Developmental Cognitive Disabilities Competencies For Paraprofessionals in Minnesota

K=Knowledge-based competency  
S=Skill-based competency

Knowledge-based Competencies

K1  Understanding of basic historical, legal, and contemporary issues related to services and the educational approaches used to address the needs of children and youth with developmental cognitive disabilities (DCD).

K2  Understanding of the origins, basic characteristics, and classifications of DCD.

K3  Understanding of the basic theories of behavior problems exhibited by individuals with DCD.

K4  Understanding of the sources of unique services, networks, agencies, and organizations for students with DCD.

K5  Understanding of the services and structures supporting interagency collaboration for students with DCD.

K6  Understanding of the referral, assessment, planning, and placement procedures specific to teaching students with DCD.

K7  Knowledge of basic personal support needs of students with DCD (including the medical complications and implications of tube feeding, catheterization, seizure management, and CPR).

K8  Understanding of how the Individualized Education Program (IEP) is used to design and implement developmentally appropriate instruction for students with DCD.

K9  Understanding of basic aspects of a classroom environment that are relevant to meeting the physical, cognitive, cultural, and communication needs of children and youth with DCD.

K10 Knowledge of sources and uses of appropriate materials and equipment to meet the needs of children and youth with DCD (including adaptive, augmentative, and assistive technologies).

K11 Knowledge of the role of related service providers (physical therapy, occupational therapy, vision services, etc.).

K12 Understanding of the paraprofessional’s role regarding communication with students, students’ families, and the community that supports students’ learning and well-being.

K13 Understanding of the paraprofessional’s role in working with providers of related services (physical therapy, occupational therapy, vision services, etc.).
Understanding of the paraprofessional’s role within the roles and responsibilities of teachers and support personnel in providing educational services to students with DCD.

**Skill-based Competencies**

S1  Basic knowledge of how to effectively use and maintain orthotic, prosthetic, and personal assistive and adaptive equipment.

S2  Familiarity with the use of recommended mobility techniques for supporting students with DCD.

S3  Familiarity with strategies used to support the self-care, health, and safety needs of students with DCD.

S4  Familiarity with basic emergency and accident procedures useful with students with DCD.

S5  Familiarity with the use of a variety of instructional strategies (including functional life skills approach, community-based instruction, task analysis, multi-sensory, and concrete or manipulative techniques) to appropriately support the needs of students with DCD.

S6  Familiarity with techniques used to stimulate language, basic academic, and literacy skills of students with DCD (including the integration of art, music, and body movement into instruction).

S7  Familiarity with the use of developmentally appropriate classroom management strategies that are appropriate for supporting the needs of students with DCD.

S8  Familiarity with the use and maintenance of alternative and augmentative communication systems appropriate for student with DCD.