SECONDARY/MIDDLE SPECIAL EDUCATION PROGRAM OBJECTIVES

The objectives of the certification program in Secondary/Middle Special Education are to prepare personnel who:

1. Are knowledgeable about current legislation in the areas of special education, rehabilitation, mental health services, social services, developmental disabilities services, and juvenile services and their effect on educational and community services/supports for youth and young adults with disabilities and their families;

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

3. Can work collaboratively with general educators, career and technology educators, and community-agency personnel to implement or plan appropriate individualized services and goals for youth with disabilities;

4. Can provide students with disabilities with research based strategy instruction using features of effective instructional delivery in the areas of reading, mathematics, composition, writing, and spelling in the content areas and in supplemental intervention settings;

5. Are knowledgeable about instructional techniques and strategies for teaching at the secondary level, including content enhancement techniques, advanced organizers, graphic organizers, study guides, and mnemonic devices appropriate for secondary setting demands;

6. Can examine and apply the instructional cycle and different approaches to teaching students (e.g., student-directed instruction, direct instruction, unit approach);

7. Are competent in developing, conducting, and interpreting the results of assessments related to educational and transition planning;

8. Are competent in conducting functional behavior assessments and interpreting the results of these assessments for developing functional behavior intervention plans;

9. Are competent in ecological and curriculum-based assessment procedures, task analysis, data-based instructional procedures, and longitudinal skill instruction;

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

11. Are knowledgeable about accommodations to facilitate the inclusion of youth with disabilities in state and local assessments for students seeking diplomas and about the requirements of alternative assessments for students seeking certificates or modified diplomas;
12. Are competent in selecting materials and teaching strategies that promote self-determination for youth with disabilities across educational and community settings;

13. Are knowledgeable about social skills needed for educational and functional living and working environments and effective instruction in the development of social skills;

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

15. Can instruct in all inclusive domestic, school, community, recreational, and work environments and value the importance of instruction and interaction in integrated settings;

16. Are competent in selecting and using assistive technology across school and community settings;

17. Are competent in supporting families of individuals with disabilities based on the ecological and cultural needs of the family and are knowledgeable about family systems and the role of families in supporting child development and educational progress;

18. Are effective advocates for the establishment of appropriate education and transition services for youth with disabilities;

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

20. Can apply basic classroom management theories, methods, and techniques for youth with disabilities including strategies for crisis prevention and intervention.