

Education of Exceptional Students: Core Content Knowledge (0353)

The purpose of this exercise is to assess your own knowledge and to develop a plan to study for the PRAXIS exams.

In the notes column the course numbers which **most** cover the coordinating PRAXIS topics are indicated.

In the next steps column, develop your study plan; ask yourself questions and make notes of web links appropriate for the coordinating PRAXIS topics.

<i>Topic</i>	<i>Notes</i>	<i>Next Steps</i>
<p>Familiarity with the definitions set forth in The Individuals with Disabilities Act (IDEA) is assumed.</p> <p>I. Understanding Exceptionalities</p> <ul style="list-style-type: none"> ● Human development and behavior as related to students with disabilities, including <ul style="list-style-type: none"> – Social and emotional development and behavior – language development and behavior – cognition – physical development, including motor and sensory ● Characteristics of students with disabilities, including the influence of <ul style="list-style-type: none"> – cognitive factors – affective and social-adaptive factors, including cultural, linguistic, gender, and socioeconomic factors – genetic, medical, motor, sensory, and chronological age factors ● Basic concepts in special education, including <ul style="list-style-type: none"> – definitions of all major 	<p>I. Understanding Exceptionalities (EDU 315 and EDU 321)</p>	

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<p>categories and specific disabilities, as well as the incidence and prevalence of various types of disabilities</p> <ul style="list-style-type: none">– the causation and prevention of disability– the nature of behaviors, including frequency, duration, intensity, and degrees of severity– the classification of students with disabilities; labeling of students; ADHD; the implications of the classification process for the persons classified, etc.– the influence of level of severity and presence of multiple exceptionalities on students with disabilities● The influence of (an) exceptional condition(s) throughout an individual's life span <p>II. Legal and Societal Issues</p> <ul style="list-style-type: none">● Federal laws and legal issues related to special education, including<ul style="list-style-type: none">– IDEA 2004– Section 504– Americans with Disabilities Act (ADA)– Important legal issues, such as those raised by the following cases: <i>Rowley</i> re: program appropriateness, <i>Tatro</i> re: related services, <i>Honig</i> re: discipline, <i>Oberti</i> re: inclusion● The school's connections with the families, prospective	<p>II. Legal and Societal Issues (EDU 315 and EDU 321)</p>	
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<p>and actual employers, and communities of students with disabilities; for example:</p> <ul style="list-style-type: none"> – teacher advocacy for students and families, developing student self-advocacy – parent partnerships and roles – public attitudes toward individuals with disabilities – cultural and community influences on public attitudes toward individuals with disabilities – interagency agreements – cooperative nature of the transition planning process ● Historical movements/trends affecting the connections between special education and the larger society; for example: <ul style="list-style-type: none"> – deinstitutionalization and community-based placements – inclusion – application of technology – transition – advocacy – accountability and meeting educational standards <p>III. Delivery of Services to Students with Disabilities</p> <ul style="list-style-type: none"> ● Background knowledge, Including <ul style="list-style-type: none"> – conceptual approaches underlying service delivery to 	<p>(EDU 315, 321)</p> <p>III. Delivery of Services to Students with Disabilities (EDU 321)</p>	
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<p>methods; for example: modification of materials and equipment, learning centers, facilitated groups, study skills groups, self-management, cooperative learning, diagnostic-prescriptive method, modeling, skill drill, guided practice, concept generalization, learning strategy instruction, and direct instruction</p> <p>– instructional format and components; for example: small- and large-group instruction, facilitated group strategies, functional academics, general academics with focus on special education, ESL and limited English proficiency, language and literacy acquisition, self-care and daily living skills, prevocational and vocational skills</p> <p>– career development and transition issues as related to curriculum design and implementation for students with disabilities according to the criteria of ultimate functioning</p> <p>– technology for teaching and learning in special education settings; for example: integrating assistive technology into the classroom; computer-assisted instruction; augmentative and alternative communication; adaptive access for microcomputers; positioning and power mobility for students with physical disabilities; accessing and using information technology; use of productivity tools; technology for sensory disabilities; and voice-activated, speech synthesis, speech-recognition, and word-prediction software</p>	<p>(EDU 329)</p> <p>(EDU 350)</p>	
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<ul style="list-style-type: none"> ● Assessment, including <ul style="list-style-type: none"> – use of assessment for screening, diagnosis, placement, and the making of instructional decisions; for example: how to select and conduct nondiscriminatory and appropriate assessments; how to interpret standardized and specialized assessment results; how to use evaluation results effectively in development of an Individualized Family Service Plan (IFSP)/ Individualized Education Program (IEP); how to prepare written reports and communicate findings – procedures and test materials, both formal and informal, typically used for prereferral, referral, eligibility, placement, and ongoing program monitoring – how to select, construct, conduct, and modify nondiscriminatory, developmentally and chronologically age appropriate informal assessments, including teacher-made tests, curriculum-based assessment, and alternatives to norm-referenced testing (including observation, anecdotal records, error analysis, miscue analysis, self-evaluation questionnaires and interviews, journals and learning logs, portfolio assessment) 	<p>(EDU 332)</p>	
<ul style="list-style-type: none"> ● Structuring and managing the learning environment, including <ul style="list-style-type: none"> – structuring the learning environment; for example: the physical-social environment 	<p>(EDU 340)</p>	

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<p>for learning (expectations, rules, consequences, consistency, attitudes, lighting, acoustic characteristics, seating, access, safety provisions, and strategies for positive interactions); transitions between lessons and activities; grouping of students; integration of related services (occupational therapy, physical therapy, speech and language therapy)</p> <p>– classroom management techniques; for example: behavioral analysis (identification and definition of antecedents, target behavior, and consequent events); behavioral interventions; functional analysis; data gathering procedures (such as anecdotal data, frequency methods, and interval methods); self-management strategies and reinforcement; cognitive-behavioral interventions; social skills training;</p> <p>– behavior management strategies</p> <p>● Professional roles, including</p> <p>– specific roles and responsibilities of teachers; for example: teacher as a collaborator with other teachers, teacher educators, parents, community groups, and outside agencies; teacher as a multidisciplinary team member; maintaining effective and efficient documentation; selecting appropriate environments and services for students; critical evaluation and use of professional literature and organizations; reflecting on one’s own teaching; teacher’s role in a</p>	<p>(EDU 390)</p>	
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<p>variety of teaching settings (self-contained classroom, resource room, itinerant, co-teacher in inclusion setting, etc.); and maintaining student confidentiality</p> <p>– influence of teacher attitudes, values and behaviors on the learning of exceptional students</p> <p>– communicating with parents, guardians and appropriate community collaborators; for example: directing parents and guardians to parent-educators or to other groups and resources; writing reports directly to parents; meeting with parents to discuss student concerns, progress, and IEP's; encouraging parent participation; reciprocal communication and training with other service providers</p>	<p>(EDU 315)</p> <p>(EDU 315, 390)</p>	
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Education of Exceptional Students: Core Content Knowledge (0542)

<i>Topic</i>	<i>Notes</i>	<i>Next Steps</i>
<p>I. Assessment</p> <ul style="list-style-type: none"> • Demonstrate knowledge of specialized policies regarding screening, pre-referral strategies, referral, and placement procedures for individuals with mild to moderate disabilities • Demonstrate knowledge of assessment for eligibility: instruments and methods, both formal and informal (e.g., ecological inventories; portfolio, functional, and assistive-technology assessments) used to determine eligibility for special education services, with consideration 	<p>I. Assessment (EDU 332, 329, 380)</p> <p>(EDU 332, 350)</p>	

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<p>self-management skills, pre-vocational skills)</p> <p>II. Curriculum and Instruction</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of how to evaluate, select, and develop curriculum materials appropriate for individuals with mild to moderate disabilities, with sensitivity to cultural and linguistic diversity and adaptations and accommodations for individuals with mild to moderate disabilities ● Demonstrate knowledge of how to use local, community, and state resources to assist in developing programs for individuals who are likely to make progress in the general curriculum ● Demonstrate knowledge of how to write appropriate IEP goals and objectives for students with mild to moderate disabilities in <ul style="list-style-type: none"> – academic domains (including vocational) – behavioral domains ● Demonstrate knowledge of how to plan instruction based on IEP's, including developing appropriate lesson plans for individuals and groups with mild to moderate disabilities, in <ul style="list-style-type: none"> – academic domains (including vocational) – behavioral domains <p>III. Structuring and Managing the Learning Environment</p>	<p>II. Curriculum and Instruction (EDU 329, 380)</p> <p>(EDU 350)</p> <p>(EDU 321)</p> <p>(EDU 329, 380)</p> <p>(EDU 340)</p> <p>(EDU 321)</p> <p>(EDU 329, 380)</p> <p>(EDU 340)</p>	
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