| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Development and Characteristics of Students with Intellectual Disabilities (18%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Human Development and Behavior** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A beginning teacher of students with intellectual disabilities... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows typical human growth and development in each domain |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the impact of ID on development in each domain. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the major cognitive, behavioral, and social characteristics of students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the similarities and differences among students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with the etiology of ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows indicators or behaviors that may be associated with the early identification of ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Is familiar with the factors that influence the educational experience of students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands the impact of conditions coexisting with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Understands that medications can affect students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Theoretical Approaches to Learning and Motivation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *A beginning teacher of students with intellectual disabilities...* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how deficits in cognitive function affect students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows major theoretical approaches to student learning and motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Planning and Managing the Learning Environment (26%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Curriculum Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *A beginning teacher of students with intellectual disabilities...* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the basic concepts of curriculum development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how to select instructional content, resources, and strategies appropriate for students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands how to integrate reading, writing, and mathematics instruction into daily activities for students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to plan instruction for developing the social skills of students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to plan instruction for developing independent functional life skills in students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to plan instruction for supporting the development of verbal and non-verbal language and communication skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to integrate educational and assistive technology into instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Managing the Learning Environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A beginning teacher of students with intellectual disabilities... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the impact of a safe, equitable, positive, and supportive environment on learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands basic classroom management theories and strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to structure the physical environment to support learning for students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to establish and communicate expectations for student behavior in a variety of settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to select and implement behavior management strategies appropriate for individual students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to implement a behavior intervention plan. Knows the components of a BIP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to design and manage daily routines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows strategies for crisis prevention and intervention |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows universal precautions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows how to adapt a learning environment based on input from stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Instruction (26%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *A beginning teacher of students with intellectual disabilities...* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows and understands instructional strategies and techniques |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands that a number of variables affect how individual students learn and perform |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to develop observable and measurable instructional objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to develop and implement a lesson plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to include task analysis to instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands strategies for supporting students’ progress in the general education curriculum in a variety of settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands strategies for facilitating understanding of subject matter for students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows methods for facilitating the generalization of skills/behaviors across learning environments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows how to manage instructional variables in a variety of settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows ways to support the development of students self-advocacy skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Knows strategies for promoting students’ development of self-regulatory skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Knows how to use student responses and performance for guiding instruction and providing feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Assessment (16%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Knows the definitions and uses of various assessments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *A beginning teacher of students with intellectual disabilities...* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the basic terminology used in assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with the uses, strengths, and limitations of various assessment instruments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands procedures for evaluating and determining eligibility for students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to use assessment data to develop/modify an educational program, to evaluate students’ needs and progress, and to adapt instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the components of a functional behavior assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to use functional behavior assessments to develop behavior intervention plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands factors that can lead to misidentification of students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to communicate assessment data to a variety of stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows how to create, access, and maintain assessment records |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Is familiar with the purpose and appropriate uses of alternative assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Foundations and Professional Responsibilities (14%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Educational Rights for Students with Disabilities** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *A beginning teacher of students with intellectual disabilities...* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows federal terminology and definitions relating to general and special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands federal requirements for the screening, prereferral, referral, identification, and classification of students with disabilities under IDEA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands procedural safeguards of stakeholders’ rights and their impact on education decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the components of an Individualized Education Plan (IEP) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with the components of an Individualized Family Service Plan (IFSP) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows the provisions of major legislation that impact the field of special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Is familiar with the basic characteristics and defining factors for each of the disability categories as defined under IDEA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Historical and Professional Foundations A beginning teacher of students with intellectual disabilities...** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with current issues and trends in the field of special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to locate information on research, practice, and movements in the field of special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the legal and ethical implications of major laws and regulations related to the rights of students and teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the impact of ID on individuals, families, and society across the life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows strategies for assisting families in understanding the implications of a student’s ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Is familiar with services, networks, and organizations for students with ID and their families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands their collaborative role in the creation, implementation, and assessment of IEPs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows that there is a continuum of placement options and services available for students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows strategies for assisting students, families, school personnel, and community members in planning appropriated transitions for students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows how to structure activities of personnel who work with students with ID |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Knows a variety of strategies for communicating with parents/caregivers about students’ progress and needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Understands their role as an advocate for special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Understands their role as a resource for parents/caregivers, school personnel, and members of the community for information relating to students with ID and their educational experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. Knows how to use reflection to improve practice and guide professional growth |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |