

FIELD EDUCATION**Review, revision, and rollover of *Special Education* unit standards**

| Subfield | Domain | Id |
|-------------------|--|---|
| Special Education | Assessment and Programming in Special Education | 7294-7298, 7300,7301, 7303, 7305-7309, 7310 , 7311-7314, 9145-9147, 14537, 14871 |
| | Behaviour Assessment and Intervention in Special Education | 7273, 7274, 7276-7281, 14872 |
| | Conductive Education | 9338-9343 |
| | Deaf and Hearing Impairment in Special Education | 7338-7354, 7356-7358 |
| | Physical Needs in Special Education | 7283-7286, 7288, 7289 , 7290-7293 |
| | Professional Practice in Special Education | 9134, 9136-9142, 9143 , 11694 |
| | Vision Impairment in Special Education | 8568-8575, 8577-8583, 8585, 8586 |

The National Qualifications Services (NQS) of NZQA has completed the review of the unit standards listed above (except those in **bold**). The unit standards listed in **bold** have been rolled over and revised to maintain their currency until they can be reviewed.

Date report published

January 2007

Planned review date for unit standards 7289, 7310, 9143

December 2010

Summary of review and consultation process

The Special Education unit standards were developed at a time when it was envisaged that support staff, teaching staff and specialist staff would gain unit standards based special education qualifications. This has not been the case. Specialist special education staff tend to complete postgraduate qualifications, no qualifications have been developed for support staff, and teacher education is carried out by universities offering degree level qualifications.

In July 2003, notification was sent through the designated agencies of NQS advising of the need for a review of the Special Education unit standards that had been developed in 1996, 1997, and 1998. A panel of Ministry of Education representatives, members of the original writing panel, provider representatives, vision education and deaf education representatives and other stakeholders was convened in October 2003 to advise on the review of the Special Education unit standards.

A 5-step review process was undertaken of the 106 unit standards in the subfield. As a result, 11 of the unit standards were reviewed and the relevant reports were published in 2006. Of these:

- Six unit standards – 7282, 7299, 7302, 7355, 9135, and 9144 – were reregistered and two new unit standards – 21224 and 21225 – were developed to replace 7287, please see: <http://www.nzqa.govt.nz/nqfdocs/summaries/2006/jul06/revsumjul06-29.html>
- Unit standards 8576 and 8584 were reclassified in the Human Services subfield, please see: <http://www.nzqa.govt.nz/nqfdocs/summaries/2006/apr06/revsumapr06-24.html>

- Unit standard 7304 was reclassified in the Early Childhood Education and Care subfield, please see:
<http://www.nzqa.govt.nz/nqfdocs/summaries/2006/feb06/revsumfeb06-03.html>
- A further unit standard 7275, was deregistered as it was considered unsafe, please see
<http://www.nzqa.govt.nz/nqfdocs/summaries/2005/oct05/revsumoct05-05.html>.

This review report relates to the 95 remaining unit standards. 92 of these have been designated expiring and three have been rolled over and revised. Accredited providers were contacted to advise them of the decision to review these unit standards and to designate them as expiring because most of them had not been used. The Ministry of Education, NZEI, and other stakeholders who were contacted had no objection to the deregistration of the 92 standards that had not been used. However, three were found to be of value and had a number of results reported.

These three unit standards, 7310, 7289, and 9143 have been rolled over and revised to maintain their currency. They will be reviewed in 2010. There will be further monitoring of these three unit standards and the eight new and reviewed unit standards discussed above to determine whether they should be retained or designated expiring in the future.

Main changes resulting from the review

92 unit standards in the Special Education subfield listed above have been designated expiring, and three have been rolled over and had references updated.

Unit standards categorised as category D expire at the end of December 2008.

Impact on existing provider accreditations

None. All providers accredited with subfield, domain, or unit standard accreditation have been informed about the expiry of these unit standards.

Impact on Accreditation and Moderation Action Plan (AMAP)

None.

Impact on existing qualifications

None

Summary of main changes

List of revised and rolled over unit standards

Subfield Special Education

| Id | Domain | Title | Level | Credit |
|-----------|---|---|--------------|---------------|
| 7289 | Physical Needs in Special Education | Assist young people to increase physical function through positioning and mobility | 3 | 4 |
| 7310 | Assessment and Programming in Special Education | Implement programmes to develop reading skills | 4 | 4 |
| 9143 | Professional Practice in Special Education | Describe and support a collaborative consultative team approach for young people with special needs | 4 | 3 |

List of expiring unit standards - designated as D category

| Key to review category | |
|-------------------------------|---|
| A | Dates changed, but no other changes are made - the new version of the standard carries the same Id and a new version number |
| B | Changes made, but the overall outcome remains the same - the new version of the standard carries the same Id and a new version number |
| C | Major changes that necessitate the registration of a replacement standard with a new Id |
| D | Standard will expire and not be replaced |

Subfield Special Education

Domain Assessment and Programming in Special Education

| Id | Title | Level | Credit |
|-----------|---|--------------|---------------|
| 7294 | Evaluate theoretical models used in special education | 6 | 4 |
| 7295 | Assess special learning needs for young people in education settings | 7 | 6 |
| 7296 | Assess within the framework of an ecological model for working with young people with special needs | 7 | 7 |
| 7297 | Identify, screen and assess infants, toddlers, and young children with learning needs | 7 | 10 |
| 7298 | Develop and implement individual learning plans for young people with special needs | 5 | 5 |
| 7300 | Facilitate the inclusion of young people with special needs in regular education settings | 5 | 5 |
| 7301 | Adapt the delivery and resources of the curriculum for young people with special needs | 6 | 7 |
| 7303 | Develop and implement individual early intervention programmes | 7 | 10 |
| 7305 | Develop and implement programmes for young people with complex and interrelated needs | 7 | 7 |
| 7306 | Implement programmes for young people with complex and interrelated needs | 5 | 5 |
| 7307 | Develop and implement programmes for young people with difficulties in motor skills | 6 | 5 |
| 7308 | Assist young people with difficulties in functional communication in education settings | 5 | 3 |

| Id | Title | Level | Credit |
|-----------|--|--------------|---------------|
| 7309 | Develop and implement programmes for young people with oral language difficulties | 6 | 5 |
| 7311 | Develop and implement programmes for young people with special needs in lifeskills | 6 | 4 |
| 7312 | Develop and implement vocational programmes for adolescents with special learning needs | 6 | 5 |
| 7313 | Develop use of assistive technology for young people with special education needs | 7 | 6 |
| 7314 | Use assistive technology for young people with special learning needs in education settings | 5 | 3 |
| 9145 | Develop and implement strategies to facilitate individual learning for young people with special needs | 6 | 5 |
| 9146 | Develop and implement programmes for young people with special needs in reading | 7 | 10 |
| 9147 | Develop and implement programmes for young people with special needs in mathematics | 7 | 5 |
| 14537 | Demonstrate knowledge of inclusion and assist in the implementation of an individual education plan | 5 | 10 |
| 14871 | Demonstrate knowledge of inclusion and assist to implement an individual development plan | 5 | 10 |

Domain Behaviour Assessment and Intervention in Special Education

| Id | Title | Level | Credit |
|-----------|--|--------------|---------------|
| 7273 | Evaluate theoretical models in relation to behaviour change with young people in education settings | 6 | 7 |
| 7274 | Appraise ethical issues for professional practice in carrying out behaviour change with young people | 5 | 3 |
| 7276 | Develop and implement behaviour change programmes for young people in school settings | 7 | 8 |
| 7277 | Develop and implement behaviour change programmes for young people in home settings | 7 | 8 |
| 7278 | Develop and implement behaviour change programmes in early childhood education settings | 7 | 8 |
| 7279 | Develop behaviour change for self injurious, stereotypic, and other excess behaviour in young people | 8 | 8 |
| 7280 | Counsel young people with special education needs, to support behaviour change | 5 | 3 |
| 7281 | Develop and implement programmes to assist with self management of behaviour in education settings | 6 | 3 |
| 14872 | Demonstrate knowledge of and implement behaviour change programmes in ECE settings | 5 | 3 |

Domain Conductive Education

| Id | Title | Level | Credit |
|-----------|--|--------------|---------------|
| 9338 | Demonstrate knowledge of conductive education, and conductive education in New Zealand | 4 | 10 |
| 9339 | Assist the conductor during the conductive education programme | 4 | 60 |
| 9340 | Assist the conductor to prepare conductive education programmes | 4 | 8 |

| Id | Title | Level | Credit |
|-----------|--|--------------|---------------|
| 9341 | Demonstrate knowledge of the way conductive education works to establish orthofunction | 4 | 10 |
| 9342 | Assist clients with self care in conductive education | 4 | 10 |
| 9343 | Develop a plan for personal support networks as a conductive education assistant | 3 | 3 |

Domain Deaf and Hearing Impairment in Special Education

| Id | Title | Level | Credit |
|-----------|---|--------------|---------------|
| 7338 | Describe hearing loss in young people and variables that may affect their learning and development | 6 | 6 |
| 7339 | Describe history and current approaches to education of young people who are deaf or hearing impaired | 7 | 7 |
| 7340 | Relate knowledge of Deaf community and Deaf culture in New Zealand | 6 | 6 |
| 7341 | Work in a bilingual learning environment with young people who are deaf | 6 | 5 |
| 7342 | Support the inclusion of young people who are deaf or hearing impaired in regular education settings | 5 | 5 |
| 7343 | Evaluate the advisory role with families and educators of young people who are deaf or hearing impaired | 7 | 6 |
| 7344 | Appraise communication systems for young people who are deaf or hearing impaired | 7 | 6 |
| 7345 | Demonstrate knowledge of linguistic principles of New Zealand Sign Language | 6 | 6 |
| 7346 | Assess and develop the English language of young people who are deaf or hearing impaired | 6 | 6 |
| 7347 | Assess and develop skills in New Zealand Sign Language with young people who are deaf | 6 | 6 |
| 7348 | Assess and develop auditory function of young people who are deaf or hearing impaired | 6 | 6 |
| 7349 | Screen visual function of infants and young children who are deaf | 6 | 4 |
| 7350 | Evaluate audiological developments and administer audiological assessments for young people | 7 | 8 |
| 7351 | Develop speech skills in education settings for young people who are deaf or hearing impaired | 6 | 5 |
| 7352 | Develop and implement programmes in reading for young people who are deaf or hearing impaired | 6 | 6 |
| 7353 | Develop and implement programmes in written language for young people who are deaf | 6 | 5 |
| 7354 | Manage assistive devices for young people who are deaf or hearing impaired | 5 | 3 |
| 7356 | Assist with implementing education programmes for young people who are deaf or hearing impaired | 4 | 3 |
| 7357 | Provide language assistance in education settings, to young people who are deaf | 4 | 4 |
| 7358 | Teach young people who are deaf or hearing impaired in regular settings | 6 | 5 |

Domain Physical Needs in Special Education

| Id | Title | Level | Credit |
|-----------|--|--------------|---------------|
| 7283 | Demonstrate knowledge of young people with physical difficulty | 6 | 3 |
| 7284 | Develop and implement programmes in personal care for young people with special needs | 6 | 5 |
| 7285 | Develop and implement programmes for young people with special needs in eating and drinking | 6 | 4 |
| 7286 | Develop and implement programmes to assist young people meet their needs in toilet care | 6 | 3 |
| 7288 | Develop and implement programmes to increase physical function through positioning and mobility | 6 | 4 |
| 7290 | Develop and implement programmes for young people with high support needs | 7 | 8 |
| 7291 | Demonstrate knowledge of procedures in education settings for young people with special health needs | 6 | 3 |
| 7292 | Demonstrate knowledge of procedures for addressing abuse and neglect of young people | 6 | 3 |
| 7293 | Support the education of young people with serious illness | 6 | 4 |

Domain Professional Practice in Special Education

| Id | Title | Level | Credit |
|-----------|---|--------------|---------------|
| 9134 | Review history, current provisions, approaches and issues in special education | 7 | 10 |
| 9136 | Describe prenatal and early childhood development and factors which may affect development | 6 | 10 |
| 9137 | Demonstrate knowledge of child and adolescent development of young people with special needs | 6 | 8 |
| 9138 | Describe history and appraise theories, current research, and issues in early intervention practice | 6 | 6 |
| 9139 | Describe legal rights and advocate for young people with special education needs and their families | 6 | 4 |
| 9140 | Establish relationships with young people with special education needs and their families | 6 | 6 |
| 9141 | Develop a collaborative consultative approach in special education | 7 | 10 |
| 9142 | Describe and demonstrate the itinerant teaching role in special education | 6 | 3 |
| 11694 | Demonstrate supervision skills within special education | 7 | 4 |

Domain Vision Impairment in Special Education

| Id | Title | Level | Credit |
|-----------|---|--------------|---------------|
| 8568 | Review history, theories, practices, and issues in education of young people with vision impairment | 7 | 7 |
| 8569 | Describe vision impairment and the use of functional vision in young people | 6 | 6 |
| 8570 | Describe the possible effects of vision impairment on young people's learning and development | 7 | 7 |
| 8571 | Carry out an assessment for a young person with vision impairment | 7 | 7 |

| Id | Title | Level | Credit |
|-----------|--|--------------|---------------|
| 8572 | Develop the use of residual vision and other senses with young people in education settings | 7 | 4 |
| 8573 | Develop and implement education programmes for young people who are deaf-blind | 7 | 6 |
| 8574 | Communicate with young people who are deaf-blind | 6 | 6 |
| 8575 | Facilitate concept development for young people with vision impairment | 7 | 4 |
| 8577 | Read and write Braille for working with young people with vision impairment | 7 | 15 |
| 8578 | Read and write Nemeth and adapt programmes in numeracy for young people who use Braille | 7 | 15 |
| 8579 | Develop and implement programmes in music for young people who use Braille | 7 | 20 |
| 8580 | Use technological aids and resources to support education of young people with vision impairment | 6 | 6 |
| 8581 | Teach reading and writing of Braille to young people with vision impairment | 7 | 7 |
| 8582 | Describe and implement programmes in sexuality education for young people who have vision impairment | 6 | 3 |
| 8583 | Develop social and recreation skills with young people who have vision impairment | 6 | 6 |
| 8585 | Assist with implementing education programmes for young people who are vision impaired | 4 | 5 |
| 8586 | Teach young people with vision impairment in regular education settings | 6 | 6 |