

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 28
STANDARDS FOR ENDORSEMENTS IN SPECIAL EDUCATION

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AUTHORITY: Implementing Article 21B and authorized by Sections 2-3.6 and 21-28 of the School Code [105 ILCS 5].

SOURCE: Peremptory rules adopted at 24 Ill. Reg. 16738, effective October 26, 2000; peremptory rule suspended at 25 Ill. Reg. 1860, effective January 9, 2001; suspension continued by joint resolution of the General Assembly, and peremptory rule repealed pursuant to Section 5-125(c) of the Illinois Administrative Procedure Act, effective May 31, 2001; peremptory rules adopted at 35 Ill. Reg. 14709, effective August 22, 2011; amended at 38 Ill. Reg. 6313, effective February 27, 2014; amended at 44 Ill. Reg. 8984, effective May 12, 2020; emergency amendment at 45 Ill. Reg. 11246, effective August 26, 2021, for a maximum of 150 days; emergency expired January 22, 2022; amended at 45 Ill. Reg. 14843, effective November 10, 2021; amended at 46 Ill. Reg. 6346, effective April 11, 2022.

Section 28.10 Purpose and Effective Dates

This Part establishes the standards that, together with the standards set forth in initial approval of Educator Preparation Programs by the State Board of Education (see 23 Ill. Adm. Code 25.120), shall apply to the issuance of various endorsements in the field of special education pursuant to Article 21B of the School Code [105 ILCS 5]. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them.

- a) Transition to New Standards (Beginning October 1, 2025)
 - 1) Beginning on the date identified as applicable, approval of any teacher preparation program or course of study pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the relevant standards identified in this Part.
 - 2) This Part also includes the standards that will continue to apply until national standards are required.
 - 3) Beginning October 1, 2021, no candidate shall be admitted into a program that has not been approved under this Part. Any candidate who is enrolled in a program not approved under this Part shall complete the program and be entitled (i.e., receive verification by the candidate's institution of higher education that he/she has completed an approved preparation program and has met the testing and experience requirements for licensure in the specific content area sought) by October 1, 2025.
- b) The examinations required for issuance of that endorsement shall be based on the relevant standards identified in this Part.
- c) Programs approved under previous standards shall align to updated standards by June 30 of the following fiscal year.

(Source: Amended at 44 Ill. Reg. 8984, effective May 12, 2020)

Section 28.100 Initial Teacher Preparation Program Standards for All Special Educators

By October 1, 2025, no initial teacher preparation program or course of study leading to the issuance of any teaching endorsement in the field of special education shall be approved unless it includes content that will enable candidates to meet the standards set forth in this Section. By October 1, 2025, any examination required for issuance of a teaching endorsement in special education shall assess candidates' competence in relation to these standards. By October 1, 2025, all candidates for an endorsement in special education will be required to complete a program aligned to the Council for Exceptional Children (CEC) Initial Practice-Based Professional Preparation Standards for Special Educators (2020), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://exceptionalchildren.org/standards/initial-practice-based-professional-preparation-standards-special-educators>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Foundations – The competent special education teacher understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent special education teacher understands:
 - A) historical perspectives, legislative and judicial history, models, theories, and philosophies that provide the basis for special education practice;
 - B) current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized health care and assistive technology, to individuals with all types of disabilities across the age range;
 - C) variations in beliefs, traditions, and values across cultures within society and the effects of the relationship among child, family and schooling;
 - D) issues and trends in special education across the life span, early childhood through adult services;
 - E) issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally or linguistically diverse backgrounds; and

- F) the rights and responsibilities of parents, students, teachers, and other professionals and schools as they relate to an individual's learning needs and educational programs.
- 2) Performance – The competent special education teacher:
- A) articulates a personal philosophy of special education, including its relationship to the general curriculum and the concepts of least restrictive environment;
 - B) conducts the professional activities of assessment, diagnosis, and instruction consistent with the requirements of law, rules, and regulations, and local district policies and procedures; and
 - C) considers the continuum of placement and services within the context of least restrictive environment when making educational recommendations for students.
- b) Characteristics of Learners – The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.
- 1) Knowledge – The competent special education teacher understands:
- A) the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed;
 - B) the similarities and differences among the cognitive, physical, sensory, cultural, social, and emotional development and needs of individuals with and without disabilities;
 - C) communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities;
 - D) the social, intellectual, and political influences on language;
 - E) typical and atypical motor development;
 - F) major genetic and environmental etiologies of cognitive, sensory, emotional, and physical disabilities;

- G) medical conditions affecting individuals with disabilities and the effects of various medications on their educational, cognitive, physical, sensory, social, and emotional behaviors;
 - H) basic functions of the body's systems in relation to common medical conditions and health impairments;
 - I) specialized health care needs at school (e.g., gastrostomies, colostomies, urinary catheterization, tracheotomies, ventilator-assisted breathing, blood glucose testing, seizure management);
 - J) differential characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior, and learning;
 - K) the effects of dysfunctional behavior on learning and the differences between behavioral and emotional disorders;
 - L) effects of the cultural and environmental milieu of the child and the family on behavior and learning;
 - M) the effects of second language acquisition on communication patterns;
 - N) the impact of sensory disabilities on development, learning, and behavior; and
 - O) effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.
- 2) Performance – The competent special education teacher:
- A) accesses information on exceptional conditions when planning educational or transitional programs;
 - B) uses knowledge of a student's cognitive, communication, physical, cultural, social, and emotional characteristics in planning and delivering instruction and in transition planning; and

- C) recommends referrals to appropriate specialists when more in-depth information about a child's needs is required for making educational decisions.
- c) Assessment – The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-22).
- 1) Knowledge – The competent special education teacher understands:
 - A) assessment as an educational process;
 - B) terminology used in assessments;
 - C) legal provisions, regulations, and guidelines regarding assessment of individuals with disabilities;
 - D) how to interpret information obtained from standardized tests, including age and grade scores, standard scores, percentile ranks, stanines, measures of central tendency, standard deviations, and standard error of measurement;
 - E) strategies for modifying and adapting formal tests;
 - F) strengths and limitations of various assessment tools;
 - G) influences of disabilities, culture, and language on the assessment process;
 - H) a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches; and
 - I) accommodations and modification of national, State, and local assessments and the Illinois Alternative Assessment.
 - 2) Performance – The competent special education teacher:
 - A) matches appropriate assessment procedures to purposes of assessment;
 - B) gathers background information regarding academic history;

- C) collaborates with families and other professionals in conducting individual assessment and reporting of assessment results;
 - D) interprets information from formal and informal assessment instruments and procedures;
 - E) develops individualized assessment strategies for instruction and uses appropriate procedures for evaluating results of that instruction;
 - F) uses performance data and information from teachers, other professionals, individuals with disabilities, and parents collaboratively to make or suggest appropriate modifications in learning environments, curriculum, or instructional strategies;
 - G) evaluates learning environments and matches necessary supports to individual learners' needs; and
 - H) creates and maintains accurate records.
- d) Planning for Instruction – The competent special education teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent special education teacher understands:
 - A) the scope and sequence of the general curriculum;
 - B) the concepts of language arts;
 - C) the concepts of math, including numeration, geometry, measurement, statistics/probability, and algebra;
 - D) general curriculum practices and materials;
 - E) the components of an effective social skills curriculum;
 - F) the components of an effective transitional and vocational curriculum;

- G) strategies for facilitating maintenance and generalization of skills across learning environments;
 - H) sources of specialized materials, equipment, and assistive technology for individuals with disabilities;
 - I) the principle of partial participation as it applies to students with disabilities;
 - J) the use of adaptive equipment for students with disabilities;
 - K) the concept of longitudinal transition plans;
 - L) short-range and long-range plans consistent with curriculum goals, learner diversity, and learning theory;
 - M) the process for inventorying instructional environments to meet a student's individual needs;
 - N) cultural perspectives related to effective instruction for students with disabilities;
 - O) physical adaptations to the environment to meet individual needs; and
 - P) integration of assistive and instructional technology to meet a student's individual needs.
- 2) Performance – The competent special education teacher:
- A) develops or selects relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences;
 - B) selects and uses appropriate technologies to accomplish instructional objectives;
 - C) develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks;
 - D) utilizes strategies for facilitating maintenance and generalization of skills across learning environments;

- E) integrates related services into the instructional program;
 - F) evaluates general curricula and determines the scope and sequence of the academic content areas of language arts and math;
 - G) analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, and physical domains at the appropriate level of development in the least restrictive environment;
 - H) designs learning experiences to promote students' skills in the use of technologies;
 - I) evaluates teaching resources and curricular materials for comprehensiveness, accuracy, and usefulness;
 - J) utilizes resources and materials that are developmentally and functionally valid;
 - K) uses the principle of partial participation in planning for all students;
 - L) develops curricula relevant to life skills domains: domestic, recreation/leisure, vocational, and community; and
 - M) plans and implements transition programs appropriate to the age and skill level of the student.
- e) Learning Environment – The competent special education teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent special education teacher understands:
 - A) strategies for preparing individuals to live harmoniously and productively in a multi-class, multiethnic, multicultural, and multinational world;
 - B) basic classroom management theories and methods;

- C) aspects of the physical setting, schedule, routines, and transitions that promote development and learning;
- D) the effects of teacher attitudes and behaviors on all students;
- E) laws, rules and regulations, procedural safeguards, and ethical considerations regarding management of behaviors of individuals with disabilities;
- F) strategies for individual behavior management, crisis prevention, and intervention;
- G) functional assessment of behavior and the components of behavior intervention plans;
- H) approaches to adapting environments to meet the specific learning and developmental needs of individuals;
- I) strategies for conflict resolution;
- J) effective instructional strategies for social skills development;
- K) issues, resources, and techniques related to the integration of students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers;
- L) how to identify realistic expectations for student behavior in various settings;
- M) the characteristics of environments, including materials, equipment, and spatial arrangements, that facilitate development, learning, and interaction between and among students;
- N) ways in which technology can assist with creating and managing the learning environment;
- O) common environmental barriers that hinder accessibility;
- P) personal attitudes and biases that affect acceptance of individuals with disabilities; and
- Q) supervision of paraprofessional educators.

- 2) Performance – The competent special education teacher:
- A) identifies, uses and evaluates appropriate reinforcers to enhance learning and motivation;
 - B) uses strategies and techniques to arrange and modify the learning environment to facilitate learning according to an individual's physical, sensory, or behavioral needs;
 - C) designs, structures, and manages daily routines effectively, including transition time for groups and individuals;
 - D) uses assistive technology, when applicable, to create, arrange, and maintain a positive environment that facilitates learning and interaction;
 - E) monitors and analyzes changes in individual and group behavior and performance across settings, curricular areas, and activities;
 - F) designs, implements, and evaluates instructional programs that enhance an individual's social participation in family, school, and community activities;
 - G) develops, implements, and evaluates the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities;
 - H) applies appropriate, non-aversive, least intrusive management procedures when presented with spontaneous behavioral problems;
 - I) elects target behaviors to be changed and conducts a functional assessment of the target behavior;
 - J) plans and directs the activities of classroom paraprofessionals, volunteers, or peer tutors;
 - K) coordinates activities with related services personnel to maximize instruction and time;
 - L) uses procedures to help individuals develop self-awareness, self-control, self-reliance, self-esteem, and self-determination and manage their own behavior;

- M) uses transfers (floor to sitting, sitting to floor, chair to chair) correctly and identifies incorrect procedures for handling and positioning; and
 - N) facilitates mobility, including head and trunk control, sitting, crawling, standing, walking, and wheelchair use.
- f) Instructional Delivery – The competent special education teacher understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-22).
- 1) Knowledge – The competent special education teacher understands:
 - A) techniques for modifying instructional methods, curricular materials and the environment to meet learners' needs that are appropriate to those learners' ages and skill levels; and
 - B) how cultural and gender differences affect communication.
 - 2) Performance – The competent special education teacher:
 - A) uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understandings;
 - B) stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences;
 - C) facilitates learning experiences that develop social skills;
 - D) uses instructional time effectively and efficiently;
 - E) chooses and implements instructional techniques and strategies that promote successful transitions for individuals with disabilities;
 - F) adapts materials according to the needs of individuals with disabilities;
 - G) facilitates a learning community in which individual differences are respected;

- H) creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication;
 - I) uses research-supported instructional strategies and practices;
 - J) identifies ways to enhance a reinforcer's effectiveness in instruction;
 - K) uses chronologically age-appropriate instruction and materials; and
 - L) facilitates the integration of related services into the instructional program.
- g) Collaborative Relationships – The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.
- 1) Knowledge – The competent special education teacher understands:
 - A) factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel in a culturally responsive program;
 - B) roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning an individualized program;
 - C) ethical practices for confidential communication to others about individuals with disabilities;
 - D) typical concerns of families of individuals with disabilities and appropriate strategies for collaborating with families in addressing these concerns (including families transitioning into and out of the special education system);
 - E) the effects of family and community on development, behavior, and learning;
 - F) family systems theory and dynamics and differences in family structures and beliefs;

- G) roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities;
 - H) information generally available from family, school officials, the legal system, and community service agencies;
 - I) early childhood settings and other agencies related to young children and families as organizations within the larger community context; and
 - J) resources, strategies, networks, organizations, and unique services that work with individuals with disabilities and their families (including career, vocational, and transition support), including possible funding agencies and financial sources for secondary aged students (local, State, and federal).
- 2) Performance – The competent special education teacher:
- A) collaborates with a team, including families, to develop and implement individual student programs (Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), transition plans, etc.);
 - B) encourages and supports families in their student's programs and in becoming active participants in the educational team;
 - C) plans and conducts collaborative conferences with families or primary caregivers;
 - D) collaborates with parents and educators in the use of specific academic or behavior management strategies and counseling techniques;
 - E) initiates collaboration with others and creates situations where that collaboration will enhance student learning;
 - F) collaborates with classroom teachers, parents, paraprofessional educators, and other school and community personnel in integrating individuals with disabilities into various social and learning environments;

- G) communicates with general educators, administrators, paraprofessional educators, and other school personnel about characteristics and needs of individuals with disabilities;
 - H) assists students, in collaboration with parents and other professionals, in planning for transition to adulthood, including employment and community and daily life, with maximum opportunities for decision-making and full participation in the community;
 - I) demonstrates the ability to train, monitor, evaluate, and provide feedback to paraprofessional educators; and
 - J) works with colleagues to develop an effective learning climate within the school.
- h) Professional Conduct and Leadership – The competent special education teacher understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
- 1) Knowledge – The competent special education teacher understands:
 - A) personal and cultural biases and differences that affect one's teaching and interactions with others;
 - B) the importance of the teacher serving as a role model and advocate for all students;
 - C) schools as organizations within the larger community context;
 - D) consumer and professional organizations, publications, and journals relevant to individuals with disabilities; and
 - E) rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities.
 - 2) Performance – The competent special education teacher:
 - A) demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities;
 - B) demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families;

- C) promotes and maintains a high level of integrity in the practice of the profession in accordance with the professional ethical standards set forth in "What Every Special Educator Must Know: Ethics, Standards, and Guidelines" (2015) published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, Virginia 22202 and available at <https://www.cec.sped.org/Standards>. (No later amendments to or editions of these standards are incorporated by this rule.);
 - D) exercises objective professional judgment in the practice of the profession;
 - E) engages in professional activities that benefit individuals with disabilities, their families, or colleagues, including participation in the activities of professional organizations relevant to individuals with disabilities;
 - F) recognizes signs of emotional distress, child abuse, and neglect and follows procedures for reporting known or suspected abuse or neglect to appropriate authorities;
 - G) maintains confidentiality of medical and academic records and respect for privacy of individuals with disabilities; and
 - H) maintains ethical responsibility to advocate for the least restrictive environment and appropriate services.
- i) Reflection and Professional Growth – The competent special education teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
- 1) Knowledge – The competent special education teacher understands:
 - A) benefits and strategies of mentorship;
 - B) the continuum of lifelong professional development; and
 - C) central concepts and methods of inquiry for reflecting on practice and problem-solving.
 - 2) Performance – Competent special education teachers:

- A) reflect on their practice to improve instruction and guide professional growth; and
- B) ensure that their professional development plan includes activities to remain current regarding research-validated practice.

(Source: Amended at 46 Ill. Reg. 6346, effective April 11, 2022)

Section 28.200 Standards for the Learning Behavior Specialist I (LBS I)

The Learning Behavior Specialist I (LBS I) is a teacher of children and youth with one or more of the following documented disabilities as specified in the Individuals with Disabilities Education Act (20 USC 1400 et seq.): specific learning disabilities, emotional disability, intellectual disability, autism, traumatic brain injury, orthopedic, or other health impairment. By October 1, 2025, all candidates for an endorsement in LBS I must complete a program that aligns to the Individualized General Curriculum and Individualized Independence Curriculum, Combined Initial Specialty Set, published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Foundations – The competent learning behavior specialist understands the philosophical, historical, and legal foundations of special education and meets the standards set forth in Section 28.100(a).
- b) Characteristics of Learners – The competent learning behavior specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-22).
 - 1) Knowledge – The competent learning behavior specialist understands:
 - A) the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on learning;
 - B) the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on behavior; and
 - C) the unique impact of multiple disabilities on learning and behavior.
 - 2) Performance – The competent learning behavior specialist provides information about students with language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, physical disabilities, and health impairments and their impact on learning to teachers, parents, and employers as appropriate.

- c) Assessment – The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-22).
- 1) Knowledge – the competent learning behavior specialist understands:
 - A) strategies for assessing individual learning characteristics and modes of communication;
 - B) strategies for assessing students' skills within curricular areas, including academic, social, and vocational;
 - C) strategies for assessing learning environments and conducting functional behavioral assessments within the environment;
 - D) a model of reading diagnosis that includes student proficiency with print conventions, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and self-monitoring; and
 - E) the uses and limitations of informal and formal assessments.
 - 2) Performance – The competent learning behavior specialist:
 - A) adapts group academic and statewide assessments for students with disabilities;
 - B) assesses the extent and quality of an individual's access to the general curriculum;
 - C) monitors a student's progress through the general curriculum;
 - D) designs and implements functional assessment procedures;
 - E) assesses reliable methods of response in individuals who lack typical communication and performance abilities;
 - F) adapts formal assessment devices to accommodate a student's mode of communication and response;
 - G) identifies students' educational priorities by developing and conducting an individualized inventory of the student's home, community, social, and vocational environments and integrated curriculum needs;

- H) identifies a hierarchy of reinforcers and empirically evaluates their effectiveness for an individual with moderate, severe, and multiple disabilities;
 - I) determines strengths and needs of individual students in the area of reading;
 - J) determines students' independent, instructional, and frustrational reading levels to inform instruction; and
 - K) interprets and explains reading diagnostic information for classroom teachers, parents, and other specialists to plan instructional programs.
- d) Planning for Instruction – The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals.
- 1) Knowledge – The competent learning behavior specialist understands:
 - A) the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D) and effective instructional strategies and resources for teaching the scope and sequence in the academic, social, and vocational curricular domains;
 - B) effective instructional strategies for adapting the general curriculum to meet the needs of individual students;
 - C) the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners;
 - D) the differences between reading skills and strategies, and the role each plays in reading development;
 - E) importance and strategies for teaching emerging literacy skills (concept of print, phonemic awareness, fluency, and comprehension) to success in reading achievement;
 - F) the strategies to develop a longitudinal, outcome-based curriculum with the identification of priorities, including social, language,

- academic and career and technical skills across life skill domains (i.e., domestic, recreation/leisure, vocational, and community);
- G) adaptive equipment to facilitate eating, dressing, grooming, bowel and bladder management, independent living, and mobility;
 - H) guidelines for the selection and use of augmentative or assistive technology devices (e.g., sign language, electronic devices, picture and symbol systems, and language boards);
 - I) effective strategies for teaching study skills;
 - J) the skills necessary for student success in community settings;
 - K) community career and technical options, including supported employment and competitive employment models;
 - L) the rationale for career development and vocational programming across the preschool to postsecondary age span; and
 - M) the principles of partial participation.
- 2) Performance – The competent learning behavior specialist:
- A) integrates knowledge of the characteristics of the learner, Illinois Learning Standards, general curriculum and adaptation strategies appropriately into an effective individualized education program;
 - B) selects appropriate instructional strategies based on the curricular content and the age and skill level of the student;
 - C) evaluates, selects, develops, and adapts curricular materials and technology appropriate for individuals with disabilities;
 - D) applies the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners;
 - E) adjusts reading instruction to meet the learning needs of diverse learners;
 - F) assesses the entrance level skill requirements of a potential site for vocational placement;

- G) prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities;
 - H) develops longitudinal, outcome-based curricula for individual students;
 - I) identifies and prioritizes objectives for community skill training;
 - J) identifies available community recreational/leisure activities; and
 - K) identifies career and technical and community placements appropriate to the age and skill level of the student.
- e) Learning Environment – The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent learning behavior specialist understands:
 - A) rationale for selecting specific management techniques; and
 - B) theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse.
 - 2) Performance – The competent learning behavior specialist:
 - A) uses appropriate strategies for managing significant behavioral episodes and crisis intervention;
 - B) coordinates activities of related services personnel to maximize direct instruction time for individuals with disabilities and to ensure that related services are integrated into individuals' daily activities and schedule;
 - C) uses appropriate strategies for decreasing self-abusive behaviors; and
 - D) plans and implements instructional programs and behavioral interventions designed to facilitate the acquisition of adaptive social skills.

- f) Instructional Delivery – The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-22).
- 1) Knowledge – The competent learning behavior specialist understands:
 - A) effective instructional strategies for basic sequences of skills in the academic, social, and career and technical curricular areas;
 - B) traditional, improved traditional, and rapid procedures for helping individuals achieve bowel and bladder control;
 - C) language intervention strategies and appropriate uses across age and skill levels;
 - D) instructional procedures for increasing communication use, spontaneity, and to promote generalization of communication; and
 - E) instructional procedures for facilitating errorless learning, including teacher delivered prompts and discrimination learning.
 - 2) Performance – The competent learning behavior specialist:
 - A) plans, organizes, and implements educational programs appropriate to the cognitive, linguistic, and physical needs of individuals in the least restrictive environment;
 - B) integrates academic instruction, affective education, and behavior management for individual learners and groups of learners in the least restrictive environment;
 - C) uses strategies to enhance the thinking process;
 - D) uses effective instructional strategies to assist individuals with disabilities to develop and self-monitor academic and social skills;
 - E) provides community-referenced instruction;
 - F) interprets sensory, mobility, reflex, and perceptual information to create appropriate lessons;

- G) integrates study skills curriculum with delivery of academic instruction;
 - H) participates in the selection and implementation of augmentative or alternative communication devices and systems for use with students with disabilities;
 - I) matches individual needs with appropriate community placements, including supported employment and competitive employment models;
 - J) applies principles of instruction for generalized language arts or math skills to teaching domestic, community, school, recreational, or vocational skills that require language arts or math;
 - K) designs and implements instructional programs for teaching eating, dressing, grooming, and toileting skills;
 - L) uses language intervention strategies and appropriate usage across age and skill levels;
 - M) uses instructional procedures for facilitating errorless learning, including teacher delivered prompts and discrimination learning;
 - N) plans and implements individualized systematic instructional programs to teach priority skills;
 - O) uses instructional procedures for increasing communication use and spontaneity, and to promote generalization of communication;
 - P) plans and implements instructional programs directed toward objectives established for recreation/leisure skills, domestic skills, community skills, and career development and vocational training emphasizing positive self-concepts and realistic goals; and
 - Q) plans and implements programs for students transitioning from school to adult life.
- g) Collaborative Relationships – The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, and students.

- 1) Knowledge – The competent learning behavior specialist understands collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings (including community).
 - 2) Performance – The competent learning behavior specialist collaborates with parents, general educators, other professionals (including community) and paraprofessional educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings.
- h) Professional Conduct and Leadership – The competent learning behavior specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
- 1) Knowledge – Competent learning behavior specialists understand the scope of their practice and seek additional resources and assistance as needed to meet the individualized needs of students.
 - 2) Performance – Competent learning behavior specialists:
 - A) practice within their own scope of practice and seek additional resources and assistance as needed to meet the individualized needs of students;
 - B) demonstrate an ethical responsibility to advocate for the least restrictive environment and appropriate services; and
 - C) engage in professional activities that benefit students with disabilities.
- i) Reflection and Professional Growth – The competent learning behavior specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. Competent learning behavior specialists:
- 1) conduct self-evaluation, making ongoing adjustments to assessment and intervention techniques as needed to improve services to students; and
 - 2) reflect on their own practice to improve instruction and guide professional growth.

(Source: Amended at 46 Ill. Reg. 6346, effective April 11, 2022)

Section 28.210 Standards for the Teacher of Students who are Blind or Visually Impaired

By October 1, 2025, all candidates for an endorsement in Blind and Visually Impaired will be required to complete a program aligned to the Initial Specialty Set for Blind and Visually Impaired (2018), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Foundations – The competent teacher of students who are blind or visually impaired understands the philosophical, historical, and legal foundations of special education and is able to incorporate this knowledge within the context of the educational system.
 - 1) Knowledge – The competent teacher of students who are blind or visually impaired understands:
 - A) federal entitlements (e.g., American Printing House for the Blind quota funds) that relate to the provision of specialized equipment and materials for learners with visual impairments;
 - B) historical foundations for education of children with visual impairments, including the array of service options; and
 - C) current educational definitions, identification criteria, labeling issues, and current incidence and prevalence figures for students with visual impairments, including those with multiple disabilities.
 - 2) Performance – The competent teacher of students who are blind or visually impaired articulates the pros and cons of current issues and trends in special education for students who are visually impaired;
- b) Characteristics of Learners – The competent teacher of students who are blind or visually impaired understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and creates opportunities that support the intellectual, social, and personal development of all students.
 - 1) Knowledge – The competent teacher of students who are blind or visually impaired understands:
 - A) the normal development of the human visual system;

- B) basic terminology related to the structure and function of the human visual system;
 - C) basic terminology related to diseases and disorders of the human visual system;
 - D) the development of secondary senses (hearing, touch, taste, and smell) when the primary sense is impaired;
 - E) the effects of a visual impairment on early development (motor system, cognition, social/emotional interactions, self-help, and language);
 - F) the effects of a visual impairment on social behaviors and independence;
 - G) the effects of a visual impairment on language and communication;
 - H) the effects of a visual impairment on the individual's family and the reciprocal impact on the individual's self-esteem;
 - I) the psychosocial aspects of a visual impairment;
 - J) the effects of medication on the visual system; and
 - K) the impact of additional exceptionalities on students with visual impairments.
- 2) Performance – The competent teacher of students who are blind or visually impaired develops individual programs based on general development and academic, social, career and functional characteristics of students with visual impairments, including those with multiple disabilities.
- c) Assessment, Diagnosis, and Evaluation – The competent teacher of students who are blind or visually impaired understands the educational assessment process and utilizes various assessment strategies to support the continuous development of all students.
- 1) Knowledge – The competent teacher of students who are blind or visually impaired understands:

- A) the impact of visual disorders and additional disabilities on learning and experience;
 - B) specialized terminology used in assessing students with visual impairments, both as it relates to the visual system and in areas of importance;
 - C) the ethical considerations and legal provisions, regulations, and guidelines (federal, State, and local) related to assessment of students with visual impairments (including the legal versus functional definitions of blindness and low vision);
 - D) specialized policies regarding referral and placement procedures for students with visual impairments;
 - E) procedures used for screening, pre-referral, referral, and classifications, including vision screening methods, functional vision evaluation, and learning media assessment of students with visual impairments, including those with multiple disabilities;
 - F) alternative assessment techniques for students with visual impairments, including those with multiple disabilities;
 - G) appropriate interpretation and application and other evaluative information of scores obtained as a result of assessing students with visual impairments, including those with multiple disabilities; and
 - H) relationships among assessment, IEP development, and placement as they affect vision-related services.
- 2) Performance – The competent teacher of students who are blind or visually impaired:
- A) interprets eye reports and other vision-related diagnostic information;
 - B) uses disability-specific assessment instruments appropriately;
 - C) adapts and uses a variety of assessment procedures appropriately when evaluating students with visual impairments, including those with multiple disabilities;

- D) creates and maintains disability-related records for students with visual impairments, including those with multiple disabilities;
 - E) gathers background information about academic, medical, and family history as it relates to the student's visual status for students with visual impairments, including those with multiple disabilities; and
 - F) uses assessment data to develop individualized instructional strategies to enhance instruction, including modifications of the environment, adaptations of materials, and disability-specific methodologies for students with visual impairments, including those with multiple disabilities.
- d) Instructional Content and Practice – The competent teacher of students who are blind or visually impaired understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent teacher of students who are blind or visually impaired understands:
 - A) Grade 2 Braille and Nemeth code;
 - B) Braille codes and resources for foreign language and music;
 - C) methods of developing modified communication skills for students with visual impairments, including:
 - i) low-vision modifications for print reading and writing;
 - ii) listening skills and compensatory auditory skills;
 - iii) written communication skills including handwriting;
 - iv) use of a broad range of assistive technology for individuals with visual impairments; and
 - v) awareness of augmentative communication used by students with multiple disabilities;
 - D) methods for developing visual efficiency, including:

- i) use of visual skills;
 - ii) use of optical and other adaptive devices;
 - iii) modification of the environment; and
 - iv) functional application of these skills;
- E) methods for developing modified academic skills, including:
- i) use of an abacus;
 - ii) use of a talking calculator;
 - iii) interpretation of tactile graphics (maps, charts, tables, etc.); and
 - iv) use of adapted science and math equipment;
- F) methods for developing alternative reasoning and decision-making skills in students with visual impairments;
- G) methods for developing alternative organization and study skills for students with visual impairments;
- H) methods for preparing students with visual impairments, including those with multiple disabilities, for structured pre-cane orientation and mobility assessment and instruction;
- I) methods for developing tactual perceptual skills for students who are or will be primarily tactual learners;
- J) methods of teaching human sexuality to students with visual impairments, using tactual models that are anatomically accurate;
- K) methods for developing adapted physical and recreation skills for students with visual impairments;
- L) methods for developing social and daily living skills that are normally learned or reinforced by visual means;

- M) preschool-specific concepts and methods of teaching those concepts to young children with visual impairments;
 - N) strategies for developing career awareness in and providing vocational counseling for students with visual impairments;
 - O) strategies for promoting self-advocacy in students with visual impairments;
 - P) functional life skills instruction relevant to independent, community, and personal living and employment for individuals with visual impairments, including:
 - i) methods for accessing printed public information;
 - ii) methods for accessing public transportation;
 - iii) methods for accessing community resources; and
 - iv) methods for acquiring practical skills (e.g., keeping personal records, time management, personal banking, emergency procedures);
 - Q) sources of specialized materials for students with visual impairments, including those with multiple disabilities; and
 - R) techniques for modifying instructional methods and materials for students with visual impairments, including those with multiple disabilities, and assisting classroom teachers in implementing these modifications.
- 2) Performance – The competent teacher of students who are blind or visually impaired:
- A) interprets and uses unique assessment data, including learning media assessment, for instructional planning with students with visual impairments, including those with multiple disabilities;
 - B) develops individualized instructional strategies to enhance instruction, including modifications of the environment, adaptations of materials, and disability-specific methodologies for students with visual impairments, including those with multiple disabilities;

- C) chooses and uses appropriate technologies to accomplish instructional objectives for students with visual impairments and integrates the technologies appropriately into the instructional process;
 - D) sequences, implements, and evaluates individual disability-related learning objectives for students with visual impairments;
 - E) uses strategies for facilitating the maintenance and generalization of disability-related skills across learning environments for students with visual impairments; and
 - F) teaches students with visual impairments to use thinking, problem-solving, and other cognitive strategies to meet individual learning and vision needs.
- e) Planning and Managing the Teaching and Learning Environment – The competent teacher of students who are blind or visually impaired uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent teacher of students who are blind or visually impaired understands:
 - A) a variety of input and output enhancements to computer technology that address the specific access needs of students with visual impairments in a variety of environments; and
 - B) model programs, including career-vocational and transition that have been effective for students with visual impairments.
 - 2) Performance – The competent teacher of students who are blind or visually impaired:
 - A) prepares modified special materials (e.g., in Braille, enlarged, outlined, and highlighted) for students with visual impairments;
 - B) obtains and organizes special materials to implement instructional goals for students with visual impairments;

- C) designs learning environments that are multi-sensory and encourage active participation by students with visual impairments in a variety of group and individual learning activities;
 - D) creates a learning environment that encourages self-advocacy and independence for students with visual impairments;
 - E) formats, transcribes, proofreads, and interlines materials in Grade 2 Braille and Nemeth code; and
 - F) uses the Braille writer, slate and stylus, and computer technology to produce Braille materials.
- f) Managing Student Behavior and Social Interaction Skills – The competent teacher of students who are blind or visually impaired understands that attitudes and behaviors can affect student behavior and prepares students to deal with a variety of attitudes and behaviors in social situations.
- 1) Knowledge – The competent teacher of students who are blind or visually impaired understands that teachers' attitudes and behaviors affect the behaviors of students with visual impairments.
 - 2) Performance – The competent teacher of students who are blind or visually impaired:
 - A) prepares students with progressive eye conditions to achieve a positive transition to alternative skills;
 - B) prepares students with visual impairments to access information and services from the community at large; and
 - C) prepares students with visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.
- g) Communication and Collaborative Partnerships – The competent teacher of students who are blind or visually impaired uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.
- 1) Knowledge – The competent teacher of students who are blind or visually impaired knows:

- A) strategies for assisting parents and other professionals in planning appropriate transitions for students with visual impairments;
 - B) sources of unique services, networks, and organizations for students with visual impairments;
 - C) the roles of paraprofessional educators who work directly with students with visual impairments (e.g., sighted readers, transcribers, aides) or who provide special materials to them; and
 - D) the need for role models who have visual impairments and are successful.
- 2) Performance – The competent teacher of students who are blind or visually impaired:
- A) helps parents and other professionals understand the impact of a visual impairment on learning and experience;
 - B) reports disability-related results of evaluations to students with visual impairments, their parents, administrators, and other professionals in clear, concise, and understandable terms;
 - C) manages and directs the activities of paraprofessional educators or peer tutors who work with students with visual impairments; and
 - D) uses communication styles that are appropriate for students with visual impairments.
- h) Professionalism and Ethical Practices – The competent teacher of students who are blind or visually impaired understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
- 1) Knowledge – The competent teacher of students who are blind or visually impaired understands consumer and professional organizations, publications, and journals relevant to the field of visual impairment.
 - 2) Performance – The competent teacher of students who are blind or visually impaired participates in the activities of professional organizations relevant to the education of students who are blind or visually impaired.

(Source: Amended at 45 Ill. Reg. 14843, effective November 10, 2021)

Section 28.220 Standards for the Teacher of Students who are Deaf or Hard of Hearing

By October 1, 2025, all candidates for an endorsement in Deaf and Hard of Hearing will be required to complete a program aligned to the Initial Specialty Set for Deaf and Hard of Hearing (2018), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Foundations – The competent teacher of students who are deaf or hard of hearing understands the philosophical, historical, and legal foundations of special education for individuals who are deaf or hard of hearing and is able to incorporate this knowledge within the context of the educational system.
 - 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) current educational definitions of students with hearing loss, including identification criteria, labeling issues, and current incidence and prevalence figures;
 - B) models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practices for students who are deaf or hard of hearing, as consistent with program philosophy;
 - C) variations in beliefs, traditions, and values across cultures and within society, and the effect of the relationships among children who are deaf or hard of hearing, their families, and schooling;
 - D) issues in definitions and identification procedures for individuals who are deaf or hard of hearing (e.g., cultural versus medical perspective);
 - E) rights and responsibilities of parents, students, teachers, and schools as they relate to students who are deaf or hard of hearing; and
 - F) the impact of various educational placement options (from the perspective of the needs of any given child who is deaf or hard of hearing and consistent with program philosophy) with regard to cultural identity and linguistic, academic, and social-emotional development.

- 2) Performance – The competent teacher of students who are deaf or hard of hearing:
 - A) applies understanding of theory, philosophy, and models of practice to the education of students who are deaf or hard of hearing;
 - B) articulates pros and cons of current issues and trends in special education and the field of education of children who are deaf or hard of hearing; and
 - C) identifies the major contributors to the growth and improvement of knowledge and practice in the field of education of children who are deaf or hard of hearing.

- b) Characteristics of Learners – The competent teacher of students who are deaf or hard of hearing understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and creates opportunities that support the communication, intellectual, social, and personal development of all students.
 - 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) communication features (visual, spatial, tactile, or auditory) salient to the learner who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development;
 - B) research in cognition related to children who are deaf or hard of hearing;
 - C) cultural dimensions that being deaf or hard of hearing may add to the life of a child;
 - D) various etiologies of hearing loss that can result in additional sensory, motor, or learning differences in students who are deaf or hard of hearing;
 - E) the effects of families or primary caregivers on the overall development of children who are deaf or hard of hearing;

- F) the effects that onset of loss, age of identification, and provision of services have on the development of the child who is deaf or hard of hearing;
 - G) the impact of early comprehensible communication on the academic, linguistic, and social/emotional development of the child who is deaf or hard of hearing;
 - H) that deafness or hearing loss alone does not necessarily preclude normal academic development, cognitive development, or communication ability;
 - I) differences in quality and quantity of incidental language/learning experiences that children who are deaf or hard of hearing may experience;
 - J) the effects of sensory input on the development of language and cognition of children who are deaf or hard of hearing; and
 - K) the structure and function of auditory systems, audiological assessments, and auditory interventions, including but not limited to hearing aids, cochlear implants, assistive technology, and auditory training.
- 2) Performance – The competent teacher of students who are deaf or hard of hearing develops a descriptive profile of a student who is deaf or hard of hearing.
- c) Assessment, Diagnosis, and Evaluation – The competent teacher of students who are deaf or hard of hearing understands the educational assessment process and utilizes various assessment strategies to support the continuous development of all students.
- 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) specialized terminology used in assessment of children who are deaf or hard of hearing;
 - B) the components of an adequate evaluation for eligibility, placement, and program planning (e.g., interpreters, special tests) decisions for students who are deaf or hard of hearing;

- C) the legal provisions, regulations, and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with students who are deaf or hard of hearing; and
 - D) the special policies regarding referral and placement procedures (i.e., Federal Policy Guidance, October 30, 1992, published by the U.S. Department of Education's Office of Civil Rights, and available at <http://www2.ed.gov/about/offices/list/ocr/docs/hq9806.html>; no later amendments to or editions of this guidance are incorporated by this rule) for students who are deaf or hard of hearing.
- 2) Performance – The competent teacher of students who are deaf or hard of hearing:
- A) administers appropriate assessment tools using the natural/native/preferred language of the student who is deaf or hard of hearing;
 - B) gathers and analyzes communication samples from students who are deaf or hard of hearing, including nonverbal as well as linguistic acts; and
 - C) uses exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH, FSST) appropriate for students who are deaf or hard of hearing.
- d) Instructional Content and Practice – The competent teacher of students who are deaf or hard of hearing understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
- A) sources of specialized materials for students who are deaf or hard of hearing;
 - B) components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use;

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- C) the procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies;
 - D) information related to American Sign Language (ASL) and existing communication modes or philosophies (consistent with program philosophy);
 - E) current theories of how language (e.g., ASL and English) develop in both children who are hearing and those who are deaf or hard of hearing;
 - F) subject matter and practice used in general education across content areas;
 - G) ways to facilitate cognitive and communicative development in students who are deaf or hard of hearing (e.g., visual saliency) consistent with program philosophy;
 - H) techniques of stimulation and use of residual hearing, based upon interpretation of audiological evaluation, in students who are deaf or hard of hearing;
 - I) research-supported instructional strategies and practices for teaching students who are deaf or hard of hearing;
 - J) techniques/methods to develop speech skills for children who are deaf or hard of hearing; and
 - K) techniques/methods to address the unique needs of children who are deaf or hard of hearing and have additional needs (e.g., behavioral concerns, autism) or disabilities (e.g., cognitive delay, autism).
- 2) Performance – the competent teacher of students who are deaf or hard of hearing:
- A) demonstrates proficiency in the languages used for instructing students who are deaf or hard of hearing;
 - B) demonstrates the basic characteristics of various existing communication modes used with students who are deaf or hard of hearing;

- C) selects, designs, produces, and utilizes media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral);
 - D) infuses speech skills into academic areas as consistent with the mode or philosophy espoused and the ability of the student who is deaf or hard of hearing;
 - E) modifies the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the child who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, and availability of support services and appropriate technologies);
 - F) facilitates independent communication behavior in children who are deaf or hard of hearing;
 - G) applies first and second language teaching strategies (i.e., English through ASL or ESL) appropriate to the needs of the individual student who is deaf or hard of hearing and consistent with program philosophy;
 - H) demonstrates the ability to modify incidental language experiences to fit the visual and other sensory needs of children who are deaf or hard of hearing; and
 - I) designs and implements appropriate strategies and activities to maximize literacy skills in children who are deaf or hard of hearing.
- e) Planning and Managing the Teaching and Learning Environment – The competent teacher of students who are deaf or hard of hearing uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) deaf cultural factors that may influence classroom management of students who are deaf or hard of hearing; and

- B) model programs, including career-vocational and transition that have been effective for students with hearing losses.
- 2) Performance – The competent teacher of students who are deaf or hard of hearing:
- A) manages assistive/augmentative devices appropriate for students who are deaf or hard of hearing in learning environments;
 - B) selects, adapts, and implements classroom management strategies for students who are deaf or hard of hearing that reflect understanding of each child's cultural needs, including a primarily visual deaf culture where appropriate;
 - C) designs a classroom environment that maximizes opportunities for visually oriented or auditory learning in students who are deaf or hard of hearing; and
 - D) plans and implements instruction for students who are deaf or hard of hearing and who have multiple disabilities and special needs.
- f) Managing Student Social Interaction Skills – The competent teacher of students who are deaf or hard of hearing understands processes and opportunities for interaction and prepares students to interact in a variety of communication situations.
- 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
- A) processes for establishing ongoing interactions of students who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing; and
 - B) opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, State, and national levels.
- 2) Performance – The competent teacher of students who are deaf or hard of hearing teaches students who are deaf or hard of hearing to use interpreters appropriately in social situations.
- g) Communication and Collaborative Partnerships – The competent teacher of students who are deaf or hard of hearing uses knowledge of effective written,

verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.

- 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children;
 - B) the roles and responsibilities of teachers and support personnel in educational practice for students who are deaf or hard of hearing (e.g., educational interpreters, tutors, and note-takers);
 - C) the effects of communication on the development of family relationships and strategies used to facilitate communication in families with children who are deaf or hard of hearing; and
 - D) services provided by governmental and non-governmental agencies or individuals in the ongoing management of children who are deaf or hard of hearing.
- 2) Performance – The competent teacher of students who are deaf or hard of hearing:
 - A) teaches students who are deaf or hard of hearing to use support personnel effectively (e.g., educational interpreters, tutors, and note-takers);
 - B) facilitates communication between the child who is deaf or hard of hearing and the student's family or other caregivers; and
 - C) facilitates coordination of support personnel (e.g., interpreters) to meet the diverse communication needs of the student who is deaf or hard of hearing and the student's primary caregivers.
- h) Professionalism and Ethical Practices – The competent teacher of students who are deaf or hard of hearing understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

- 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) the process for acquiring the needed skills in modes/philosophies of education of students who are deaf or hard of hearing in which an individual was not prepared; and
 - B) consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing.
- 2) Performance – The competent teacher of students who are deaf or hard of hearing:
 - A) seeks interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy;
 - B) demonstrates the ability to interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level;
 - C) provides families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children who are deaf or hard of hearing; and
 - D) participates in the activities of professional organizations relevant to the education of students who are deaf or hard of hearing.

(Source: Amended at 45 Ill. Reg. 14843, effective November 10, 2021)

Section 28.230 Standards for the Speech-Language Pathologist

By October 1, 2025, an individual who completes an approved program and elects to receive the speech-language pathologist's endorsement on a professional educator license endorsed for school support personnel (non-teaching) rather than for a teaching field shall be subject to the standards set forth in this Section but not to those set forth in Section 28.100 of this Part or to those set forth at 23 Ill. Adm. Code 24.130. By October 1, 2025, the examination required for issuance of either of these credentials (i.e., non-teaching or teaching speech-language pathologist) shall be based upon the standards identified in this Part. By October 1, 2025, candidates for an endorsement in Speech-Language Pathology will be required to complete a program aligned to the 2020 Standards for the Certificate of Clinical Competence in Speech Language Pathology, published by the Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 200 Research Boulevard, Rockville MD 20850-3289, and available at <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Content Knowledge – The competent speech-language pathologist understands the philosophical, historical, and legal foundations of speech-language pathology and is able to incorporate this knowledge within the context of the educational system.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) various types of communication disorders, their classifications, and their manifestations;
 - B) anatomic and physiologic bases of speech, language, hearing, and oropharyngeal function;
 - C) linguistic and psycholinguistic variables related to the normal development of speech, language, and hearing;
 - D) physical and psychophysical bases and processes of the production and perception of speech, language, and hearing;
 - E) the nature, prevention, evaluation, and treatment of speech, language, and hearing disorders; and
 - F) the relationship of knowledge within the discipline to education and life/career applications.

- 2) Performance – The competent speech-language pathologist:
 - A) provides screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of:
 - i) speech, including articulation, fluency, and voice;
 - ii) language, including phonology, morphology, syntax, semantics, and pragmatics, and disorders of receptive and expressive communication in oral, written, graphic, and manual modalities;
 - iii) oral and pharyngeal functions, including disorders of swallowing and feeding;
 - iv) cognitive aspects of communication; and
 - v) social aspects of communication;
 - B) uses research results to determine effective diagnostic and treatment procedures; and
 - C) measures outcomes of treatment and conducts continuing evaluation of the efficacy of practices and programs to maintain and improve quality of services.
- b) Human Development and Learning – The competent speech-language pathologist understands the cognitive, physical, emotional, social, and communication development of an individual and creates opportunities that support the intellectual, social, and personal development of all students.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) child and adolescent growth and development and the ranges of individual variation; and
 - B) that learning is influenced by students' physical, social, emotional, ethical, and cognitive development.
 - 2) Performance – The competent speech-language pathologist:
 - A) considers student development factors when interpreting evaluative data and designing interventions; and

- B) introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs and styles.
- c) Diversity – The competent speech-language pathologist understands and is tolerant of individual differences and provides services that demonstrate sensitivity to these differences.
- 1) Knowledge – The competent speech-language pathologist understands:
 - A) differences in race, culture, religion, national origin, gender, sexual orientation, and disabling condition;
 - B) the process of second language acquisition and strategies to support student learning; and
 - C) areas of exceptionality in learning as defined in the federal and State statutes and regulations (i.e., Section 504 of the Rehabilitation Act of 1973 (29 USC 794), Individuals with Disabilities Education Act (20 USC 1400), Americans with Disabilities Act of 1990 (42 USC 12101), the School Code [105 ILCS 5], and State rules governing Special Education (23 Ill. Adm. Code 226)) and the impact these have on students, families and school programs.
 - 2) Performance – The competent speech-language pathologist:
 - A) provides services that demonstrate multicultural sensitivity to students and families;
 - B) designs assessments and intervention strategies appropriate to students' gender, culture, stages of development, learning styles, exceptionalities, strengths, and needs; and
 - C) considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning intervention.
- d) Planning and Intervention – The competent speech-language pathologist uses an understanding of assessment and intervention to create plans for the prevention and habilitation of communication disorders.

- 1) Knowledge – The competent speech-language pathologist understands:
 - A) strategies and activities designed to prevent communication disorders;
 - B) principles and techniques of various interventions utilized in the management and treatment of communication disorders; and
 - C) evaluation and management procedures that do not pertain specifically to speech disorders or language disorders and are within the "Scope of Practice in Speech-Language Pathology" (2007) published by the American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, Maryland 20850 and posted at <http://www.asha.org/policy/SP2007-00283/>. No later amendments to or editions of this document are incorporated by this rule.

- 2) Performance – The competent speech-language pathologist:
 - A) plans activities for the prevention of communication disorders;
 - B) uses and interprets assessment data in making appropriate intervention decisions;
 - C) contributes to the development of a comprehensive, longitudinal individualized program for each student;
 - D) creates goals and benchmarks or short-term objectives to enable students to meet expectations for learning;
 - E) creates and adapts effective learning materials and learning experiences based on curriculum, students' prior knowledge, and students' needs;
 - F) interprets and uses assessment data for the purpose of making appropriate modifications in the learning environment and planning effective interventions; and
 - G) accesses and employs a wide range of information and technology to enhance student learning.

- e) Learning Environment – The competent speech-language pathologist uses an understanding of learning approaches to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent speech-language pathologist understands:
 - A) how school systems are organized and how they operate in relation to general and special education; and
 - B) how individuals differ in their approaches to learning and how to create opportunities adapted to diverse learners.
 - 2) Performance – The competent speech-language pathologist:
 - A) maximizes the use of therapeutic intervention time by creating an environment that is conducive to learning and achieving individualized communication goals; and
 - B) uses strategies that encourage students to assume responsibility, participate in decision-making, work independently, and collaborate in learning activities.
- f) Service Delivery – The competent speech-language pathologist understands a continuum of services and service delivery options and provides services based upon the needs of individual students.
- 1) Knowledge – The competent speech-language pathologist understands and is familiar with a continuum of services and service delivery options.
 - 2) Performance – The competent speech-language pathologist:
 - A) assists in determining the least restrictive environment to provide services based upon the needs of individual students;
 - B) selects and uses instructional content, materials, resources, and strategies based upon age, ability, cultural, linguistic, and gender differences of the student;
 - C) monitors and adjusts strategies in response to student feedback and ongoing performance data; and

- D) teaches students with special learning needs to use thinking, problem-solving, and other cognitive strategies to meet individual needs.
- g) Communication – Competent speech-language pathologists use knowledge of effective written, verbal, nonverbal, and visual communication technique to effectively communicate with their audience.
- 1) Knowledge – The competent speech-language pathologist understands:
 - A) and is familiar with the components and terminology of professional report writing; and
 - B) the importance of audience and purpose when selecting ways to communicate.
 - 2) Performance – The competent speech-language pathologist:
 - A) uses a variety of communication modes to effectively communicate with a diverse student population, parents, and other professionals;
 - B) speaks and writes effectively using language appropriate to the situation and the audience; and
 - C) practices effective listening and provides students with constructive feedback.
- h) Assessment and Evaluation – The competent speech-language pathologist understands the educational assessment process and utilizes various assessment strategies to support the continuous development of all students.
- 1) Knowledge – The competent speech-language pathologist understands:
 - A) procedures, techniques and instrumentation used to evaluate communication disorders;
 - B) various formal and informal assessment and evaluation theories, techniques, and strategies; and
 - C) evaluation procedures that do not pertain specifically to speech disorders or language disorders and are within the American

Speech-Language-Hearing Association's "Scope of Practice in Speech-Language Pathology".

- 2) Performance – The competent speech-language pathologist:
 - A) uses a variety of appropriate formal and informal assessment tools and procedures;
 - B) uses nondiscriminatory evaluation procedures in order to obtain a valid understanding of how a student is functioning and what the student is capable of accomplishing; and
 - C) maintains useful and accurate records and communicates information, such as legal rights and evaluation results, knowledgeably and responsibly to parents/guardians and others involved in meeting the needs of the student.
- i) Collaborative Relationships – The competent speech-language pathologist understands collaborative relationships and fosters collaboration and supportive interaction among professionals, parents, paraprofessionals, and students.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) the collaborative process; and
 - B) the benefits, barriers, and techniques involved in collaboration.
 - 2) Performance – The competent speech-language pathologist:
 - A) works with colleagues and parents to develop and maintain a positive learning environment; and
 - B) facilitates collaborative relationships between general and special education.
- j) Professional Growth and Self-Evaluation – The competent speech-language pathologist continually evaluates how choices and actions affect students, parents, and other professionals and actively seeks opportunities to grow professionally.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) that self-evaluation is an integral part of professional growth and improvement;

- B) the necessity of continuing education for professional development; and
 - C) is familiar with resources available for professional development.
- 2) Performance – The competent speech-language pathologist:
- A) identifies and engages in appropriate continuing education opportunities to support personal development as a learner and educator;
 - B) actively seeks out, participates in, and shares relevant instructional materials and ideas with colleagues; and
 - C) engages in self-evaluation, making ongoing adjustments to assessment and intervention techniques as needed to improve services to students.
- k) Professional Conduct and Ethics – The competent speech-language pathologist understands and abides by applicable laws, regulations, policies, procedures, codes of conduct, and practice guidelines.
- 1) Knowledge – The competent speech-language pathologist understands:
- A) professional associations' codes of conduct and ethical practice guidelines;
 - B) federal and State laws and regulations as they pertain to professional practice;
 - C) parameters of the profession's scope of practice; and
 - D) school policies and procedures.
- 2) Performance – The competent speech-language pathologist:
- A) follows codes of professional conduct and ethical practice guidelines of the profession;
 - B) abides by federal and State laws and regulations as they pertain to professional practice;

- C) follows the profession's scope of practice;
 - D) follows school policies and procedures; and
 - E) promotes and maintains a high level of competence in the practice of the profession.
- l) Facilitation and Advocacy – Competent speech-language pathologists understand their advocacy role and assist individuals in accessing educational resources and services.
- 1) Knowledge – The competent speech-language pathologist understands:
 - A) the educator's advocacy role;
 - B) programs and services available in the school environment; and
 - C) how to access and make appropriate referrals for services provided by district, community, and State resources.
 - 2) Performance – The competent speech-language pathologist:
 - A) identifies areas of need and makes referrals as appropriate;
 - B) assists parents/students in accessing community and school resources and services;
 - C) provides consultation to parents/guardians, school staff, community agencies, and relevant others in understanding the scope of speech-language services in the school setting; and
 - D) advocates for appropriate student services and supports as needed.

(Source: Amended at 45 Ill. Reg. 14843, effective November 10, 2021)

Section 28.240 Standards for the Early Childhood Special Education Teacher

By October 1, 2025, all candidates for an endorsement in Early Childhood Special Education will be required to complete a program aligned to the standards set forth in Standards for Endorsements in Early Childhood Education (see 23 Ill. Adm. Code 26) and the Initial Practice-Based Standards for Early Childhood Special Education/Early Intervention (2020), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Content Knowledge – The competent early childhood special education (ECSE) teacher understands the central concepts, tools of inquiry, and structures of developmental, functional, and learning curriculum areas appropriate to young children and creates and provides integrated experiences that develop each child's competence across curriculum areas.
 - 1) Knowledge – The competent ECSE teacher understands:
 - A) major concepts, assumptions, debates, principles, theories, and processes of inquiry that are central to early childhood special education and its related fields and to its own history, legislation, and research;
 - B) how current development, knowledge, beliefs, and dispositional frameworks influence attitudes and frameworks for further learning and development;
 - C) the central concepts and tools of inquiry in academic content areas, including language and literacy, mathematics, science, social studies, art, music, drama, and movement;
 - D) developmental curriculum areas, including social, emotional, cognitive, language, and physical development;
 - E) functional/adaptive curriculum areas, including health, safety, nutrition, and life skills; and
 - F) the structure of curriculum areas within the multiple teaching settings included in early childhood special education from birth through grade three, and the relationship of this structure to other areas of knowledge and to life-long development and learning.

- 2) Performance – The competent ECSE teacher:
 - A) develops and implements an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences;
 - B) evaluates teaching resources and curriculum materials in academic, developmental, and functional/adaptive curriculum areas for their comprehensiveness, accuracy, and usefulness in fostering developmental and learning processes and outcomes;
 - C) matches different ways of knowing and methods of instruction to different academic, developmental, and functional/adaptive goals and outcomes;
 - D) promotes children's skills in using technologies to support learning across content and developmental areas, including technologies that provide access to the general education curriculum and to participation in natural environments for children with disabilities; and
 - E) organizes content and experiences to support children's understanding and learning, and engages children in generating and examining their own emerging knowledge.
- b) Human Development and Learning – The competent ECSE teacher understands how individuals grow, develop, and learn, as well as the implications of disabilities and other special needs and circumstances for development, and provides developmental and learning opportunities that ameliorate or remediate the effects of these conditions on the intellectual, social, emotional, and physical development of young children with disabilities from birth through grade three.
 - 1) Knowledge – The competent ECSE teacher understands:
 - A) different theories of human development and learning, including emerging knowledge of early neural development, ranges of individual variation within domains, and transactional influences between and among arenas of biological function and environmental conditions during pre-, peri-, and post-natal development;

- B) the characteristics and sequences of normal development in cognitive, emotional, social, language, and motor domains, as well as interactions and influences among domains;
 - C) the characteristics of, and influences of life situations on, children's construction of cognitive, emotional, social and aesthetic understandings, language, mental health, and adaptive and motor skills, including developmental consequences of stress and trauma as well as protective factors and resilience;
 - D) the educational implications of different disabilities, as well as their potential effects on development and life experiences in early childhood and over time;
 - E) how children's physical, social, emotional, cognitive and ethical development influence learning approaches and outcomes;
 - F) how developmental and learning factors, including factors related to individual differences stemming from various disabling conditions, influence instructional decisions; and
 - G) the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.
- 2) Performance – The competent ECSE teacher:
- A) applies theories of typical and atypical child development to instructional situations in school, community, and home environments;
 - B) applies knowledge of typical and atypical child development and the interrelationships among developmental domains and learning to interpreting behavior and making instructional decisions in academic, developmental, and functional/adaptive domains;
 - C) applies knowledge of development and learning to designing instructional experiences that ameliorate the effects of disabilities on the acquisition of new information and skills;
 - D) outlines structures for instruction that link new ideas and experiences to current understandings and abilities and to already familiar ideas and experiences;

- E) incorporates goals and expectations of varying levels of complexity into instruction so that instructional activities are engaging and meaningful to children at different levels of development and with diverse learning needs;
 - F) supports and facilitates family/child interactions and environments as primary contexts for learning and development; and
 - G) accesses information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.
- c) Diversity – The competent ECSE teacher understands how children and families differ in their perspectives and approaches to development, learning, and disability and provides curriculum and instructional environments within the context of family, classroom, and community that honor the families' and communities' beliefs, values, and practices.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) the characteristics and etiologies of common disabilities and conditions in young children, including typical developmental patterns related to conditions such as prematurity and low birth weight, and describes specific implications for development and learning;
 - B) the significance of familial, cultural and societal contexts, as well as of individual abilities, experiences, talents, dispositions, prior learning, and individual needs, for children's development and learning;
 - C) the significance of familial, cultural, and social contexts for interpretation of disability and the role of the young child with disabilities within the family and community;
 - D) the process of second language acquisition and strategies to support the learning of children whose first language is not English; and
 - E) normal individual variation in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and how these differences

interact with individual differences related to disabilities and other individual differences such as culture and language.

- 2) Performance – The competent ECSE teacher:
 - A) develops and selects learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences, as well as differences related to disability;
 - B) makes appropriate modifications in circumstances of work, expected outcomes, and teaching approaches, including technologies, to address and respect individual differences in learning needs, developmental levels, and preferences; and
 - C) seeks information about and incorporates knowledge of children's experiences, cultures, and community resources into teaching, using a well-grounded framework to guide understanding and practice.
- d) Planning for Instruction – The competent ECSE teacher understands and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs within the contexts of group and individualized instruction in a variety of classrooms, communities, and home environments and develops individual long-term and short-term educational and service plans based on knowledge of children, families, communities, content areas, and early childhood curriculum goals, as well as knowledge of individual children's abilities and needs and families' goals, priorities, and concerns for their children.
 - 1) Knowledge – The competent ECSE teacher understands:
 - A) the Illinois Learning Standards, as well as the standards set forth at 23 Ill. Adm. Code 235.Appendix A and Appendix B, and their relation to the content and structure of academic, developmental, and functional/adaptive curriculum in early childhood education, birth through grade three;
 - B) the rationale for and rules and regulations governing the development of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs);

- C) short-term and long-term teaching plans consistent with curriculum goals, learning theory, and individual differences, including personal and experiential differences related to disability;
 - D) the array of school, community, and home settings available to young children with disabilities and criteria for determining the extent to which the settings provide support and access to an appropriate early childhood curriculum;
 - E) a variety of instructional strategies for fostering an array of learning and developmental outcomes within the context of individual abilities, dispositions, and needs, including those related to disabilities;
 - F) the rationale for and practices underlying developmentally appropriate methods that include play, small group projects, open-ended questioning, problem-solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions;
 - G) the appropriate use of technology with young children, including assistive technology for use with children with disabilities;
 - H) when and how to adjust plans based on children's responses to instruction; and
 - I) how to use various technological tools to access and manage information.
- 2) Performance – The competent ECSE teacher:
- A) develops and implements short-term and long-term curriculum and instructional practices in academic, developmental, and functional/adaptive curriculum areas, based on knowledge of individual children, the family, and the community;
 - B) sets goals for children's learning and outlines the scope and sequence of content and education to achieve those goals at the group and individual levels, consistent with the scope and sequence of academic, developmental, and functional/adaptive early childhood curriculum, birth through grade three;

- C) develops an IFSP or IEP in partnership with family members and other professionals, incorporating both child and family needs, priorities, and preferences;
- D) evaluates and selects intervention curricula, methods, and materials, including instructional technologies, that incorporate knowledge of curriculum content and respect individual variation in children's learning styles and performance modes, as well as variation in characteristics and ability in children with motor, sensory, health, social-emotional and/or cognitive disabilities;
- E) develops a range of approaches for presenting concepts in order to promote children's understanding of diverse perspectives;
- F) embeds multiple opportunities for addressing IEP and IFSP goals and outcomes into the daily routines and planned instructional activities of school, community, and home environments;
- G) makes specific adaptations in goals and teaching methods, including technological adaptations, for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities;
- H) incorporates information and strategies from multiple disciplines and content areas into the design of intervention strategies;
- I) outlines strategies and techniques for facilitating the functional integration of children with exceptional needs within various settings;
- J) integrates benchmarks and other outcomes into daily activities and routines across multiple developmental and learning environments, and uses strategies to facilitate maintenance and generalization of skills across learning and developmental environments;
- K) designs plans that integrate technology, including adaptive and assistive technology, into educational settings;
- L) plans for and links current developmental and learning experiences and teaching strategies with those of the next educational setting, current life experiences, and future life and work experiences;

- M) selects instructional practices that are pedagogically sound and legally defensible, choosing alternative strategies and materials to achieve different educational purposes and meet different children's needs;
 - N) enables the full engagement of children with disabilities in learning opportunities planned for all children by using strategies that match children's abilities with outcomes based on the scope and sequence of early childhood academic, developmental, and functional/adaptive curriculum areas;
 - O) develops learning opportunities, birth through grade three, that foster understanding of curriculum content and processes that are the foundation of the general education curriculum (e.g., literacy, numeracy, science); and
 - P) integrates literacy and numeracy experiences throughout intervention plans, and develops learning opportunities designed to foster particular literacy and numeracy outcomes, to promote children's abilities as they apply, interpret, and construct new understandings and skills.
- e) Learning Environment – The competent ECSE teacher uses an understanding of young children's social and emotional development to create group and individual environments and learning opportunities based on and supportive of positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) how to help children work cooperatively and productively in groups, using knowledge of how individuals influence groups and how groups function in society;
 - B) factors that influence motivation and engagement, including teacher attitudes and behaviors as well as child factors, such as temperament, mental health, and disability, and knows a variety of approaches for helping children become self-motivated;
 - C) aspects of the physical setting, schedule, routines, and transitions that promote children's development and learning;

- D) approaches to adapting environments to meet specific learning and developmental needs related to individual differences in development, learning, dispositions, and talents;
 - E) a variety of preventive and remedial approaches for promoting self-regulation and discipline in groups and individuals; and
 - F) ethical and legal considerations inherent in behavior management.
- 2) Performance – The competent ECSE teacher:
- A) selects, develops, adapts, and evaluates developmentally and functionally appropriate materials, equipment, and spatial arrangements that facilitate developmental and learning goals in young children, including those with disabilities;
 - B) uses individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem;
 - C) selects and implements methods of behavior support and management appropriate for young children, including a range of strategies from less directive, less structured methods to more directive, more structured methods;
 - D) establishes and maintains stimulus-rich indoor and outdoor environments that are physically and psychologically safe, healthy, and productive, including environmental and technological adaptations for children with disabilities;
 - E) teaches social skills needed for participating in educational and functional living environments of the school, community, and home;
 - F) organizes and oversees the activities of paraprofessionals, volunteers, and other professionals who are a part of the educational environment, including individuals providing various therapies to young children with disabilities; and
 - G) monitors individual and group learning activities for factors related to engagement and achievement motivation.

- f) Instructional Delivery – The competent ECSE teacher employs a variety of group and instructional opportunities and strategies, both planned and spontaneous, which encourage children's development and learning across developmental domains and content areas, are appropriate to those areas and to each child's individual abilities and learning needs with respect to those areas, are matched to individually appropriate outcomes and goals, and are deliverable in a variety of individual and group learning environments, including inclusive classrooms, community, and homes.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) the cognitive processes associated with various kinds of learning and how these processes can be stimulated; and
 - B) principles and techniques associated with various teaching strategies, including their advantages and limitations for achieving different purposes.
 - 2) Performance – The competent ECSE teacher:
 - A) implements developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, family-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction;
 - B) manages space, time, materials, peers, and adults to maximize children's progress in a variety of group, community, and home settings, and monitors and adjusts strategies in response to children's engagement and learning;
 - C) incorporates knowledge and strategies contributed by professionals from the disciplines (e.g., occupational therapy) into instructional delivery;
 - D) demonstrates appropriate use of a variety of technologies, including adaptive and assistive technologies, to enhance children's development and learning;
 - E) assumes instructional roles of instructor, facilitator, coach, or audience in relation to the context, content, purposes of the instructional setting, needs and interests of children, and priorities

- and concerns of families with respect to their children's development;
- F) monitors achievement of IEP and IFSP goals and outcomes within daily routines and planned instructional activities within school, community, and home environments and modifies instructional plans as needed;
 - G) implements basic health, nutrition, and safety management practices for young children and practices regarding childhood illness and communicable diseases, including specific procedures for infants and toddlers;
 - H) implements nutrition and feeding strategies for children with disabilities and special health care needs; and
 - I) implements aspects of medical care appropriate to the instructional setting, including methods for maintaining technology-dependent young children.
- g) Communication – The competent ECSE teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classrooms, community, and home.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) the interrelationships among culture, language, thought and expression, and the function of the home language in the development of young children;
 - B) communication theory, language development, and the role of language in learning;
 - C) the social, intellectual, and political implications of language use and how they influence meaning; and
 - D) ethical practices for confidential information and communication, including ethical practices implied by collaborating with families in early development and learning.
 - 2) Performance – The competent ECSE teacher:

- A) models accurate, effective communication when conveying ideas and information and when asking questions and responding to children and other adults;
 - B) employs communication skills that encourage sharing of information and ideas, including reflective listening, reframing, and constructive feedback;
 - C) selects and employs written, verbal, nonverbal and visual language modes and styles that are responsive to audience and purpose and respectful of individual differences due to culture, language, or disability;
 - D) creates opportunities for all children to use effective written, verbal, nonverbal, and visual communication;
 - E) establishes and maintains positive, collaborative relationships with families and other professionals, recognizing and using the dynamics of team roles, interaction, communication, team building, problem-solving, and conflict resolution; and
 - F) establishes effective lines of communication with other professionals in the school and in community agencies concerned with children and families.
- h) Assessment – The competent ECSE teacher uses an array of formal and informal assessment sources and approaches to gather information needed for making decisions about individual and group developmental and learning curriculum goals and instructional approaches that are appropriate and responsive to young children and their families.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) typical procedures used at different points in the special education process in relation to the decisions being made, including decisions related to screening, pre-referral, referral, classification, and instructional planning and progress evaluation;
 - B) informal instruments and approaches for making placement and instructional decisions with respect to young children with disabilities, including those from culturally or linguistically diverse backgrounds; and

- C) measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring, including their applicability in evaluating assessments as applied to young children.
- 2) Performance – The competent ECSE teacher:
- A) gathers background information regarding medical, developmental, educational, and family history;
 - B) assesses children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development, as well as curriculum-related learning, as appropriate;
 - C) uses a variety of informal and formal assessment instruments and procedures to make decisions about children's learning and development and to develop and monitor instructional approaches;
 - D) bases instructional decisions on a variety of culturally unbiased assessment instruments and procedures;
 - E) selects, adapts, constructs, and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards;
 - F) evaluates the supports needed by children with a variety of disabilities and characteristics for inclusion within various program placements;
 - G) develops and uses authentic, performance-based assessments of children's learning to assist in planning, to communicate with children and families, and to engage children in self-assessment;
 - H) adapts assessment for children with specific sensory and motor disabilities;
 - I) develops and uses formative and summative program evaluation to reflect on and modify individual and group instruction;
 - J) involves family members as active participants in the assessment process;

- K) participates and collaborates with other professionals as a team member in conducting assessments that respond to and respect families' priorities, concerns, and characteristics;
 - L) communicates assessment results and integrates assessment results from others in the development and implementation of an IEP or IFSP; and
 - M) monitors, summarizes, and evaluates the attainment of child and family outcomes as outlined on the IEP or IFSP, using appropriate technologies to monitor and maintain records that convey meaningful information to families and to other professionals.
- i) Collaborative Relationships – The competent ECSE teacher develops and maintains productive, collaborative relationships with families, communities, and professionals across the range of services and service systems needed to meet the developmental, learning, and service goals and priorities of young children with disabilities and their families.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) early childhood settings and other agencies related to young children and families as organizations within the larger community context;
 - B) situated learning and the need for collaboration with families, business organizations, and other interested citizen groups;
 - C) the structures and skills necessary to establish collaborative relationships with families, other professionals, and other community agencies;
 - D) the array of community resources, including when and how to access appropriate early childhood settings and community resources to assist children and families;
 - E) various models of consultation and their application in school, community, and home settings;
 - F) family systems theory and the dynamics, roles, and relationships within families;

- G) differences in family structures and in family beliefs and practices related to social and cultural backgrounds;
 - H) the typical concerns of families of children with exceptional needs and appropriate strategies for collaborating with families in addressing these concerns;
 - I) the roles of children, families, teachers, and personnel of community agencies in other early childhood settings in planning an individualized program; and
 - J) structures supporting interagency collaboration, including interagency agreements, referrals, and consultation.
- 2) Performance – The competent ECSE teacher:
- A) establishes and maintains positive, collaborative relationships with families and with other professionals in school and community settings to support children's development, learning, and well-being;
 - B) conducts collaborative conferences with families to identify their priorities, concerns, and resources with respect to their children's development and learning;
 - C) links families with a range of family-oriented services based on identified priorities, resources, and concerns;
 - D) respects families' choices and goals for their children and communicates effectively with families about curriculum and children's progress;
 - E) involves families in assessing and planning for individual children, including children with disabilities;
 - F) implements a range of family-oriented services based on family-identified resources, priorities, and concerns;
 - G) supports families in making decisions related to their children's development and learning;
 - H) communicates options for programs and services and assists families in planning for transition;

- I) collaborates with school and community personnel and with families to include children with disabilities in various instructional environments in the school and community;
 - J) provides supervision, consultation, and training to adults in diverse settings in areas specific to services for children and families and organization/development of programs, using principles of adult learning and collaborative consultation;
 - K) fulfills functions of teams as determined by mandates and service delivery needs of children and families;
 - L) engages in a variety of roles and interaction strategies to achieve effective functioning among members of the instructional team, including teaching assistants, therapists, family members, community child care teachers, and volunteers;
 - M) identifies, evaluates, and designs processes and strategies that support transition between hospital, infant/toddler, preprimary, and primary programs; and
 - N) collaborates with families and other professionals to evaluate services to young children with disabilities and their families.
- j) Reflection and Professional Growth – The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) that reflection is an integral part of professional growth and improvement;
 - B) methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice; and
 - C) major areas of research on the learning process and resources that are available for professional development.
 - 2) Performance – The competent ECSE teacher:

- A) articulates a philosophy and rationale for decisions and continually self-assesses and evaluates the effects of choices and actions on others (e.g., children, families, other professionals) as a basis for program planning and modification and continuing professional development;
 - B) uses self-observation, information about children, pedagogical knowledge, and resources as sources for active reflection, evaluation, and revision of practice;
 - C) collaborates with other professionals and families as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback;
 - D) participates actively in professional organizations and engages in professional dialogue to support personal professional development; and
 - E) reads and critically applies research and recommended practices.
- k) Professional Conduct – The competent ECSE teacher understands education as a profession, both in general and as it is manifested within the educational community and the social service and family settings in which young children develop and learn, maintains standards of professional conduct, and provides appropriate leadership within these settings to improve children's learning and well-being.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) trends, issues, and debates in ECSE, early childhood education, special education, and related fields, including legislation, policy, and program practices related to young children and the early childhood profession;
 - B) the field of early childhood special education, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice;
 - C) the basic principles of administration, organization, and operation of a variety of early childhood programs and agencies, including their role in the community;

- D) federal, State, and local social policies and procedures applicable to and influential in school programs;
 - E) assurances and due process rights and procedures related to assessment, eligibility, and placement, including rights and responsibilities of families, students, teachers and other professionals, and early childhood settings as they relate to individual learning needs; and
 - F) cultural biases and differences that affect teaching.
- 2) Performance – The competent ECSE teacher:
- A) uses appropriate health appraisal procedures and recommends referral to appropriate community health and social service organizations;
 - B) recognizes signs of emotional distress, child abuse, and neglect in young children and follows procedures for reporting known or suspected abuse or neglect to appropriate authorities;
 - C) implements family services consistent with due process safeguards;
 - D) articulates the historical, philosophical, and legal basis of services for young children both with and without disabilities and other special needs;
 - E) identifies ethical and policy issues related to educational, social, and medical services for young children and their families;
 - F) identifies legislation that affects children, families, and programs for children;
 - G) follows policy and procedures of school or agency, respecting boundaries of families;
 - H) serves as an advocate on behalf of young children and their families for improved quality of programs and services for young children and enhanced professional status and working conditions for early childhood special educators;

- I) initiates and develops new projects and programs to support the development and learning of young children;
- J) participates in the life of the school or agency through activities such as policy development, curriculum development, staff development, and family support;
- K) contributes knowledge and expertise about teaching and learning to the profession;
- L) articulates a personal philosophy of early childhood special education, including its relationship with general and special education;
- M) conducts instructional, monitoring, evaluation, and other professional activities consistent with the requirements of local, State, and federal law, rules and regulations, and policies and procedures;
- N) serves as a model for children by demonstrating moral and ethical behavior, an inquisitive attitude toward learning, and respect for individual differences, including differences related to disability and to culture and language;
- O) demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities;
- P) demonstrates positive regard for the culture, religion, gender, and sexual orientation of other individuals; and
- Q) practices within the codes of ethics, standards, and policies of the education profession and of professional organizations.

(Source: Amended at 45 Ill. Reg. 14843, effective November 10, 2021)

Section 28.300 Advanced Teacher Preparation Program Standards for the Learning Behavior Specialist II (LBS II)

The Learning Behavior Specialist II (LBS II) is an optional, advanced endorsement available to holders of professional educator licenses endorsed in any of the areas addressed by Sections 28.200 through 28.230. By October 1, 2025, all candidates for an endorsement in an LBS II area will be required to complete a program aligned to the standards identified in Sections 28.310 through 28.370 and the Advanced Special Education Preparation Standards (2015), available at <https://exceptionalchildren.org/standards/advanced-special-education-preparation-standards> and the Advanced Common Specialty Items (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas>. (No later amendments to or editions of these guidelines are incorporated.) Some LBS II endorsements relate to meeting the needs of students with specified disabilities. However, no endorsement of this type shall prohibit a licensee from providing services to students outside the area of specialization encompassed by that endorsement.

(Source: Amended at 45 Ill. Reg. 14843, effective November 10, 2021)

Section 28.310 Standards for the LBS II/Transition Specialist

By October 1, 2025, all candidates for an endorsement as a Transition Specialist will be required to complete a program aligned to the Advanced Specialty Set for Special Education Transition Specialist (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at

<https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Foundations – The competent transition specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent transition specialist understands:
 - A) theoretical and applied models of transition;
 - B) transition-related legislation in the fields of special and career and technical education, rehabilitation, labor, and civil rights;
 - C) the roles of federal, State, and local legislation and implications for providing transition services at the local level;
 - D) history of national transition initiatives; and
 - E) research on student outcomes and effective transition practices.
 - 2) Performance – The competent transition specialist meets the performance standards set forth in Section 28.100(a)(2).
- b) Characteristics of Learners – The competent transition specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-22).
 - 1) Knowledge – The competent transition specialist understands:
 - A) implications of student characteristics with respect to post-school outcomes, environments, and support needs; and
 - B) school and post-school services available to specific populations of individuals with disabilities.

- 2) Performance – The competent transition specialist meets the performance standards set forth in Section 28.100(b)(2).
- c) Assessment – The competent transition specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.
- 1) Knowledge – The competent transition specialist understands:
 - A) formal and informal career and vocational assessment approaches; and
 - B) formal and informal approaches for identifying students' interests and preferences related to post-school goals and educational experiences.
 - 2) Performance – The competent transition specialist:
 - A) matches skills and interests of the student to skills and demands required by vocational or employment settings, community residential situation, and other community participation options;
 - B) interprets results of career and vocational assessment for individuals, families, and professionals;
 - C) in collaboration with individuals with disabilities and agencies, designs, implements, and uses program evaluation procedures to assess and improve the effectiveness of transition education and services, including evaluation of students' post-school outcomes; and
 - D) uses a variety of formal and informal career, transition, and vocational assessment procedures.
- d) Planning for Instruction – The competent transition specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent transition specialist understands:

- A) job-seeking and job retention skills identified by employers as essential for successful employment;
 - B) career and technical education methods and curricula;
 - C) the range of post-school options within specific outcome areas; and
 - D) transition planning strategies that facilitate information collection and input from appropriate participants.
- 2) Performance – The competent transition specialist:
- A) identifies a variety of outcomes and instructional options specific to the community for each post-school outcome area;
 - B) assists teachers to identify, in conjunction with the student, appropriate educational program planning team members;
 - C) evaluates students' educational programs with respect to measurable post-school goals and alignment of those goals with instructional activities;
 - D) monitors student, family, and agency participation in transition planning and implementation; and
 - E) demonstrates procedures to ensure the inclusion of specific transition-related goals in the educational program plan.
- e) Learning Environment – The competent transition specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent transition specialist understands:
- A) methods for providing work-based and other community-based education for individuals with disabilities; and
 - B) methods for linking appropriate academic content to transition-related goals.
- 2) Performance – The competent transition specialist:

- A) identifies and facilitates appropriate modifications within work, residential, career and technical training, and other community environments;
 - B) assesses and develops natural support systems to facilitate transition to specific post-school environments; and
 - C) develops residential, work-based, and other community-based educational programs for individuals with exceptional learning needs.
- f) Collaborative Relationships – The competent transition specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, and students.
- 1) Knowledge – The competent transition specialist understands:
 - A) methods and strategies for increasing families' knowledge and skills about transition-related issues and topics, including transition-focused educational program development;
 - B) procedures and requirements for referring students to community service agencies;
 - C) methods for increasing collaborative transition service delivery through interagency agreements and collaborative funding; and
 - D) strategies for involving individuals with disabilities in all levels of collaborative transition program planning and evaluation.
 - 2) Performance – The competent transition specialist:
 - A) systematically identifies family service needs related to transition outcomes and assists families to connect with support networks;
 - B) involves individuals with disabilities, families, and community agencies in establishing transition-related policy;
 - C) assesses and uses student support systems to facilitate the post-school transition of individuals with disabilities;

- D) provides transition-focused technical assistance and professional development in collaboration with family members for educators, community agency personnel, and other relevant transition stakeholders;
 - E) collaborates with and participates in transition-focused interagency coordinating bodies;
 - F) develops coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families;
 - G) uses strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transition services for individuals with disabilities; and
 - H) identifies future post-school service needs using transition planning documents in conjunction with relevant agencies.
- g) Professionalism and Ethical Practices – The competent transition specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
- 1) Knowledge – The competent transition specialist understands:
 - A) the scope and role of a transition specialist; and
 - B) the scope and role of agency personnel related to transition-focused education and services.
 - 2) Performance – The competent transition specialist demonstrates positive regard for the capacity and operating constraints of community organizations involved in transition-focused education services.

(Source: Amended at 46 Ill. Reg. 6346, effective April 11, 2022)

Section 28.320 Standards for the LBS II/Technology Specialist

By October 1, 2025, all candidates for an endorsement in an LBS II/Technology Specialist endorsement area will be required to complete a program aligned to the Advanced Specialty Set for Special Education Technology Specialist (2015) published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Foundations – The competent technology specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent technology specialist understands:
 - A) concepts and issues related to the use of technology in education and other aspects of our society; and
 - B) issues in diversity and assistive technology.
 - 2) Performance – The competent technology specialist:
 - A) articulates a personal philosophy and goals for using technology in special education;
 - B) uses technology-related terminology appropriately in written and oral communication; and
 - C) describes legislative mandates and governmental regulations and their implications for technology in special education.
- b) Characteristics of Learners – The competent technology specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-22).
 - 1) Knowledge – The competent technology specialist understands the impact of technology at all stages of development on individuals with exceptional learning needs.
 - 2) Performance – The competent technology specialist:

- A) matches characteristics of individuals with exceptional learning needs with technology product or software features; and
 - B) identifies the demands placed on the user by computers, software, and related technology materials.
- c) Assessment – The competent technology specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.
- 1) Knowledge – The competent technology specialist understands the use of technology in the assessment, diagnosis, and evaluation of individuals with disabilities.
 - 2) Performance – The competent technology specialist:
 - A) uses technology to collect, analyze, summarize, and report student performance data to aid instructional decision-making;
 - B) identifies functional needs, screens for functional limitations, and determines if the need for a comprehensive assistive or instructional technology evaluation exists;
 - C) monitors outcomes of technology-based interventions and re-evaluates and adjusts the system as needed;
 - D) assists individuals with disabilities in clarifying and prioritizing functional intervention goals regarding technology-based evaluation results;
 - E) works with team members to identify assistive and instructional technologies that can help individuals meet the demands placed upon them in their environments;
 - F) identifies placement of devices and positioning of the individual to optimize the use of assistive or instructional technology;
 - G) examines alternative solutions and trial periods with potential assistive or instructional technologies prior to making a purchase decision; and
 - H) makes technology decisions based on a continuum of options ranging from no technology to high technology.

- d) Planning for Instruction – The competent technology specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent technology specialist understands procedures for evaluating computer software and other technology materials for their potential application in special education.
 - 2) Performance – The competent technology specialist:
 - A) identifies elements of the curriculum for which technology applications are appropriate and ways they can be implemented;
 - B) identifies and operates software that meets educational objectives for individuals with disabilities' learning needs in a variety of educational environments;
 - C) identifies and operates instructional and assistive hardware, software, and peripherals;
 - D) designs, fabricates, and installs assistive technology materials and devices to meet the needs of individuals with disabilities;
 - E) provides consistent structured training, according to individuals with disabilities' needs to operate instructional and adaptive equipment and software, until mastery is achieved;
 - F) verifies proper implementation of mechanical and electrical safety practices in the assembly and integration of the technology to meet the needs of individuals with disabilities;
 - G) instructs others in the operation, maintenance, and warranties of the technology and trouble-shooting techniques that may be needed;
 - H) uses communication technologies to access information and resources electronically; and
 - I) develops and implements contingency plans in the event that assistive or instructional technology devices fail.

- e) Learning Environment – The competent technology specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent technology specialist understands:
 - A) funding sources and processes for the acquisition of assistive technology devices and services;
 - B) national and State prekindergarten through grade 12 technology standards;
 - C) procedures for the organization, management, and security of technology; and
 - D) ergonomic principles to facilitate the use of technology.
 - 2) Performance – The competent technology specialist:
 - A) evaluates features of technology systems;
 - B) develops clear specifications or drawings necessary for technology acquisitions;
 - C) writes proposals to obtain funds for technology hardware and software; and
 - D) provides technology support to students who are receiving instruction in general education classrooms.
- f) Collaborative Relationships – The competent technology specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.
- 1) Knowledge – The competent technology specialist understands:
 - A) the importance of collaboration with teachers, administrators, school support personnel, parents, and others in a culturally responsive program; and

- B) when to refer individuals with disabilities' needs to another professional regarding technology.
- 2) Performance – The competent technology specialist:
 - A) conducts in-service training in applications of technology in special education;
 - B) refers team members and families to assistive and instructional technology resources; and
 - C) collaborates with other team members in planning and implementing the use of assistive and adaptive devices.
- g) Professionalism and Ethical Practices – The competent technology specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
 - 1) Knowledge – The competent technology specialist understands equity, ethical, legal, and human issues related to technology in special education.
 - 2) Performance – The competent technology specialist:
 - A) maintains ongoing professional development to acquire knowledge and skills about new developments in technology;
 - B) adheres to copyright laws about duplication and distribution of software and other copyrighted technology materials; and
 - C) advocates for assistive or instructional technology on individual and system change levels.

(Source: Amended at 46 Ill. Reg. 6346, effective April 11, 2022)

Section 28.330 Standards for the LBS II/Bilingual Special Education Specialist

- a) Foundations – The competent bilingual special education specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent bilingual special education specialist understands:
 - A) cross-cultural patterns, practices or attitudes, and their effect on cognitive, affective, behavioral, and motivational development;
 - B) current theories and practices of bilingual education, bilingual special education, and English as a second language (ESL); and
 - C) legislation, litigation, funding, and current research relative to special education services for linguistically and culturally diverse (LCD) students.
 - 2) Performance – The competent bilingual special education specialist:
 - A) understands and speaks proficiently in the primary language spoken by students and parents (i.e., home language) and in English;
 - B) reads, comprehends, and writes proficiently in the home language and in English;
 - C) facilitates the development of cross-cultural competencies in students;
 - D) incorporates contributions and content material from diverse cultural groups into educational programming; and
 - E) articulates a rationale for bilingual special education and for use of ESL strategies in special education.
- b) Characteristics of Learners – The competent bilingual special education specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-22).

SUBTITLE A

SUBCHAPTER b

- 1) Knowledge – The competent bilingual special education specialist understands theories of first and second language acquisition.
- 2) Performance – The competent bilingual special education specialist:
 - A) identifies structural differences between the student's first and second languages and the interaction between the two languages; and
 - B) effectively discriminates between characteristics of a language disorder and English acquisition processes.
- c) Assessment – The competent bilingual special education specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.
 - 1) Knowledge – The competent bilingual special education specialist:
 - A) can analyze the student's receptive and expressive languages at the phonological, syntactical, morphological, semantic, and pragmatic levels in the home language and in English (English only for ESL); and
 - B) understands assessment procedures and instruments, both standardized and authentic, to evaluate LCD students' language proficiency, language dominance, language development, and achievement.
 - 2) Performance – The competent bilingual special education specialist:
 - A) recognizes potential linguistic and cultural biases of standardized and authentic assessments and adapts procedures for LCD students;
 - B) assesses in both the home language and English and is able to interpret results, including implications for instruction (English only for ESL); and
 - C) designs and implements formative and summative evaluations relative to educational interventions and programming for LCD students with disabilities.

- d) Planning for Instruction – The competent bilingual special education specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals.
- 1) Knowledge – The competent bilingual special education specialist:
 - A) knows sources for materials appropriate for LCD students with disabilities; and
 - B) knows theories and practices of transition from the home language to English in literacy instruction.
 - 2) Performance – The competent bilingual special education specialist develops instructional goals based on the identified levels of language proficiency in the home language and English acquisition for students with disabilities.
- e) Learning Environment – The competent bilingual special education specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent bilingual special education specialist meets the standards set forth in Section 28.100(e)(1) of this Part.
 - 2) Performance – The competent bilingual special education specialist creates a learning environment that fosters successful social and academic experiences through knowledge related to the English acquisition and acculturation processes.
- f) Instructional Delivery – The competent bilingual special education specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-22).
- 1) Knowledge – The competent bilingual special education specialist meets the standards set forth in Section 28.100(f)(1) of this Part.
 - 2) The competent bilingual special education specialist:

SUBTITLE A

SUBCHAPTER b

- A) utilizes assessment and other relevant data to adapt instructional programs appropriate for bilingual, non-English and limited-English proficient students with disabilities;
 - B) evaluates the effectiveness of instructional strategies and methods and modifies them to meet the unique linguistic and academic needs of LCD students with disabilities;
 - C) uses bilingual paraprofessional educators effectively for assistance in instruction and evaluation purposes;
 - D) implements varied teaching techniques appropriate for LCD students (e.g., mediated learning, holistic approaches to literacy development, and natural language approach);
 - E) provides instruction in the home language and English to implement the IEP; and
 - F) provides instruction using ESL approaches.
- g) Collaborative Relationships – The competent bilingual special education specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, and students.
- 1) Knowledge – The competent bilingual special education specialist meets the standards set forth in Section 28.100(g)(1) of this Part.
 - 2) Performance – The competent bilingual special education specialist:
 - A) serves as a consultant to general educators who serve LCD students with disabilities;
 - B) facilitates communication among parents, guardians, child advocates and other educational personnel involved in the educational program of the LCD students;
 - C) contributes instructional recommendations as a member of IEP teams responsible for the design and implementation of the instructional program for LCD students with disabilities;

- D) communicates with the parents concerning the educational needs of their children and facilitates active participation of the parents and guardians in the development of the IEP; and
 - E) translates content materials, instructions, letters, etc., to parents and community members into their primary language.
- h) Professional Conduct and Leadership – The competent bilingual special education specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. The competent bilingual special education specialist meets the standards set forth in Section 28.100(h) of this Part.
- i) Reflection and Professional Growth – The competent bilingual special education specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. The competent bilingual special education specialist meets the standards set forth in Section 28.100(i) of this Part.

(Source: Amended at 46 Ill. Reg. 6346, effective April 11, 2022)

Section 28.340 Standards for the LBS II/Deaf-Blind Specialist

By October 1, 2025, all candidates for an endorsement as a Deaf-Blind Specialist will be required to complete a program aligned to the Initial Specialty Set for Deafblindness (2015) and the Advanced Specialty Set for Special Education Deaf and Hard of Hearing Specialist (2018), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Foundations – The competent deaf-blind specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent deaf-blind specialist understands:
 - A) communication and language theories, approaches, and research that are applicable to teaching learners who are deaf-blind;
 - B) the history of the practices, people, and events that have had or currently do have an impact on the lives of people who are deaf-blind and their possible relevance to current educational practices;
 - C) specialized roles of educators and learners who are deaf-blind; and
 - D) clinical, functional, and legal definitions of deafblindness, blindness/visual impairment, and deafness/hearing loss.
 - 2) Performance – The competent deaf-blind specialist accesses and evaluates current related research and practices in communication for their possible relevance in teaching the learner.
- b) Characteristics of Learners – The competent deaf-blind specialist understands how disabilities impact the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.
 - 1) Knowledge – The competent deaf-blind specialist understands:
 - A) the critical roles of vision and hearing in all learning;
 - B) the complex and unique effects of combined vision and hearing losses upon all learners who are deaf-blind;

- C) the diversity within the population of learners who are deaf-blind;
 - D) the potential isolating effects of combined hearing and vision losses upon the learner who is deaf-blind;
 - E) the potential impact of the combined effects of hearing and vision losses upon the learner's opportunities for incidental learning;
 - F) the potential emotional implications of combined hearing and vision losses upon the learner who is deaf-blind;
 - G) the potential impact of the combined effects of hearing and vision losses upon the learner's personal relationships with others;
 - H) the potential and complex effects of additional disabilities upon learners who are deaf-blind;
 - I) the potential effects of the age of onset, degrees and/or progressions of hearing and vision losses upon learners who are deaf-blind;
 - J) the major etiologies of deaf-blindness and the possible implications of etiologies in teaching the learner who is deaf-blind;
 - K) the potential impact of the combined effects of vision and hearing losses upon the development of concrete and abstract concepts;
 - L) linguistic forms/modes of communication used by learners who are deaf-blind;
 - M) the structure and function of auditory and visual systems and how they interrelate in the learning process;
 - N) impairments in the structure and the function of the auditory and visual systems; and
 - O) the influence of vision and hearing in motor development.
- 2) Performance – The competent deaf-blind specialist uses definitions of deafblindness, blindness/visual impairment, and deafness/hearing impairment to access services, materials, and assistance for the learner.

- c) Assessment – The competent deaf-blind specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-22).
- 1) Knowledge – The competent deaf-blind specialist understands:
 - A) non-linguistic forms/modes used by learners who are deaf-blind;
 - B) informal and formal communication assessment procedures that are appropriate for learners who are deaf-blind;
 - C) functional and clinical assessments of vision and hearing; and
 - D) clinical assessments of vision and hearing that are used by learners who are deaf-blind.
 - 2) Performance – The competent deaf-blind specialist:
 - A) assesses and adapts to learners' pace/timing of communication;
 - B) assesses how choice of color, textures, and patterns of clothing enhances or detracts from social interaction;
 - C) assesses non-linguistic forms of communication;
 - D) assesses and interprets behaviors as intentional or non-intentional;
 - E) assesses and interprets the meaning of the learner's use of objects;
 - F) assesses and interprets the meaning of the learner's intentional use of signals to communicate;
 - G) assesses and interprets the meaning of the learner's natural gestures to communicate;
 - H) assesses and responds to the communicative functions of positive and challenging behaviors/forms;
 - I) assesses contexts (physical environments, people, things, and events) in which the learner who is deaf-blind communicates;
 - J) assesses the communication opportunities and demands in specific contexts;

- K) gathers and maintains descriptive records/portfolios of the learner's communication repertoire across all settings to assess strengths, challenges, progress;
 - L) assesses activities for the learner's communications opportunities and implements appropriate strategies;
 - M) assesses how the learner processes auditory and visual information;
 - N) assesses situations and environments in which the learner can benefit from use of FM (frequency modulation) systems (based upon the recommendations of the audiologist and other team members);
 - O) assesses, describes, and explains the effects of vision and hearing losses upon the learner's movements;
 - P) assesses the proprioceptive and kinesthetic variables in the environment;
 - Q) assesses the visual variables in the environment that influence the learner's effective use of vision;
 - R) assesses variables within specific environments that influence the learner's use of hearing;
 - S) assesses the tactile variables within the environment;
 - T) assesses and explains educational implications of visual and auditory impairments upon the learner;
 - U) identifies, adapts, or develops strategies to assess the learner's functional use of vision and hearing; and
 - V) recommends the learner for additional visual and auditory evaluations/assessments when necessary.
- d) Planning for Instruction – The competent deaf-blind specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals.

- 1) Knowledge – The competent deaf-blind specialist understands:
 - A) the development of communication partnerships between learners who are deaf-blind and others;
 - B) the possible communicative functions of behaviors of learners who are deaf-blind;
 - C) the development of vocabulary (content) in learners who are deaf-blind, based upon their forms and functions of communication;
 - D) the need for learners who are deaf-blind to have communication embedded/incorporated in all activities and settings;
 - E) assistive listening, low vision, and vibro-tactile devices that enhance auditory and visual functioning;
 - F) technology to enhance orientation and mobility skills;
 - G) visual, auditory, tactile, and olfactory information in various environments that influence learning;
 - H) technological devices and appliances for independent living; and
 - I) visual, auditory, and tactile characteristics of materials needed by learners who are deaf-blind.
- 2) Performance – The competent deaf-blind specialist:
 - A) provides opportunities for the learner to develop basic concepts through participation in meaningful and motivating real-life experiences;
 - B) provides opportunities for the learner to actively explore and experience common objects that learners with vision and hearing learn about incidentally;
 - C) tactually models for the learner the functional use of objects;
 - D) provides opportunities for the learner to understand and express abstract concepts;

- E) creates opportunities for turn-taking;
 - F) provides objects for the learner to anticipate activities, adjust to change within activities, and to terminate activities;
 - G) selects, adapts, or creates tools and procedures appropriate for the communication assessment of a learner who is deaf-blind;
 - H) accesses resources for alternative and augmentative communications assessment and communication devices;
 - I) accesses sources of devices and appliances that will enhance the learner's ability to live as independently as possible;
 - J) operates and maintains hearing aids, FM systems, and vibro-tactile devices;
 - K) checks and maintains glasses, contact lenses, and low vision devices; and
 - L) teaches the learner to use appropriate optical aids.
- e) Learning Environment – The competent deaf-blind specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent deaf-blind specialist understands the development of the learner's personal identity and relationships to another person or a group.
 - 2) Performance – The competent deaf-blind specialist:
 - A) establishes a trusting relationship with the learner who is deaf-blind by providing nurturance and consistency in people, interactions, and routines;
 - B) uses personalized visual, auditory, and tactile forms to identify the person who is initiating the interaction with the learner;
 - C) provides opportunities for the learner to recognize himself/herself and others by name;

- D) makes appropriate adaptations to enhance the learner's auditory functioning in a variety of physical environments;
 - E) uses contrasting tactile cues or adaptations to assist the learner in gaining information about the environment; and
 - F) draws the attention of the learner to the sources of naturally occurring vibrations and smells in the environment.
- f) Instructional Delivery – The competent deaf-blind specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-22).
- 1) Knowledge – The competent deaf-blind specialist understands:
 - A) the development of body image in learners who are deaf-blind;
 - B) the development of positive self-esteem in the learner who is deaf-blind;
 - C) visual, auditory, and tactile adaptations that enhance social/communicative interactions between the learner who is deaf-blind and others;
 - D) communication devices and technology that are appropriate for learners who are deaf-blind;
 - E) the development of literacy in learners who are deaf-blind;
 - F) the basic principles of orientation and mobility for learners who are deaf-blind; and
 - G) curricula specific to or adapted for learners who are deaf-blind.
 - 2) Performance – The competent deaf-blind specialist:
 - A) moves together (co-actively) with the learner in daily routines to establish body awareness and awareness of another person;
 - B) uses touch to make the learner aware of the learner's body and another's throughout functional and play activities;

- C) provides opportunities for the learner to learn the functions of body parts;
- D) provides opportunities for the learner's increased proprioceptive (feedback through muscles and body position) and kinesthetic (feedback through body movement) awareness during daily routines and planned activities;
- E) provides opportunities for the learner to develop confidence by making choices;
- F) provides the learner with opportunities for self-advocacy;
- G) provides opportunities for the learner to learn from naturally occurring successes and failures;
- H) creates opportunities for the learner to initiate conversations with or without words around topics of interest;
- I) uses appropriate distance between the learner and the communication partner;
- J) determines optimal position of the learner in relation to others that will enhance participation in group activities;
- K) maintains interaction at eye level of the learner who is deaf-blind or makes adjustments to accommodate for specific visual conditions;
- L) uses touch cues to initiate and terminate interactions;
- M) interprets for the learner information about other interactions and events taking place around the learner;
- N) reduces or eliminates unnecessary visual, auditory and tactile clutter;
- O) develops object communication systems for the learner to use receptively and expressively;
- P) uses formal sign language systems, both visually and tactually;

- Q) uses alphabet systems, both tactually and visually;
- R) uses the Tadoma method of speech reading;
- S) selects and prioritizes receptive and expressive vocabulary that is meaningful and motivating to the learner;
- T) responds to the learner's non-linguistic forms of communication while fostering opportunities to move to linguistic levels;
- U) develops strategies to encourage the learner to use multiple non-linguistic and linguistic modes/forms of communications depending upon the environment and communications partners;
- V) selects and prioritizes receptive and expressive vocabulary that is meaningful and motivating to the learner;
- W) models the use of vocabulary words that are meaningful and motivating to the learner;
- X) provides vocabulary for the learner to understand and express abstract concepts;
- Y) provides opportunities to use and expand vocabulary through frequent and natural conversations;
- Z) organizes vocabulary into syntax;
- AA) modifies existing reading materials to adjust for the learner's language level and reading media;
- BB) designs and makes non-technological communication devices that are appropriate to the learner's needs;
- CC) selects or adapts assistive technological devices as tools for communication;
- DD) provides opportunities for the learner to use augmentative communication devices in a variety of environments and with a variety of communication partners;
- EE) provides opportunities and means for the learner to communicate within and about activities and places;

- FF) uses naturally occurring events for the learner to use and practice communication skills;
- GG) recommends appropriate positions to optimize visual functioning;
- HH) recommends appropriate positions to optimize auditory functioning;
- II) implements strategies to accommodate for and to improve the learner's visual and auditory functioning based upon assessment results;
- JJ) assists the learner in organizing information about space and objects within space;
- KK) models ways for the learner to move in and through space;
- LL) provides opportunities for the learner to move outward in progressively larger spaces;
- MM) adapts orientation and mobility techniques according to the learner's communication skills and ability to use residual hearing and vision;
- NN) provides opportunities for the learner who is deaf-blind and has physical disabilities to learn orientation and mobility skills;
- OO) teaches the learner to attend to kinesthetic and proprioceptive variables to inform the learner about how the learner's body relates to the environment;
- PP) makes appropriate visual adaptations to accommodate for specific visual impairments;
- QQ) uses and adapts appropriate devices and appliances;
- RR) based upon clinical and functional assessments, uses and creates materials that will maximize the learner's use of vision, hearing, and touch in specific situations to meet the learner's visual, auditory, and tactile needs;

- SS) incorporates literacy as part of the everyday activities according to the learner's experiences and interests; and
 - TT) uses touch to accommodate for lack or distortion of visual and auditory information.
- g) Collaborative Relationships – The competent deaf-blind specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, and students.
- 1) Knowledge – The competent deafblind specialist understands:
 - A) the potential impact of deafblindness upon attachment/bonding between learners who are deaf-blind and their primary caregivers;
 - B) effective use of communication support personnel to assure that the learner who is deaf-blind has optimal access to opportunities for receptive and expressive communication;
 - C) resources that provide technical assistance at the local, State, and national levels related to the field of deafblindness; and
 - D) resources of support services for learners who are deaf-blind and their families.
 - 2) Performance – The competent deaf-blind specialist:
 - A) assesses and explains the effects of combined vision and hearing losses upon relationships between the learner and the learner's primary caregiver;
 - B) provides opportunities for the learner to learn about family relationships and relationships to others;
 - C) provides opportunities for the learner to understand the role of him/herself and others in the contexts of specific groups;
 - D) provides opportunities for the learner to meet and establish relationships with other people who are deaf-blind;

- E) exchanges information about the learner's communication style/abilities with others to ensure consistency of interpretation and use of the learner's communication repertoire;
 - F) teaches significant peers and adults to communicate effectively with the learner who is deaf-blind;
 - G) exchanges ongoing communication assessment findings with others to develop effective strategies that will enhance the learner's communication abilities;
 - H) identifies the responsibilities and the roles of the communication support personnel according to the needs of the learner and environments;
 - I) interprets for other team members clinical and functional information regarding the learner's vision and hearing;
 - J) recommends appropriate referrals to low-vision and hearing specialists in collaboration with other team members to assess the need for assistive devices;
 - K) collaborates with orientation and mobility specialists and other appropriate specialists in adapting strategies to encourage the learner to move safely and independently;
 - L) consults and collaborates with others who provide care, education, and adult services to people who are deaf-blind;
 - M) provides information and education to team members (including families) about the uniqueness of the disability of deafblindness; and
 - N) provides training to caregivers, school personnel, and peers that will improve the quality of their interactions/relationships with the learner who is deaf-blind.
- h) Professional Conduct and Leadership – The competent deaf-blind specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
- 1) Knowledge – The competent deaf-blind specialist meets the standards set forth in Section 28.100(h)(1).

- 2) Performance – The competent deaf-blind specialist advocates for learners who are deaf-blind and their families to obtain high-quality services ranging from early intervention to transition to adult services.
- i) Reflection and Professional Growth – The competent deaf-blind specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. The competent deaf-blind specialist meets the standards set forth in Section 28.100(i).

(Source: Amended at 46 Ill. Reg. 6346, effective April 11, 2022)

Section 28.350 Standards for the LBS II/Behavior Intervention Specialist

By October 25, 2025, all candidates for an endorsement as a Behavior Intervention Specialist will be required to complete a program aligned to the Advanced Specialty Set for Special Education Behavior Intervention Specialist (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Foundations – The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent behavior intervention specialist understands:
 - A) positive theoretical approaches and landmark research on behavior;
 - B) current State and federal laws, policies, and ethical principles regarding positive behavior management planning and implementation;
 - C) relationships among teacher attitudes, behavior, the learning environment, and individuals with exceptional learning needs;
 - D) crisis prevention and intervention research and issues;
 - E) the impact of cultural and linguistic diversity on student behavior and learning;
 - F) the impact of multiple disabilities on behavior and learning;
 - G) biophysical and environmental effects on behavior; and
 - H) relationships between individual school discipline policies and students with IEPs.
 - 2) Performance – The competent behavior intervention specialist:
 - A) articulates a personal philosophy of behavior management consistent with standards of the profession and State and federal laws; and

- B) recognizes students' behaviors as age-appropriate based on observation and social validation.
- b) Characteristics of Learners – The competent behavior intervention specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.
- 1) Knowledge – The competent behavior intervention specialist understands:
 - A) similarities and differences of behavior of individuals with and without disabilities;
 - B) the impact of varying disabilities on behavior;
 - C) the communicative aspects of behavior;
 - D) the effects of various medications on student behavior; and
 - E) the relationship between learners' behaviors and the intensity of service provision.
 - 2) Performance – The competent behavior intervention specialist matches service provision to learners' academic and behavioral needs.
- c) Assessment – The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-22).
- 1) Knowledge – The competent behavior intervention specialist understands:
 - A) terminology used in functional and positive behavioral assessment;
 - B) State and federal laws and regulations and ethical considerations of functional and positive behavioral assessment;
 - C) the use and limitations of behavior rating scales, systematic recording procedures, authentic assessment, or functional assessment;
 - D) duration and intensity of behavior and the influence on learner performance on formal and informal assessments;

- E) behavior as a form of communication; and
 - F) the relationship between determination of behavioral interventions and issues of screening, referral, and placement.
- 2) Performance – The competent behavior intervention specialist:
- A) uses systematic recording procedures, behavior rating scales, and authentic and/or functional assessment to identify a learner's behavioral needs;
 - B) interprets and uses results from behavior rating scales, systematic recording procedures, and authentic and/or functional assessment in determining positive behavioral intervention needs for individuals with disabilities;
 - C) communicates results of positive behavioral assessments to the learner and all stakeholders;
 - D) adapts and modifies formal and informal assessments to accommodate behavioral needs of the learner; and
 - E) identifies positive behavioral supports needed to facilitate integration of a learner with disabilities that provide access to the general curriculum.
- d) Planning for Instruction – The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent behavior intervention specialist understands:
- A) behavioral demands of various learning environments;
 - B) the impact of learners' behaviors on instruction;
 - C) the impact of learners' behaviors on interpersonal relationships with teachers, other service providers, and peers;
 - D) positive behavioral intervention strategies;

- E) positive behavior management plan guidelines and key components; and
 - F) the rationale for targeting specific behaviors and selecting positive behavior management techniques.
- 2) Performance – The competent behavior intervention specialist:
- A) develops positive behavior management plans with consideration of demands of the learning environment, assessment results, and input of relevant stakeholders;
 - B) implements positive behavior management plans;
 - C) facilitates implementation of positive behavior management plans through collaborative relationships with classroom teachers and related service personnel;
 - D) evaluates the effectiveness of positive behavior management plans and revises as needed; and
 - E) plans for effective transition and integration across settings.
- e) Learning Environment – The competent behavior intervention specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent behavior intervention specialist understands:
- A) reinforcement theories, techniques, and application;
 - B) ways to create and positively modify learning environments that respect and value diversity;
 - C) the continuum of placements and services, including alternative programs for individuals whose behavior is interfering with learning; and
 - D) issues, resources and strategies of integration and transition from most restrictive environments to least restrictive environments.

- 2) Performance – The competent behavior intervention specialist:
 - A) uses strategies for facilitation, maintenance, and generalization of behaviors across learning environments;
 - B) teaches individuals to use problem-solving and self-regulation strategies to promote independence and successful transitions;
 - C) designs learning environments that provide behavioral feedback from peers, teachers, and related service personnel;
 - D) directs, observes, evaluates, and provides feedback to paraprofessional educators and teachers in the implementation of positive behavioral interventions and management plans;
 - E) implements a range of positive strategies that promote positive behavior, including crisis intervention and family support and involvement, in varied learning environments;
 - F) monitors intra-group behavior changes across activities and learning environments; and
 - G) facilitates development and implementation of classroom routines, rules, and consequences in varied learning environments.
- f) Instructional Delivery – The competent behavior intervention specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-22).
 - 1) Knowledge – The competent behavior intervention specialist understands:
 - A) classroom management theories and positive strategies for individuals with exceptional learning needs; and
 - B) research-based best practices for effective, positive management of teaching, learning, and behavior.
 - 2) Performance – The competent behavior intervention specialist:
 - A) sequences, implements, and evaluates individualized behavioral objectives;

- B) integrates positive behavioral supports with academic curricula;
 - C) uses varied positive, non-aversive techniques for managing targeted behavior;
 - D) implements positive behavior management plans using systematic recording procedures, establishments of timelines, hierarchies of interventions, and schedules of reinforcement;
 - E) designs, implements, and evaluates behavioral support programs to enhance learners' social and community participation; and
 - F) analyzes critical variables that have an impact on learners' behavior and designs and implements positive behavioral supports.
- g) Collaborative Relationships – The competent behavior intervention specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, and students.
- 1) Knowledge – The competent behavior intervention specialist understands:
 - A) concerns of families of learners whose behavior is interfering with learning and positive strategies to address these concerns;
 - B) strategies of mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, and paraprofessional educators in implementation of positive behavioral interventions;
 - C) parent education programs and behavior management guides that address positive behavior management and facilitate collaboration and consultation; and
 - D) collaboration and consultation issues in integration of individuals with significant behavioral problems transitioning into and out of alternative environments, including incarceration, psychiatric, and residential facilities.
 - 2) Performance – The competent behavior intervention specialist:
 - A) demonstrates skills of problem-solving and conflict resolution;

- B) designs, implements, and evaluates inservice trainings for teachers, related service personnel, and paraprofessional educators that address positive behavioral intervention needs of learners;
 - C) synthesizes and communicates to stakeholders information available from family, school, the justice system, and referral agencies;
 - D) uses collaborative strategies and counseling techniques with families, learners, related service providers, and other professionals; and
 - E) provides parent education in the implementation of positive behavioral supports in the home environment.
- h) Professional Conduct and Leadership – The competent behavior intervention specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
- 1) Knowledge – The competent behavior intervention specialist meets the standards set forth in Section 28.100(h)(1).
 - 2) Performance – The competent behavior intervention specialist:
 - A) uses positive behavioral interventions with consideration of learners' physical freedom and social interaction;
 - B) uses positive behavioral interventions with respect for human dignity and personal privacy;
 - C) serves as an advocate for individuals and their families; and
 - D) collaborates with appropriate agency individuals to reduce family stress and implement family support.
- i) Reflection and Professional Growth – The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

- 1) Knowledge – The competent behavior intervention specialist meets the standards set forth in Section 28.100(i)(1).
- 2) Performance – participates in professional development activities that assure that practice is consistent with the evolving behavioral research and literature.

(Source: Amended at 46 Ill. Reg. 6346, effective April 11, 2022)

Section 28.360 Standards for the LBS II/Curriculum Adaptation Specialist

By October 1, 2025, all candidates for an endorsement as a Curriculum Adaptation Specialist will be required to complete a program aligned to the Advanced Specialty Set for Special Education Academic Intervention Specialist (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Foundations – The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent curriculum adaptation specialist understands:
 - A) the general curriculum structure;
 - B) curricular issues and their associated implications for students with disabilities;
 - C) levels of influence affecting curriculum development and implementation (classroom, school, district, State, national);
 - D) State law related to the general curriculum;
 - E) processes for curriculum development; and
 - F) philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.
 - 2) Performance – The competent curriculum adaptation specialist meets the standards set forth in Section 28.100(a)(2).
- b) Characteristics of Learners – The competent curriculum adaptation specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.
 - 1) Knowledge – The competent curriculum adaptation specialist understands:
 - A) learning research and implications for students with disabilities;

- B) the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development;
 - C) the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language; and
 - D) the impact of language development on the academic and social skills of individuals with disabilities.
- 2) Performance – The competent curriculum adaptation specialist:
- A) determines the appropriate curriculum for an individual based on the student's age, skills, learning strengths, and desired long-term outcomes; and
 - B) modifies and adapts curricula appropriate to the student's learning style.
- c) Assessment – The competent curriculum adaptation specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-22).
- 1) Knowledge – The competent curriculum adaptation specialist understands:
- A) curriculum-based assessment and curriculum-based measurement as methods for determining instructional needs and monitoring student progress through curricula;
 - B) methods used for statewide assessment of student learning standards;
 - C) problem-solving models used to analyze curricular needs and learning characteristics of students;
 - D) alternative methods for assessing and grading student performance; and
 - E) varied test-taking strategies.
- 2) Performance – The competent curriculum adaptation specialist:

- A) uses varied assessment strategies to determine appropriate curricular modification and adaptations for students with disabilities;
 - B) modifies specific assessment devices and assessment procedures to match the individual needs and learning style of students;
 - C) systematically monitors student progress through general and modified curriculum;
 - D) systematically measures and evaluates the effectiveness of curricular adaptations or modifications in instructional strategies on student learning;
 - E) conducts student error analyses to identify needed instructional modifications;
 - F) adapts formal tests to accommodate students' disabilities and modes of communication; and
 - G) assesses reliable methods of response of individuals who lack communication and performance abilities.
- d) Planning for Instruction – The competent curriculum adaptation specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent curriculum adaptation specialist understands:
 - A) sources of specialized materials for individuals with disabilities;
 - B) a variety of approaches for modifying the general curriculum;
 - C) essential elements of social skills, life skills, study skills, and vocational and other alternative curricula; and
 - D) strategies for modifying materials, changing teaching procedures, altering task requirements, or selecting an alternative task based on students' learning styles and needs.
 - 2) Performance – The competent curriculum adaptation specialist:

- A) modifies the general curriculum by analyzing what is taught, how it is taught, how the student will demonstrate proficiency, and the instructional setting needed by the student for successful learning;
 - B) utilizes the least intrusive intervention or adaptation first;
 - C) matches individual learning styles with appropriate curricular adaptations;
 - D) determines critical functional skills within the general curriculum; and
 - E) selects instructional materials which engage students in meaningful learning.
- e) Learning Environment – The competent curriculum adaptation specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent curriculum adaptation specialist understands:
 - A) reinforcement theory and its application to learning; and
 - B) the impact of the environment on student learning.
 - 2) Performance – The competent curriculum adaptation specialist modifies the learning environment based on a student's learning strengths, curricular needs, and appropriate instructional strategies.
- f) Instructional Delivery – The competent curriculum adaptation specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-22).
- 1) Knowledge – The competent curriculum adaptation specialist understands:
 - A) various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning;

- B) various student learning strategies that increase capacity for learning;
 - C) study strategies to assist students in the completion of various tasks;
 - D) various methods for grouping students to maximize learning; and
 - E) how technology may be used to maximize learning.
- 2) Performance – The competent curriculum adaptation specialist:
- A) develops an individualized curriculum for all students in the least restrictive environment;
 - B) adapts content, materials, and instructional strategies in reading to meet individualized needs;
 - C) adapts content, materials, and instructional strategies in mathematics to meet individualized needs;
 - D) adapts content, materials, and instructional strategies in language arts to meet individualized needs;
 - E) adapts content, materials, and instructional strategies in academic content areas (e.g., science and social studies) to meet individualized needs;
 - F) adapts content, materials, and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs;
 - G) uses research-supported instructional strategies and practices;
 - H) uses adaptations and strategies for facilitating maintenance and generalization of skills across environments;
 - I) uses assistive technology devices to meet individualized needs and maximize learning; and
 - J) teaches students cognitive strategies which maximize learning.

- g) Collaborative Relationships – The competent curriculum adaptation specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.
- 1) Knowledge – The competent curriculum adaptation specialist understands models for co-teaching and consultation.
 - 2) Performance – The competent curriculum adaptation specialist:
 - A) collaborates with other educators concerning appropriate use of the different learning and instructional strategies for various students;
 - B) provides direct assistance, when needed, to general educators, other special educators, and related service personnel as adaptations are implemented; and
 - C) assists general educators, other special educators, and related service personnel in anticipating and accounting for potential problems related to adaptations.
- h) Professional Conduct and Leadership – The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. The specialist advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.
- i) Reflection and Professional Growth – The competent curriculum adaptation specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. The specialist reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning.

(Source: Amended at 46 Ill. Reg. 6346, effective April 11, 2022)

Section 28.370 Standards for the LBS II/Multiple Disabilities Specialist

By October 1, 2025, all candidates for an endorsement as a Multiple Disabilities Specialist will be required to complete a program aligned to the Initial Specialty Set for Physical, Health, and Multiple Disabilities (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

- a) Foundations – The competent multiple disabilities specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent multiple disabilities specialist understands:
 - A) ethical issues regarding treatment of individuals with medically fragile conditions;
 - B) in-depth knowledge of legislation, policies, and litigation regarding rights of individual students to education, guardianship, and community supports; and
 - C) the process of policy change in advocating for individuals.
 - 2) Performance – The competent multiple disabilities specialist:
 - A) advocates for rights and services based on established legislation, policies, and litigation;
 - B) advocates for change in service delivery systems and policy;
 - C) demonstrates a commitment to the belief that all students can learn; and
 - D) demonstrates a commitment to the belief that all students can live, work, and recreate in inclusive community settings.
- b) Characteristics of Learners – The competent multiple disabilities specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-22).

- 1) Knowledge – The competent multiple disabilities specialist understands:
 - A) the identification of problems related to physical and medical procedures;
 - B) the impact of terminal illness and its effect on individuals and families; and
 - C) the difference between physical disabilities and cognitive disabilities.
 - 2) Performance – The competent multiple disabilities specialist:
 - A) monitors and communicates potential problems or concerns related to a student's physical or medical conditions to appropriate personnel (e.g., school nurse, parents); and
 - B) performs special health care procedures such as feeding, positioning, suctioning, etc., under supervision of appropriate medical personnel.
- c) Assessment – The competent multiple disabilities specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.
- 1) Knowledge – The competent multiple disabilities specialist meets the standards set forth in Section 28.100(c)(1).
 - 2) Performance – The competent multiple disabilities specialist:
 - A) designs and implements informal assessment procedures that distinguish physical and cognitive abilities in individuals with multiple disabilities across age groups and combinations of disabilities;
 - B) designs and implements informal assessment procedures that assess both physical and cognitive abilities in the context of priority skills across age groups and combinations of disabilities;
 - C) designs informal assessment procedures that incorporate principles of partial participation across age groups and combinations of disabilities;

- D) develops and conducts informal assessments of assistive technology needs and services across age groups and combinations of disabilities; and
 - E) develops and conducts informal assessments focused on ongoing effectiveness of assistive technology.
- d) Planning for Instruction – The competent multiple disabilities specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent multiple disabilities specialist understands research that supports treatment approaches for persons with multiple disabilities.
 - 2) Performance – The competent multiple disabilities specialist:
 - A) develops longitudinal, outcome-based curriculum for students with multiple disabilities using a top-down, ecological inventory-based approach across age groups and combinations of disabilities;
 - B) uses information about the student's strengths and needs and desired educational outcomes to select appropriate scope and sequences in language arts and math (e.g., generalized, activity-specific);
 - C) utilizes community settings to instruct educational priorities across all curricular domains and age groups;
 - D) develops a community program (e.g., work sampling) designed to increase knowledge about vocational possibilities for students with multiple disabilities;
 - E) creates and implements a strategic, progressive series of experiences and learning opportunities that meet the complex needs of individuals with multiple disabilities in order to ensure long-term community-based employment outcomes;
 - F) develops programs that take into account preferences and choices for all ages of individuals with multiple disabilities, in the context of all instructional interactions and educational curricula;

- G) develops scope and sequences that promote self-determination across all curricular areas; and
 - H) considers an individual's medical and physical characteristics and needs in developing a schedule to maximize active learning throughout the school day.
- e) Learning Environment – The competent multiple disabilities specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent multiple disabilities specialist understands:
 - A) knowledge of components of positive behavioral support plans; and
 - B) knowledge of strategies to socially validate target behaviors, interventions, and effects of behavior interventions.
 - 2) Performance – The competent multiple disabilities specialist:
 - A) conducts functional assessments and functional analysis of problem behavior of individuals with multiple disabilities across age groups;
 - B) identifies socially valid problem behaviors and interventions across age groups;
 - C) maintains ethical standards in selection of treatment interventions, considering the vulnerability of individuals with multiple disabilities; and
 - D) identifies behaviors that are functionally equivalent to problem behaviors when designing functional communication programs.
- f) Instructional Delivery – The competent multiple disabilities specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-22).

- 1) Knowledge – The competent multiple disabilities specialist meets the standards set forth in Section 28.100(f)(1).
 - 2) Performance – The competent multiple disabilities specialist:
 - A) provides community-referenced and community-based instruction;
 - B) develops programs to facilitate mobility, including head and trunk control, sitting, crawling, standing, walking, and wheelchair use in the context of meaningful activities; and
 - C) uses individualized assistive devices to enhance learning outcomes across curricular areas for students with multiple disabilities.
- g) Collaborative Relationships – The competent multiple disabilities specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.
- 1) Knowledge – The competent multiple disabilities specialist meets the standards set forth in Section 28.100(g)(1).
 - 2) Performance – The competent multiple disabilities specialist:
 - A) teaches and supervises paraprofessional staff implementing physical and medical procedures for students with multiple disabilities;
 - B) collaborates with families, related service providers, and support personnel in identifying appropriate evaluation and intervention strategies;
 - C) initiates and assumes responsibility for coordinating multiple services provided to individual students with multiple disabilities;
 - D) identifies needs for equipment revision or new services and initiates contact with families and appropriate service providers;
 - E) collaborates with administrators and medical personnel in developing policies and procedures for meeting the physical and medical needs of individuals with multiple disabilities; and

- F) collaborates with appropriate personnel and family members in developing a written, individualized plan to address special health care needs.

- h) Professionalism and Ethical Practices – The competent multiple disabilities specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
 - 1) Knowledge – The competent multiple disabilities specialist has knowledge of consumer and professional organizations, publications, and journals relevant to individuals with multiple disabilities across all ages.
 - 2) Performance – The competent multiple disabilities specialist incorporates current information from professional literature into all teaching and related activities.

- i) Reflection and Professional Growth – The competent multiple disabilities specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
 - 1) Knowledge – The competent multiple disabilities specialist meets the standards set forth in Section 28.100(i)(1).
 - 2) Performance – The competent multiple disabilities specialist participates in the activities of professional organizations relevant to individuals with multiple disabilities.

(Source: Amended at 46 Ill. Reg. 6346, effective April 11, 2022)