



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
<b>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</b>	
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
<b>Initial Preparation Standard 2: Learning Environments</b>	
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
<b>Initial Preparation Standard 3: Curricular Content Knowledge</b>	
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
<b>Initial Preparation Standard 5: Instructional Planning &amp; Strategies</b>	
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**

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**

ISCI 7 S9	Communicate with school personnel about the characteristics and needs of individuals with exceptionalities
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<b>Standard</b>	<b>Description</b>
<b>Advanced Preparation Standard 1: Assessment</b>	
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
<b>Advanced Preparation Standard 2: Curricular Content</b>	
SEDAS2.K2	Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities/autism spectrum disorders
<b>Advanced Preparation Standard 3: Programs, Services, and Outcomes</b>	
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
<b>Advanced Preparation Standard 4: Research &amp; Inquiry</b>	
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.
<b>Advanced Preparation Standard 6: Professional and Ethical Practice</b>	
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](http://www.afirm.fpg.unc.edu)