ELEMENTARY SPECIAL EDUCATION PROGRAM OBJECTIVES

The objectives for the certification program in Elementary Special Education are to prepare personnel 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 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/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 evaluations with elementary 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 the learning and development and can apply principles of universal design for learning and assistive technology 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 to facilitate the academic, social, and independent functioning of children with disabilities in the elementary grades;

11. Are competent in planning and managing the teaching and learning environment in the elementary school 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 effective evidenced based instruction in the development of social skills;

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

14. Are competent in managing the behavior of elementary age 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 age 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 aged students with disabilities.