

SKILL COMPETENCIES TRACKER

The **Skill Competencies Tracker** is designed to document professional development activities completed as well as level of proficiency for each of the Virginia Skill Competencies. On the document, there is a column to record completion of training activities. Additionally, there is a section to record movement through the stages of beginning, intermediate, and proficiency.

--Beginning = Developing skills, abilities, and knowledge through learning experiences and training activities.

--Intermediate = Building capacity through application and practice of knowledge and skills.

--Proficient = Demonstrates knowledge, skills and abilities consistently and accurately in practice. It is recommended for a person to be considered proficient that his or her performance is assessed by someone who is skilled and knowledgeable in the content (e.g. supervisor, lead professional, specialist).

This document is not intended to serve as a formal evaluation tool. It is designed to help the user record and track areas of strength as well as areas in need of improvement so further training, practice and teaching opportunities may be targeted appropriately.

NAME:

START DATE:

		<i>Level of Proficiency</i>		
		<i>Professional Development Events & Dates</i>		
<i>Section 1. General Autism Competencies</i>		<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
	1.1K Understands the characteristics and diagnosis of autism as defined by the most recent version of the Diagnostic and Statistical Manual and definition/description of the Virginia Department of Education.			
	1.1.1S Lists and explains the defining characteristics of autism (Communication, patterns of stereotypical behavior, socialization and social skill development) and the impact on the individual			
	1.1.2S Lists and explains the associated characteristics commonly present in autism (ex: difficulties in sensory processing, motor skills, theory of mind, and imitation) and the impact on the individual.			
	1.1.3S Lists and explains the associated cognitive characteristics and learning styles commonly present in autism (ex: difficulties in executing functioning, attending, planning, abstract thinking, problem solving) and the impact on the individual.			

<i>Section 1. General Autism Competencies</i>	<i>Level of Proficiency Professional Development Events & Dates</i>		
	<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
1.1.4S Describes typical child development (ex: communication, sensory motor, cognitive, behavior, and social skill development).			
1.1.5S Describes the continuum of Autism Spectrum Disorders and the basic differences between each including Autism, Pervasive Developmental Disorder- Not Otherwise Specified (PDD-NOS), Asperger Disorder, Retts Disorder, and Childhood Disintegrative Disorder (CDD).			
1.1.6S Describes the range of possible behaviors across the lifespan.			
1.1.7S Describes potential courses of development and outcomes in individuals with autism from infancy to adulthood.			
1.1.8S Describes the current understanding of etiology and prevalence of autism.			
1.2 K Understands the impact of common medical issues (ex: seizure disorders, chronic otitis media, chronic constipation or diarrhea) and treatments (ex. psychotropic medications and possible side effects, use of special diets) for persons with autism.			
1.2.1S Assesses and communicates critical health related information to team members, especially collaborating with parents and medical personnel.			
1.2.2S Identifies health-related resources available to persons with autism.			
1.2.3S Documents medications that individuals are taking and the side effects they might experience.			

<i>Section 1. General Autism Competencies</i>	<i>Level of Proficiency Professional Development Events & Dates</i>		
	<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
1.2.4S Develops and teaches the use of communication tools to assist the person in self-reporting health related concerns			
1.2.5S Differentiates between self-inflicted injuries and potential abuse/neglect related injuries			
1.2.6S Suggests and requests adaptive equipment and assistive technology when appropriate.			
1.3K Understands the implications of ‘dual’ diagnoses (autism and any other diagnosis from the latest version of the Diagnostic and Statistical Manual of Mental Disorders) and co-morbidity			
1.3.1S Lists behaviors that could indicate the presence of an additional mental health or disability diagnosis			
1.3.2S Discusses concerns and shares observations regarding possible additional diagnoses with team, which includes parents, when dual diagnosis is suspected			
1.3.3S Implements behavioral and mental health recommendations given to the team by specialists such as psychiatrists or psychologists.			
1.3.4S Shares reports of behavioral and symptomatic changes to medical professionals who are supervising care for persons with autism and co-morbid disorder(s)			

<i>Section 2. Environmental Structure and Visual Supports Competencies</i>	<i>Level of Proficiency Professional Development Events & Dates</i>		
	<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
2.1K Understands the importance of the environment and provides a setting that is safe, structured, and promotes independence.			
2.1.1S Provides safe environments that are free of hazards			
2.1.2S Provides a positive climate that promotes respect for the individual.			
2.1.3S Structures the physical environment and materials so the individual can complete activities and routines independently			
2.1.4S Provides environments that are organized visually (ex: color coding, labeling, pictures) to assist the individual in understanding expectations			
2.1.5S Provides a distinct space for the individual to engage in a quiet, calming, or sensory based activities.			
2.2K Understands and implements a variety of visual supports and strategies to promote comprehension and independence.			
2.2.1S Designs and implements meaningful visual supports and strategies that cross all life settings and are based on individual assessment.			
2.2.2S Implements a variety of visual supports and strategies to communicate information and expectations and increase independence			

Section 2. Environmental Structure and Visual Supports Competencies	Level of Proficiency Professional Development Events & Dates		
	Beginning	Intermediate	Proficient Documented by Skilled Professional
(ex: break cards, rule cards, narratives, and scripts).			
2.2.3S Implements a daily schedule of activities that is individualized by length (ex: full day, part day) and type (ex: objects, photos, icons, words).			
2.2.4S Implements mini-schedules to help the person participate in the environment and complete activities.			
2.2.5S Uses visual supports and strategies to help the individual prepare for and complete transitions.			
2.2.6S Teaches paraprofessionals, professionals, and families to implement visual supports and strategies.			
2.2.7S Uses evidence based practices (ex: modeling, prompting, shaping, and cueing) to teach the individual how to use the visual supports.			
2.3K Understands how to measure progress and evaluate the effectiveness of strategies			
2.3.1S Observes behaviors using objective measures and criteria, and records data.			
2.3.2S In consultation with the team uses data and ongoing assessments to modify strategies as needed to promote communication skills in various settings.			

	Level of Proficiency Professional Development Events & Dates
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Section 3. Comprehensive Instructional Programming Competency statements Competencies	<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
3.1K Understands how to assess an individual's strengths and weaknesses and determine appropriate goals.			
3.1.1S Identifies and uses appropriate formal and informal assessment tools to evaluate the individual's strengths, needs, interests, and learning style.			
3.1.2S Solicits information from all members of the individual's team.			
3.1.3S Integrates evaluation results from all areas to determine goal and program recommendations.			
3.1.4S Shares evaluation results with the individual, family, professionals, and paraprofessionals.			
3.1.5S Develops goals and objectives that are: <ul style="list-style-type: none"> • Based on the individual's present level of performance • Observable and measurable • Age appropriate • Reflective of the desires of the individual and family. 			
3.1.6S Develops goals that address core deficit areas related to autism (ex: social skills communication, attention, imitation, play/leisure, sensory-motor, and self-regulation).			
3.1.7S Develops goals that lead to the increase of positive behaviors and the reduction of problem behavior.			
3.1.8S Develops goals that lead to immediate and long term independence.			
3.1.9S Develops goals designed to target generalization and maintenance of skills across programs and community and school settings and also in the home.			

<i>Section 3. Comprehensive Instructional Programming Competency statements Competencies</i>	<i>Level of Proficiency Professional Development Events & Dates</i>		
	<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
3.1.10S Considers and plans for transition needs of individuals (ex: early intervention to preschool, preschool to elementary school, elementary to middle school, middle to high school, high school to post secondary activities).			
3.1.11S Describes the need for early intervention and the provision of intensive and explicit instruction.			
3.2K Understands and implements intervention strategies and supports to address the individual's goals.			
3.2.1S Selects and designs intervention strategies based on the abilities, learning style, and interests of the individual.			
3.2.2S Provides intervention through a full range of formats (ex: one-to-one, small group, school/community interactions, and peer-mediated interactions).			
3.2.3S Implements a wide variety of strategies and supports to effectively address the many needs of the individual.			
3.2.4S Implements strategies and supports that are evidence-based or promising practices.			
3.2.5S Uses strategies and supports that: <ul style="list-style-type: none"> • Meet individuals' academic and adaptive needs in the core curriculum • Promote the development of life skills across all domains • Promote communication and social interaction • Facilitate the development of healthy relationships • Encourage generalization and maintenance of skills across programs and settings 			

Section 3. Comprehensive Instructional Programming Competency statements Competencies	Level of Proficiency Professional Development Events & Dates		
	Beginning	Intermediate	Proficient Documented by Skilled Professional
3.2.6S Implements prompting strategies and hierarchies that promote high rates of successful performance.			
3.2.7S Provides appropriate reinforcement contingent on behavior and emphasizes the use of naturally occurring reinforcement.			
3.2.8S Implements explicit instructional methods that: <ul style="list-style-type: none"> • Are clear and concise • Break skills into small teachable parts • Focus on systematic presentation of new skills 			
3.2.9S Implements instruction that promotes active engagement and maximizes opportunities for learning.			
3.2.10S Implements strategies and supports across all settings and with fidelity.			
3.2.11S Modifies and/or accommodates task requirements to address individual's strengths and needs.			
3.2.12S Plans, communicates, and instructs family and professionals on strategies needed to access home, educational, work, and community environments.			
3.2.13S Implements adaptive equipment and assistive technology options needed (ex: picture symbols, computer, pencil grip, electronic devices).			
3.2.14S Teaches paraprofessionals, professionals, and families to implement appropriate components of the intervention program.			
3.3K Understands how to measure progress and evaluate the effectiveness of strategies and instruction.			

<i>Section 3. Comprehensive Instructional Programming Competency statements Competencies</i>	<i>Level of Proficiency Professional Development Events & Dates</i>		
	<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
3.3.1S Assesses progress toward goals on a consistent and regular basis (ex: weekly) using objective measures and criteria.			
3.3.2S Analyzes and reviews data with the educational team.			
3.3.3S In consultation with the team, uses data and ongoing assessments to modify program content, presentation, and interventions			
3.4K Understands the need and benefit of a team to develop programs.			
3.4.1S Shares useful and pertinent information with family regularly and provides opportunities for families to respond			
3.4.2S Respects the needs, desires, and interests of the individual and families and incorporates into goals and intervention.			
3.4.3S Includes the individual as an active participant and contributor to program planning.			
3.4.4S Collaborates with the team and has regularly scheduled meetings to address needs and problem solve using data as appropriate.			
3.4.5S Implements and follows-up on team decisions and communicates results immediately.			
3.4.6S Provides appropriate support and training to paraprofessionals or direct service staff.			
3.4.7S Collaborates with the team to effectively plan for transition needs of individuals (ex: early intervention to preschool, preschool to elementary school, elementary to middle school, middle to high school,			

<i>Section 3. Comprehensive Instructional Programming Competency statements Competencies</i>	<i>Level of Proficiency Professional Development Events & Dates</i>		
	<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
high school to post secondary activities).			

<i>Section 4. Communication Competencies</i>	<i>Level of Proficiency Professional Development Events & Dates</i>		
	<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
4.1K Understands components of communication and its impact on the day-to-day experience of an individual with autism and how to assess skills for intervention planning			
4.1.1S Uses informal and formal tools to assess and analyze both receptive and expressive communication (ex: verbal, nonverbal, content, speech, semantics, and pragmatics).			
4.1.2S Determines the functions (ex: request, comment, question, negate) and frequency of communication across all life environments.			
4.1.3S Determines the form of communication (ex: verbal, gestures, visuals) and considers augmentative communication options that are based on individual need and strengths.			
4.1.4S Solicits information from all members of the individual's collaborative program development team (anyone who supports,			

<i>Section 4. Communication Competencies</i>		<i>Level of Proficiency</i> <i>Professional Development Events & Dates</i>		
		<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient</i> <i>Documented by Skilled Professional</i>
	works with, or provides consultation).			
	4.2K Understands a variety of strategies to increase an individual's communication abilities.			
	4.2.1S Designs and implements a meaningful communication program that crosses all life settings and is based on individual assessment.			
	4.2.2S Implements programs throughout all daily activities maximizing communication opportunities.			
	4.2.3S Implements effective strategies and supports to teach communication (ex: modeling, prompting, shaping, NET and narratives).			
	4.2.4S Implements environmental arrangement, routines, and motivational activities to teach communication.			
	4.2.5S Supports vocabulary development within a contextual framework.			
	4.2.6S Implements pragmatic skill strategies using the individual's learning style.			
	4.2.7S Provides opportunities for and offers choices across the day.			
	4.2.8S Provides and is able to instruct others on the team how to provide adequate processing ("wait") time when communicating.			

<i>Section 4. Communication Competencies</i>		<i>Level of Proficiency Professional Development Events & Dates</i>		
		<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
	4.2.9S Supports development of receptive communication within a contextual framework.			
	4.2.10S Based on the function and frequency of communication, teaches individuals how to communicate for a variety of reasons, to a variety of people, and in a variety of settings.			
	4.2.11S Teaches paraprofessionals, professionals, and families to implement the communication program.			
	4.2.12S Implements appropriate augmentative communication interventions such as object or picture exchange systems, voice output communication devices, gesture, signs, text, among others to promote or enhance communication.			
	4.3K Understands how to measure progress and evaluate the effectiveness of strategies.			
	4.3.1S Observes communication behaviors using objective measures and criteria, and records data.			
	4.3.2S In consultation with the team, uses data and ongoing assessments to modify strategies as needed to promote communication skills in various settings.			
	4.3.3S Assesses and revises communication program to match factors such as contextual fit, values of team, affordability, and portability.			

		<i>Level of Proficiency Professional Development Events & Dates</i>		
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Section 5. Social Skills Competencies		Beginning	Intermediate	Proficient Documented by Skilled Professional
	5.1K Understands social skill development and the unique social skill deficits and challenges associated with autism and how to assess skills for intervention planning.			
	5.1.1S Assesses social skill strengths and needs across environments on an ongoing basis.			
	5.1.2S Assesses skills related to understanding and regulating emotions (ex: identify emotions in self and others, self-management).			
	5.1.3S Assesses skills related to social interactions and reciprocity (ex: joint attention, sharing, turn taking).			
	5.1.4S Assesses play and leisure skills.			
	5.1.5S Solicits information from all members of the individual's team.			
	5.2K Understands appropriate strategies to increase an individual's social skills.			
	5.2.1S In collaboration with the individual with autism, uses circles of support or other techniques to identify their personal relationships (ex: family, friendship, acquaintance, romantic, and bullying).			
	5.2.2S Develops social skills goals and objectives that are: appropriate, observable, measurable, and functional.			
	5.2.3S Plans for generalization and maintenance of social skills in a variety of settings with a variety of people including other professionals, friends, and family members.			
	5.2.4S Teaches positive social skills in natural environments, general education and community settings.			

Section 5. Social Skills Competencies		Level of Proficiency		
		Professional Development Events & Dates		
		Beginning	Intermediate	Proficient Documented by Skilled Professional
	5.2.5S Uses specialized social skills strategies (ex: anger and stress management techniques, social narratives, mentoring, shaping, natural environment teaching, video-modeling, integrated play groups, etc.) to teach social skills, and to foster social interest and interaction.			
	5.2.6S Teaches individuals appropriate behavior for different social contexts and relationships across settings (ex: when interacting with strangers and intimate significant others).			
	5.2.7S Implements age appropriate social skills for play, recreation, and community activities			
	5.2.8S Teaches individuals how to interact and reciprocate for a variety of reasons, with a variety of people, and in a variety of settings.			
	5.2.9S Supports emotional understanding and development in a contextual framework.			
	5.2.10S Educates and trains peers to interact appropriately and effectively with individuals with autism.			
	5.2.11S Provides instruction, support, and guidance to the individual in identifying and dealing with manipulative, coercive, and/or abusive relationships			
	5.2.12S Teaches paraprofessionals, professionals and family to implement specialized social skill strategies in a variety of settings.			
	5.2.13S In collaboration with the family, teaches self-advocacy and			

		<i>Level of Proficiency Professional Development Events & Dates</i>		
<i>Section 5. Social Skills Competencies</i>		<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
	awareness of autism.			
	5.2.14S Educates paraprofessionals, professionals and family on the concepts of social integration and the characteristics of autism			
	5.3K Understands how to measure progress and evaluate the effectiveness of strategies.			
	5.3.1S Observes social behaviors using objective measures and criteria, and records data.			
	5.3.2S In consultation with the team, uses data and ongoing assessments to modify strategies as needed to promote positive social skills.			

		<i>Level of Proficiency Professional Development Events & Dates</i>		
<i>Section 6. Behavior Competencies</i>		<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
	6.1K Understands factors that influence behavior and the components of behavior analysis (antecedents, behavior, and consequences) and how to provide positive behavior intervention.			
	6.1.1S Identifies and operationalizes target behaviors for assessment and intervention.			
	6.1.2S Assists team members, including family, in prioritizing areas of concern			
	6.1.3S Observes and documents behaviors using objective measures			

Section 6. Behavior Competencies		Level of Proficiency		
		Professional Development Events & Dates		
		Beginning	Intermediate	Proficient Documented by Skilled Professional
	and criteria.			
	<p>6.1.4S Completes functional behavior assessment to determine function of behavior and maintaining antecedents and consequences. FBA should include:</p> <ul style="list-style-type: none"> • Indirect (structured interviews, checklists, rating scales) and direct (structured ABC data collection) measures of data collection • Analysis of collected data • Development and testing of hypothesis 			
	6.1.5S Identifies individualized reinforcement preferences using indirect and direct measures on an ongoing basis.			
	<p>6.1.6S Develops and implements multi-component intervention plans based on the results of the FBA that emphasize prevention and are socially valid. Plans should include:</p> <ul style="list-style-type: none"> • Implementation of setting event and antecedent interventions (ex: proactive changes to prevent the behavior from occurring) • Teaching of alternative replacement, coping, and general skills • Implementation of positive consequences to increase the use of the new positive behaviors • Implementation of schedules of reinforcement and differential reinforcement to increase use of positive behaviors • Description of thinning of a reinforcement schedule as appropriate • Description of strategies for teaching and promoting desired behaviors • Implementation of reactive and crisis management strategies to support the individual if and when the problem behavior occurs 			
	6.1.7S Implements all components of the behavior intervention plan with consistency in a variety of complex environments under natural circumstances.			

Section 6. Behavior Competencies		Level of Proficiency Professional Development Events & Dates		
		Beginning	Intermediate	Proficient <i>Documented by Skilled Professional</i>
	6.1.8S Teaches paraprofessionals, professionals and family to implement the behavior intervention plan in a variety of settings.			
	6.1.9S Educates paraprofessionals, professionals and family on the concepts of factors that influence behavior and the components of behavior analysis.			
	6.2K Understands how to evaluate the effectiveness of a behavior plan reliably and effectively			
	6.2.1S Collects data to evaluate the plan's effectiveness in: <ul style="list-style-type: none"> • Decreasing the problem behavior • Increasing the alternative and positive behaviors • Increasing quality of life outcomes • Generalizing skills to new environments 			
	6.2.2S Evaluates data and reports on the plan's effectiveness and revise as needed in consultation with the team.			
	6.2.3S Develops a plan to generalize behavior to other persons and settings.			

Section 7. Sensory Motor Development Competencies		Level of Proficiency Professional Development Events & Dates		
		Beginning	Intermediate	Proficient <i>Documented by Skilled Professional</i>
	7.1K Understands the sensory systems, sensory processing, and sensory motor development.			
	7.1.1S Describes the seven senses (visual, auditory, oral, olfactory, tactile, proprioceptive, and vestibular) and the varying patterns of hypersensitivity and hyposensitivity to sensory input.			

		<i>Level of Proficiency Professional Development Events & Dates</i>		
		<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
Section 7. Sensory Motor Development Competencies				
	7.1.2S Describes the relationship between sensory motor systems and behavior (ex: demonstrating stereotypical behaviors such as rocking or hand flapping, or triggering fight, flight, or freeze responses).			
	7.1.3S Describes the relationship between sensory processing and functional performance in activities of daily living (ex: work, academic, and play/leisure activities).			
	7.1.4S Describes the relationship between sensory processing and motor planning and coordination.			
	7.2K Understands the implications or influences of sensory processing when developing a comprehensive plan.			
	7.2.1S Identifies behaviors that might indicate the need for a sensory motor assessment.			
	7.2.2S Observes and assesses sensory motor needs across environments.			
	7.2.3S Solicits information from all members of the individual's collaborative program development team (anyone who supports, works with, or provides consultation).			
	7.2.4S Develops a sensory motor intervention plan for all life settings that addresses difficulty with sensory processing and functional performance and is focused on proactive strategies.			
	7.2.5S Teaches paraprofessionals, professionals, and family how to implement the sensory motor intervention plan.			
	7.2.6S Teaches individuals who need sensory supports to self-			

		<i>Level of Proficiency Professional Development Events & Dates</i>		
<i>Section 7. Sensory Motor Development Competencies</i>		<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
	monitor/self-regulate sensory motor needs and request to have their sensory needs met.			
	7.2.7S Implements sensory motor intervention plan across all environments with fidelity.			
	7.3K Understands how to measure progress and evaluate the effectiveness of strategies.			
	7.3.1S Observes behaviors and collects data using objective measures to evaluate the sensory motor intervention plan.			
	7.3.2S Communicates findings regarding the effectiveness of the sensory motor intervention plan and collaborates with all team members.			
	7.3.3S In consultation with the team, uses data and ongoing assessments to modify strategies as needed to address sensory motor needs.			

		<i>Level of Proficiency Professional Development Events & Dates</i>		
<i>Section 8. Independence and Aptitude Competencies</i>		<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
	8.1K Understands skills needed for short term and long term independence and how to assess skills for intervention planning.			
	8.1.1S Uses informal and formal tools to assess and analyze functional and life skills related to caring for self, caring for home, participating in the community, and employment.			
	8.1.2S Uses informal and formal tools to assess and analyze academic skills (ex: literacy, math, science, and social studies).			

<i>Section 8. Independence and Aptitude Competencies</i>	<i>Level of Proficiency Professional Development Events & Dates</i>		
	<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
8.1.3S Uses informal and formal tools to assess and analyze cognitive skills and learning profiles (ex: attention, processing, organization, problem solving).			
8.1.4S Solicits information from all members of the individual's team.			
8.1.5S Determines generalization of skills across environments and ability to use functionally.			
8.2K Understands a variety of strategies to increase an individual's short term and long term independence in functional and life skills.			
8.2.1S Develops goals that maximize personal independence, meaningful participation in community environments, positive relationships with others, and successful employment.			
8.2.2S Develops an intervention plan for all settings that targets functional and life skills related to caring for self, caring for the home, participating in the community, and employment with the team that directly targets individual needs.			
8.2.3S Implements effective strategies and supports to teach functional and life skills (ex: modeling, prompting, shaping, discrete trial instruction, natural environment teaching, and task analysis).			
8.2.4S Implements the intervention plan across all environments with fidelity.			
8.2.5S Implements programs throughout all daily activities maximizing opportunities for learning.			

<i>Section 8. Independence and Aptitude Competencies</i>	<i>Level of Proficiency Professional Development Events & Dates</i>		
	<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
8.2.6S Supports development of functional and life skills within a contextual framework utilizing the natural environment.			
8.2.7S Implements intervention to specifically teach personal awareness and self-monitoring.			
8.3K Understands a variety of strategies to increase an individual's cognitive and learning abilities.			
8.3.1S Develops an intervention plan targeting cognitive and learning skills with the team that is based on individual needs.			
8.3.2S Implements effective strategies and supports to teach skills needed to improve cognitive and learning abilities (ex: visual supports, narratives, prompting, shaping, and natural environment teaching).			
8.3.3S Teaches paraprofessionals, professionals, and families to implement relevant components of the program			
8.4K Understands a variety of strategies to increase an individual's short term and long term independence in academic skills.			
8.4.1S Develops an intervention plan targeting meaningful academic skills with the team that is based on individual needs.			
8.4.2S Implements effective strategies and supports to teach academic skills that address the individual's learning style (ex: modeling, prompting, shaping, discrete trial instruction, natural environment teaching, and task analysis).			
8.4.3S Supports literacy and math concept development within a contextual framework utilizing real materials			

<i>Section 8. Independence and Aptitude Competencies</i>	<i>Level of Proficiency Professional Development Events & Dates</i>		
	<i>Beginning</i>	<i>Intermediate</i>	<i>Proficient Documented by Skilled Professional</i>
8.4.4S Teaches paraprofessionals, professionals, and families to implement relevant components of the program.			
8.5K Understands how to measure progress and evaluate the effectiveness of strategies.			
8.5.1S Observes behaviors using objective measures and criteria, and records data.			
8.5.2S In consultation with the team, uses data and ongoing assessments to modify strategies as needed to promote communication skills in various settings.			

