



Indiana Content Standards for Educators

EXCEPTIONAL NEEDS—MILD

Teachers of students with mild exceptional needs (Autism Spectrum Disorder, Emotional Disability, Learning Disability, Mild Mental Disability, Moderate Mental Disability, Orthopedic Impairment, Traumatic Brain Injury, Other Health Impairment) are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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Exceptional Needs—Mild Educator Standards

Standard 1: Foundations of Special Education

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of special education and demonstrate the ability to apply this knowledge to effectively meet the needs of students with mild exceptional needs.

Standard 2: Development and Characteristics of Students with Mild Exceptional Needs

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the characteristics and needs of students with disabilities as well as factors affecting the learning and development of students with mild exceptional needs and demonstrate the ability to apply this knowledge to effectively meet the needs of students with mild exceptional needs.

Standard 3: Assessment

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of special education and demonstrate the ability to select, adapt, modify, administer, and interpret the results of assessments used with students with mild exceptional needs.

Standard 4: Individualized Program Planning and Implementation

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs for students with mild exceptional needs.

Standard 5: Learning Environments

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of a variety of learning environments for students with mild exceptional needs and demonstrate the ability to plan, manage, and modify learning environments for students with mild exceptional needs.

Standard 6: Instructional Planning and Delivery

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of effective, research-based instructional practices for students with mild exceptional needs and demonstrate the ability to apply such practices to promote students' success in the general curriculum.

Standard 7: Communication and Social Skills

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of strategies for fostering students' communication and social skills and demonstrate the ability to apply such strategies to help students with mild exceptional needs achieve their individual goals related to communication and social skills.

Standard 8: Positive Behavioral Interventions and Supports

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the principles of positive behavioral interventions and supports and demonstrate the ability to apply these principles by providing effective positive behavioral interventions and supports for students with mild exceptional needs.

Standard 9: Transitions

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of strategies for teaching independent living skills and promoting successful life transitions and demonstrate the ability to apply this knowledge to help students with mild exceptional needs acquire independent living skills and make successful transitions.

Exceptional Needs—Mild Educator Standards

Standard 10: Professional Roles and Responsibilities

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the professional roles and responsibilities of the special education teacher and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with mild exceptional needs.

Exceptional Needs—Mild Educator Standards

Standard 1: Foundations of Special Education

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of special education and demonstrate the ability to apply this knowledge to effectively meet the needs of students with mild exceptional needs, including:

- 1.1** historical and philosophical foundations of special education, including important findings from the research literature and major contributors to the field of special education
- 1.2** knowledge of current issues, trends, and research related to knowledge and practice in the fields of general education and special education
- 1.3** the ability to apply ethical guidelines related to the education of students with mild exceptional needs
- 1.4** the ability to apply knowledge of state and federal laws and policies related to the field of special education, including Indiana's Article 7, Rules 32–47
- 1.5** the ability to apply knowledge of the rights, roles, and responsibilities of all stakeholders and organizations regarding the education of students with mild exceptional needs

Standard 2: Development and Characteristics of Students with Mild Exceptional Needs

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the characteristics and needs of students with disabilities as well as factors affecting the learning and development of students with mild exceptional needs and demonstrate the ability to apply this knowledge to effectively meet the needs of students with mild exceptional needs, including:

- 2.1** the ability to recognize typical and atypical human growth and development, including the cognitive, physical, sensory, linguistic, and social-emotional domains
- 2.2** similarities and differences among students with and without mild exceptional needs
- 2.3** types, characteristics, and etiologies of mild disabilities
- 2.4** the ability to apply knowledge of the effects of medical conditions, physical and health needs, and common medications (e.g., stimulant, antidepressant, antiepileptic) on students with mild exceptional needs
- 2.5** the ability to apply knowledge of family systems and the roles families play in supporting learning and development
- 2.6** the ability to apply knowledge of the educational implications of mild disabilities
- 2.7** the ability to recognize the effects of mild exceptional needs on multiple aspects of an individual's life, including education, career, vocation, social relationships, recreation, and adult life roles
- 2.8** knowledge of the influence of cultural, linguistic, and socioeconomic factors on the development, learning, and identification of students with disabilities; and knowledge of how these factors can influence the disproportionate representation of individuals from diverse groups in disability categories

Exceptional Needs—Mild Educator Standards

Standard 3: Assessment

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of special education and demonstrate the ability to select, adapt, modify, administer, and interpret the results of assessments used with students with mild exceptional needs, including:

- 3.1** basic terminology used in assessment and specialized terminology used in the assessment of students with mild exceptional needs
- 3.2** measurement theory and the implications of measurement theory for selecting, administering, and scoring assessments and interpreting assessment results
- 3.3** the characteristics, uses, and limitations of various formal and informal assessments
- 3.4** the ability to apply the principles of universal design for learning (UDL) in regard to the assessment of students with mild exceptional needs
- 3.5** the ability to select, adapt, and modify assessments to accommodate students with mild exceptional needs, including students who are nonverbal or English Learners
- 3.6** the ability to apply knowledge of referral and classification procedures
- 3.7** the ability to apply strategies and procedures for administering assessments, including strategies for using technology, strategies for collaborating with families and other stakeholders in the assessment process, and procedures to avoid bias during the assessment process
- 3.8** the ability to interpret information from various formal and informal assessments, including curriculum-based assessments
- 3.9** the ability to evaluate instruction, monitor progress, and make instructional changes to support student learning
- 3.10** the ability to interpret, report, and communicate assessment results to all stakeholders using paper-based and digital formats
- 3.11** the ability to serve as an effective member of evaluation and/or data teams

Exceptional Needs—Mild Educator Standards

Standard 4: Individualized Program Planning and Implementation

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs for students with mild exceptional needs, including:

- 4.1** the ability to use assessment information to make eligibility, program, and placement decisions for students with mild exceptional needs, including students from culturally and/or linguistically diverse backgrounds and students referred for interventions through the Response to Instruction (RtI) process
- 4.2** the ability to apply knowledge of the continuum of services for students with mild exceptional needs and types of supports needed to facilitate students' inclusion in various settings
- 4.3** components of Individualized Education Programs (IEPs) and the format for facilitating a case conference
- 4.4** roles and responsibilities of RtI team members, multidisciplinary team members, and Case Conference Committee (CCC) members in developing, implementing, monitoring, and amending individualized programs, including IEPs, transition plans, and behavioral and academic intervention plans
- 4.5** the ability to involve students with mild exceptional needs and their families in developing individualized programs, setting instructional goals, and monitoring progress toward goals each grading period
- 4.6** the ability to incorporate and implement differentiated instruction, transition assessments, and assistive technology into IEPs to facilitate student learning
- 4.7** the ability to apply strategies for prioritizing areas of the general education curriculum for students with mild exceptional needs and for sequencing, implementing, and evaluating individualized learning objectives
- 4.8** the ability to apply strategies for working effectively with general education teachers and support staff in providing student support services as well as in communicating relevant issues affecting students' learning environment

Exceptional Needs—Mild Educator Standards

Standard 5: Learning Environments

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of a variety of learning environments for students with mild exceptional needs and demonstrate the ability to plan, manage, and modify learning environments for students with mild exceptional needs, including:

- 5.1** recognition of how teacher attitudes and behaviors can affect students with and without disabilities and the ability to apply strategies for developing and maintaining rapport with all students
- 5.2** the ability to apply strategies for creating a safe, positive, equitable, and supportive classroom climate that fosters respect for diversity and positive interactions among all students
- 5.3** the ability to apply the principles of universal design for learning (UDL) in regard to planning learning environments to support the inclusion of students with mild exceptional needs
- 5.4** the ability to apply strategies for planning, managing, and modifying the teaching and learning environment, including strategies for designing and managing effective classroom routines and instruction
- 5.5** the ability to apply strategies for designing various learning environments to encourage students' active participation, meaningful engagement, and independence in individual and group activities
- 5.6** recognition of barriers to accessibility and to the acceptance of students with mild exceptional needs and the ability to apply strategies for adapting the physical environment to meet individual needs
- 5.7** the ability to use performance data and information from all stakeholders to make or suggest modifications to learning environments
- 5.8** the ability to use and maintain educational and assistive technologies for facilitating student learning
- 5.9** recognition of the types and transmission routes of infectious diseases and the ability to use universal precautions to maintain a safe and healthy learning environment

Exceptional Needs—Mild Educator Standards

Standard 6: Instructional Planning and Delivery

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of effective, research-based instructional practices for students with mild exceptional needs and demonstrate the ability to apply such practices to promote students' success in the general curriculum, including:

- 6.1** national, state, and local curricula standards and the scope and sequence of the general curriculum
- 6.2** knowledge of grade-level content-area curricula
- 6.3** the ability to prepare lesson plans, prepare and organize materials to implement daily lesson plans, provide instructional accommodations and modifications, differentiate instruction, and make responsive adjustments to instruction based on ongoing observations and other assessment data
- 6.4** the ability to apply the principles of universal design for learning (UDL) in regard to instructional planning and delivery for students with mild exceptional needs
- 6.5** the ability to apply strategies for developing and selecting instructional content, resources, technologies, and strategies that respond to students' cultural, linguistic, and gender differences; learning strengths; and academic and social abilities, attitudes, interests, and values
- 6.6** sources of specialized materials, curricula, technologies, and other resources for students with mild exceptional needs
- 6.7** the ability to apply research-supported strategies for selecting, adapting, and applying instructional strategies and materials according to the characteristics of students with mild exceptional needs
- 6.8** the ability to identify the advantages and limitations of various instructional strategies and practices for teaching students with mild exceptional needs across the general education curricula
- 6.9** the ability to apply research-supported strategies for providing specially designed reading instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction and strategies for using technology to support students' reading skills
- 6.10** the ability to apply research-supported strategies for providing specially designed written language instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction and strategies for using technology to support various aspects of the writing process
- 6.11** the ability to apply research-supported strategies for providing specially designed mathematics instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction and strategies for using technology to engage students in solving authentic, real-world problems
- 6.12** the ability to apply research-supported strategies for providing specially designed science and social studies instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction, strategies for using technology to support students' learning, and strategies for incorporating inquiry-based instruction
- 6.13** the ability to apply research-supported strategies for teaching students with mild exceptional needs to use self-assessment, problem solving, study skills, learning strategies, test preparation and test-taking skills, and other cognitive strategies across the general education curricula to meet their own needs

Exceptional Needs—Mild Educator Standards

Standard 7: Communication and Social Skills

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of strategies for fostering students' communication and social skills and demonstrate the ability to apply such strategies to help students with mild exceptional needs achieve their individual goals related to communication and social skills, including:

- 7.1** the ability to apply strategies for supporting and enhancing the communication skills of students with mild exceptional needs, including students from various cultural and linguistic backgrounds and students who use augmentative and alternative communication (AAC) systems
- 7.2** the ability to plan instruction regarding the use of AAC systems
- 7.3** the ability to apply strategies for supporting the communication skills of English Learners
- 7.4** the ability to select and use technology, materials, and other resources required to teach students whose communication needs interfere with learning
- 7.5** the ability to apply strategies for teaching students with mild exceptional needs to give and receive meaningful feedback when interacting with peers and adults
- 7.6** the ability to apply strategies for teaching social skills that students need in order to succeed in educational and other environments and the ability to apply knowledge of realistic expectations for students' personal and social behavior in educational and community settings
- 7.7** the ability to design, implement, and evaluate instructional programs that enhance the social participation of students with mild exceptional needs across environments
- 7.8** the ability to apply strategies for increasing students' self-awareness, self-management, self-control, self-reliance, self-esteem, self-efficacy, and self-advocacy skills
- 7.9** familiarity with interpersonal problem-solving and conflict-resolution skills

Exceptional Needs—Mild Educator Standards

Standard 8: Positive Behavioral Interventions and Supports

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the principles of positive behavioral interventions and supports and demonstrate the ability to apply these principles by providing effective positive behavioral interventions and supports for students with mild exceptional needs, including:

- 8.1** various theoretical approaches and research-based models regarding behavior and motivation, and theories of various reinforcement techniques used with students with mild exceptional needs
- 8.2** the ability to apply the principles of positive behavioral interventions and supports for students with mild exceptional needs
- 8.3** components of functional behavioral assessments and behavioral support plans and the ability to use the results of functional behavioral assessments to develop behavioral support plans
- 8.4** the ability to apply knowledge of the types, characteristics, strengths, and limitations of various behavioral interventions and reinforcement techniques for students with mild exceptional needs
- 8.5** the ability to coordinate the implementation of positive behavioral interventions and supports among stakeholders
- 8.6** the ability to apply strategies and procedures for crisis prevention and intervention
- 8.7** the ability to implement various data charting and collection procedures that are used to track and monitor the effectiveness of positive behavioral interventions and the ability to adapt and modify interventions based on the review and analysis of data

Standard 9: Transitions

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of strategies for teaching independent living skills and promoting successful life transitions and demonstrate the ability to apply this knowledge to help students with mild exceptional needs acquire independent living skills and make successful transitions, including:

- 9.1** the ability to plan and provide instruction in daily living skills for students with mild exceptional needs
- 9.2** the ability to apply strategies for integrating affective, social, and life skills with academic curricula
- 9.3** the ability to select, administer, and interpret transition assessments
- 9.4** the ability to design and implement instructional programs to address independent living skills, career education, and medical self-management procedures for students with mild exceptional needs
- 9.5** the ability to apply strategies for preparing students with mild exceptional needs to live harmoniously and productively in a culturally diverse world
- 9.6** the ability to apply knowledge of resources, strategies, and techniques for promoting successful life transitions for students with mild exceptional needs before and throughout the school years and into postsecondary and adult settings
- 9.7** familiarity with model career, vocational, and transition programs for students with mild exceptional needs

Exceptional Needs—Mild Educator Standards

Standard 10: Professional Roles and Responsibilities

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the professional roles and responsibilities of the special education teacher and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with mild exceptional needs, including:

- 10.1** the ability to communicate and collaborate with students with mild exceptional needs and their families to help students achieve desired learning outcomes, including students from diverse cultural, linguistic, and socioeconomic backgrounds
- 10.2** the ability to communicate, collaborate, and consult with general education teachers, related services providers, other school staff members, representatives of community agencies, and other stakeholders to provide learning opportunities for students with mild exceptional needs
- 10.3** the ability to supervise and communicate with paraeducators, volunteers, and tutors
- 10.4** engagement in professional development activities and professional organizations relevant to teaching students with mild exceptional needs, and knowledge of professional resources, organizations, and publications for enhancing one's professional skills and for engaging in lifelong professional development
- 10.5** the ability to apply knowledge of how to practice within the Council for Exceptional Children (CEC) Code of Ethics, federal and state laws, and other standards of the profession, including legal and ethical guidelines for using digital information and technologies
- 10.6** the ability to apply strategies for engaging in reflection and self-assessment activities to address one's own strengths and weaknesses, to become aware of one's own cultural biases and differences and dispositions toward students with mild exceptional needs and their families, to improve instruction, and to determine personal goals for professional growth
- 10.7** the ability to advocate for students with mild exceptional needs and their families
- 10.8** the ability to apply strategies for using digital tools and resources to collaborate and communicate with others effectively and for teaching students with mild exceptional needs to use technology to achieve desired learning outcomes

Selected Bibliography of Standards and Sources Related to Exceptional Needs–Mild

State and National Standards and Curriculum Frameworks

1. Council for Exceptional Children (CEC). (2009). *Initial special education teachers of individuals with exceptional learning needs in: individualized general education curricula (IGC)*. http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/Initial_Individualized_General_Education_Curricula.pdf
2. Council for Exceptional Children (CEC). (2009). CEC code of ethics and professional practice standards. In *What every special educator must know: Ethics, standards, and guidelines for special educators* (6th ed.). Arlington, VA: Author.
3. U.S. Department of Education. (2006). *Assistance to states for the education of children with disabilities and preschool grants for children with disabilities; final rule*. <http://idea.ed.gov/download/finalregulations.html>
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Sources on Exceptional Needs–Mild Content

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6. Cohen, L. G., & Spenciner, L. J. (2010). *Assessment of children and youth with special needs* (4th ed.). Boston: Pearson Allyn & Bacon.
7. National Joint Committee on Learning Disabilities (NJCLD). (2010, June). *Comprehensive assessment and evaluation of students with learning disabilities*. <http://www.ldonline.org/njclcd>
8. McLaughlin, M. L. (2010). Evolving interpretations of educational equity and students with disabilities. *Exceptional Children, 76*(3), 265–278.
9. Wagner, M., Kutash, K., Duchnowski, A. J., Epstein, M. H., & Carl Sumi, W. (2005). The children and youth we serve: A national picture of the characteristics of students with emotional disturbances receiving special education. *Journal of Emotional and Behavioral Disorders, 13*(2), 79–97.
10. National Joint Committee on Learning Disabilities (NJCLD). (2005, June). *Responsiveness to intervention and learning disabilities*. <http://www.ldonline.org/njclcd>
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Selected Bibliography of Standards and Sources Related to Exceptional Needs—Mild

Sources on Student Learning and Pedagogical Methodology

12. Cook, C. R., Gresham, F. M., Kern, L., Barreras, R. B., Thornton, S., & Crews, S. D. (2008). Social skills training for secondary students with emotional and/or behavioral disorders: A review and analysis of the meta-analytic literature. *Journal of Emotional and Behavioral Disorders, 16*(3), 131–144.
13. Edyburn, D. L. (2006). Assistive technology and mild disabilities. *Special Education Technology Practice, 8*(4), 18–28.
14. Maccini, P., & Gagnon, J. (2006). *Mathematics strategy instruction (SI) for middle school students with learning disabilities*.
http://www.k8accesscenter.org/training_resources/documents/MathSIforMiddleSchoolStudentswithLD.pdf
15. Durand, V. M. (2005). Past, present, and emerging directions in education. In D. Zager (Ed.), *Autism spectrum disorders: Identification, education, and treatment* (pp. 89–109). Mahway, NJ: Lawrence Erlbaum Associates, Inc.
16. Reid, R., Trout, A. L., & Schartz, M. (2005). Self-regulation interventions for children with attention deficit/hyperactivity disorder. *Exceptional Children, 71*(4), 361–378.
17. National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Exceptional Needs–Mild	CEC Standards: Initial Special Education Teachers of Individuals with Exceptional Learning Needs in: Individualized General Education Curricula (IGC)	ISTE National Educational Technology Standards
<p><u>Standard 1: Foundations of Special Education</u></p> <p>Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of special education and demonstrate the ability to apply this knowledge to effectively meet the needs of students with mild exceptional needs.</p>	CEC 1, CEC 8	
<p><u>Standard 2: Development and Characteristics of Students with Mild Exceptional Needs</u></p> <p>Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the characteristics and needs of students with disabilities as well as factors affecting the learning and development of students with mild exceptional needs and demonstrate the ability to apply this knowledge to effectively meet the needs of students with mild exceptional needs.</p>	CEC 1, CEC 2, CEC 3, CEC 4, CEC 6	
<p><u>Standard 3: Assessment</u></p> <p>Teachers of students with mild exceptional needs have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of special education and demonstrate the ability to select, adapt, modify, administer, and interpret the results of assessments used with students with mild exceptional needs.</p>	CEC 7, CEC 8, CEC 10	2d, 3a–3d

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Exceptional Needs–Mild	CEC Standards: Initial Special Education Teachers of Individuals with Exceptional Learning Needs in: Individualized General Education Curricula (IGC)	ISTE National Educational Technology Standards
<p><u>Standard 4: Individualized Program Planning and Implementation</u></p> <p>Teachers of students with mild exceptional needs have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs for students with mild exceptional needs.</p>	<p>CEC 1, CEC 3, CEC 5, CEC 7, CEC 8, CEC 10</p>	<p>2a, 2c</p>
<p><u>Standard 5: Learning Environments</u></p> <p>Teachers of students with mild exceptional needs have a broad and comprehensive understanding of a variety of learning environments for students with mild exceptional needs and demonstrate the ability to plan, manage, and modify learning environments for students with mild exceptional needs.</p>	<p>CEC 2, CEC 4, CEC 5, CEC 7</p>	<p>2a–2d, 3a–3b</p>
<p><u>Standard 6: Instructional Planning and Delivery</u></p> <p>Teachers of students with mild exceptional needs have a broad and comprehensive understanding of effective, research-based instructional practices for students with mild exceptional needs and demonstrate the ability to apply such practices to promote students' success in the general curriculum.</p>	<p>CEC 3, CEC 4, CEC 5, CEC 6, CEC 7</p>	<p>1a–1d, 2a–2d</p>
<p><u>Standard 7: Communication and Social Skills</u></p> <p>Teachers of students with mild exceptional needs have a broad and comprehensive understanding of strategies for fostering students' communication and social skills and demonstrate the ability to apply such strategies to help students with mild exceptional needs achieve their individual goals related to communication and social skills.</p>	<p>CEC 4, CEC 5, CEC 6, CEC 7</p>	<p>2a, 2d</p>

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Exceptional Needs–Mild	CEC Standards: Initial Special Education Teachers of Individuals with Exceptional Learning Needs in: Individualized General Education Curricula (IGC)	ISTE National Educational Technology Standards
<p><u>Standard 8: Positive Behavioral Interventions and Supports</u></p> <p>Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the principles of positive behavioral interventions and supports and demonstrate the ability to apply these principles by providing effective positive behavioral interventions and supports for students with mild exceptional needs.</p>	<p>CEC 1, CEC 4, CEC 5, CEC 7, CEC 8, CEC 10</p>	
<p><u>Standard 9: Transitions</u></p> <p>Teachers of students with mild exceptional needs have a broad and comprehensive understanding of strategies for teaching independent living skills and promoting successful life transitions and demonstrate the ability to apply this knowledge to help students with mild exceptional needs acquire independent living skills and make successful transitions.</p>	<p>CEC 3, CEC 4, CEC 5, CEC 7, CEC 10</p>	
<p><u>Standard 10: Professional Roles and Responsibilities</u></p> <p>Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the professional roles and responsibilities of the special education teacher and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with mild exceptional needs.</p>	<p>CEC 1, CEC 2, CEC 3, CEC 5, CEC 6, CEC 7, CEC 9, CEC 10</p>	<p>3a–3d, 4a, 4c, 5a–5d</p>