



DEFINING TEACHER COMPETENCIES IN CLASSROOM, ITINERANT, AND HOME/HOSPITAL SETTINGS

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INTRODUCTION

- Council for Exceptional Children
 - Initial Special Education Teachers of Individuals With Exceptional Learning Needs With Physical and Health Disabilities
- Professional skill sets are intended to “represent the knowledge and skill base that professionals entering practice should possess to practice safely and effectively” (2009, XIII).



PURPOSE

- The purpose of this study is to obtain teacher perspectives about relevant knowledge and skill sets needed for supporting students with physical and health impairments in various instructional settings.



PARTICIPANTS

- 48 special education teachers of students with physical and health impairments
 - 24 special day teachers
 - 13 itinerant teachers
 - 5 home/hospital teachers
- 69% of respondents have at least 10 years of teaching experience.
- 91.7% of respondents held a preliminary/clear/internship credential in physical and health impairments



INSTRUMENT

- Anonymous online surveys conducted via Survey Monkey website.
- Two demographics questions
- 57 Likert rating scale questions
- Two open ended questions



STANDARD 1: FOUNDATIONS

	Identified Skill	Average Rating
Special Day Teachers	Issues and educational definitions of individuals with physical and health disabilities.	4.70
Itinerant Teachers	Articulate key elements of service delivery for individual with physical and health disabilities.	4.83
Home/Hospital Teachers	Laws and policies related to the provision of specialized health care in the educational setting. Articulate key elements of service delivery for individual with physical and health disabilities.	5.00



STANDARD 1: FOUNDATIONS

	Identified Skill	Average Rating
Special Day Teachers	Historical foundations related to knowledge and practices in physical and health disabilities.	3.87
Itinerant Teachers	Historical foundations related to knowledge and practices in physical and health disabilities.	4.17
Home/Hospital Teachers	Historical foundations related to knowledge and practices in physical and health disabilities.	4.40



STANDARD 2: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS

	Identified Skill	Average Rating
Special Day Teachers	Characteristics, treatment, and course of physical and health disabilities.	4.83
Itinerant Teachers	Progression of degenerative diseases and the impact on educational performance.	4.92
Home/Hospital Teachers	Implications of physical and health disabilities on development and learning. Progression of degenerative diseases and the impact on educational performance. Issues related to children's perceptions of death and dying.	5.00



STANDARD 2: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS

	Identified Skill	Average Rating
Special Day Teachers	Issues related to children's perceptions of death and dying.	4.30
Itinerant Teachers	Monitor the effects of medication on individual performance	3.75
Home/Hospital Teachers	<p>Characteristics, treatment, and course of physical and health disabilities.</p> <p>Medical terminology related to physical and health disabilities.</p> <p>Types and transmission routes of infectious and communicable diseases.</p> <p>Apply knowledge of characteristics of individual's physical and health disabilities to their treatment interventions.</p> <p>Monitor the effects of medication on individual performance.</p>	4.60



STANDARD 3: INDIVIDUAL LEARNING DIFFERENCES

	Identified Skill	Average Rating
Special Day Teachers	Functional effects of the type and severity of physical and health disabilities on individual performance	4.87
Itinerant Teachers	Effects of physical disabilities on the way information is processed	4.75
Home/Hospital Teachers	Address learned helplessness in individuals with physical and health disabilities	5.00



STANDARD 3: INDIVIDUAL LEARNING DIFFERENCES

	Identified Skill	Average Rating
Special Day Teachers	Address learned helplessness in individuals with physical and health disabilities	4.61
Itinerant Teachers	Functional effects of the type and severity of physical and health disabilities on individual performance	4.58
	Address learned helplessness in individuals with physical and health disabilities	
Home/Hospital Teachers	Effects of physical disabilities on the way information is processed	4.80
	Functional effects of the type and severity of physical and health disabilities on individual performance	
	Psychosocial effects of physical and health disabilities	



STANDARD 4: INSTRUCTIONAL STRATEGIES

	Identified Skill	Average Rating
Special Day Teachers	Adaptations and assistive technology necessary to accommodate the unique characteristics of individuals with physical and health disabilities	4.87
Itinerant Teachers	Identify sources of specialized materials, equipment, and assistive technology for individuals with physical and health disabilities	5.00
Home/Hospital Teachers	Adaptations and assistive technology necessary to accommodate the unique characteristics of individuals with physical and health disabilities	5.00



STANDARD 4: INSTRUCTIONAL STRATEGIES

	Identified Skill	Average Rating
Special Day Teachers	Techniques for teaching human sexuality	3.96
Itinerant Teachers	Techniques for teaching human sexuality	3.50
Home/Hospital Teachers	Strategies for teaching organization and study skills	4.00



STANDARD 5: LEARNING ENVIRONMENTS/ SOCIAL INTERACTION

	Identified Skill	Average Rating
Special Day Teachers	Use proper positioning techniques and equipment to promote participation in academic and social environments	4.87
Itinerant Teachers	Barriers to accessibility by individuals with physical and health disabilities	4.92
Home/Hospital Teachers	Use proper positioning techniques and equipment to promote participation in academic and social environments	5.00



STANDARD 5: LEARNING ENVIRONMENTS/ SOCIAL INTERACTION

	Identified Skill	Average Rating
Special Day Teachers	Evacuation plans and emergency plans for individuals with physical and health disabilities	4.43
Itinerant Teachers	Evacuation plans and emergency plans for individuals with physical and health disabilities Demonstrate proper body mechanics to promote individual and teacher safety in transfer, lifting, positioning, and seating	4.50
Home/Hospital Teachers	Barriers to accessibility by individuals with physical and health disabilities Evacuation plans and emergency plans for individuals with physical and health disabilities	4.20



STANDARD 6: LANGUAGE

	Identified Skill	Average Rating
Special Day Teachers	Support the use of primary and secondary forms of communication across environments.	4.70
Itinerant Teachers	Support the use of primary and secondary forms of communication across environments.	4.42
Home/Hospital Teachers	Support the use of primary and secondary forms of communication across environments.	4.80



STANDARD 6: LANGUAGE

	Identified Skill	Average Rating
Special Day Teachers	Suggest data driven adjustments to communication systems	4.52
Itinerant Teachers	Continuum of nonsymbolic to symbolic forms of communication.	4.33
	Suggest data driven adjustments to communication systems	
Home/Hospital Teachers	Suggest data driven adjustments to communication systems	4.40



STANDARD 7: INSTRUCTIONAL PLANNING

	Identified Skill	Average Rating
Special Day Teachers	Incorporation of augmentative and assistive communication into instruction and daily living activities.	4.87
Itinerant Teachers	Incorporation of augmentative and assistive communication into instruction and daily living activities. Use assistive technology assessment to plan adaptations	4.75
Home/Hospital Teachers	Incorporation of augmentative and assistive communication into instruction and daily living activities. Use assistive technology assessment to plan adaptations	4.80



STANDARD 7: INSTRUCTIONAL PLANNING

	Identified Skill	Average Rating
Special Day Teachers	Include independent living and postsecondary needs in instructional programming and transitional planning.	4.35
Itinerant Teachers	Implement data-driven progress monitoring to document and guide instruction.	4.08
Home/Hospital Teachers	Integrate individualized health care plan into daily programming. Implement data-driven progress monitoring to document and guide instruction. Include independent living and postsecondary needs in instructional programming and transitional planning.	4.40



STANDARD 8: ASSESSMENT

	Identified Skill	Average Rating
Special Day Teachers	Select, adapt, and use assessment information when tests are not validated on individuals with physical and health impairments.	4.74
Itinerant Teachers	Valid and reliable assessment instruments for individuals who have poor motor skills and/or nonverbal	4.58
Home/Hospital Teachers	Valid and reliable assessment instruments for individuals who have poor motor skills and/or nonverbal.	4.80



STANDARD 8: ASSESSMENT

	Identified Skill	Average Rating
Special Day Teachers	Modify and adapt tools and procedures within the confines of standardization process.	4.35
Itinerant Teachers	Select, adapt, and use assessment information when tests are not validated on individuals with physical and health impairments.	4.25
Home/Hospital Teachers	Select, adapt, and use assessment information when tests are not validated on individuals with physical and health impairments. Modify and adapt tools and procedures within the confines of standardization process.	4.40



STANDARD 9: PROFESSIONAL AND ETHICAL PRACTICE

Participate in the activities of professional organizations in the field of physical and health impairments.

	Average Rating
Special Day Teachers	4.52
Itinerant Teachers	4.58
Home/Hospital Teachers	4.40



STANDARD 10: COLLABORATION

	Identified Skill	Average Rating
Special Day Teachers	Collaborate in the selection and implementation of augmentative and alternative communication and assistive technology.	4.83
Itinerant Teachers	Coordinate with related service personnel to maximize direct instruction time for individuals with physical and health disabilities. Collaborate with service providers, general education teachers, and families to provide integrated services.	4.83
Home/Hospital Teachers	Collaborate with service providers, general education teachers, and families to provide integrated services.	4.80



STANDARD 10: COLLABORATION

	Identified Skill	Average Rating
Special Day Teachers	Roles and responsibilities of schools and community-based medical and related services personnel	4.43
Itinerant Teachers	Roles and responsibilities of schools and community-based medical and related services personnel	4.50
Home/Hospital Teachers	Support individuals with exceptional learning needs as members of augmentative and assistive technology selection teams.	4.00



MOST IMPORTANT COMPETENCIES

○ Special Day Teachers

- Instructional design/adaptation for multi-leveled classrooms and for students with varied learning needs with physical and health impairments
- Collaboration with school staff and families
- Assistive technology and augmentative/alternative communication knowledge



MOST IMPORTANT COMPETENCIES

○ Itinerant Teachers

- Unique learning considerations and instructional strategies for students with physical and health impairments.
- Collaboration with school staff
- Special education laws and compliance related to students with physical and health impairments



MOST IMPORTANT COMPETENCIES

- Home/Hospital Teachers
 - Communication/Collaboration with families and hospital staff
 - Psychosocial needs of students and families (compassion, sensitivity, calm demeanor, etc.).
 - Flexibility



ADDITIONAL CONSIDERATIONS

- Special Day Teachers
 - Networking with others in the field
 - Community Based Instruction
 - Continued development of competencies
 - Strategies and curriculum for students with severe disabilities
 - Social skills instruction
 - Sign language/alternative communication
 - Collaboration with and management of paraprofessionals
 - Personal development (communication skills, humor, flexibility)



ADDITIONAL CONSIDERATIONS

- Itinerant Teachers
 - Public Relations/Collaboration
 - Alternate methods for assessment
 - Working with and dealing with student psychosocial needs
 - School and community resources
 - Collaboration with school nurses
 - ADA compliance and accessibility



ADDITIONAL CONSIDERATIONS

- Home/Hospital Teachers
 - Lesson planning for various student levels and needs
 - Communication strategies for students who are non-verbal
 - Supporting student reintegration to school
 - Assessment and presentation of student strengths and needs.



CONCLUSION

- Teachers of students with PHI have a variety of skill sets differing by the instructional setting and method of delivery they provide
- University preparation programs and professional organizations should review the findings to promote ongoing professional development opportunities.

