| **Required Course Numbers** | | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. **Development and Characteristics of Students with EBD (18%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Human Development and Behavior** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows typical and atypical human growth and development in all domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the similarities and differences between students with and without EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows that there is a range of characteristics within and among students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the behaviors that characterize EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands how social/emotional development may differ in students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows the etiology of EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows the incidence and prevalence of EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Is familiar with the factors that influence the educational experience of students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows the relationship between EBD and other associated conditions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Understands that medications may affect students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Theoretical Approaches to Learning and Motivation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the distinguishing characteristics of major theoretical approaches to students and motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the distinguishing characteristics of conceptual approaches to teaching students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the impact of social and emotional factors on the learning process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Planning and Managing the Learning Environments (26%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Curriculum Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the basic concepts of curriculum development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to select instructional content, resources, and strategies appropriate for students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to integrate affective, social, and life skills with the academic curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to integrate behavior management into academic and affective instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to integrate instructional and assistive technology into instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to develop longitudinal, comprehensive, individualized programs in collaboration with team members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to use formal and informal assessment data to inform instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Managing the Learning Environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the impact of a safe, equitable, positive, and supportive environment on learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands basic classroom management theories and strategies for students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to plan and implement environmental adaptations at levels appropriate to the behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to select and implement a behavior management strategy appropriate to individual students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to implement a behavior intervention plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to establish and communicate expectations for student behavior in a variety of settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how the importance of using the least intensive behavior management strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands the risks associated with restrictive intervention procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows strategies for teaching alternative behaviors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows prevention and intervention strategies for students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows universal precautions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Knows how to design and manage daily routines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Instruction (26%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands that a number of variables affect how individual students learn and perform |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to develop and implement a lesson plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to use task analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to manage instructional variables in an inclusive classroom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows a variety of strategies for supporting student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows methods for facilitating generalization of skills across learning environments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows how to implement strategies for teaching students self-advocacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows strategies for promoting students’ development of self-regulatory skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows how to use student responses and performance for guiding instruction and providing feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Knows how to use input from stakeholders when adapting learning environments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Assessment (17%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 ongoing formal and informal assessment of students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to use data from informal and formal assessments to make eligibility, placement, and program decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to assess the social behaviors of students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to prepare a functional behavior assessment (FBA) report |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows how to use functional assessments to develop behavior intervention plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows factors that can lead to misidentification and under-identification of students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows indicators or behaviors that may be associated with the early identification of EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows how to report assessment data to a variety of stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows how to create and maintain assessment records |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Knows a variety of ways to collect data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Foundations and Professional Responsibilities (13%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Educational Rights for Students with 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 the Individuals with Disabilities Education Act (IDEA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands federal procedural safeguards of stakeholders’ rights |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the components of an Individualized Education Program (IEP) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the provisions of major legislation that impact the field of special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands the basic characteristics and defining factors for each of the major disability categories as defined under IDEA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows the advantages and disadvantages of different placement options for students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Historical and Professional Foundations** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the historical foundations of special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with current issues and trends in the field of special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to locate information on research, practice, and movements in the field of special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the impact of an EBD on individuals, families, and society across the life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to assist families to understand the implications of a student’s EBD and to offer information on behavior management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands the role of a collaborator in the creation, implementation, and assessment of IEPs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows techniques for structuring the activities of personnel (e.g., paraprofessionals, tutors, and volunteers) who work with students with EBD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Knows a variety of strategies for communicating with parents/caregivers about students’ progress and needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Understands the role as an advocate for special education and as a resource for parents/caregivers, school personnel, and members of the community for information relating to students with EBD and their educational experiences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |