

PERFORMANCE OBJECTIVES – TO BE DEVELOPED WITHIN
SPECIAL EDUCATION (REVISED - 1999)

GENERAL KNOWLEDGE

1. Develop a broad overview of the field of Special Education that includes characteristics/behaviors of individuals identified as mildly/moderately disabled (LD, BD, EMH, ECSE—mild to severe) whose academic, physical, communication, and social-emotional needs differ to the extent that they require special education services and/or programming to succeed in school and/or in the community.
2. Demonstrate knowledge of the historical and current models, theories, and philosophies that govern the education of individuals identified as mildly/moderately disabled (LD, BD, EMH, ECSE—mild to severe).
3. Demonstrate knowledge of major theoretical approaches and leading practitioners in the field of special education.
4. Describe and compare various types of educational provisions, related services, and transitional services, for individuals labeled mildly/ moderately disabled (LD, BD, EMH, ECSE—mild to severe) with consideration given to age, degree of disability, and instructional/behavioral need.
5. Demonstrate knowledge of the principles of learning theory (i.e. psychodynamic, developmental, behavioral, ecological, cognitive) as they relate to individuals identified as mildly/moderately disabled (LD, BD, EMH, ECSE—mild to severe).
6. Differentiate theoretical practices commonly found in early childhood programs, elementary, middle, and secondary schools.
7. Develop and apply basic knowledge of concepts and practices of child growth and development.
8. Demonstrate understanding of atypical development as it relates to normal development.

9. Demonstrate a specific knowledge of disabilities including definitions, terminology and concepts, classification, incidence and prevalence, identification procedures, and educational programs and related services for individuals with mild/moderate disabilities (LD, BD, EMH, ECSE – mild to severe).
10. Demonstrate knowledge of nature of disability, diagnosis and educational programs for individuals with physical, visual, auditory, speech/language, orthopedic/neurological, and multiple disabilities.
11. Demonstrate knowledge of major etiological factors that contribute to mild/ moderate disabling conditions (LD, BD, EMH, ECSE—mild to severe).
12. Demonstrate knowledge of disabling conditions and understand the related issue of prevention.
13. Demonstrate knowledge of brain functioning and development, developmental skill patterns, and etiological factors associated with learning processes.
14. Develop a broad overview of various types of organizational structures providing services to individuals with mild/moderate disabilities (LD, BD, EMH, ECSE—mild to severe).
15. Understand and identify various adult service agencies that aid in transition and that serve the vocational needs of individuals with disabilities.
16. Demonstrate knowledge of contemporary issues involving individuals with mild/moderate disabilities (LD, BD, MR, ECSE—mild to severe), his family, and societal factors affecting those individuals.
17. Develop and/or use basic knowledge of statistics as applied to educational practices.

FEDERAL/STATE LEGISLATION

18. Demonstrate knowledge of P.L. 99-457, P.L. 102-119, and P.L. 105-17 as it relates to the nature and efficacy of early intervention programs.

19. Identify the key aspects of P.L. 94-142, P.L. 99-457, P.L. 101-476, and P.L. 105-17 in relation to providing services for individuals with disabilities (IEP, IFSP, due process, parent's participation, LRE, assessment, FAPE, transition services, discipline/behavior management, etc.).
20. Identify the responsibilities of parents and professionals for individuals labeled disabled in regard to P.L. 94-142, P.L. 99-457, P.L. 101-476, and P.L. 105-17.
21. Identify relevant state and federal legislation relating to vocational programs for persons with disabilities.

ASSESSMENT

22. Organize, summarize, and interpret prior and present assessment data and other pertinent behavioral history data relative to the learner's needs.
23. Demonstrate knowledge of the assessment process including procedures used for screening, prereferral, referral, and classification as well as the relationship between assessment and instruction.
24. Select appropriate instruments for assessment.
25. Utilize observation assessment and other pertinent data to target learner behaviors for the purpose of instructional and/or behavioral intervention.
26. Administer and/or interpret individual norm-referenced tests.
27. Administer and/or interpret group norm-referenced tests.
28. Administer and/or interpret criterion-referenced instruments.
29. Administer and/or interpret student value scales, interest inventories, etc. for program planning.
30. Use developmental checklists, adaptive behavior scales, developmental scales, behavioral rating checklists, etc., to assess and/or program for individuals with disabilities.

31. Demonstrate knowledge of and/or use of informal observational data (e.g., critical incident technique, time sampling, etc.) to assess and/or program for learners.
32. Develop, administer, and/or interpret criterion-referenced measures (including curriculum-based assessment measures) for the purpose of instruction.
33. Understand and/or use error analysis and task analysis procedures.
34. Develop and/or administer and interpret informal inventories.
35. Identify and/or develop, then use assessment instruments that may be used to: a) assess the vocational interests, aptitudes and limitations of individuals with disabling conditions; b) analyze available community employment options; and, c) analyze specific skills needed for particular jobs.
36. Demonstrate knowledge of program evaluation.

INDIVIDUAL EDUCATION PROGRAMS

37. Develop and/or prioritize annual goals for program planning.
38. Implement and/or evaluate annual goals.
39. Develop and/or sequence short-term instructional objectives for program planning.
40. Implement and/or evaluate short-term instructional objectives.
41. Develop an appropriate individualized educational program, including provisions for transition as appropriate, for learners with mild/moderate disabilities (LD, BD, EMH, ECSE – mild to severe).
42. Develop, implement and/or evaluate an instructional program including the use of lesson plans, instructional materials and strategies, and/or behavior management practices based on an IEP/IFSP.

GENERAL CURRICULA

43. Demonstrate knowledge of curricular adaptation and modification (e.g. materials and strategies) as appropriate to the needs of the learner.
44. Select appropriate commercial curriculum programs for the planning and implementation of instruction in academic, motor, language, social-emotional, communication, and functional life skill areas.
45. Evaluate a curriculum guide in terms of learner's needs.
46. Analyze curriculum materials and approaches according to subject content, learner interest and preferred instructional modality, relevance, and/or cost.
47. Use criteria for judging the usefulness of specific curriculum materials (including tests, teacher-made materials, and commercial materials).
48. Select, develop, modify, and/or evaluate language arts materials (pre-reading/reading) including coverage of higher-order thinking skills relative to learner's needs.
49. Select, develop, modify, and/or evaluate pre-math/math curriculum relative to learner's needs.
50. Select, develop, modify, and/or evaluate new materials for use in vocational preparation/transition programming for individuals with disabilities.
51. Demonstrate knowledge of appropriate technologies including, assistive devices, augmentative communication devices, and microcomputers specific to their use in programming for individuals with mild/moderate disabilities (LD, BD, EMH, ECSE).
52. Demonstrate ability to establish a positive instructional environment that promotes the self-esteem, self-reliance, and independence of individuals with mild/moderate disabilities (LD, BD, EMH, ECSE – mild to severe).

SPECIFIC INSTRUCTIONAL SKILLS

53. Demonstrate knowledge of non-verbal learning systems for learners with mild/moderate disabilities (LD, BD, EMH, ECSE—mild to severe).
54. Demonstrate knowledge of verbal learning systems.
55. Demonstrate knowledge of language development and its impact on academic, motor, social-emotional, and functional life skills of learners with mild/moderate disabilities (LD, BD, EMH, ECSE – mild to severe).
56. Select, design, modify, and/or evaluate written and/or spoken language curricula, including higher-order thinking skills, appropriate to needs of learner.
57. Demonstrate and/or evaluate effective research-based instructional strategies and practices to develop, maintain, and/or generalize language skills in individuals with mild/moderate disabilities (LD, BD, EMH, ECSE—mild to severe).
58. Demonstrate and/or evaluate effective research-based instructional strategies and practices to develop, maintain, and/or generalize social, ethical, adaptive, and moral skills and behaviors in individuals labeled mildly/moderately disabled (LD, BD, EMH, ECSE—mild to severe) for success in educational and functional living environments.
59. Demonstrate and/or evaluate effective research-based instructional strategies and practices to develop, maintain, and/or generalize prereading/reading skills, including higher level inferential skills, in individuals labeled mildly/moderately disabled (LD, BD, EMH, ECSE—mild to severe).
60. Demonstrate and/or evaluate effective research-based instructional strategies and practices to develop, maintain, and/or generalize pre-math/math skills including problem solving skills in individuals labeled mildly/moderately disabled (LD, BD, EMH, ECSE—mild to severe).
61. Understand and evaluate various vocational training techniques that may be used with individuals with various disabilities.

62. Understand various techniques that may be used to facilitate the transition of individuals with disabling conditions from the school to the workplace and community.
63. Understand and apply the concept of career education and life skill instruction.
64. Demonstrate knowledge of methods to modify new existing vocational programs to meet the needs of students with disabilities.
65. Understand and apply competencies in classroom/program management (i.e. appropriate use of instructional time, establishing consistent routines for learners, managing material usage, and computer management).
66. Understand and apply behavior management principles, strategies, and practices in educational settings (establishing standards for acceptable behavior, including rationale for intervention usage, and implementing a continuum of consequences for appropriate as well as inappropriate behavior).

PROFESSIONAL SKILLS

67. Demonstrate effective and appropriate professional qualities in the school/ agency settings (e.g., confidentiality, serving as a role model, interpersonal communication skills including problem-solving and conflict resolution skills, self-evaluation, exercising objective professional judgement, interest in one's own professional development).
68. Function as a member of the team/committee for developing, implementing, and evaluating Individual Education Plans, Individual Transition Plans, and Individual Family Service Plans as appropriate, including the modeling of appropriate social, ethical, and legal behaviors.
69. Demonstrate knowledge of family involvement in the educational process.

70. Understand the process of effectively using community resources appropriate to the needs of individuals with mild/moderate disabilities (LD, BD, EMH, ECSE—mild to severe) and their families when planning for transition.
71. Demonstrate knowledge of effective communication strategies for interacting with family members.
72. Demonstrate knowledge of coping strategies available to family members.
73. Demonstrate skills in consulting and communicating with school personnel and other professionals regarding educational programs for individuals with mild/moderate disabilities (LD, BD, EMH, ECSE – mild to severe).
74. Demonstrate skills of communicating with and advising individuals with mild to moderate disabilities (LD, BD, EMH).
75. Understand and/or use appropriate vocational counseling techniques.
76. Identify problems and concerns regarding transition that confront participants in the process (students with disabilities, sending/receiving teachers or agencies, prospective employer) and strategies that can be utilized to address these problems and concerns.
77. Understand the role of a consultant to general education teachers and administrators to assure that academic, social, physical, life skill, and vocational needs of ALL learners are met.
78. Practice within the CEC Code of Ethics and other standards and policies of the profession, including serving as an advocate for ALL learners.
79. Demonstrate professional writing and speaking skills including appropriate use of copyrighted material and non-labeling language.

CULTURAL AND EHTNIC CONSIDERATIONS

80. Demonstrate knowledge of cultural factors that may be confused with mild/ moderate disabilities.
81. Demonstrate an awareness and understanding of culturally and socially diverse groups to the extent that non-biased assessment, placement, and intervention is assured.
82. Demonstrate the ability to adapt various curriculum areas for diverse population groups (e.g., ethnic groups, culturally diverse, socially or economically disadvantaged).
83. Develop an understanding of linguistic differences, distinct nature of language disabilities versus language differences, and environmental effects on language development.
84. Develop an understanding of differences in families (e.g., racial, cultural, religious, ethnic, and socio-economic).
85. Examine racial, cultural and gender issues in instruction and raise awareness of existence of biased instructional materials.
86. Demonstrate the ability to utilize methods to promote interaction between students from diverse cultural/ethnic backgrounds.