environments | |
| ISCI 2 K1 | Demands of learning environments |
| ISCI 2 K2 | Basic classroom management theories and strategies for individuals with exceptionalities |
| ISCI 2 K3 | Effective management of teaching and learning |
| ISCI 2 S6 | Use performance data and information from all stakeholders to make or suggest modifications in learning environments |
| DDA2.S2 | Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate |
| DDA2.S4 | Plan systematic instruction based on learner characteristics, interests, and ongoing assessment |
| Initial Preparation Standard 3: Curricular Content Knowledge | |
| DDA3 S4 | Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate |
| DDA3 S6 | Plan systematic instruction based on learner characteristics, interests, and ongoing assessment |
| Initial Preparation Standard 5: Instructional Planning & Strategies | |
| ISCI 5 K2 | Evidence-based practices validated for specific characteristics of learners and settings |
| ISCI 5 S5 | Sequence, implement, and evaluate individualized learning objectives |
| ISCI 5 S10 | Use instructional time effectively |
| ISCI 5 S11 | Make responsive adjustments to instruction based on continual observations |
| ISCI 5 S15 | Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities |
| ISCI 5 S16 | Use strategies to facilitate maintenance and generalization of skills across learning environments |
| ISCI 5 S21 | Modify instructional practices in response to ongoing assessment data |
| DDA5 S1 | Match levels of support to changing needs of the individual |
| DDA5 S14 | Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate |
| DDA5 S16 | Plan systematic instruction based on learner characteristics, interests, and ongoing assessment |

Initial Preparation Standard 6: Professional Learning & Ethical Practice

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| ISCI 6 K14 | Methods to remain current regarding research-validated practice |
| DDA6 K4 | Trends and practices in the field of developmental disabilities/autism spectrum disorders |
| ISCI 6 S13 | Demonstrate commitment to engage in evidence-based practices |

Initial Preparation Standard 7: Collaboration

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| ISCI 7 S9 | Communicate with school personnel about the characteristics and needs of individuals with exceptionalities |
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| Standard | Description |
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| Advanced Preparation Standard 1: Assessment | |
| SEDAS1.K4 | Importance of ongoing evaluation of strengths and needs in varied contexts |
| SEDAS1.S5 | Use information from assessments and educational records to design instruction |
| SEDAS1.S6 | Collect, interpret and use data to document outcomes for individuals with developmental disabilities/autism spectrum disorders, and change programming as indicated with family and team |
| Advanced Preparation Standard 2: Curricular Content | |
| SEDAS2.K2 | Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities/autism spectrum disorders |
| Advanced Preparation Standard 3: Programs, Services, and Outcomes | |
| ACSI3 K2 | Theories and methodologies of teaching and learning, including adaptation and modification of curriculum. |
| ACSI3 K6 | Developmentally appropriate strategies for modifying instructional methods and the learning environment. |
| SEDAS3.K2 | Range of environmental supports that maximize learning for individuals with developmental disabilities/autism spectrum disorders |
| SEDAS3.S14 | Plan and implement individualized and intensive programming that matches the individual's needs |
| Advanced Preparation Standard 4: Research & Inquiry | |
| ACSI4 K1 | Evidence-based practices validated for specific characteristics of learners and settings. |
| SEDAS4.K1 | Current etiology and practice based research specific to developmental disabilities/autism spectrum disorders |
| ACSI4 S3 | Use educational research to improve instruction intervention strategies, and curricular materials. |
| SEDAS4.S1 | Interpret and relay research findings in layperson terms or jargon free language. |
| Advanced Preparation Standard 6: Professional and Ethical Practice | |
| ACSI6 S2 | Implement practices that promote success for individuals with exceptionalities |
| ACSI6 S4 | Disseminate information on effective school and classroom practices. |

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