

TCERT Special Education Transcript

Introduction

Sherian Smith- Hi, I'm Dr. Sherian Smith, I'm an associate professor in the College of Education at Tarleton State University. In the past, I've served as a special ed. teacher, secondary counselor, administrator and Area Director of Special Education which brings me to the point of this video. For the next hour, I will review with you, the types of knowledge you are expected to possess as you work toward your special education EC-12 certification. There are four domains. Each domain will be followed by a set of competencies. A written description of the domains and the competencies will be followed along with 2 examples. I will read the question to you, list the answer choices and explain the correct response. The last portion of this video will include test taking strategies and ideas. Before we begin, look in the upper right hand corner of your screen. Click on the Documents and Handouts tab. As you click on the tab, download the Special Education Preparation manual, the Disability Fact Sheets and the Special Education notes. When you are through downloading, I want you to "pause" the video, and take the opportunity to examine your documents and become familiar with the content. As you complete your reviewing of each document, resume the video and we will move into the Power Point.

Slide 1 – 1 min .47 seconds

Now that you have downloaded your Disability Fact Sheets, your Special Education EC-12 Preparation manual and your Special Education notes, we will now complete the Texas Review for the 161 Special Education Certification Exam with Dr. Sherian Smith from Tarleton State University.

Slide 2 – 2 min .11 seconds

The Framework for Review is the following:

- General Preparation for the Test
- Test Information and Organization which includes the
 - domain breakdown and a
 - competency breakdown
- Domain Sample Questions w/explanations
- Testing Strategies and ideas
- Resources
- Acknowledgements

Slide 2 – 2 min .39 seconds

General Preparation for the Test

- Locate your designated test site before your testing date



- Be well rested
- Eat before you take the test
- Arrive to your test site 30 minutes before the time listed on your slip
- Bring the following:
 - A valid ID
 - 3 or 4 sharpened #2 pencils with good erasers
 - A light jacket or sweater – Sometimes you may get cold so that way you will be prepared.

Slide 3 – 3 min .17 seconds

General Preparation cont'd

- Be prepared to stand in line to check in or to wait while other test takes are being checked in
- Stay calm – patience is very, very important
- Do Not bring
 - Your purse or backpack
 - Your cell phone or any type of electronic device
 - Food or drink will not be allowed into the testing rooms

Slide 4 – 3 min .48 seconds

The Special Education EC-12 Information and Organization for your certification exam

- The Total Test Breakdown
 - The test is offered as a paper-based or computer administered test
 - There are 135 Multiple-Choice Questions of which 120 questions are scored
 - The Passing Standard is a Scale score of 240 with a scale ranging from 100 to 300
 - Your final score will be based only on scored questions

Slide 5 – 4 min .30 seconds

Test Information and Organization cont'd

- The test framework is based on the educator standards for this field.
- The content covered by this test is organized into broad areas of content called domains
- Each domain covers one or more of the educator standards for this field
- Within each domain, the content is further defined by a set of competencies

Slide 6—4 minutes .58 seconds

Special Education EC-12 Information and Organization cont'd

- Each competency is composed of two major parts:



- 1—the competency statement, which broadly defines what an entry level educator in this field in Texas public schools should know and be able to do, and
- 2—the descriptive statements, which describe in greater detail the knowledge and skills eligible for testing.

Slide 7—5 minutes .26 seconds

Test Question Origin

You'll have domains:

- With competency statements
- Followed by descriptive statements

Slide 8—5 minutes .40 seconds

Sample Domain, Competency, Descriptive Statement

Domain I: Understanding Individuals With Disabilities and Evaluating Their Needs

- Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.
 - Descriptive Statement
 - The beginning teacher:
 - A. Knows characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experience.

You will find this information in your test preparation manual.

Slide 9—6 minutes .39 seconds

Domains

There are four domains covering the State Board of Educator Standards for Special Education EC-12:

- Domain I: Understanding Individuals with Disabilities and Evaluating Their Needs
- Domain II: Promoting Student Learning and Development
- Domain III: Promoting Student Achievement in English Language Arts and Reading and in Math
- Domain IV: Foundations and Professional Roles and Responsibilities

Slide 10—7 minutes .20 seconds

161 Special Education EC-12 Information

This is a pictorial representation (see slide) of the weight of each Domain. You'll notice each area is color coded so you can see each percentage for the overall special ed. Exam.

- Domain I, again 13% of the test. Covers understanding individuals with Disabilities and Evaluating Their Needs
- 33%, which is even more weight, Domain II: Promoting Student Learning and Development
- Another 33% falls under Domain III: Promoting Student Achievement in English Language Arts and Reading and in Math
- And finally, 20% Domain IV: Foundations and Professional Roles and Responsibilities

Slide 11—8 minutes .23 seconds

The Standards

Domain I: Understanding Individuals with Disabilities and Evaluating Their Needs (approx. 13% of test)

Special Education EC-12 Standard IV:

The special education teacher understands and applies knowledge of the characteristics and need of individuals with disabilities.

Special Education EC-12 Standard V:

The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

So, let's take a look at a few examples under each domain.

Side 12—9 minutes .21 seconds

Domain I Question (Competencies 001, 002)

After establishing an I.Q. of 70-75 or below, which additional assessment is needed to determine if a student has an intellectual disability?

- A. Portfolio assessment
- B. Diagnostic probe
- C. Adaptive behavior inventory
- D. Anecdotal record



To establish an intellectual disability, you must have an I.Q. score of 70-75 or below, and establish that a student scores below average in two adaptive behavior skills areas. The adaptive skills areas include: self-help, daily living, leisure, vocation, recreation, and communication.

Slide 13—10 minutes .19 seconds

Domain I Question (Competencies 001, 002) Explanation

Answer choice “A” Portfolio assessment—a systematic collection of a student’s work samples, records of observations, test results and the like over a period of time.

Answer choice “B” Diagnostic probe—brief (usually three minutes or less), timed, and frequently administered assessments that can be used for any purpose.

Answer choice “C” Adaptive behavior inventory—measures daily living skills, self-help, communication, leisure, recreation, and vocation.

Answer choice “D” Anecdotal record—narrative of events taking place during an observation which includes the date, time, and length of activity occurring.

Slide 14—11 minutes .32 seconds

Domain I Question (Competencies 001, 002)

Reread your question prompt. Think about the explanation provided, and select the best response to the question.

After establishing an I.Q. of 70-75 or below, which additional assessment is needed to determine if a student has an intellectual disability?

- A. Portfolio assessment
- B. Diagnostic probe
- C. Adaptive behavior inventory
- D. Anecdotal record

Your correct response would be choice C. Adaptive behavior inventory. Let’s look at another Domain I example.



Slide 15—11 minutes .57 seconds

Domain I Question (Competencies 001, 002)

Which of the following behaviors demonstrated by a two-year-old child would be the clearest indicator that the motor development of that child may be impaired?

- A. Difficulty coordinating hands and eyes
- B. Inability to climb stairs with alternative feet
- C. Falling frequently while running
- D. Making involuntary hand movements

While answer choice a and c appear to be good choices, it would be difficult to determine by simple observation that there are impairments in motor development. Answer choice b is a good choice, but not the clearest indicator. Children tend to climb stairs by stepping up one foot, then bringing the other foot to complete only one step. For answer choice c, let's look at some developmental milestones for two year olds.

Slide 16—13 minutes .06 seconds

Domain I Question (Competencies 001, 002) Explanation

The sources is www.babycenter.com Toddler/Child Development

By age two:

- Your child can now run
- Walk on his/her tiptoes
- Avoid obstacles that block his/her path
- Sit and stand quickly
- Walk backward and sideways
- As long as he/she can reach the pedals, he/she may even be coordinated and strong enough to pedal a tricycle, and he/she can probably toss a ball into a container with a large opening, like a laundry or garbage basket.

Slide 17—13 minutes .53 seconds

Domain I Question (Competencies 001, 002) Explanation

Here's another sources providing information about toddler and child development. This source is the American Academy of Pediatrics.

By age 2, your child should be able to:

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- Walk alone
- Pull toys behind him/her
- Carry a large toy while walking
- Stand on the tips of his/her toes
- Kick a ball
- Climb onto and off furniture
- Walk up and down stairs, holding onto the railing, or your hand, for support
- Scribble spontaneously
- Turn containers over to empty out the contents
- Build a tower of four or more blocks

Having knowledge of development milestones of toddlers will enhance your understanding of the child's motor development. After reviewing these resources, read the question

Slide 18—14 minutes .54 seconds

And select the clearest indicator that motor development may be impaired.

Which of the following behaviors demonstrated by a two-year-old child would be the clearest indicator that the motor development of that child may be impaired?

- A. Difficulty coordinating hands and eyes
- B. Inability to climb stairs with alternative feet
- C. Falling frequently while running
- D. Making involuntary hand movements

The correct response is "D" making the involuntary hand movements. The word involuntary means that the child has no real control.

Slide 19—15 minutes .15 seconds

The Standards

Domain II—Promoting Student Learning and Development (approx. 33% of the test)

Special Education EC-12 Standard VI:

The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.



Special Education EC-12 Standard VII:

The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Now I did explain that 33% of the test is covered in Domain II, so there will be more Standards.

Slide 20—16 minutes .08 seconds

The Standards

Domain II—Promoting Student Learning and Development (approx. 33% of the test) cont'd

Special Education EC-12 Standard VIII:

The special education teacher understands assistive technology as defined by state and federal regulations.

Special Education EC-12 Standard IX:

The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Now we have one last standard for Domain II.

Slide 21—16 minutes .37 seconds

The Standards

Domain II—Promoting Student Learning and Development (approx. 33% of the test) cont'd

Special Education EC-12 Standard X:

The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Now let's look at some examples.

Slide 22—17 minutes .01 seconds

Domain II Question (Competencies 003-007)

When completing an assistive technology evaluation for a student, what should be one of the most important considerations before making a recommendation? Now again, you're covering Competencies 003-007, these are your answer choices to consider...

- A. The amount of training the student would require to effectively using the technology.
- B. The strengths and needs of the student in a variety of settings.
- C. The quality of training available for the para educator who works with the student.
- D. Technology used by same age peers.

When selecting assistive technology, the idea is educational benefits for the child. Let's review each answer choice.

Slide 23—18 minutes .05 seconds

Domain II Question (Competencies 003-007) Explanation

Answer choice "A"-- The amount of training the student would require to effectively use the technology is important, but it is not the most important.

Answer choice "B"-- The strengths and needs of the student in a variety of settings would be the first and foremost considerations because it maximizes the student's academic achievement potential.

Answer choice "C"—the focus is on training for the para educator, but the evaluation is for the student.

Answer choice "D"—again this decision is based on the individual student and not the peers of the student or the technology used by the peers.

Slide 24—19 minutes .07 seconds

Domain II Question (Competencies 003-007)

Read the question again, and select the most important consideration before making a recommendation.

When completing an assistive technology evaluation for a student, what should be one of the most important considerations before making a recommendation?

- A. The amount of training the student would require to effectively use the technology.
- B. The strengths and needs of the student in a variety of settings.
- C. The quality of training available for the para educator who works with the student.
- D. Technology used by same age peers.

The correct response is b, the strengths and needs of the student in a variety of settings. Let's look at another example for Domain II.

Slide 25—19 minutes .37 seconds

Domain II Question (Competencies 003-007)

One of the most effective strategies to use to teach a child with an intellectual disability personal grooming and appropriate social skills would be to:

- A. Show a video
- B. Model the skills and allow the child to practice
- C. Correct student every time he/she makes a mistake
- D. Send a note home to parents(s)

Slide 26—20 minutes .09 seconds

Domain II Question (Competencies 003-007) Explanation

The question asks about the most effective strategy.

Answer choice "A" is a good answer, but did not address any practice following the video.

Answer choice "B" modeling, is an excellent strategy for skills maintenance. Other strategies are role playing, and continuous practice.

Answer choice "C" addresses corrections after mistakes (which now gives the student two things to remember—what not to do and what to do).

Answer choice "D" a note sent home to parents does not teach grooming or social skills, but is communication with the parent.

Slide 27—21 minutes .05 seconds

Domain II Question (Competencies 003-007)

Reread the question, and look at your answer choices.

One of the most effective strategies to use to teach a child with an intellectual disability personal grooming and appropriate social skills would be to:



- A. Show a video
- B. Model the skills and allow the child to practice
- C. Correct student every time he/she makes a mistake
- D. Send a not home to parents(s)

The correct response is b. Model the skills and allow the child to practice.

Slide 28—21 minutes .22 seconds

The Standards

Again, Domain III covers 33% of your special education certification exam.

Domain III: Promoting Student Achievement in English Language Arts and Reading and In Math

Special Education EC-12 Standard XI:

The special education teacher promotes students' performance in English language arts and reading.

Special Education EC-12 Standard XII:

The special education teacher promotes students' performance in mathematics.

Let's look at some examples.

Slide 29—22 minutes .07 seconds

Domain III Question (Competencies 008-009)

A student reads slowly and makes numerous oral reading errors. This student appears to have difficulty with:

- A. Reading comprehension
- B. Reading fluency
- C. Reading recovery
- D. All of the above

Let's look at each answer choice.

Slide 30—22 minutes .43 seconds

Domain III Question (Competencies 008-009) Explanation



- A. Reading comprehension is the students ability to read and understand text
- B. Reading fluency is the speed and accuracy with which one reads
- C. Reading recovery is intervention for students experiencing reading difficulties
- D. All of the above

In this case, the student is reading slowly and making numerous oral reading errors.

Slide 31—23 minutes .28 seconds

Domain III Question (Competencies 008-009)

Based on the information provided, reread the question again and select your response.

A student reads slowly and makes numerous oral reading errors. This student appears to have difficulty with:

- A. Reading comprehension
- B. Reading fluency
- C. Reading recovery
- D. All of the above

The correct response is “b” reading fluency. Let’s take a look at another example.

Slide 32—23 minutes .48 seconds

Domain III Question (Competencies 008-009)

Calculators that provide a printout or display of all numerals and operations entered may be helpful for students with _____ because they offer products that can be checked for memory and accuracy.

- A. Motor difficulties
- B. Memory difficulties
- C. Attention difficulties
- D. All of the above

Slide 33—24 minutes .20 seconds

Domain III Question (Competencies 008-009) Explanation

- A. Motor difficulties
- B. Memory difficulties
- C. Attention difficulties
- D. All of the above



The use of calculators are helpful to students who have problems remembering math facts, the calculator is tactile—kinesthetic and a printout assists with memory difficulties and provides a visual.

Slide 34—24 minutes .57 seconds

Domain III Question (Competencies 008-009)

In having this information, read the question again. Select your answer from the answer choices.

Calculators that provide a printout or display of all numerals and operations entered may be helpful for students with _____ because they offer products that can be checked for memory and accuracy.

- A. Motor difficulties
- B. Memory difficulties
- C. Attention difficulties
- D. All of the above

The correct response is “d”, all of the above.

Slide 35—25 minutes .19 seconds

The Standards

Domain IV: Foundations and Professional Roles and Responsibilities (approx. 20% of the test)

Special Education EC-12 Standard I:

The special education teacher understands and applies knowledge of the philosophical, historical and legal foundations of special education.

Special Education EC-12 Standard II:

The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Slide 36—26 minutes .00 seconds

The Standards

Domain IV: Foundations and Professional Roles and Responsibilities (approx. 20% of the test) cont'd

Special Education EC-12 Standard III:

The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

So now we're going to see examples for Domain IV.



Slide 37—26 minutes .25 seconds

Domain IV Question (Competencies 010-012)

In which case did the Supreme Court establish the principle that separate but equal is not equal?

- A. Hobson v. Hansen (1967)
- B. Brown v. Topeka Board of Education
- C. Diana v. California State Board of Education
- D. Irving Independent School District v. Tatro

Let's have a look at explanations for each one of these court cases.

Slide 38—27 minutes .04 seconds

Domain IV Question (Competencies 010-012) Explanation

- A. Hobson v. Hansen (1967)

This suit challenged the practice of educational tracking, or ability grouping, based on standardized test scores. The practice was ruled to be unconstitutional as is discriminated against poor and minority students.

- B. Brown v. Topeka Board of Education (1954)

This U.S. Supreme Court case established the principal that school segregation denies student equal educational opportunity. Although the decision referred primarily to racial segregation, it has since become the cornerstone for ensuring equal rights for students with disabilities as well.

Slide 39—28 minutes .04 seconds

Domain IV Question (Competencies 010-012) cont'd Explanation

- A. Diana v. California State Board of Education (1970)

Parents of Spanish speaking students filed suit challenging placement of their children in classes for the mentally retarded. They alleged that intelligence tests were culturally biased and resulted in inappropriate labeling of their children. The result was the requirement for nondiscriminatory assessment and testing of students in their primary language.

- B. Irving Independent School District v. Tatro (1984)

In this case the family sought for the provision of catheterization services to allow their child to remain in school for the entire school day. The court ruled that catheterization is a related service needed by some



students to maintain access to education and that schools are required to provide related services that students need to remain in school.

Slide 40—29 minutes .15 seconds

Domain IV Question (Competencies 010-012)

In which case did the Supreme Court establish the principal that separate but equal is not equal?

- A. Hobson v. Hansen (1967)
- B. Brown v. Topeka Board of Education
- C. Diana v. California State Board of Education
- D. Irving Independent School District v. Tatro

Your correct response should be “b”, Brown v. Topeka Board of Education. Let’s look at one other Domain IV question.

Slide 41--29 minutes .43 seconds

Domain IV Question (Competencies 010-012)

The first law guaranteeing the rights of students with disabilities to a free appropriate education was

- A. PL 94-142, the Education for All Handicapped Children Act.
- B. PL 101-336, The Americans with Disabilities Act.
- C. PL 93-112, Section 504 of the Rehabilitation Act.
- D. PL101-476, the Individuals with Disabilities Education Act.

Let’s carefully review each legislative act.

Slide 42 --30 minutes .37 seconds

Domain IV Question (Competencies 010-012) Explanation

The first law guaranteeing the rights of students with disabilities to a free appropriate education was response

- A. PL 94-142, the Education for All Handicapped Children Act (1975). This act states that all students with a disability are entitled to a free appropriate public education in the least restrictive environment.
- B. PL 101-336, The Americans with Disabilities Act (1990) Prohibits discrimination on the basis of disability. It extends the civil rights protection mandated by Section 504 for persons with disabilities into the private sector. The ADA specifically prohibits discrimination in both public and private employment, accommodations (workplace, hotels, restaurants, stores, etc.), transportation services (buses, trains, airplanes, etc.), and telecommunications.



Slide 43–31 minutes .50 seconds

Domain IV Question (Competencies 010-012) Explanation Continued

- C. PL 93-112, Section 504 of the Rehabilitation Act (1973). An individual with a disability is defined as any individual who has a physical or mental impairment which substantially limits one or more of such person's major life activities, has a record of such impairment, or is regarded as having such an impairment.
- D. PL 101-476, the Individuals with Disabilities Education Act (1990). Updated some of the terminology used in special education. Examples: we say disabled rather than handicapped, the preferred phrasing is now individuals with disabilities rather than disabled individuals, and two disability categories were added: autism and traumatic brain injury, which we refer to as TBI.

Slide 44–33 minutes .05 seconds

Domain IV Question (Competencies 010-012)

Re-read the question and select the correct response. (pause)

The correct response was: A. PL 94-142, the Education for All Handicapped Children Act. Now that we've practiced, let's review testing strategies and ideas that will guide you through the Special Education Certification exam.

Slide 45--33 minutes .36 seconds

Testing Strategies and ideas

I want you to follow along as I share each one of the testing strategies and ideas. These are ideas for you to consider when your organizing your study habits, when your practicing, these are just strategies to help guide you as you work to have success on your Special Education EC-12 Certification exam.

- When you're looking at all your questions, identify the classroom, the grade level, and disability you are to address to determine if the focus is content or is it social behavior.
- Learn to identify the signal words such as: Most, least, first, only etc. Now these are just examples of some words used. You're going to have other words used, so this is not an all inclusive list. It's just to give you an idea of signal words look like.
- Practice exams until you score a 100% on all of your questions.
- Read your questions twice to understand what's being asked.
- Review continuously (content becomes more familiar over time). So it beats cramming for an exam the night before. We want you to get comfortable with what you've read. We want you to get comfortable with what you've learned.
- Locate and practice previous special education certification exam questions.



- Form a study group and share resources. When you study in a group, you learn that some of your group members may have information that you don't have. So it's an opportune time to share.
- Select the "best" response to the test question (as demonstrated in examples)

Slide 46--35 minutes .43 seconds

Testing Strategies and ideas cont'd

- Learn (by reviewing textbooks) how culture can affect expectations, disability, and academic achievement.
- Please read all of the test directions
- Answer all parts of the question
- Answer all questions. Please, please leave no questions blank.
- If there is a graph: read the question, look at the graph, read the question again and select the appropriate response.
- Study the content for each domain separately to gain an understanding of the domain.

Slide 47--36 minutes .31 seconds

Testing Strategies and ideas cont'd

- Locate special education tests and/or visit internet sites to review landmark cases in special education. Now when I say locate special education text, I'm referring to old textbooks that will give you more examples for practicing.
- Know that inclusion is a philosophy that brings diverse students, families, educators and communities together (Rose, 2008).
- Learn all eligibility categories and effective instructional strategies. So know both. The strategy differ when the eligibility changes.
- Learn the related services
- Know Response-to-Intervention (RTI)—multi-tiered identification and instructional model for assessing the extent to which students respond to and need more intensive and individualized research-based intervention to succeed in class. Again, while it is good to develop testing strategies for special educations certification exams, it's also good to learn the legislation which helps shape services for students with disabilities.

Slide 48--38 minutes .05 seconds

Testing Strategies and ideas cont'd

When I mention special education legislation, here are some of the following examples that I am referring to.

Learn the following:



PL 94-142—Education for All Handicapped Children Act 1975, and there was an earlier explanation included in one of your test questions.

PL 99-457—Infants and Toddlers w/Disabilities Act 1986

PL 101-476—Individuals with Disabilities Education Act of 1990

PL 105-17—IDEA Amendments of 1997

PL 108-446—Individuals with Disabilities Education Improvement Act of 2004

PL 107-110—No Child Left Behind Act, and it's referred to as (NCLB)

PL 93-112—Section 504 of the Rehabilitation Act of 1973, again that was in one of the examples of your test questions and there was an explanation provided. Again, if you revisit your special education textbooks, as explained earlier, you will find explanations for each one of these legislative acts.

Slide 49--39 minutes .51 seconds

Attention-Deficit/Hyperactivity Disorder (AD/HD)

The eligibility categories and ideas on teaching strategies are listed in the next set of slides. The last set of slides, to review, are the related services. A brief explanation will be provided with each disability, starting with Attention-Deficit with Hyperactivity Disorder (AD/HD).

- This is a condition that can make it hard for a person to sit still, control behavior, and pay attention.
- 3 types of AD/HD:
 - 1—Inattentive type—the person can't seem to get focused or stay focused on an activity
 - 2—Hyperactive—impulsive type—very active and often acts without thinking
 - 3—Combined type—inattentive, impulsive, and too active

To teach students with AD/HD:

- Post rules, schedules, and assignments
- Set times for specific tasks
- Teach study skills and learning strategies
- Give step-by-step directions
- Allow student to work on a computer
- And most of all Be Patient



Slide 50--41 minutes .34 seconds

Autism/Pervasive Developmental Disorder (PDD)

- A developmental disability significantly affecting verbal and nonverbal communication and social interaction, usually evident before age 3, that adversely affects a child's educational performance

To teach students with PDD:

- Present information visually
- Develop programs with parents
- Schedule interactions with nondisabled peers to model appropriate language, social, and behavioral skills

Slide 51--42 minutes .18 seconds

Cerebral Palsy (CP)

- A condition caused by injury to the parts of the brain that control our ability to use our muscles and bodies
- 3 main types of CP:
 - 1—Spastic CP—too much muscle tone or tightness, stiff movements
 - 2—Athetoid CP—slow uncontrolled body movements and low muscle tone
 - 3—Mixed CP—both high and low tone muscles

To teach students with CP:

- Provide assistive technology
- Communication boards with pictures, letters, symbols, and words
- Augmentative communication devices which include voice synthesizers
- Computer technology, which can range from electronic toys with special switches to sophisticated computer programs operated by simple switch pads

Slide 52-- 43 minutes .37 seconds

Deafness and Hearing Loss

- Hearing impairment—An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance
- Deafness—a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification
- 4 types of hearing loss:
 - 1—Conductive
 - 2—Sensorineural

- 3—Mixed
- 4—Central

To teach a student with deafness or hearing loss:

- Favorable seating in class to facilitate speech reading
- Amplification systems
- Captioned films/videos
- Assistance of a note taker
- Sign language
- Services of an interpreter

Slide 53--44 minutes .54 seconds

Down Syndrome

- Cell development which results in 47 instead of 46 chromosomes
- Common characteristics:
 - Poor muscle tone
 - Slanting eyes with folds of skin at the inner corners
 - Hyper flexibility
 - Short, broad hands with a single crease across the palm on one or both hands

To teach students with Down syndrome:

- Emphasize concrete concepts rather than abstract ideas
- Teach tasks in a step-by-step manner
- Use frequent reinforcement
- Use mirror and parallel play

Slide 54--45 minutes .58 seconds

Emotional Disturbance

- A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance—
 - (a) an inability to learn that cannot be explained by intellectual, sensor, or health factors;
 - (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - (c) inappropriate types of behavior or feelings under normal circumstances;
 - (d) a general mood of unhappiness or depression; or
 - (e) a tendency to develop physical symptoms or fears associated with personal or school problems



To teach a student with emotional disturbance:

- Behavior modification
- Shortened assignment may work best
- Allow student longer time for completion
- Patience is very important, and counseling would definitely help a student perform better in class
- Allow students to work with a partner
- Lots of encouragement would definitely be helpful
- Praise academic efforts of the student

Slide 55--47 minutes .42 seconds

Epilepsy

- A physical condition that occurs when there is a sudden, brief change in how the brain works
- Sometimes called a seizure disorder

To teach a student with epilepsy:

- Work closely with parents
- Remain calm as you work with student
- As a student is working, monitor closely
- Provide a safe learning environment

Slide 56--48 minutes .14 seconds

Learning Disability

- A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

To teach students with a learning disability:

- Break tasks into smaller steps
- Give directions verbally and in writing
- Allow more time to finish schoolwork or take tests
- Provide textbooks-on-tape



Slide 57--49 minutes .03 seconds

Intellectual Disability

- Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

To teach a student with intellectual disabilities:

- Provide a functional curriculum
- Use modeling and repetition
- Be as concrete as possible
- Break longer, new tasks into smaller steps

Slide 58--49 minutes .48 seconds

Severe and/or Multiple Disabilities

- Labeled as having severe or profound intellectual disabilities
- Require ongoing extensive support in more than one major life activity
- Some traits include:
 - Limited speech or communication
 - Difficulty in basic physical mobility
 - Trouble generalizing skills from one situation to another

To teach a student with severe or multiple disabilities:

- Classroom arrangements must take into consideration students' needs for medications, special diets or special equipment
- Adaptive aids
- Computerized communication equipment

Slide 59--50 minutes .49 seconds

Speech and Language Disorders

- Problems in communication and related areas such as oral motor function
- Speech disorder refers to difficulties producing speech sounds or problems with voice quality
- Language disorder is an impairment in the ability to understand and/or use words in context, both verbally and nonverbally



To teach a student with speech and language disorders:

- Work closely with speech-language pathologists
- Incorporate assistive technology in daily lessons
- Use electronic communication systems to allow students to engage in the give and take of shared thought.

Slide 60–51 minutes .43 seconds

Spina Bifida

- Cleft spine, which is an incomplete closure in the spinal column
- 3 types of spina bifida:
 - 1—Spina Bifida Occulta—an opening in one or more of the vertebrae of the spinal column without apparent damage to the spinal cord
 - 2—Meningocele—the meninges, or protective covering around the spinal cord has pushed out through the opening in the vertebrae
 - 3—Myelomeningocele—a portion of the spinal cord itself protrudes through the back

To teach students with spina bifida:

- Teach mobility skills
- Encourage students to be independent and participate in activities with nondisabled peers
- Work collaboratively with parents and related service providers

Slide 61 --52 minutes .52 seconds

Traumatic Brain Injury

- An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance

To teach a student with a traumatic brain injury

- Show students how to perform new tasks
- Show student how to use an assignment book
- Be flexible about expectations
- Reduce distractions

Slide 62--53 minutes .32 seconds

Visual Impairments

- Partially sighted, low vision, legally blind, and totally blind are used to describe students with visual impairments



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- “Partially sighted” indicates some type of visual problem has resulted in a need for special education
- “Low vision” generally refers to severe visual impairment
- “Legally Blind” indicates that a person has less than 20/200 vision in the better eye or a very limited field of vision (20 degrees at its widest point)
- “Totally blind” students learn via braille or other non-visual media

To teach students with visual impairments:

- Large print materials
- Books on tape
- Braille books
- Assistive technology in the form of computers and low-vision optical and video aids

Next we are going to have a look at the kinds of related services provided.

Slide 63--54 minutes .53 seconds

Related Services

Under related services, students can receive:

- Audiology
- Counseling
- Early identification
- Family/parent training, counseling, home visits
- Health, medical, nursing, and/or nutrition services
- Occupational therapy
- Psychological services
- Transportation and related costs
- Assistive technology and services

Slide 64--55 minutes .33 seconds

Related Services cont'd

- Orientation and mobility services
- Physical therapy
- Recreation and therapeutic recreation
- Rehabilitative counseling
- School health services



- Service coordination (formal coordination of services by a health entity)
- Social work services
- Speech pathology and speech language pathology

So these are some of the related services that students are eligible to receive. The following slide will give you recommended links and resources for which the power point presentation was put together, and resources that you can use as you are putting together your special education study packets.

Slide 65–56 minutes .34 seconds

Recommended Links and Resources include:

(See slide for resources) Now again, I did encourage you to look through several special education textbooks. So a lot of your textbooks, you can get information about litigation, legislation, and other examples. So, rely on your special ed. Text for your information as well.

There's another, National Information Center for Children and Youth with Disabilities, you can find it online. It's under the acronym NICHCY, the website at www.NICHCY.org

Another text would be Saland, S, and this is a 2011 edition. This is not the only addition, and it is not the only text book source.

Salvia and Bolt is another text.

Texas Education Agency, there's a preparation manual TExES Examination of Educator Standards manual Special Ed. EC-12. Again, this is a manual you can find online. Confer to your special ed. Manual. It is a solid resource and it's a resource that I refer to in this presentation.

There's your websites, the NICHCY.org, texas.ets.org for your special education manual, and then there are other practice manual's with sample special ed. tests. So again, you can look at other practice tests. This is additional information for you.

Slide 66--59 minutes .01 seconds

Acknowledgements

- Study Tips: Preparing for the Texas Education Certification Tests
- Texas Examination of Educator Standards Preparation Manual: Special Education EC-12
- www.texas.ets.org
- NICHCY
- Personal files



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All information has been combined to prepare this power point for you.

Slide 67 –59 minutes .35 seconds

Remember PL 94-142 Education for all Handicapped Children Act (EAHCA) 1975 states: All children with a disability are entitled to a free appropriate public education in the least restrictive environment.

Conclusion:

Congratulations! You are a survivor of the special education video. To broaden your knowledge of special education, I want to ask you to do the following.

Complete the full practice exam listed in the special education preparation manual. As you revisit each question, study to make a connection between the correct response and the question prompt. In reviewing disability fact sheets, pay close attention to the definitions, the characteristics, the tips for parents, the tips for teachers, and the educational implications. All information will help you work to increase academic achievement for students, as well as, social skills and vocational skills. Finally, as you review the recommended resources and websites, look to gain information on assessment, inclusion, communication, collaboration, transition, parental involvement, and finally assisted technology. This concludes the special education video. Remember our students deserve the best, you are the best. Goodbye and good luck!