

Suggested Content/Course Titles for Special Education Generalist Endorsement

We recommend that a course description for each class or workshop be included with the application for added endorsement of special education generalist. Some courses, although bearing “descriptive” titles, do not necessarily incorporate the necessary and sufficient content. Similarly, some courses have titles that do not adequately represent all of the content in the course.

We have listed a few potential course titles, but we would like to be certain that the content is included in the course regardless of its title. Please refer to the underlines word in each category as the “type” of course in which the content might be included.

1. Overview of Special Education

Content that must be included:

- Current trends in the field of special education, including major contributors and important historical developments.
- Individuals with Disabilities Education Act (IDEA) and specific components of the law including least restrictive environment, protection in evaluation procedures, etc.
- Special education federal legislation and Colorado Rules and Regulations (regarding the implementation of IDEA).
- Relationship between IDEA and No Child Left Behind (NCLB)
- Models, theories and philosophies that provide the basis for special education practice
- Individualized Education Plans (IEP), general knowledge of IEP components.
- Development of standards-driven IEPs for students with disabilities and appropriate evaluation plans to monitor and report on individual student progress that provides consideration for different learning styles and needs.
- The major medical and educational characteristics and identification of various exceptionalities (**emotional and behavioral disorders, deaf and hard of hearing, visual impairment, learning disabilities, cognitive disabilities, physical and other health disabilities, ADD, and ADHD, communication disorders, multiple disabilities, twice exceptional, and gifted/talented**).
- The impact on development of various exceptionalities at the early childhood, elementary and secondary levels, the educational implications, and the effects the conditions may have on an individual’s ability to learn and develop life skills and knowledge.
- Review of atypical language and cognitive disabilities; similarities and differences of individuals with and without exceptional learning needs.
- Effects of cultural and linguistic differences on growth and development; impact of dominant culture on shaping schools.
- Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.
- Multi-disciplinary teams; ethical decisions related to identification, assessment, and service delivery for special education.
- Working with families to build effective partnerships for meeting the educational needs of the exceptional learner.
- Consultation and collaboration with other adults (e.g., para educators, related services personnel, general educators, community services etc.); locating and using a variety of resources.

Some potential course titles:

- ✓ The Exceptional Child, The Exceptional Learner
- ✓ Introduction to Special Education, An Overview of Special Education
- ✓ Medical and Educational Aspects of Disabilities

2. Understanding Behavior and Affective Needs

Content that must be included:

- Basic classroom management laws regarding behavior management, policies, theories, methods, techniques, and ethical principles for individuals with exceptional learning needs.
- Research-based, recommended practices for effective management of teaching and learning with regard to behavior.
- Classroom based management and organizational strategies
- Advantages and disadvantages of various approaches to behavior management for students with various learning styles, academic needs, affective needs and specific disabilities.
- Screening and diagnostic tools for students with behavior challenges
- Differentiated strategies for gifted/talented students and students with significant support needs
- Identification and analysis of behavior outcomes
- Positive Behavior Supports
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plans (BIP)
- Crisis Intervention

Some potential course titles:

- ✓ Children with Behavior Challenges
- ✓ Interventions for Emotional/Behavioral Disorders
- ✓ Classroom Management; Behavior Management; Behavior Analysis
- ✓ Effective Behavioral Support systems
- ✓ Classroom Instruction and Management

3. Assessment and Identification of Students with Disabilities

Content that must be included:

- Identification and characteristics of disabilities and gifted/talented.
- Overview of cognitive, language, physical, communication, social-emotional, and academic assessment instruments/tools
- Selection of appropriate assessment and the advantages/disadvantages of a variety of evaluation approaches for learners with different needs.
- Assessment of eligibility for special education
- Typical procedures (and/or school processes) used for screening, pre-referral, classification, IEPs, program development.
- Screening tools and techniques
- Diagnostic tools and techniques
- Assessment for instructional program planning
- Relationship between assessment and placement decisions
- **Classroom assessment (formative and summative)**
- Strategies and instruments for progress monitoring
- Assessment instruments for instructional outcomes
- Research-based, recommended practices in assessment

Some potential course titles:

- ✓ Assessment of Students with Disabilities
- ✓ Diagnosis and Remediation of Learning Difficulties
- ✓ Educational Practices and Assessment
- ✓ Testing and Measurement (focused on the above)

4. **Differentiating Instruction for Learners with Diverse Needs**

Content that must be included:

- Variety of techniques for modifying instructional methods and materials for special curriculum and standards-based instruction.
- Using performance data and information from teachers, other professionals, individuals with disabilities, and parents to apply appropriate intervention strategies or modification in learning environments to assure success.
- Assessments and instructional strategies to match the cognitive, communication, physical, cultural, emotional, self-determination, transitional, and social needs of each student
- How to choose alternative teaching strategies and materials to achieve different curricular purposes
- Using technology to plan and manage the teaching and learning environment to meet the needs of students with disabilities and/or gifted/talented and to increase student achievement.
- Curriculum-based assessment.
- **Classroom assessment (formative and summative)**
- Colorado Student Assessment Program and CSAP-Alternative
- Differentiated instruction for cultural and linguistic diversity
- Assistive Technologies for students with severe needs

Some potential course titles:

- ✓ Instructional Strategies in Special Education
- ✓ Differentiated Instruction
- ✓ Diversity and Disabilities
- ✓ Assessment, Instruction, and Collaboration

5. **Transition and Secondary Services**

Content that must be included:

- Special education law for transition and secondary services
- Developing a transition plan
- Vocational assessment; assessment of skills, interests, and preferences
- Working with agencies; requirements related to interagency linkages
- Transition EIPs for secondary students
- Age of majority
- Instructional strategies specific to secondary students with disabilities
- Assessment in the area of transition
- Self-determination
- Community-based instruction
- Working with families
- Applied work place competencies
- Identifying post-school outcomes

Some potential course titles:

- ✓ Transition and Secondary Issues in Special Education
- ✓ Curriculum, Collaboration and Transitions

6. **Reading**

Content that must be included:

- Assessment of reading ability
- Research-based instructional strategies for teaching reading to students with various ability levels
- Diagnosis of reading difficulties; specific reading disabilities
- Dyslexia, overview of underlying theories
- Strategies for remediation
- Instructional strategies for phonological and linguistic skills to include phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Strategies for spelling instruction

Some potential course titles:

- ✓ Foundations of Literacy Instruction
- ✓ Instructional Strategies in Reading
- ✓ Language Development and Reading Disabilities
- ✓ Reading Disabilities

7. **Math**

Content that must be included:

- Assessment of mathematics ability
- Diagnosis of math difficulties
- Strategies for remediation and intervention

Some potential course titles:

- ✓ Foundations of Mathematics Instruction
- ✓ Instructional Strategies in Math
- ✓ Methods of Teaching Mathematics

8. **Oral and Written Communication**

Content that must be included:

- Basic linguistics
- Typical and atypical language development
- Assessment of oral and written language ability/proficiency
- Differentiated instructional strategies for teaching oral and written language skills to students with various ability levels.
- Instructional strategies for oral and written skills to include use of standard English punctuation and syntax.
- Use of technology in language instruction

Some potential course titles:

- ✓ Foundations of Language Instruction
- ✓ Language Development (As it relates to the above)
- ✓ Language Acquisition and Development