ELEMENTARY/MIDDLE SPECIAL EDUCATION PROGRAM OBJECTIVES

The objectives for the certification program in Elementary/Middle Special Education are to prepare special education teachers who:

1. Use evidenced based practices to work with children with learning disabilities, autism spectrum disorders, behavior disorders, attention deficit hyperactivity disorder, developmental delays, intellectual disabilities, and physical and other health impairments in a variety of educational settings;

2. Are knowledgeable about the learning and social characteristics of elementary and middle school children with and without disabilities;

3. Are knowledgeable about current legislation in the areas of special education, social services, and developmental disabilities services and their effect on educational and community services and supports for students with disabilities and their families;

4. Can identify and access federal, state, and local agencies or organizations outside the school system that provide services to children with disabilities and their families;

5. Are competent in conducting assessments, selecting and using accommodations, and completing evaluations with elementary/middle school children with disabilities;

6. Can provide students with disabilities with evidenced based strategy instruction using features of effective instructional delivery in the areas of reading, mathematics, composition, writing, and spelling in the content areas;

7. Are able to structure the classroom environments in ways that enhance learning and development and can apply principles of universal design for learning (UDL) and assistive technology (AT) to general education curricula;

8. Are competent in ecological and curriculum-based assessment procedures, task analysis, data-based instructional procedures, and functional task instruction;

9. Can communicate in written and oral fashion to other professionals and family members of youth with disabilities;

10. Are competent in designing and delivering individualized, instructional content and practices which facilitate the academic, social, and independent functioning of children with disabilities in the elementary and middle school grades;

11. Are competent in planning and managing the teaching and learning environment of children in elementary or middle schools to facilitate the academic, social, and independent functioning of children with disabilities;
12. Are knowledgeable about social skills needed for educational, functional living, and working environments and the evidenced based practices used to develop such skills;

13. Are competent in developing, implementing, and evaluating individualized education plans (IEPs) based on functional, age-appropriate, longitudinal curricula which meet the needs of each individual with severe disabilities;

14. Are competent in managing the behavior of elementary and middle school aged children with disabilities and promoting their social interaction skills, including strategies for crisis prevention and intervention;

15. Can apply principles of behavioral theory including systematic selection and delivery of positive reinforcement, appropriate instructional procedures, generalization, fading, and maintenance procedures;

16. Are competent in supporting families of individuals with disabilities based on the ecological and cultural needs of the family;

17. Are competent in communicating with other professionals and parents about the needs of elementary and middle school aged children with disabilities and in developing collaborative partnerships for meeting these children’s special needs; and

18. Are caring, ethical, and professional as a teacher, leader, and advocate for elementary and middle school aged students with disabilities.