| **Required Course Numbers** |
| --- |
| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Development and Characteristics of Students with Learning Disabilities (17%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Human Development and Behavior** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows typical and atypical human growth and development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the similarities and differences between students with and without learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the similarities and differences among students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the etiology of learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the incidence, prevalence, and risk factors relating to learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Is familiar with the neurological and medical factors that impact the learning of students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows the impact of coexisting conditions and exceptionalities on students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows that various medications affect students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows how social and emotional development may differ in students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Theoretical Approaches to Learning and Motivation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows that a number of variables affect how individual students learn and perform |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the key differences among the various theoretical approaches to student learning and motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how typical cognitive functions differ in students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows that language development may differ for students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the impact of language development and listening comprehension on the learning of students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands how particular deficits affect learning and academic skills  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Planning and Managing the Learning Environment (26%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Curriculum Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the basic concepts of curriculum development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to access and select resources for students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to select instructional content, resources, and strategies appropriate for students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to select and adapt assessments for students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to integrate affective, social, and life skills with academic curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to integrate instructional and assistive technology into instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to develop longitudinal, comprehensive, individualized programs in collaboration with team members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Managing the Learning Environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands basic classroom management theories and strategies for students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the impact of a safe, equitable, positive, and supportive learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to select and implement a behavior management strategy appropriate to individual students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to use a functional behavior assessment to develop a behavior intervention plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to establish and maintain rapport with students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows strategies for modifying the learning environment in order to manage behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to design and manage daily routines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Instruction (28%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Knows and Understands Instructional Techniques** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to develop observable and measurable instructional objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how to develop and implement a lesson plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to apply task analysis to instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows instructional methods for facilitating generalization of skills across learning environments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands instructional methods for supporting strengths and addressing deficits in perception, comprehension, memory, and retrieval |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to use student responses and performance for guiding instruction and providing feedback to students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to manage instructional variables in inclusive classrooms |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows augmentative and assistive strategies for supporting and enhancing communication skills of students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows various methods for facilitating students’ development of literacy skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows how to facilitate understanding of subject-area vocabulary and content for students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Knows strategies for helping students monitor for errors in written and oral communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Knows a variety of approaches to mathematical instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Understands the importance of and implements strategies for teaching students self-advocacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. Understands a variety of strategies for supporting student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. Knows strategies for promoting students’ development of self-regulatory skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. Knows how to adapt the learning environment based on input from stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Identification, Eligibility, and Placement (12%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the basic terminology used in assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with the uses, strengths, and limitations of various assessment instruments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows procedures for the formal and informal assessment of students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to interpret data from informal and formal assessments for identification, eligibility, placement, and program recommendations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows factors that can lead to misidentification of students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows indicators or behaviors that may be associated with early identification of a learning disability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows procedures for identifying students who may be at risk for developing a learning disability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to report assessment data to a variety of stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows how to create and maintain assessment records |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Foundations and Professional Responsibilities (17%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Educational Rights for Students with Disabilities** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands federal terminology and definitions relating to special and general education students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands federal requirements for the screening, pre-referral, referral, identification, and classification of students with disabilities under IDEA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands federal safeguards of stakeholders’ rights and their impact on education decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the components of an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the provisions of major legislation that impact the field of special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows the basic characteristics and defining factors for each of the major disability categories as defined under IDEA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Historical and Professional Foundations** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with current issues and trends in the field of special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to locate information on current research, practice, issues, and movements in the field of special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the legal and ethical implications of laws and regulations related to the rights of students and teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the impact of learning disabilities on individuals, families, and society across the life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with strategies for assisting families to understand the implications of a student’s disability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands their collaborative role in the creation, implementation, and assessment of IEPs and IFSPs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows techniques for structuring and supervising the activities of personnel (e.g., paraprofessionals, tutors, and volunteers) who work with students with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows strategies for communicating with parents/caregivers about students’ progress and needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Understands their role as an advocate for special education and a resource for information relating to students with disabilities and their educational experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |