| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Development and Characteristics of Learners (17%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Cognitive Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows theories of cognitive development and developmental milestones |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the factors influencing cognitive development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Language/Communication Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows typical and atypical communication/language development in children from birth through age 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands factors influencing language/communication development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the sequences and stages of receptive and expressive language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands factors that promote the development of literacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the effects of diversity on language/communication development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Physical Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows typical and atypical physical development in children from birth through age 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands pre-, peri-, and post-natal factors influencing physical development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Social-Emotional Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows typical and atypical social-emotional development and developmental milestones in children from birth through age 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows factors influencing social-emotional development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Gender |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Culture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. SES |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Family dynamics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Adaptive Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows typical and atypical adaptive development in children from birth through age 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identifies adaptive behaviors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Self-care |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Self-sufficiency |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Personal and social responsibility |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Social adjustment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Disabling Conditions** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the causes of common disabling conditions in early childhood |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the effects of a disability on family resources and priorities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. IFSP, IEP Development and Delivery of Services, and Assessment and Eligibility (25%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. IFSP, IEP Development and Delivery of Services** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the basic characteristics and defining factors of each major area of exceptionality as defined in IDEA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows federal terminology and definitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Least restrictive environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Free and appropriate public education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands federal requirements for the screening, prereferral, referral, identification, and classification of students with disabilities under IDEA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Parental consent |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Evaluations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Individual Family Service Plan (IFSP) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Individualized Education Program (IEP) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands federal safeguards of stakeholders’ rights and their impact on educational decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Access to records |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Due process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Mediation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Confidentiality |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the components of an IFSP/IEP and the difference between the two |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. present levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. measurable goals and objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. evaluation procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Assessment and Eligibility** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the purpose, benefits, and limitations of a variety of formal and informal assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands factors influencing social-emotional development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes the type of data provided by different standardized tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Provides examples of formal and informal assessment modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Distinguishes between qualitative and quantitative measures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Explains the ways the results of assessments are used to guide educational decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows factors that can lead to the misidentification of students with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Culture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. SES |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Co-existing conditions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Gender |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows procedures for identifying young children at risk for or with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Screening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Observations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Prereferral |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands how to communicate assessment results to families and other professionals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands what assessment data indicates about a student’s ability, aptitude, or performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands the basic terminology used in assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Validity and reliability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Grade-equivalent |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Raw score |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Percentile |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Planning and Managing the Learning Environment (37%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the basic components of curriculum development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Grade-equivalent |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Scope and sequence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Alignment with standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows resources for locating specialized curriculum, materials, and equipment for students with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Professional organizations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Electronic and print resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to select instructional content, resources, and strategies appropriate for students with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Matching lesson and unit objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Addressing the needs of individual students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Offering an array of resources and strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to use technology to support instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. DVDs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Manipulatives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Computers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Assistive Technology devices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to integrate affective, social, and life skills with academic content |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies areas of the general curriculum appropriate for the integration of functional skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows strategies for teaching affective, social, and life skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands the impact of a safe, equitable, positive, and supportive learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to develop routines and procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows how to arrange the classroom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows behavior management strategies for promoting developmentally appropriate behavior across settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to conduct a Functional Behavioral Assessment (FBA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows the components of a behavior management plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows a variety of behavior management strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to create an environment that promotes literacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to structure a print-rich environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows how to encourage oral expression and discussion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Family, Community, and Professional Relationships (21%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands strategies for planning and conducting collaborative conferences with students, their families, and school and community members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to develop an action plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows how to identify stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows how to identify the purpose of the collaboration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Knows how to support effective communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to use technology to support instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. DVDs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Manipulatives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Computers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the importance of connecting families with available supportive agencies, organizations, and resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows strategies to involve families in their infants’ and young children’s development, progress, and learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to integrate the observations of parents/caregivers in instructional planning and decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows a variety of strategies for communicating with parents and stakeholders about students’ progress and needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands their role as a resource for parents/caregivers, school personnel, and community members for information relating to children with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to acquire, interpret, and apply research in the field of early childhood special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows resources for accessing research, views, ideas and debates on teaching practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows organizations and publications serving students with disabilities, their families, and their educators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Interprets data and results and conclusions from research on teaching practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands ethical and legal standards associated with the field of early childhood special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes signs of child abuse/neglect and knows reporting procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows ethical standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows the implications of major laws and policies relating to the education of students with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies legislation impacting the field |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains how the provisions of major laws and policies impact educational decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands the role of continuing professional development as a means to inform practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows a variety of professional development practices and resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes the role of reflective practice for professional growth |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the importance of connecting families with available supportive agencies, organizations, and resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows strategies to involve families in their infants’ and young children’s development, progress, and learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to integrate the observations of parents/caregivers in instructional planning and decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows a variety of strategies for communicating with parents and stakeholders about students’ progress and needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands their role as a resource for parents/caregivers, school personnel, and community members for information relating to children with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to acquire, interpret, and apply research in the field of early childhood special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes signs of child abuse/neglect and knows reporting procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows ethical standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows the implications of major laws and policies relating to the education of students with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies legislation impacting the field |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains how the provisions of major laws and policies impact educational decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands the role of continuing professional development as a means to inform practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows a variety of professional development practices and resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes the role of reflective practice for professional growth |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |