

Praxis II Special Education: Knowledge-Based Core Principles Exam (0351)	Smith et al <i>Teaching Students with Special Needs in Inclusive Settings, 4/e</i> © Allyn & Bacon 2004	INTASC and CEC Standards
Topics Covered (% of examination)	Chapter/Page Number	Standard #/description
<p>Understanding Exceptionality (25%)</p> <ul style="list-style-type: none"> • Theories and principles of human development and learning <ul style="list-style-type: none"> ○ research and theories related to human development ○ theories of learning ○ social and emotional development ○ language development ○ cognitive development ○ physical development • Characteristics of students with disabilities <ul style="list-style-type: none"> ○ medical/physical ○ educational ○ social ○ psychological 	<p>Chapter 1 (entire chapter) Chapter 14 (entire chapter)</p> <p>Chapter 8 (entire chapter) Chapter 6/Social/emotional problems (pp 168-169; 192-194) Chapter 6/Preschool services (pp 174-176) Chapter 7/Social skills instruction (pp 218-219) Chapter 9/Social-emotional considerations (p 280) Chapter 11/Language disorders (pp 328-331) Chapter 6/Cognitive differences (pp 194-195) Chapter 12/A developmental perspective (p 352-353) Chapter 10/Basic concepts about health and physical disorders (pp 301-312)</p> <p>Chapter 5/Characteristics of students with ADHD (pp 131-132) Chapter 6/Characteristics of students with learning disabilities (pp. 167-170) Chapter 7/Characteristics of students with emotional/behavior disorders (pp 207-210) Chapter 8/Characteristics of students with mental retardation (pp 237-241) Chapter 9/Characteristics of students with hearing impairments (p261); characteristics of students with visual impairments (p 274) Chapter 10/Characteristics of students with autism (pp 289-290); characteristics of students with Asperger s syndrome (pp 298-299); characteristics of students with TBI (pp 299-300); Characteristics of students with medical problems (pp 301-312) Chapter 11/Language disorders (entire chapter) Chapter 12/Characteristics of GT students (pp 353-358)</p>	<p>INTASC #1 The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students INTASC #2 The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. CEC #1 - Foundations</p> <p>INTASC #2 The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</p> <p>INTASC #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>CEC #1 - Foundations CEC #2 — Development and Characteristics of Learners CEC #3 Individual learning differences</p>

<p>with disabilities</p>	<p>served under IDEA (pp 7-9) Chapter 5/Identification, assessment, and eligibility (pp 132-137) Chapter 6/Identification,assessment,and eligibility of learning disabilities (pp.170-173) Chapter 7/Identification,assessment, and eligibility of E/BD students (pp 210-211) Chapter 8/Identification, assessment, and eligibility of MR students (pp 2241-243) Chapter 9/Identification,assessment, and eligibility of students with sensory impairments (pp 261-262; 274-275) Chapter 10/Identification,assessment, and eligibility of students with autism and other low incidence disorders (entire chapter) Chapter 11/Identification,assessment, and eligibility of students with language disorders (entire chapter) Chapter 12/Identification,assessment, and eligibility of gifted students (pp 357-359)</p>	<p>CEC 1 Foundations CEC 2 Development and characteristics CEC 8 Assessment</p> <p>INTASC #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>
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<p>Legal and Social Issues (13%)</p> <ul style="list-style-type: none"> v Federal laws and landmark legal cases related to special education v Issues related to school, family and/or community <ul style="list-style-type: none"> o Teacher advocacy for students and families o Family participation and support systems o Public attitudes toward individuals with disabilities o Cultural and community influences 	<p>Chapter 1/94-142/IDEA (pp 13-16); 504/ADA (pp 16-18); Court cases (pp 11-12); Due process safeguards (pp 15-16)</p> <p>Chapter 4 (Federal requirements for IEPs (103-104); 504/ADAeligibility (pp 110-113); Legal requirements in assessment (pp 117-120); Rights and responsibilities (p 92)</p> <p>Chapter 5/Parent rights under 504 (p 133)</p> <p>Chapter 7/Manifest determination (p 212)</p> <p>Chapter 10/Court designs affecting autism (p 291)</p> <p>Chapter 3/Home school collaboration (pp 76-84); Home-based interventions (pp 84-88); website for families of children with disabilities (p 79)</p> <p>Chapter 5/Diversity forum (p 143)</p> <p>Chapter 6/Diversity forum (p 173)</p> <p>Chapter 8/Diversity forum (p 233)</p> <p>Chapter 9/Diversity forum (p 210)</p> <p>Chapter 11/Diversity forum (p 341)</p> <p>Chapter 12/Diversity forum (p 362)</p> <p>Chapter 13/Diversity forum (p 389)</p>	<p>INTASC#1 The teacher understands the central concepts, tools of inquiry, and the structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>CEC 1 Foundations</p> <p>INTASC #7 The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals</p> <p>CEC #3 Individual learning differences</p> <p>CEC #6 Language</p> <p>CEC #7 Instructional planning</p>
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<p>Delivery of Services to Students (62%)</p> <ul style="list-style-type: none"> • Conceptual approaches underlying the delivery of services to students with disabilities (for example, medical, psychodynamic, behavioral, cognitive, sociological, eclectic) • Professional roles and responsibilities of teachers and students with disabilities <ul style="list-style-type: none"> ○ Teacher as a multidisciplinary team leader ○ Teacher's role in selecting appropriate environments and providing appropriate services to students ○ Knowledge and use of professional literature, research and professional organizations ○ Reflecting on one's own teaching • Assessment <ul style="list-style-type: none"> ○ How to modify, construct or select and conduct non-discriminatory and appropriate informal and formal assessment procedures ○ How to interpret standardized and specialized assessment results ○ How to use evaluation results for various purposes <ul style="list-style-type: none"> § Monitoring instruction § IEP/ITP development 	<p>Chapter 1 (entire chapter) Chapter 2(entire chapter) Chapter 6/Traditional approaches (pp 174-176)</p> <p>Chapter 1/Role of teacher in resource room model (p 22); Inclusion educational models (pp23-25); Role of teacher in inclusion (pp 25-27); Rights and responsibilities box (p 36) Chapter 2/Critical dimensions in inclusive classrooms (pp 37-38) Chapter 4/Role in IEP development (pp 106-107); Role in behavior intervention planning (p 108); Role in transition (p 110); role in 504 (p 11)</p> <p>Chapter 1/Philosophical and ethical issues (pp 28-29)</p> <p>Chapter 4/Assessment practices throughout the special education process (pp 114-117) Chapter 9/Formal assessment (p 262); informal assessment (p 262)</p> <p>Chapter 4/Approaches to assessment (pp 114-117)</p> <p>Chapter 4/Purposes of assessment (p 114) Chapter 5/IEP goals and objectives for Jake (p 153) Chapter 6/Goals and objectives for Emmanuel (p 178) Chapter 7/Functional behavior assessment (pp 213-215); IEP goals and objectives for Frank (p 217) Chapter 8/IEP goals and objectives for Orlando (p 246) Chapter 9/IEP goals and objectives for Monique (p 276)</p>	<p>CEC #4 Instructional strategies CEC #5 Learning environments and social interactions CEC #7 Instructional planning CEC#8 Assessment</p> <p>INTASC #10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>INTASC #9 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>CEC #8 Assessment INTASC #8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>
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<ul style="list-style-type: none"> ○ How to prepare written reports and communicate findings to others ● Placement and program issues <ul style="list-style-type: none"> ○ Continuum of services ○ Mainstreaming ○ Integration ○ Inclusion ○ Least restrictive environment ○ Non-categorical, categorical and cross-categorical programs ○ Related services ○ Early intervention ○ Community-based training ○ Transition of students into and within special education placements ○ Postschool transitions ○ Access to assistive technology 	<p>Chapter 10/IEP goals and objectives for Charlie (p 296) Chapter 11/IEP goals and objectives for David (p 328)</p> <p>Chapter 3/Parent education (pp75-76); communicating with parents (pp 76-82; written notes (p 79)</p> <p>Chapter 4 (entire chapter)</p> <p>Chapter 1/Actions leading to the inclusion of students with disabilities (pp 11-12); Least restrictive environment (pp 14-15); Where should students be educated? (pp 17-23); special education classroom (pp 20-21); resource room model (pp 21-22); Inclusive educational programs (pp 22-25); Advantages and disadvantages of inclusion (p 25)</p> <p>Chapter 5/Continuum of placement options (p 138)</p> <p>Chapter 7/Educational placements (pp 215-217)</p> <p>Chapter 15/Pre-referral interventions (pp 458-459)</p> <p>Chapter 4/Transition services (pp 108-110)</p> <p>Chapter 8/Transition considerations (pp 243-244)</p> <p>Chapter 14/Potential transition problems and solutions (p 435)</p> <p>Chapter 15/Transition needs (pp 453-457)</p> <p>Chapter 6/Adult services (pp 186-188)</p> <p>Chapter 8/Transition considerations (pp 243-245)</p> <p>Chapter 16/Preparation for post-secondary training, independent living, employment (pp 491-494)</p> <p>Chapter 9/Asistive listening devices (pp 268-269)</p> <p>Chapter 11/Augmentative and alternative communication (pp 340-343)</p>	<p>INTASC #6 The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>CEC #1 Foundations CEC #4 Instructional strategies CEC #7 Instructional planning</p> <p>CEC #1 Foundations CEC #4 Instructional strategies CEC #7 Instructional planning</p> <p>INTASC #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners</p>
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<ul style="list-style-type: none"> • Curriculum and instruction <ul style="list-style-type: none"> ○ The IEP/ITP process ○ Instructional development and implementation <ul style="list-style-type: none"> § Instructional activities § Curricula materials § Resources and equipment § Working with classroom personnel § Tutoring § Use of technology 	<p>Chapter 4/The special education process (pp 97-107) Chapter 5/IDEA/504 flowchart (p 127)</p> <p>Chapter 2/Attention to curricular needs (pp 41-42) Chapter 4/Pre-referral interventions (pp 94-97) Chapter 6/Elementary services (pp 176-183); Reading comprehensive strategies for the general education classroom (p 180) Chapter 8/Strategies for curriculum and instruction for students with mental retardation (pp 245-247) Chapter 15/Social skills instruction (pp 452-453); Instructional adaptations (pp 460-467)</p> <p>Chapter 2/Attention to curricular needs (pp 41-42) Chapter 5/Modifying the curriculum (pp 151-153) Chapter 9/Curricular and instruction considerations (p 265; 278-280) Chapter 15/General curriculum considerations (pp 444-445); curricular content (pp 445-452) Chapter 16/Secondary school curriculum (pp 480-483)</p> <p>Chapter 2/Professional collaboration (pp 45-57) Chapter 15 & 16(entire chapters)</p> <p>Chapter 15/Peer tutoring (pp 467-468)</p> <p>Chapter 4/Technology applications in special education (p11) Chapter 5/Technology today (p 150) Chapter 7/Types of assistive technology (p 226) Chapter 8/Assistive technology (p 251) Chapter 9/Technology (pp 268-269); Technology box (p 272); technology (pp 280-281) Chapter 11/Technology today (p 344) Chapter 12/Technology today (p 372) Chapter 13/Technology today (p 406)</p>	<p>INTASC #7 The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.</p>
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<ul style="list-style-type: none"> ○ Teaching strategies and methods <ul style="list-style-type: none"> § Direct instruction § Cooperative learning § Diagnostic-prescriptive method § Instructional format and components (for example, individualized instruction, small/large group instruction, modeling, drill) ○ Areas of instruction <ul style="list-style-type: none"> § Academics § Study and learning skills § Self care § Vocational skill 	<p>Chapter 2/Effective instructional techniques (p 42); Appropriate accommodations (pp 42-43); Instructional flexibility (p 43) Chapter 7/Effective instruction (pp 217-218); preventive discipline (pp 220-221)</p> <p>Chapter 15/Cooperative learning (pp 466-468); peer tutoring (pp 467-468)</p> <p>Chapters 5-12 (sections on instruction) Chapter 15 & 16 (entire chapters)</p> <p>Chapter 6/Classroom adaptations (pp 189-195); Promoting inclusion practices (pp 195-197) Chapter 9/Delivery of instruction (pp 266-267); Teaching science to students who are deaf (p 267); classroom adaptations (pp 276-277) Chapter 10/ Classroom adaptations for students with autism (pp 292-295); classroom adaptations for students with TBI (pp 299-300) Chapter 11/Classroom adaptations for students with speech disorders (pp 324-328); Classroom adaptations for students with language disorders (pp 332-336); Chapter 12/Classroom adaptations for students who are gifted and talented (pp 368-375)</p> <p>Chapter 16/Methods to facilitate students success in general education classrooms (pp 494-507) Chapter 6/Secondary services (pp 183-186) Chapter 6/Adult services (pp 186-188)</p>	<p>INTASC #4 The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>CEC #5 Learning environments and social interactions</p> <p>INTASC #1 The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students</p>
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<ul style="list-style-type: none"> • Management of the learning environment <ul style="list-style-type: none"> ○ Behavioral management <ul style="list-style-type: none"> § Behavior analysis § Target behavior and consequent events § Data gathering procedures § Selecting and using behavioral interventions ○ Classroom organization/management <ul style="list-style-type: none"> § Providing the appropriate physical-social environment for learning § Strategies for positive interactions, transitions between lessons and activities ○ Grouping of students ○ Effective documentation <ul style="list-style-type: none"> § Parent/teacher contacts § Legal records 	<p>Chapter 7/Functional behavior assessment (pp 213-215) Chapter 7 (Behavior intervention planning (pp 223-225) Chapter 14 (entire chapter)</p> <p>Chapter 7/General behavior support strategies (pp 221-223) Chapter 14 (entire chapter)</p> <p>Chapters 15 and 16 (entire chapters)</p> <p>Chapter 2/Where should students be placed (pp 17-28) Chapter 12/Special groups (pp 367-368) Chapter 14/Grouping students (pp 434-435) Chapter 15/Group projects(p 468)</p> <p>Chapter 3/Communicating with parents (pp 76-83) Chapter 4/Rights and responsibilities: Parent rights (p 92); Legal requirements of assessment (pp 117-120)</p> <p>Chapter 3/Parent education (p 75-77); Written notes (p 79); IEP meetings (pp 82-83)</p>	<p>INTASC #5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. CEC #5 Learning environments and social interactions</p> <p>INTASC#6 The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
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