

Content Guidelines For Cross Categorical Special Education

The Cross Categorical teacher will complete an approved program in Cross Categorical special education with an area of emphasis in one of the following: specific learning disability (SLD), emotional behavioral disability (EBD), cognitive disability (CD) and will demonstrate knowledge of and skill in:

1. Philosophical, historical and legal foundations of special education including:
 - The historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.
 - The current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services (e.g., due process, continuum of services, assessment, discipline, inclusive education, supplemental services and supports, specialized health care needs, assistive technology) for students with disabilities.
 - Current educational terminology and definitions relevant to students who would benefit from an independent curriculum.
 - The variations in beliefs, traditions and values across cultures and within society and how these affect the relationship among and between the child, family and schooling.
 - The issues and trends related to all subfields of special education including early childhood special education (e.g., family-centered, community-based settings and services, interagency collaboration) and the provision of adult services.
 - The issues related to definitions and identification procedures for students with disabilities including those from culturally and or linguistically diverse backgrounds.
 - The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.

2. The characteristics of learners including:
 - The emotional/behavioral, physical, sensory, cognitive, communication, learning, and social development of all students with disabilities.
 - The various etiologies of medical, psychiatric, neurological and language disorders and how these impact the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.
 - The similarities and differences between the emotional/behavioral, physical, sensory, communication, learning, and social functioning and lifelong planning needs between students with disabilities and their peers without disabilities and between and among the various impairments of students with disabilities.
 - The similarities and differences among all categories of disability, the levels of severity and implications for instruction.
 - The effects various impairments have on emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.
 - The effects of various medications on emotional/behavioral, physical, sensory, cognitive, communication, physical, learning, and social functioning of students with disabilities.

3. Assessment, diagnosis and evaluation including:
 - The legal provisions, regulations and guidelines regarding the use of tests and other evaluation materials.
 - The policies and regulations regarding referral, evaluation and placement procedures for students with disabilities.
 - The terminology used in the administration of tests and other evaluation materials.
 - The appropriate application and interpretation of standardized tests (e.g., age/grade scores, standard scores, percentile ranks, stanines).

- The appropriate application and interpretation of informal tests and other evaluation materials (e.g., teacher-made tests, curriculum based, surveys, inventories, observation, interviews).
 - A variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.
 - The accurate development and maintenance of student evaluation records (e.g., summary of findings).
4. Instructional content and practice including:
- Learning theory and effective research-based instructional strategy application.
 - Curriculum materials and systematic instructional methods for teaching basic academic skills and learning strategies in reading, mathematics, and written language; and assignment completion and test taking skills needed to succeed academically.
 - Curriculum materials and systematic instructional methods for assisting students in developing appropriate communication, affective and social skills including self awareness, self advocacy, self-determination skills and career, vocational and life skills needed for post school independence.
 - The selection and development of remedial, adaptive, and compensatory content, materials, resources, and strategies appropriate to the student's needs in various learning environments.
 - The selection and use of specialized materials, equipment and technology including assistive technology.
 - Generalization and maintenance of skills across learning environments.
 - Cultural perspectives related to effective instruction for students with disabilities.
 - Evaluation of the effectiveness of instruction and making responsive adjustments of strategies based on continual observations.
 - The development and implementation of transition planning.
 - The development and revision of appropriate individualized education programs.
5. Planning and managing the teacher and learning environment including:
- Research-based information on basic classroom management theories, methods and strategies.
 - Ways that technology, including assistive technology can assist with planning and managing the teaching and learning environment.
 - Characteristics of environments (e.g., materials, equipment, spatial arrangements) that facilitate development, learning, and interaction between and among students.
 - Evaluation, planning and management of procedures that match the learner needs with the instructional environment
 - Common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities
 - Designing, structuring and managing daily routines including transition time for students, staff and the instructional setting.
 - Preparing and implementing appropriate lesson plans.
 - The principles of physical and health management
 - Instructional programs that enhance a student's social participation in family, school, and community activities.
6. Managing Student Behavior and Social Skills/Interactions including:
- Theories of behavior as they relate to students with disabilities
 - Planning, implementing and evaluating group and individual behavior management strategies, that include:
 - ◆ Rules, regulations, procedural safeguards including ethics, least intensive intervention, and cultural issues.
 - ◆ Problem solving and conflict resolution.
 - ◆ Data collection.
 - ◆ Classroom routines and rules, and environmental modifications.

- ◆ Generalization and maintenance of skills.
 - ◆ Integrating behavior management into the curriculum.
 - ◆ Crisis prevention/intervention.
 - ◆ Defining target behaviors.
 - ◆ Teaching replacement behaviors.
 - ◆ Identifying appropriate consequences on a continuum.
- Social skills/interactions, that include:
 - ◆ Generalization and maintenance to other settings.
 - ◆ Areas of education, daily living and transition (e.g., work place, post secondary).
 - ◆ Integration into the curriculum.
 - ◆ Self-awareness, self-control, and self-monitoring.
 - ◆ Alternatives for nonverbal students.
7. Communication and collaborative partnerships including:
- Effective communication and collaborative relationships with parents, students, and school and community personnel in a culturally responsive environment.
 - Effective communication (oral and written) and collaboration with general education teachers, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services.
 - The roles of students with disabilities, parents, teachers, and other school and community personnel, who jointly plan, implement and evaluate education services.
 - Family systems and the role of families in supporting child development and educational progress.
 - The typical concerns of parents of students with disabilities and appropriate strategies to help parents deal with these concerns.
 - The sources of unique services, networks and organizations that assist families and students.
 - The types of information generally available from family, school officials, legal system, and community service agencies.
 - The roles and responsibilities of school-based health and other related services personnel, professional groups and community organizations in identifying, assessing and providing services.
 - The characteristics and effects of the cultural and environmental background of the student and family including socioeconomic level, availability of health care, community supports, abuse/neglect, and substance abuse.
8. Professional and ethical practices including:
- Personal and cultural biases and differences that affect one's teaching and interactions with others.
 - The importance of the teacher serving as a role model and advocate for students.
 - The Council for Exceptional Children (CEC) and other professional standards and codes of ethics.
 - Consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
 - The rights to privacy, confidentiality, and respect for differences among all persons interacting with students with disabilities.
 - Engagement in professional activities that may benefit students with disabilities, their families and or colleagues.
 - Positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.

