

**MOREHEAD STATE UNIVERSITY**

**COLLEGE OF EDUCATION**

**PROGRAM REVIEW**

**GRADUATE CERTIFICATION FOR TEACHING  
STUDENTS WITH LEARNING AND BEHAVIOR DISORDERS (P-12)  
FOR TEACHERS CERTIFIED IN ANOTHER AREA**

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## TABLE OF CONTENTS

<u>I. Conceptual Framework</u> .....	2
<u>A. Conceptual framework</u> .....	2
<u>B. Program Relation to Conceptual Framework</u> .....	2
<u>C. Excerpts from Syllabi Illustrating Conceptual Framework</u> .....	4
<u>II. Program Experiences</u> .....	5
<u>Courses in Learning and Behavior Disorders Graduate Certification Program</u>	5
<u>Field Experiences</u> .....	7
<u>Table 1 LBD (P-12) Field and Clinical Experiences</u> .....	7
<u>Critical Knowledge and Skills</u> .....	8
<u>Table 2 Common Core Knowledge and Skills for All Beginning Special Education Teachers</u> .....	10
<u>Table 3 Knowledge and Skills for All Beginning Special Education Teachers of Students With Disabilities In Individualized General Curriculums</u> .....	23
<u>Table 4: Relationship of Learning and Behavior Disorders Graduate Certification Courses to New Teacher Standards</u> .....	36
<u>Table 5: Relationship of NCATE Themes to Courses in Learning and Behavior Disorders Graduate Certification Program</u> .....	37
<u>Table 6: Relationship of KERA Initiatives to Courses in Learning and Behavior Disorders Graduate Certification Program</u> .....	38
<u>III. Assessment</u> .....	39
<u>A. Assessment of candidates:</u> .....	39
<u>B. Program Assessment:</u> .....	41
<u>IV. Program Faculty</u> .....	41
<u>Program Planning Guidesheet</u> .....	42
<u>Annual Assessment Report</u> .....	43

This program prepares the candidates for Kentucky certification as teachers of students with learning and behavior at all grade levels (P-12). Admission to this program requires that the candidate already possess valid teacher certification in some other field. Essentially all candidates are employed as emergency or provisionally certified teachers. Thus, their own classrooms become their field experience sites.

## **I. Conceptual Framework**

### **A. Conceptual framework**

See College's statement of the conceptual framework.

### **B. Program Relation to Conceptual Framework**

The special education program and Morehead State University sees the conceptual framework as particularly appropriate metaphor for the role of the special education teacher in today's schools. "Educators as architects: designing environments where students construct knowledge and develop skills;" calls on our candidates and faculty to reflect critically on the basic concept of access. Accessibility lies at the heart of special education in the United States. Since 1975, a free appropriate public education has been mandated for all handicapped children. With the 1997 revisions of the Individuals with Disabilities Education Act the intent of this requirement has been underscored by a very explicit emphasis on access to the general curriculum:

...As used in this part, the term special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability...

(3) Specially-designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction--

(i) To address the unique needs of the child that result from the child's disability; and

(ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (20 U.S.C. 1401(25))

While some see this as a "new" focus in the 1997 reauthorization, in truth it has been at the foundation of special education since its inception is a federal mandate in 1975. In 1975, the issue for students with disabilities was getting into door -- basic access. Twenty-five plus years of experience has taught us to expect more than that for students with disabilities: The expectation for students with disabilities is the same as the expectation for all students: high achievement.

The research literature in special education has consistently demonstrated that the nature of the learning environment can contribute to the success and the acceptance of students with disabilities. As it says in the conceptual framework document the metaphor of the architect is used because it nicely captures the critical

role of the teacher in designing, planning, and constructing environments that focus on fostering optimal student learning. This resonates with those of us in special education who have long struggled with the concept of the least restrictive environment as a hallmark of special education and United States. Indeed, the concept of the least restrictive environment tries to strike a balance between the demands of a regular class and the unique learning needs of the student with a disability. At its root, the least restrictive environment is defined as the optimal learning environment for each unique individual.

At the dawn of the 21st century, this challenge is one that has become best encapsulated in the concept of inclusion. Inclusion is the idea that all students belong and all students are members of the school community. No individual difference should be a basis for differential treatment within this accepting community.

Traditionally special education has been associated with a behaviorist paradigm of teaching. Increasingly forward-looking educators throughout the country have challenged this mechanistic approach to the educational enterprise. In our program, we have adopted a social ecological approach that is exactly congruent with our overriding metaphor of educators as architects. From this perspective, a disability is simply a physical or psychological condition which person has. It becomes a "handicap" only when that person encounter in environment that requires him or her to do something that they are unable to do. Guided by this perspective faculty and candidates together examine the social environment of the school to identify factors that enhance or hamper student acceptance, participation, and success.

Within this framework, there are four critical ideas: **access**, **participation**, **inclusion**, and **preparation for adult life**. The following briefly explores each of these four ideas that flow from our conceptual framework and demonstrates how they are linked with critical outcomes for teachers and students with disabilities.

**Access.** The concept of access simply captures the fact that the student with a disability needs to be able to enter the school and classroom as a first step towards learning. This requires the teacher in training to become adept at analyzing the environment to diagnose both physical and attitudinal barriers to participation. Maslow's hierarchy of need makes it clear that no human being is capable of achieving if they are not accepted as a valued human being. Beyond answering questions about stereotypical attitudes and physical access the teacher also must develop skills related to more subtle aspects of the classroom environment that hamper student learning. Among these are issues such as the form in which information is presented and access to technological supports that will assist students with special needs.

**Participation.** It is one thing to get one's foot or one's wheelchair in the door; it is another thing to engage with others in the educational enterprise. This requires a teacher to be attune to the myriad ways in which students with disabilities are limited in their ability to fully participate in what goes on in the school. If special education becomes the "greenhouse" or "plastic bubble" that encapsulates students with disabilities, they never will be challenged to reach their highest potential nor will they be fully accepted by their peers. This requires the teacher to structure of activities

within the classroom and use of resources such as instructional aides in ways that support participation. Two skills critical to achieving participation are **collaboration** and **accommodation**. Developing skills in forming collaborative relationships with colleagues in regular education and related services is central to our special education program. In a like manner today's teacher in special education has to be skilled at analyzing learning tasks to design the accommodations which will allow the student with special needs to do his or her best.

**Inclusion.** Access, participation, collaboration, and accommodations all lay the groundwork for inclusion. However, this is more than a simple linear equation. Inclusion is more than the sum of its parts. All that discussed about up to this point simply lays the foundation for the possibility of full acceptance and student success. Inclusion is not an educational strategy it is an educational outcome. The teacher strives to create in environment in which all our accepted and all contribute. Within the inclusive school, the numerous factors that defined the human condition such as gender, race, religion, economic background, and differential ability are seen as enhancing not detracting from the learning experience of all.

**Preparation for adult life.** It is critical that all teachers have a sense of direction. All that we do in schools is geared towards preparing our candidates to be valued contributing members of our communities. The academic expectations for all Kentucky students provide us with a compass in setting this direction. The value of an ecological perspective on education is that it requires the teacher to continually ask "why am I doing what I am doing?" The bottom-line answer to this question is "I am engaged in the enterprise of preparing young people for life beyond the classroom." It is critical for the student with a disability to be prepared to meet the challenges the everyday life will present. Similarly, all candidates must be prepared for the complexities of a world filled with human difference. The special education program at Morehead State University strive to develop the kinds of "architects" who can build the ramps that will lead all of their future students to success.

### ***C. Excerpts from Syllabi Illustrating Conceptual Framework***

- **Conceptual framework.** The education of a teacher should be organized around a central mission which gives direction and coordination to the process. The central theme of the Morehead State University conceptual framework is the role of the teacher in creating an environment that fosters learning. The critical interaction between the characteristics of the students and the environments within which they must function is consistently emphasized under the topic of accessibility, participation and inclusion which are addressed throughout the course.(EDSP 601)
- **Conceptual framework.** The education of a teacher should be organized around a central mission which gives direction and coordination to the process. The central theme of the Morehead State University conceptual framework is the role of the teacher in creating an environment that fosters learning. The critical interaction between the characteristics of the students and the environments within which they must function is consistently

emphasized under the topic of accommodation which is addressed throughout the course. (EDSP 350)\

- Because EDSP 557 is a teaching methods course, the course objectives and competencies directly address the three main strands of the unit’s conceptual framework, Teachers as Architects. In particular, the course operationalizes the philosophical fundamentals in the selection of teaching methodologies, the acquisition of pedagogical knowledge and skills, and the application of students’ teaching and management skills in supervised clinical and field experiences.
- Conceptual Framework  
“ Some people see a locked door and turn away. Some people see a locked door, hunt for a key and being unable to find one turn away. Some people see a locked door, hunt for a key and being unable to find one – make one”  
Morehead State University’s educational philosophy embodies the concept that teachers are architects and builders of today’s youth. (EDSP553)

## II. Program Experiences

Graduates of the program for teachers of students with Learning and Behavior Disorders (LBD) at Morehead State University will demonstrate mastery of the following:

- The common core of knowledge and skill for all beginning special education teachers as defined by the Council for Exceptional Children,
- The knowledge and skills for all beginning special education teachers of students with disabilities in individualized General Curriculums, and
- Kentucky’s New Teachers Standards.

This goal is achieved through a closely integrated series of classroom and field experiences that assure that the teacher in training connects knowledge directly to application. Every class in the program has specific field hour requirements, but strength of this program lies in the incremental development of sustained field experiences which increase as they progress through the program. The following make up the required core of special education courses for candidates obtaining certification s a teacher of students with learning and behavior disorders.

<b><i>Courses in Learning and Behavior Disorders Graduate Certification Program</i></b>
<b>EDSP 230/332/601. Education of Exceptional Children. (3-0-3); I, II. Prerequisite: PSY 154.</b> Procedures for identification, education, and treatment of exceptional children--the gifted, those with low intelligence, and handicapped--including behavioral deviations.
<b>EDSP 320./602 Introduction to Corrective Speech. (3-0-3); I.</b> Introductory course in

speech correction for classroom teacher. (Same as SPCH 320.)

**EDSP 350. Characteristics of Individuals with Mental Retardation and Orthopedic Handicaps. (2-2-3); I, II, III. Prerequisite: EDSP 230 or appropriate introductory course.** Biological, physical, etiological, psychological, and educational characteristics of individuals demonstrating significant deviations in mental or physical behavior. The likely needs of these mentally retarded and orthopedically impaired individuals discussed in light of their presenting problems.

**EDSP 360. Characteristics of Individuals with Learning Disabilities and Behavior Disorders. (2-2-3); I, III. Prerequisite: EDSP 230 or appropriate introductory course.** Biological, physical, etiological, psychological, and educational characteristics of individuals demonstrating significant deviations in learning and behavior disorders. The likely needs of learning disabled and behavior disordered individuals discussed in light of their presenting problems.

**EDSP 537. Educational Assessment of Exceptional Children. (2-2-3); I, III.** Assessment methodology relating to identification of behavioral deficits and excesses of students which lessen their performance level in one or more core academic subject areas.

**EDSP 551. Curriculum for Pre-School Exceptional Children. (2-2-3); II, III. Prerequisites: EDSP 230 and 360.** Designed to prepare the teacher to work with pre-school children having handicapping conditions. Curriculum procedures involving perpetual-motor activities, prosthetic devices, and system approaches in special education featured.

**EDSP 553. Language Arts for Exceptional Students. (2-2-3); I, III. Prerequisites: EDSP 230, 350, 360 and 537 or consent of instructor.** Designed to prepare the teacher of exceptional children in curriculum development and specialized procedures for teaching language arts, including reading, spelling, handwriting, language, and written composition.

**EDSP 555. Prescriptive Teaching for Children with Learning and Behavior Problems. (2-2-3); I, III. Prerequisite: EDSP 230, 350, 360, 537 and 557, or consent of instructor.** Transfer of education assessment data into behavioral objectives, instructional planning for implementing such objectives, behavior management, techniques, methods and materials for instruction, and formative and terminal evaluation techniques for individuals with learning and behavior problems.

**EDSP 557. Content Areas and Career Preparation for Exceptional Students. (2-2-3); II, III. Prerequisites: EDSP 230, 350, 360, 537 or consent of instructor.** Designed to prepare teachers of exceptional children in curriculum development and specialized procedures for teaching mathematics, content areas, and preparing students for vocations.

**EDSP 675. Practicum in Special Education. (3 to 6 hrs.); I, II, III.** Supervised practice in working with specific groups of exceptional children in educational, clinical, or institutional settings using a holistic, multi-discipline approach to therapy and/or prescriptive teaching. (Application made through coordinator of professional

laboratory experiences.)

## **Field Experiences**

Every class in the program has specific field hour requirements, but the strength of this program lies in the incremental development of sustained field experiences. Table 1 (below) shows how these experience requirements are embedded in courses in this program. Graduate candidates are required to demonstrate application of skills through assignments and activities they implement in their own classrooms. So while the number of “required field hours are listed they are largely irrelevant to these candidates. .

**Table 1**  
**LBD (P-12) Field and Clinical Experiences**

<b>Courses</b>	<b>Field Hours Required</b>	<b>Expected Experiences</b>	<b>Actual Hour</b>
EDSP 350	10	<ul style="list-style-type: none"> <li>▪ Accessibility audit</li> <li>▪ Collaborative team participation</li> <li>▪ Observation and analysis of community program</li> <li>▪ Case study of community agency</li> </ul>	10
EDSP 320	2	<ul style="list-style-type: none"> <li>▪ Observation and reflection on speech development in classrooms</li> </ul>	2
EDSP 360	10	<ul style="list-style-type: none"> <li>▪ Observation and analysis of classroom</li> <li>▪ Case study of student</li> <li>▪ Functional assessment</li> </ul>	10
EDSP 537	10	<ul style="list-style-type: none"> <li>▪ Administer 3 standardized academic assessments</li> <li>▪ Student case study</li> <li>▪ Systematic data collection on social behavior</li> </ul>	10
EDSP 551	10	<ul style="list-style-type: none"> <li>▪ Observation in early child hood setting</li> <li>▪ Reflective log</li> <li>▪ Developmental assessment and report</li> </ul>	10
EDSP 553	10	<ul style="list-style-type: none"> <li>▪ Conduct pre-teaching assessment</li> <li>▪ Design &amp; teach 17 lessons</li> <li>▪ Conduct post teaching assessment</li> </ul>	10
EDSP 555	10	<ul style="list-style-type: none"> <li>▪ Conduct pre-teaching assessment</li> <li>▪ Teach 6 lessons</li> <li>▪ Systematic data collection on behavior</li> <li>▪ Behavior modification plan</li> </ul>	10
EDSP 557	10	<ul style="list-style-type: none"> <li>▪ Conduct pre-teaching assessment</li> <li>▪ Teach 6 lessons</li> <li>▪ Social behavior assessment</li> <li>▪ Develop IEP (social behaviors)</li> </ul>	10
Practicum		<ul style="list-style-type: none"> <li>▪ Demonstration of mastery of New Teacher Standards as documented in the final eligibility portfolio</li> </ul>	4 weeks full time placement

## **Critical Knowledge and Skills**

Since the common core of knowledge for beginning special education teachers is essentially an effort to translate best practice information into competencies, this knowledge base integrates seamlessly with the candidates' mastery of Kentucky's New Teacher Standards. The specific knowledge and skill identified by the Council for Exceptional Children essentially elaborates on the more concise list of indicators found in Kentucky's standards. The following tables outline where each element in this complex knowledge base is addressed. As describe in the summary of the New Teacher Standards there is a continuum inherent in our program ranging from an expectation that the candidates have a basic level of awareness in lower level classes to a reasonable degree of sophisticated application by the time they completes student teaching.

- **Table 2 on page 10** addresses the *common core of knowledge and skill for all beginning special education teachers*.
- **Table 3, found on page 23** and following, outlines *knowledge and skills for all beginning special education teachers of students with disabilities in individualized General Curriculums*.
- **Table 4** located on **page 36** shows the connection between program courses and the *New Teacher Standards*.

Final critical themes for all beginning teacher as articulated by NCATE and major Kentucky specific initiative related to curriculum and assessment are woven into the fabric of our candidate experiences. Literally every course in the LBD program make sure that the critical themes are addressed. In a similar vein a ongoing knowledge of Kentucky program of studies and related curricular documents is structured into the program. **Tables 5 and 6** found on **pages 37 and 38** outline where this information is addressed within this program. The following excerpts from program syllabi give some indication of how instructors address NCATE themes in their course.

- **Relationship of EDSP 537 to the National Council for the Accreditation of Teacher Education (NCATE) standards and themes.** Additionally, with reference to NCATE themes, this course addresses the issue of diversity in the preparation of its candidates through their interactions and work with individuals with disabilities, who are their students in the clinical and field experiences. Additionally, this course requires candidates to utilize the technology of the Internet in accessing course information and communicating with the course instructor (this course also is delivered via distance learning/ITV technologies). Finally, because of the applied nature of the course, it evaluates the unit's candidates in their authentic assessment tasks in the field.
- **Relationship of EDSP 555 to the National Council for the Accreditation of Teacher Education (NCATE) standards and themes.** Additionally, with reference to NCATE themes, this course addresses the diversity presented to its teacher candidates through their exposure to individuals with disabilities, who are their students in the clinical and field experiences, requires candidates to utilize the technology of the Internet in accessing course information and communicating with the course instructor, and because of its teaching methods content, evaluates the unit's candidates in their authentic teaching tasks in the field.

- **EDSP 553 – Language Arts for Exceptional Children:**

- **Course Objectives/Intellectual Vitality.**

Upon completion of the course, the candidate will:

- a. Understand the etiology and characteristics of exceptional children
- b. Demonstrate knowledge of the issues and trends in exceptional education related to building cooperative relationships with families, community, and peers
- c. Comprehend various intervention and classroom modifications necessary for successful learning and teaching
- d. Understand the effect of cultural diversity in the placement of exceptional children
- e. Appreciate the historical aspects of the various exceptionalities

Diversity. The course, in its essence, is based on the understanding of diversity . Cultural, social, ethnic and educational diversity are addressed in the course. Any student requiring assistance in meeting the requirements of this class will be accommodated according to the need of their diversity.

Assessment Criteria. Assessment will consist of bi-monthly tests (multiple choice, True/False, fill- in-the-blank, and short answer discussion), abstracts, observation reflections, research paper, bulletin board and a final exam. (See attached rubrics)

Technology. candidates are required to use the internet, e-mail, and computers for the production of assignments.

**Table 2**  
**Common Core Knowledge and Skills for All Beginning Special Education Teachers**

<b>Program Standards</b>		<b>Courses addressing this standard.</b>
<b>Common Core: 1. Philosophical, Historical, and Legal Foundations of Special Education</b>		
<b>Knowledge:</b>		
K1	Models, theories, and philosophies that provide the basis for special education practice.	EDSP 230, EDSP 601, EDSP 350, EDSP 360,
K2	Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.	EDSP 230, EDSP 601 EDSP 350, EDSP 360,
K3	Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.	EDSP 230, EDSP 601 EDSP 350,
K4	Assurances and due process rights related to assessment, eligibility, and placement.	EDSP 230, EDSP 601, EDSP 537,
K5	Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs.	EDSP 230, EDSP 601, ,
<b>Skills</b>		

<b>Program Standards</b>		<b>Courses addressing this standard.</b>
S1	Articulate personal philosophy of special education including its relationship to/with regular education.	EDSP 230, EDSP 601, EDSP 435/675
S2	Conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures.	EDSP 230, EDSP 601, EDSP 435/675
<b>Common Core: 2. Characteristics of Learners</b>		
<b>Knowledge:</b>		
K1	Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.	EDSP 230, EDSP 601 ,
K2	Differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities.	EDSP 230, EDSP 601 EDSP 350, EDSP 360, EDSP 320,
K3	Characteristics of normal, delayed, and disordered communication patterns of individuals with exceptional learning needs.	EDSP 230, EDSP 601 EDSP 320,
K4	Effects an exceptional condition(s) may have on an individual's life.	EDSP 230, EDSP 601 EDSP 350, EDSP 360,
K5	Characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.	EDSP 230, EDSP 601 , EDSP 350, EDSP 360,

<b>Program Standards</b>		<b>Courses addressing this standard.</b>
K6	Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities.	EDSP 230, EDSP 601 EDSP 350, EDSP 360,
K7	Educational implications of characteristics of various exceptionalities.	EDSP 230, EDSP 601, EDSP 350, EDSP 360, EDSP 555, EDSP 557,
<b>Skills:</b>		
S1	Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.	EDSP 230, EDSP 601 EDSP 350, EDSP 360, EDSP 320, EDSP 435/675
<b>CC: Common Core: 3.Assessment, Diagnosis, and Evaluation</b>		
<b>Knowledge:</b>		
K1	Basic terminology used in assessment.	EDSP 230, EDSP 601, , EDSP 553 EDSP 537,
K2	Ethical concerns related to assessment.	EDSP 230, EDSP 601, EDSP 553 EDSP 537,
K3	Legal provisions, regulations, and program standards regarding assessment of individuals.	EDSP 230, EDSP 601, EDSP 553 EDSP 537,
K4	Typical procedures used for screening, prereferral, referral, and classification.	EDSP 230, EDSP 601, EDSP 553 EDSP 537,

<b>Program Standards</b>		<b>Courses addressing this standard.</b>
K5	Appropriate application and interpretation of scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and standings.	EDSP 356, EDSP 553 EDSP 537,
K6	Appropriate use and limitations of each type of assessment instrument.	EDSP 356, EDSP 553 EDSP 537,
K7	Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs.	EDSP 230, EDSP 601, EDSP 553 EDSP 537,
K8	The relationship between assessment and placement decisions.	EDSP 230, EDSP 601, , EDSP 553 EDSP 537,
K9	Methods for monitoring progress of individuals with exceptional learning needs.	EDSP 553 EDSP 360, EDSP 537, EDSP 555, EDSP 557,
<b>Skills</b>		
S1	Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
S2	Create and maintain records.	EDSP 230, EDSP 601, EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S3	Gather background information regarding academic, medical, and family history.	EDSP 230, EDSP 601, EDSP 360, EDSP 537, EDSP 435/675
S4	Use various types of assessment procedures appropriately.	EDSP 360, EDSP 553 EDSP 537, EDSP 555, EDSP 557, EDSP 435/675

<b><i>Program Standards</i></b>		<b><i>Courses addressing this standard.</i></b>
S5	Interpret information from formal and informal assessment instruments and procedures.	EDSP 553 EDSP 360, EDSP 537, EDSP 557, EDSP 435/675
S6	Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills.	EDSP 553 EDSP 537, EDSP 435/675
S7	Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	EDSP 553 EDSP 350, EDSP 435/675
S8	Develop individualized assessment strategies for instruction.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S9	Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S10	Evaluate the results of instruction.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S11	Evaluate supports needed for integration into various program placements.	EDSP 553 EDSP 435/675
<b><i>Common Core 4. Instructional Content and Practice</i></b>		
<b>Knowledge:</b>		

<b>Program Standards</b>		<b>Courses addressing this standard.</b>
K1	Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles.	EDSP 230, EDSP 601, EDSP 553 EDSP 555, EDSP 557,
K2	Demands of various learning environments such as individualized instruction in general education classes.	EDSP 230, EDSP 601, EDSP 553 EDSP 555,
K3	Curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with exceptional learning needs.	EDSP 230, EDSP 601, EDSP 553 EDSP 557,
K4	Instructional and remedial methods, techniques, and curriculum materials.	EDSP 230, EDSP 601, EDSP 553 EDSP 555, EDSP 557,
K5	Techniques for modifying instructional methods and materials.	EDSP 230, EDSP 601, EDSP 553 EDSP 555, EDSP 557,
K6	Life skills instruction relevant to independent, community, and personal living and employment.	EDSP 230, EDSP 601, EDSP 557,
K7	Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.	EDSP 230, EDSP 601, EDSP 553
<b>Skills:</b>		
S1	Interpret and use assessment data for instruction.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675

<b><i>Program Standards</i></b>	<b><i>Courses addressing this standard.</i></b>
S2 Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.	EDSP 553 EDSP 435/675
S3 Develop comprehensive, longitudinal individualized programs.	EDSP 553 EDSP 555, EDSP 435/675
S4 Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S5 Prepare appropriate lesson plans.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S6 Involve the individual and family in setting instructional goals and charting progress.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
S7 Use task analysis.	EDSP 230, EDSP 601, EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S8 Select, adapt, and use instructional strategies and materials according to characteristics of the learner.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S9 Sequence, implement, and evaluate individual learning objectives.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S10 Integrate affective, social, and career/vocational skills with academic curricula.	EDSP 553 EDSP 557, EDSP 435/675
S11 Use strategies for facilitating maintenance and generalization of skills across learning environments.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675

<b>Program Standards</b>		<b>Courses addressing this standard.</b>
S12	Use instructional time properly.	EDSP 553 EDSP 555, EDSP 435/675
S13	Teach individuals with exceptional learning needs to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S14	Choose and implement instructional techniques and strategies that promote successful transitions for individuals with exceptional learning needs.	EDSP 553 EDSP 435/675
S15	Establish and maintain rapport with learners.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S16	Use verbal and nonverbal communication techniques.	EDSP 553 EDSP 435/675 EDSP 320,
S17	Conduct self-evaluation of instruction.	EDSP 553
<b>Common Core 5. Planning and Managing the Teaching and Learning Environment</b>		
<b>Knowledge:</b>		
K1	Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs.	EDSP 230, EDSP 601, EDSP 553 EDSP 555,
K2	Research-based best practices for effective management of teaching and learning.	EDSP 230, EDSP 601, EDSP 553 EDSP 555,
K3	Ways in which technology can assist with planning and managing the teaching and learning environment.	EDSP 230, EDSP 601, EDSP 553 EDSP 350, EDSP 320,

<b>Program Standards</b>		<b>Courses addressing this standard.</b>
<b>Skills:</b>		
S1	Create a safe, positive, and supportive learning environment in which diversities are valued.	EDSP 230, EDSP 601, EDSP 553 EDSP 360, EDSP 555, EDSP 557, EDSP 435/675
S2	Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in various settings.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
S3	Prepare and organize materials to implement daily lesson plans.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S4	Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S5	Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities.	EDSP 553 EDSP 435/675
S6	Design, structure, and manage daily routines, effectively including transition time, for students, other staff, and the instructional setting.	EDSP 553 EDSP 435/675
S7	Direct the activities of a classroom para-professional, aide, volunteer, or peer tutor.	EDSP 553 EDSP 435/675
S8	Create an environment that encourages self-advocacy and increased independence.	EDSP 553 EDSP 435/675
<b>Common Core 6. Managing Student Behavior and Social Interaction Skills</b>		
<b>Knowledge</b>		

<b>Program Standards</b>		<b>Courses addressing this standard.</b>
K1	Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of behaviors of individuals with exceptional learning needs.	EDSP 230, EDSP 601, EDSP 553 EDSP 555, EDSP 435/675
K2	Ethical considerations inherent in behavior management.	EDSP 230, EDSP 601, EDSP 553 EDSP 555, EDSP 435/675
K3	Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs.	EDSP 230, EDSP 601, EDSP 553 EDSP 360, EDSP 350, EDSP 555, EDSP 435/675
K4	Social skills needed for educational and functional living environments and effective instruction in the development of social skills.	EDSP 230, EDSP 601, EDSP 553 EDSP 360, EDSP 557, EDSP 435/675
K5	Strategies for crisis prevention/intervention.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
K6	Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
<b>Skills</b>		
S1	Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs.	EDSP 553 EDSP 555, EDSP 435/675
S2	Implement the least intensive intervention consistent with the needs of the individuals with exceptionalities.	EDSP 553 EDSP 555, EDSP 435/675

<b>Program Standards</b>		<b>Courses addressing this standard.</b>
S3	Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors.	EDSP 553 EDSP 435/675
S4	Identify realistic expectations for personal and social behavior in various settings.	EDSP 553 EDSP 537, EDSP 557, EDSP 435/675
S5	Integrate social skills into the curriculum.	EDSP 553 EDSP 557, EDSP 435/675
S6	Use effective teaching procedures in social skills instruction.	EDSP 553 EDSP 557, EDSP 435/675
S7	Demonstrate procedures to increase the individual's self-awareness, self-control, self-reliance, and self-esteem.	EDSP 553 EDSP 435/675
S8	Prepare individuals with exceptional learning needs to exhibit self-enhancing behavior in response to societal attitudes and actions.	EDSP 553 EDSP 435/675
<b>Common Core 7. Communication and Collaborative Partnerships</b>		
<b>Knowledge:</b>		
K1	Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program.	EDSP 553 EDSP 350,
K2	Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns.	EDSP 230, EDSP 601, EDSP 553 EDSP 350, EDSP 557, EDSP 435/675

<b>Program Standards</b>		<b>Courses addressing this standard.</b>
K3	Development of individual student programs working in collaboration with team members.	EDSP 230, EDSP 601, EDSP 553 EDSP 537, EDSP 557, EDSP 435/675
K4	Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
K5	Ethical practices for confidential communication to others about individuals with exceptional learning needs.	EDSP 230, EDSP 601, EDSP 553 EDSP 537, EDSP 435/675
<b>Skills</b>		
S1	Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
S2	Communicate and consult with individuals, parents, teachers, and other school and community personnel.	EDSP 553 EDSP 435/675
S3	Foster respectful and beneficial relationships between families and professionals.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
S4	Encourage and assist families to become active participants in the educational team.	EDSP 553 EDSP 435/675
S5	Plan and conduct collaborative conferences with families or primary caregivers.	EDSP 553 EDSP 435/675

<b>Program Standards</b>		<b>Courses addressing this standard.</b>
S6	Collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
S7	Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of individuals with specific exceptional learning needs.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
<b>Common Core 8. Professionalism and Ethical Practices</b>		
<b>Knowledge:</b>		
K1	Personal cultural biases and differences that affect one's teaching.	EDSP 230, EDSP 601, EDSP 553 EDSP 537, EDSP 555,
K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.	EDSP 230, EDSP 601, EDSP 553 EDSP 555, EDSP 557,
<b>Skills:</b>		
S1	Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
S2	Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
S3	Promote and maintain a high level of competence and integrity in the practice of the profession.	EDSP 230, EDSP 601, EDSP 553 EDSP 537, EDSP 555, EDSP 557, EDSP 435/675

<b>Program Standards</b>	<b>Courses addressing this standard.</b>
S4 Exercise objective professional judgment in the practice of the profession.	EDSP 230, EDSP 601, EDSP 553 EDSP 350, EDSP 360, EDSP 537, EDSP 555, EDSP 557, EDSP 435/675
S5 Demonstrate proficiency in oral and written communication.	EDSP 230, EDSP 601, EDSP 553 EDSP 435/675
S6 Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.	EDSP 553 EDSP 435/675
S7 Comply with local, state, provincial, and federal monitoring and evaluation requirements.	EDSP 553, EDSP 350, EDSP 360, EDSP 537, EDSP 435/675
S8 Use copyrighted educational materials in an ethical manner.	EDSP 230, EDSP 601, EDSP 553 EDSP 350, EDSP 360, EDSP 537, EDSP 557, EDSP 435/675
S9 Practice within the CEC Code of Ethics and other standards and policies of the profession.	EDSP 230, EDSP 601, EDSP 553 EDSP 350, EDSP 360, EDSP 537, EDSP 555, EDSP 557, EDSP 435/675

**Table 3**  
**Knowledge and Skills for All Beginning Special Education Teachers of Students With Disabilities In Individualized General Curriculums**

<b>Program Standards</b>	<b>Courses addressing this standard</b>
<b>GC: General Curriculum</b>	
<b>1. Philosophical, Historical, and Legal Foundations of Special Education</b>	
<b>Knowledge:</b>	
K1 Current educational terminology and definitions of individuals with disabilities* including the identification criteria and labeling	EDSP 230 EDSP 350, EDSP 360,

<b>Program Standards</b>	<b>Courses addressing this standard</b>
controversies, using professionally accepted classification systems, and current incidence and prevalence figures.	
K2 Evolution and major perspectives from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities*.	EDSP 230 EDSP 350, EDSP 360,
K3 Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare.	EDSP 230, EDSP 350,
K4 The historical foundations, philosophies, theories and classic studies including the major contributors, and major legislation that undergird the growth and improvement of knowledge and practice in the field of special education.	EDSP 230, EDSP 553 EDSP 350, EDSP 360,
K5 The legal system to assist individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 350, EDSP 360, EDSP 537,
K6 Continuum of placement and services, including alternative programs available for individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 350, EDSP 537,
K7 Laws, regulations, and policies related to the provision of specialized health care in the educational setting.	EDSP 230, EDSP 553 EDSP 350,
<b>Skills:</b>	
S1 Articulate the pros and cons of current issues and trends in the education of individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 350, EDSP 360,
S2 Articulate the factors that influence	EDSP 230, EDSP 553 EDSP 350, EDSP

<b>Program Standards</b>	<b>Courses addressing this standard</b>
the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities*.	360,
S3 Delineate the principles of normalization versus the educational concept of “least restrictive environment” in designing educational programs for individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 350,
<b>GC: General Curriculum 2. Characteristics of Learners</b>	
<b>Knowledge:</b>	
K1 Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 350, EDSP 360,
K2 Effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions.	EDSP 230, EDSP 553 EDSP 360, EDSP 555, EDSP 557,
K3 Various etiologies and medical aspects of conditions affecting individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 350, EDSP 360,
K4 Psychological and social-emotional characteristics of individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 350, EDSP 360, EDSP 537,
K5 Common etiologies and the impact of sensory disabilities on learning and experience.	EDSP 230, EDSP 553
<b>Skills:</b>	
S1 Describe and define general developmental, academic, social, career, and functional characteristics of individuals with disabilities* as	EDSP 230, EDSP 553 EDSP 350, EDSP 557, EDSP 435/675

<b>Program Standards</b>	<b>Courses addressing this standard</b>
they relate to levels of support needed.	
<b>GC: General Curriculum 3. Assessment, Diagnosis, &amp; Evaluation</b>	
<b>Knowledge:</b>	
K1 Specialized terminology used in the assessment of individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 350, EDSP 360, EDSP 537, EDSP 555,
K2 Legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 537,
K3 Specialized policies regarding screening, referral, and placement procedures for individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 537,
<b>Skills:</b>	
S1 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 360, EDSP 537, EDSP 555, EDSP 557, EDSP 435/675
S2 Use exceptionality-specific assessment instruments with individuals with disabilities*.	EDSP 553 EDSP 360, EDSP 537, EDSP 435/675
S3 Adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the unique abilities and needs of individuals with disabilities*.	EDSP 553 EDSP 435/675
S4 Develop and use a technology plan based on assistive technology assessment.	EDSP 320,EDSP 553 EDSP 435/675

<b>Program Standards</b>	<b>Courses addressing this standard</b>
S5 Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.	EDSP 553 EDSP 435/675 EDSP 320,
<b>GC: General Curriculum 4. Instructional Content &amp; Practice</b>	
<b>Knowledge:</b>	
K1 Sources of specialized materials for individuals with disabilities* .	EDSP 553 EDSP 350, EDSP 360, EDSP 557, EDSP 320,
K2 Impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.	EDSP 553 EDSP 320,
K3 Impact of language development on the academic and social skills of individuals with disabilities* .	EDSP 553 EDSP 320,
K4 Impact of disabilities on auditory skills.	EDSP 553 EDSP 320,
K5 Relationship between disabilities and reading instruction.	EDSP 553
K6 Impact of social skills on the lives of individuals with disabilities* .	EDSP 230, EDSP 553 EDSP 350, EDSP 360, EDSP 557,
K7 Varied test-taking strategies.	EDSP 553 EDSP 537,
K8 Alternatives for teaching skills and strategies to individuals with learning disabilities who differ in degree and kind of disability.	EDSP 230, EDSP 553 EDSP 555, EDSP 557,
K9 Approaches to create positive learning environments for individuals with disabilities* .	EDSP 553 EDSP 360, EDSP 555, EDSP 557,
<b>Skills:</b>	
S1 Use effective, research-based instructional strategies and practices to meet the needs of individuals with	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675

<b>Program Standards</b>	<b>Courses addressing this standard</b>
disabilities*.	
S2 Facilitate use of prevention and intervention strategies in educational settings.	EDSP 553 EDSP 350, EDSP 360, EDSP 555, EDSP 557, EDSP 435/675
S3 Delineate and apply the goals, intervention strategies, and procedures related to psychodynamic, behavioral, biophysical, and ecological approaches to individuals with disabilities*.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S4 Plan, organize, and implement educational programs appropriate to the cognitive and affective needs of individuals with disabilities*.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S5 Evaluate, select, develop, and adopt curriculum materials and technology appropriate for individuals with disabilities*.	EDSP 553 EDSP 435/675
S6 Integrate academic instruction, affective education, and behavior management for individual learners and groups of learners.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S7 Evaluate strengths and limitations of alternative instructional strategies for individuals with disabilities*.	EDSP 553 EDSP 360, EDSP 435/675
S8 Integrate student-initiated learning experiences into ongoing instruction.	EDSP 553 EDSP 435/675
S9 Use skills to enhance thinking processes.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S10 Use effective instructional strategies to assist individuals with disabilities* to detect and correct errors in oral and written language.	EDSP 320,EDSP 553 EDSP 435/675
S11 Use appropriate instructional strategies to teach math skills and concepts according to the	EDSP 557, EDSP 435/675

<b>Program Standards</b>	<b>Courses addressing this standard</b>
characteristics of the learner and patterns of error.	
S12 Modify pace of instruction and use organization cues.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S13 Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with disabilities*.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S14 Utilize research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory, and concrete/manipulative techniques.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
S15 Design age-appropriate instruction based on the adaptive skills of learners.	EDSP 553 EDSP 435/675
S16 Integrate related services into the instructional settings of learners.	EDSP 553 EDSP 350, EDSP 435/675
S17 Provide community referenced instruction.	EDSP 350, EDSP 553 EDSP 435/675
S18 Assist students in the use of alternative and augmentative communication systems.	EDSP 320, EDSP 350, EDSP 553 EDSP 435/675
S19 Support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications.	EDSP 320, EDSP 553 EDSP 435/675
S20 Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.	EDSP 553 EDSP 435/675
S21 Use appropriate adaptations and technology for all individuals with	EDSP 350, EDSP 553 EDSP 320, EDSP 435/675

<b>Program Standards</b>	<b>Courses addressing this standard</b>
disabilities*.	435/675
S22 Adapt lessons that minimize the physical exertion of individuals with specialized health care needs.	EDSP 350, EDSP 553 EDSP 435/675
S23 Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities emphasizing positive self-concepts and realistic goals.	EDSP 435/675
S24 Design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs.	EDSP 350, EDSP 435/675
S25 Participate in the selection and implementation of augmentative or alternative communication devices and systems for use with students with physical and health disabilities.	EDSP 320, EDSP 350, EDSP 435/675
S26 Use strategies for facilitating the maintenance and generalization of skills across learning environments.	EDSP 553 EDSP 555, EDSP 557, EDSP 435/675
<b>GC: General Curriculum 5.</b>	
<b>Planning and Managing the Teaching and Learning Environment</b>	
<b>Knowledge:</b>	
K1 Model career, vocational, and transition programs for individuals with disabilities*.	EDSP 557,
K2 Issues, resources, and techniques used to integrate students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.	EDSP 350,

<b>Program Standards</b>	<b>Courses addressing this standard</b>
K3 Appropriate use of assistive devices to meet the needs of individuals with disabilities*.	EDSP 350, EDSP 320,
K4 Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities*.	EDSP 350, EDSP 320, EDSP 230, EDSP 360, EDSP 557,
<b>Skills:</b>	
S1 Monitor intragroup behavior changes across subjects and activities.	EDSP 555, EDSP 435/675
S2 Structure the educational environment to provide optimal learning opportunities for individuals with disabilities*.	EDSP 553 EDSP 555, EDSP 435/675
S3 Teach individuals with disabilities* in a variety of educational settings.	EDSP 435/675
S4 Design learning environments for individuals with disabilities* that provide feedback from peers and adults.	EDSP 553 EDSP 435/675
S5 Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities* in a variety of group and individual learning activities.	EDSP 553 EDSP 435/675
S6 Use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum.	EDSP 435/675
S7 Coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities*.	EDSP 350, EDSP 435/675

<b>Program Standards</b>	<b>Courses addressing this standard</b>
<b>GC: General Curriculum 6. Managing Student Behavior and Social Interaction Skills</b>	
<b>Knowledge:</b>	
K1 Rationale for selecting specific management techniques for individuals with disabilities*.	EDSP 555,
K2 Theories behind reinforcement techniques and their application to teaching individuals with disabilities*.	EDSP 360, EDSP 555,
K3 Theories of behavior problems in individuals with disabilities*, including self-stimulation and self-abuse.	EDSP 360, EDSP 557,
K4 Communication and social interaction alternatives for individuals who are nonspeaking.	EDSP 350, EDSP 320,
<b>Skills:</b>	
S1 Use a variety of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities*.	EDSP 360, EDSP 555, EDSP 557, EDSP 435/675
S2 Develop and implement a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.	EDSP 555, EDSP 435/675
S3 Select target behaviors to be changed and identify the critical variables affecting the target behavior.	EDSP 360, EDSP 537, EDSP 555, EDSP 557, EDSP 435/675
S4 Define and use skills in problem-solving and conflict resolution.	EDSP 435/675

<b><i>Program Standards</i></b>	<b><i>Courses addressing this standard</i></b>
S5 Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.	EDSP 435/675
S6 Establish a consistent classroom routine for individuals with disabilities*.	EDSP 555, EDSP 435/675
S7 Delineate and apply appropriate management procedures when presented with spontaneous management problems.	EDSP 555, EDSP 435/675
S8 Facilitate development and implementation of rules and appropriate consequences in the educational environment.	EDSP 555, EDSP 435/675
<b><i>GC: General Curriculum 7. Communication and Collaborative Partnerships</i></b>	
<b><i>Knowledge:</i></b>	
K1 Sources of unique services, networks, and organizations for individuals with disabilities*, including career, vocational, and transition support.	EDSP 350, EDSP 557,
K2 Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to individuals with disabilities*.	EDSP 350, EDSP 557,
K3 Collaborative and consultative roles of special education teachers in the integration of individuals with disabilities* into the general curriculum and classroom.	EDSP 230, EDSP 360, EDSP 553 EDSP 555,

<b>Program Standards</b>	<b>Courses addressing this standard</b>
K4 Types and importance of information generally available from family, school officials, legal system, community service agencies.	EDSP 350, EDSP 360,
K5 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*.	EDSP 350,
<b>Skills:</b>	
S1 Use specific behavioral management and counseling techniques in managing students and providing training for their parents.	EDSP 435/675
S2 Assist students, in collaboration with parents and other professionals, in planning for transition to post-school settings with maximum opportunities for decision making and full participation in the community.	EDSP 350, EDSP 435/675
<b>GC: General Curriculum 8. Professionalism and Ethical Practices</b>	
<b>Knowledge:</b>	
K1 Consumer and professional organizations, publications, and journals relevant to individuals with disabilities*.	EDSP 230 EDSP 350, EDSP 557,
K2 Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities*.	EDSP 230 EDSP 350, EDSP 537,
K3 Types and transmission routes of infectious disease.	EDSP 230 EDSP 350,
K4 Maintain confidentiality of medical	EDSP 230 EDSP 350, EDSP 360, EDSP

<b>Program Standards</b>	<b>Courses addressing this standard</b>
and academic records and respect for privacy of individuals with disabilities*.	537,
<b>Skills:</b>	
S1 Participate in the activities of professional organizations relevant to individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 435/675
S2 Articulate the teacher's ethical responsibility to nonidentified individuals who function similarly to individuals with disabilities*.	EDSP 230, EDSP 553 EDSP 350, EDSP 435/675

\*Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education focuses on an individualized general curriculum.