



Course Syllabus:  
Teaching Strategies for Affective Disorders-Undergraduate  
**Midwestern State University**  
**Gordon T. & Ellen West College of Education**  
SPED 4513  
Thursdays 4:30-7:20 PM Room BH 109  
Spring 22

Contact Information

Instructor: Dr. Dennis Cavitt

Office: BH 309

Office hours: M 1:00-3:00 P.M., Tuesday 9-10:00 A.M., Wednesday 10-12, & . Other times can be scheduled as needed.

Office phone: (940) 397-4139

E-mail: [dennis.cavitt@msutexas.edu](mailto:dennis.cavitt@msutexas.edu)

Instructor Response Policy

I will read and respond to your email within 24 hours unless it is the weekend or holidays. If you send me an email during the weekend or a holiday, I will respond to you no later than on the first business day post the weekend or holiday.

Textbook & Instructional Materials

Hott, B. L., Randolph, K. M., & Raymond, L. (2022). *Teaching students with emotional and behavioral disabilities*. Plural Publishing.

O'Neil, R.E., Albin, R. W., Story, K., Horner, R.H., & Sprague, J. R. (2015). *Functional Assessment and Program Development for Problem Behavior: A Functional Handbook*, 3<sup>rd</sup> Edition, Cengage.

Sousa, D. A. (2009) *How the Brain Influences Behavior: Management Strategies for Every Classroom*. Corwin Press.

Course Description

Using evidence-based interventions to address the needs of students with affective disorders with an emphasis on creating specialized individualized systems of support; includes social skills training, functional behavior assessment. Includes nature and needs of students with emotional/behavioral disorders, and legal issues related to the education of such students.

## Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the Certificate Standards, The Council for Exceptional Children Initial Preparation Standards, and the Texas SBEC standards/Test Frameworks. This course provides Preservice teacher Candidates with a knowledge base of the environment in which they may serve as a Teacher (General or Special Education). Satisfactory completion of the course will document special education teacher candidates:

1. understands and applies knowledge of the philosophical, historical and legal foundations of special education. (2019 TExES Special education EC-12)
2. applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (2019 TExES Special education EC-12)
3. knows how to communicate and collaborate effectively in a variety of professional settings. (2019 TExES Special education EC-12)
4. understands and applies knowledge of the characteristics and needs of individuals with disabilities including each individual's developmental and learning needs. (2019 TExES Special education EC-12, CEC Initial Practice-Based Professional Standards for Special Education, 2020)
5. understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment. (2019 TExES Special education EC-12)
6. understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills. (2019 TExES Special education EC-12)
7. promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations. (2019 TExES Special education EC-12)
8. using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making. (CEC Initial Practice-Based Professional Standards for Special Education, 2020).
9. supports an individual's Social, Emotional, and Behavioral Growth. (CEC Initial Practice-Based Professional Standards for Special Education, 2020).
10. Collaborates with Team Members. (CEC Initial Practice-Based Professional Standards for Special Education, 2020).

See Appendix A for a complete list of standards/competencies  
Student Handbook

Refer to: [Student Handbook-2019-20](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

### Grading/Assessment

Assignments/Tests	Points
Module Tests (100 x 5)	500
Module Articles	125

Assignments/Tests	Points
Theoretical Models Info sheet assignment	25
Social Maladjustment Position Paper	25
IRIS	110
Textbook Jigsaw	25
Final Case Study	100
Article Assignments	40
Total points	950

Table 2: Total points for final grade.

Grade	Points
A	855 and above
B	760 to 854
C	665 to 759
D	570 to 664
F	Less than 570

#### Extra Credit

I do not offer extra credit in this course.

#### Late Work

The official policy for this class is that NO late work is accepted. However, I do understand that life events can throw you a curve ball. Therefore, if you see that you will be having difficulty turning your work in by the deadline, you MUST contact me and I will determine what extension will be provided. Often it is an additional 5 days and there will be a late grade consequence. The consequence is that the best grade you can receive would be 70% of the maximum points (i.e. if an assignment is worth 10 points, the maximum grade you could receive is 7 points). If you do not submit the assignment by the extended time you will receive a 0 for the assignment.

#### Make Up Work/Tests

Make up work is determined by a case by case basis.

#### Important Dates

Last day for term schedule changes: January 10-13

Deadline to file for graduation: February 14<sup>th</sup>

Last Day to drop with a grade of "W:" March 21<sup>st</sup> at 4 PM.

Refer to: [Drops, Withdrawals & Void](#)

#### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

#### Attendance

#### **Attendance Policy**

**Absence Policy** - Professional teachers are dependable, reliable, and responsible professional disposition. Therefore, candidates are expected to be on time and prepared for **every** class, and to stay for the **entire** class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. **Candidates will receive a full grade reduction after 3<sup>rd</sup> absence and again on the 6<sup>th</sup> absence after the 9<sup>th</sup> absence the student will be given a failing grade and dropped from the course.**

**Instructor Drop.** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

*A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.*

#### Computer Requirements

This class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our classes can be accessed from any computer in the world which is connected to the internet. Contact me immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

#### Instructor Class Policies

##### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

##### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## Universal Design for Learning (UD) Principles\*

UDL is a set of instructional practices that provide all students the ability to access information, interact with the information, and demonstrate learning that best meets their unique needs. According to CAST, “UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn” (2021, para. 1). The UDL guidelines are based on the why, what, and how of learning. The guidelines are various evidenced based strategies that help scaffold student’s learning.

The course was developed using the UDL principles in mind. Therefore, you are provided multiple means of Representation through books, journals, videos, recorded webinars, etc. I also believe that I offer you multiple means of engagement as best as we can in an online course. I do believe that we can do better and I am in the process of identifying some options.

Regarding multiple means of expression, you will be able to select which ever process best meets your unique needs in submitting your work. All the assignment dropboxes are set up to accept a wide variety of files. Everything from Word documents, PDF files, audio files and video files. Therefore, for every assignment that has a dropbox, you may choose how you will be able to share with me what you learned from the assignment. It can be a drawing, an audio describing what you learned, A video describing what you learned. I am allowing you to turn in whatever is best for you to describe what you learned and your reflection of how you will use the information in your current and/or future practice.

Tests are another issue. If you need me to set up a time to make the test oral, I will need you to schedule a time to do that. With Written response questions I have added the opportunity for you to either add a file or to record an audio or a video to answer those questions.

## College Policies

### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### Course Schedule:

#### Module 1

**All Modules will begin on a Thursday at Class time and close on a Wednesday night at 11:59 PM on the final date of the module. All work after that date will be considered late and will receive a late consequence. The consequence for late work is that the best grade for the assignment will be 70% of the possible points (i.e. if the assignment would be worth 10 points, the late work consequence would mean you would only receive a maximum of 7 points)**

#### Module 1: Foundational Concepts of Emotional and Behavioral Disorders

1/13/22 – 1/26/22

**Please refer to Universal Design for Learning (UD) Principles\* on page 5 of this syllabus for formatting all assignments.**

All Textbook reading selections and other selections as indicated will be assessed in the module tests.

Read Chapter 1: Teaching students with emotional and behavioral disabilities from *Teaching Students with Emotional and Behavioral Disabilities*.

#### **Article, Read the following article found in D2L:**

- Bullock and Gable (2006) Programs for Children and Adolescents with Emotional and Behavioral Disorders in the United States: A Historical Overview, Current Perspectives, and Future Directions. The information from this article will be assessed in the module test.

**Theoretical Models of Emotional Behavioral Disorders Assignment (25 Points):** You will need be assigned a theoretical model listed below and you will need to create an info sheet thoroughly describing the model. Each model Info sheet needs to include:

- Summary of the model.
  - List the main theorists and their contribution to the theory.
  - How this theory is used in understanding EBD.
  - And a conclusion section where you identify and explain which of the theories you most agree with.
  - Provide a reference (Website URL; Book title, author, and date; Journal article title, author, and date).
- 
- Biological Model
  - Psychodynamic Model
  - Behavioral Model
  - Cognitive Model
  - Sociocultural Model

- Existential Model

## Module 2

### Module 2 Understanding the Category of Emotional Disturbance

1/27/22 – 2/16/22

**Please refer to Universal Design for Learning (UD) Principles\* on page 5 of this syllabus for formatting all assignments.**

**Read the introduction and first chapter from *How the brain influences behavior*.**

**Social Maladjustment assignment:**

## Social Maladjustment Position Paper (25 Points)

For this assignment, you are to prepare a 1-2 page position paper with 3-4 professional references where you develop a professional position regarding the social maladjustment exclusion for students who **Do Not** qualify under the category of ED. This issue is highly controversial in the field of Emotional Disabilities and Behavior Disorders. I would like you to develop a position regarding this topic. Basically, I am asking you to take a stand regarding if you agree or disagree to the inclusion of Social Maladjustment Exclusion in the definition of Emotional Disturbance. It will need to be written using APA 7th style format. You can refer to the following website for

Please read the following document for guidance: [TEA Technical Assistance Paper on ED.pdf](#) found in your files.

Remember that you may use UDL options for this assignment.

This website will provide you APA writing guidance in order to complete this assignment: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

### Clarification

Roughly how many sources should you include? **3-4**

What types of sources (books, journal articles, and websites)? **Journal articles from the MSU databases**

## Module 3

### Module 3: Legal issues with Emotional and Behavioral Disorders

2/17/22 – 3/9/22

**Please refer to Universal Design for Learning (UD) Principles\* on page 5 of this syllabus for formatting all assignments.**

Read chapter 2, Educating students with EBD within schoolwide system of supports out of *Teaching Students with Emotional and Behavioral Disabilities*.



Articles & Supplemental Readings:

**Read the following documents and answer the questions below:**

- Walker & Hott (2015), &
  - Indiana Due Process Hearing, found files (40 Points)
1. Describe the student characteristics and reasons for expulsion from the school?
  2. Provide the details on functional behavior assessment in establishing manifestation determination?
  3. What was the decision in this case and on what basis did the Independent Hearing Officer (IHO) make his decision?
  4. Provide your own perspective in this case

Supplemental Readings:

- Discipline portion of the *Parents & Student Rights Handbook*

**Review recorded lecture** (that was also discussed during class): *Discipline Flowchart*

**Articles:**

- Drasgow & Yell (2001), &
- Knoster (2000)
  - *The information from the supplemental readings will be assessed in the module test*

#### **Module 4**

**3/10/22 – 3/30/22**

**Please refer to Universal Design for Learning (UD) Principles\* on page 5 of this syllabus for formatting all assignments.**

Read chapter 3, Service Delivery, out of *Teaching Students with Emotional and Behavioral Disabilities*.

Read Chapter 2, Dealing with impulsive behavior, out of *How the brain influences behavior*.

**O'Neil Book: Chapters 1, 2, 3, 4, & 5:**

**IRIS 1: Addressing Disruptive and Noncompliant Behaviors (Part 1) Understanding the Acting-Out Cycle.** <https://iris.peabody.vanderbilt.edu/module/bi1/>

After working through all the elements in the module complete a document including the assessment questions on the assessment page. These are the required questions (10 points each):

1. List three reasons why some students continue to cause problems even when there is a good classroom management plan in place?
2. Discuss at least one benefit and one challenge of intervening early in the acting-out cycle to prevent problem behaviors from escalating.
3. Think back to the Challenge at the beginning of this module. Ms. Rollison is having trouble with Patrick, who is a model student on some days and is rude and disruptive and refuses to work. Unfortunately, she probably does not have enough information to figure out what Patrick's triggers are. Although not discussed explicitly in the module, can you think of three methods by which Ms. Rollison could determine his triggers?



4. Ms. Rollison is also having trouble with Tameka, who refuses to do any written work. In this case, Ms. Rollison does have enough information to figure out what Tameka's trigger is. What is it?
5. Once either Patrick or Tameka enters the Agitation Phase, what would you recommend that Ms. Rollison do? If she doesn't recognize the Agitation Phase, what would you recommend differently for the Acceleration Phase?

IRIS 2: Addressing Disruptive and Noncompliant Behaviors (Part 2) Behavioral Interventions.  
<https://iris.peabody.vanderbilt.edu/module/bi2/>

After working through all the elements in the module complete a document including the assessment questions on the assessment page. These are the required questions (10 points each):

1. Why is a special education teacher a good resource to help deal with student behavior problems?
2. Explain how high-p requests work and why they increase the probability that a student will comply with a teacher's request.
3. Imagine that you have a student in your class who acts out during independent math activities. Would you use high-p requests or choice making with this student? Explain your answer.
4. For what types of behaviors would you implement a DRL procedure? Give one example.
5. List a consideration for teachers who implement DRI.
6. Mary Jo often spends time talking to her table group about topics not related to the instructional task. Design a DRO procedure to decrease non-instructional talk and to increase instructional talk.

**Module 5**  
**3/31/22 – 4/13/22**

**Please refer to Universal Design for Learning (UD) Principles\* on page 5 of this syllabus for formatting all assignments.**

Developing Interventions

**Jigsaw Google Docs Activity activity:**

**Each of you will be assigned 1 of the following chapters from the Sosa book or one from the *Teaching students with emotional and behavioral disabilities*. You will then list and thoroughly describe 5 interventions from your chapter into the course Google Doc for this assignment. (25 Points)**

**From:** *How the Brain Influences Behavior: Management Strategies for Every Classroom*.

Chapter 3: Teaching Self-Control Through Self-Verbalization

Chapter 4: Managing the Behavior of Boys

Chapter 5: Building Positive Relationships with Troubled Students

Chapter 6: Using Peer relationships to Modify Behavior

Chapter 7: Managing Oppositional Behavior

Chapter 8: Developing Positive Self-Esteem

**From:** *Teaching students with emotional and behavioral disabilities.*

Chapter 4: Mathematics Strategies and Interventions

Chapter 5: Writing Interventions

Chapter 6: Reading Strategies and Interventions

Chapter 7: Study Skills

Chapter 8: Teacher-Directed Behavioral Interventions

Chapter 9 Student-Directed Interventions

Chapter 10 Peer-Directed Behavioral Interventions

Once you complete your portion of the google doc, you will need to review the information and the information will be assessed in the **Module 5 test**.

**Module 6**  
**4/14/22 – 5/4/22**

**Please refer to Universal Design for Learning (UD) Principles\* on page 5 of this syllabus for formatting all assignments.**

**Case based activities.**

Read pages 48 through 51 about Yolanda Martin (O’Neill et al. 2015). Review Yolanda’s completed Functional Assessment Observation Form (FAO F) Appendix E.

Develop summary statements for Yolanda based on FAO form on page 118.

*Your summary statements should be in format given on page 53 which should include setting event, antecedent (predictors), problem behavior, and maintaining consequences. Come up with at least 5 or more summary statements.*

*Hint: You can do some practice exercises by looking at examples given on pages 53- 57. Also understanding about the FAOF form would help developing the statements.*

**Final Case Study Using the O’Neill Book: (100 Points)**

Using the Yolanda FAOF Page 129 (O’Neill et al. 2015). You will do the following:

1. Complete the Summary Statement Form P. 125
2. Complete the Competing Behavior Model Form p. 133.
3. Create a completed Behavior Support Plan for Yolanda using Figure 5.2 as an example.
4. Upload into D2L.

**References/Scientifically-Based Research/Additional Readings:**

Brown-Chidsey, R. & Bickford, R. (2016). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools*. Guilford Press.

Byrnes, J. P. (2021). *Cognitive development for academic achievement: Building skills and motivation*. Guilford Press.

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR).

- (2021, August, 1). *High leverage practices in special education*. CEEDAR Education. <https://ceedar.education.ufl.edu/high-leverage-practices/>.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2019) *Applied behavior analysis*, 3<sup>rd</sup> Ed. Pearson
- Council for Exceptional children (2021, August, 1). *Professional preparation standards*. CEC. <https://exceptionalchildren.org/professional-preparation-standards>.
- Education Service Center Region 18. (2021, August, 1). Legal framework for the child-centered special education process. ESC18. <http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx>.
- Ferris, S. J. (2014). "Revoicing: A Tool to Engage All Learners in Academic Conversations." *The reading teacher*, 67(5), pp. 353–357. International Literacy Association, Inc.
- Fletcher, J., Lyon, R., Fuchs, L., & Barnes, M. A. (2019). *Learning disabilities: From identification to intervention*. (2<sup>nd</sup> Ed.) Guilford Press.
- Howard, T. C. (2019). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*, (2<sup>nd</sup> Ed.) Teachers College Press.
- International Dyslexia Association. (2018). *Knowledge and practice standards for teachers of reading*, (2<sup>nd</sup> Ed.). International Dyslexia Association. <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk>.
- Longmore, P. K. & Umansky, L. (Eds.) (2001). *The new disability history: American perspectives*. New York University Press.
- Mather, N., Goldstein, S., & Exlund, K. (2019) *Learning disabilities and challenging behaviors: Using the building blocks model to guide intervention and classroom management*. (3<sup>rd</sup> Ed.). Brookes Publishing.
- McLeskey, J., Barringer, M., Billingsley, B., Brownell, M., Jackson, D. Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education*. CEC & CEEDAR Center.
- Murawski, W. W. & Scott, K. L. (Eds.). (2017). *What really works with exceptional learners*. Corwin & CEC.
- Murawski, W. W. & Scott, K. L. (Eds.). (2019). *What really works with universal design for learning*. Corwin
- National Institutes of Health, Child Development and Behavior Branch. (2019) National reading panel U.S. Department of Health and Human Services. <https://www.nichd.nih.gov/research/supported/nrp>.
- O'Neil, R.E., Albin, R. W., Story, K., Horner, R.H., & Sprague, J. R. (2015). *Functional Assessment and Program Development for Problem Behavior: A Functional Handbook*, 3<sup>rd</sup> Edition, Cengage.

Rodriquez, J. A. & Murawski, W. W. (Eds.) (2022). *Special Education law and policy: From foundation to application*. Plural Publishing.

Sousa, D. A. (2009) *How the Brain Influences Behavior: Management Strategies for Every Classroom*. Corwin Press.

Texas Education Agency. (2018). The dyslexia handbook: procedures concerning dyslexia and related disorders. [https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook\\_Approved\\_Accomodated\\_12\\_11\\_2018.pdf](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved_Accomodated_12_11_2018.pdf).

Yell, M. (2019). *The law and special education*. Pearson.

Wright, J. (2007). *RTI toolkit: A practical guide for schools*. National Professional Resources.

Vaughn, S. R., Bos, C. S. & Schumm, J. S. (2018). *Teaching students who are exceptional, diverse, and at risk in the general education classroom*, (7<sup>th</sup> Ed.). Pearson.

**Initial Practice based Professional Standards for Special Education 2020**

**Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines:**

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

**Component 1.1:** Candidates practice within ethical guidelines and legal policies and procedures.

**Component 1.2:** Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

**Component 1.3:** Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

**Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs:**

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs.

**Component 2.1:** Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

**Component 2.2:** Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

**Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge:**

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

**Component 3.1:** Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

**Component 3.2:** Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

**Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making:**

Candidates assess students’ learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction.

Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

**Component 4.1:** Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

**Component 4.2:** Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

**Component 4.3:** Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

**Standard 5: Supporting Learning Using Effective Instruction Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction:**

Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

**Component 5.1:** Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

**Component 5.2:** Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

**Component 5.3:** Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

**Component 5.4:** Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

**Component 5.5:** Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

**Component 5.6:** Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

**Standard 6: Supporting Social, Emotional, and Behavioral Growth:**

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development. **Component 6.1:**

Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities. **Component 6.2:** Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

**Component 6.3:** Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

### **Standard 7: Collaborating with Team Members:**

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

**Component 7.1:** Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

**Component 7.2:** Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

**Component 7.3:** Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

**Component 7.4:** Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

## **The TExES Special Education EC–12 Standards ©2019**

### **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.**

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.
- B. Knows how the developmental, academic, social, career and functional characteristics of individuals with disabilities relate to levels of support needed and applies knowledge of human development and disabilities to plan and implement appropriate curriculum.
- C. Knows theoretical explanations for behavioral disorders and analyzes the varied characteristics of behavioral disorders and their effect on learning.
- D. Knows the different ways that students with and without disabilities learn.
- E. Applies knowledge of human development and the effects of various types of disabilities on developmental processes in order to identify the needs of individuals with and without disabilities.
- F. Understands the effects of cultural and environmental influences (e.g., linguistic characteristics, socioeconomic issues, abuse/neglect, substance abuse) on the child and family.
- G. Understands normal, delayed and disordered communication patterns, including nonsymbolic communication, and the impact of language development on the academic and social skills of individuals with disabilities.
- H. Knows aspects of medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation [CPR]).
- I. Understands ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities.

**Competency 002—The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.**

The beginning teacher:

- A. Applies knowledge of basic terminology used in assessment and evaluation, the uses and limitations of various types of instruments and techniques and methods for monitoring the progress of individuals with disabilities.



- B. Understands ethical concerns related to assessment and evaluation, including legal provisions, regulations and guidelines regarding unbiased evaluation and the use of psychometric instruments and instructional assessment measures with individuals with disabilities.
- C. Identifies appropriate evaluation strategies for individual students with diverse characteristics and needs (e.g., related to culture, language, personal beliefs, nature, severity of disabilities).
- D. Applies knowledge of procedures for screening, prereferral intervention, referral and determining eligibility, including criteria used to determine eligibility.
- E. Knows how to gather back ground information regarding academic, medical and family history, collaborate with parents/guardians and with other professionals to conduct assessments and evaluations, document ongoing student assessment and maintain accurate records.
- F. Knows how to interpret and apply information from formal and informal assessment and evaluation instruments and procedures, including interpreting various types of scores (e.g., standard scores, percentile ranks, age/grade equivalents).
- G. Knows how to communicate assessment and evaluation results appropriately to individuals with disabilities, parents/guardians, administrators and other professionals.
- H. Understands the reciprocal nature of assessment and instruction; applies skills for developing individualized assessment strategies to evaluate the results of instruction; and knows how to use assessment and evaluation results to design, monitor and modify instruction for individuals with disabilities.
- I. Knows how to design and use ecological assessments, portfolio assessments, task analysis and functional assessments (e.g., behavioral, social, communication) to accommodate the unique abilities and needs of individuals with disabilities.
- J. Applies skills for using assessment and evaluation information from various sources (e.g., teachers, other professionals, parents/guardians, individuals with disabilities) to make instructional decisions, plan effective programs for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds, and identify supports needed for integration into various program placements.

## **Domain II—Promoting Student Learning and Development**

**Competency 003—The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.**

The beginning teacher:

- A. Knows how to select, develop and apply instructional content, materials, resources and strategies that are responsive to cultural and other factors (e.g., language, religion, gender, personal beliefs, nature and severity of disability).
- B. Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition and career life skills for individuals with disabilities.
- C. Knows the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individualized Education Programs (IEPs) for students with disabilities and applies skills for sequencing, implementing and evaluating individual learning objectives.
- D. Applies procedures for developing and using Individualized Education Program (IEP) objectives to plan instruction for individuals with disabilities.
- E. Prepares, adapts and organizes materials to implement developmentally appropriate and age- appropriate lesson plans based on Individualized Education Program (IEP) objectives for individuals with disabilities.
- F. Applies knowledge of issues, resources and appropriate strategies for teaching students with disabilities in specialized settings (e.g., alternative schools, special centers, hospitals, residential facilities), including transitions to and from school- and community-based settings.
- G. Knows how to collaborate with other professionals to interpret and use sensory, mobility, reflex and perceptual information to create appropriate learning plans (e.g., sensory stimulation, physical positioning, lifting).
- H. Understands the reciprocal nature of assessment and instruction; applies skills for effective instruction in the least restrictive setting for individuals with disabilities.
- I. Knows how the general or special classroom and other learning environments (e.g., home, job site, cafeteria, transportation, community) impact student learning and behavior and applies strategies for planning educational environments that promote students' learning, active participation, communication, self-advocacy, increased independence and generalization of skills.
- J. Identifies ways in which technology can assist in planning and managing instruction for individuals with disabilities.
- K. Knows how to use local, state and federal resources to assist in programming for individuals with disabilities.

**Competency 004—The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.**

The beginning teacher:

- A. Applies procedures for ensuring a safe, positive and supportive learning environment in which diversities are valued and knows how to address common environmental and personal barriers that hinder accessibility for and acceptance of individuals with disabilities.
- B. Knows how to use instructional time efficiently and effectively for individuals with disabilities.
- C. Knows how to design, structure and manage daily routines, including transition time, for students in a variety of educational settings and applies procedures for monitoring behavior changes across activities and settings.
- D. Applies knowledge of basic classroom management theories, methods and techniques for individuals with disabilities, research-based best practices for effective management of teaching and learning and management procedures that are appropriate to individual needs.
- E. Identifies ways in which technology can assist in managing the teaching and learning environment to meet the needs of individual students.
- F. Knows various types of assistive technologies, devices, services and resources and their role in facilitating students' educational achievement, communication, positioning, mobility and active participation in educational activities and routines.
- G. Knows how to make informed decisions about types and levels of assistive technologies, devices and services for students with various needs, collect and analyze information about a student's environment and curriculum to identify and monitor assistive technology needs and support the use of assistive technologies, devices and services.
- H. Understands the reciprocal nature of assessment and instruction; applies skills for technologies, devices and services for students with various needs.
- I. Applies procedures for coordinating activities of related services personnel and directing the activities of paraprofessionals, aides, volunteers and peer tutors.
- J. Under the direction of related services personnel, applies knowledge of appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning and seating.

**Competency 005—The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.**

The beginning teacher:

- A. Analyzes cultural factors and perspectives that affect relationships among students, parents/guardians, schools and communities with regard to providing instruction for individuals with disabilities.
- B. Knows how to serve as a resource person for families, general education teachers, administrators and other personnel in recognizing the characteristics of and meeting the needs of individuals with learning differences in the general education classroom.
- C. Knows how to use assessment results to design, monitor and adapt instruction to enhance student learning and applies skills for selecting, adapting and using effective, research-based instructional strategies, practices and materials that are developmentally appropriate and age appropriate and that meet individual needs.
- D. Knows instructional, compensatory, enrichment and remedial methods, techniques and curriculum materials and applies strategies for modifying instruction based on the differing learning styles and needs of students.
- E. Applies knowledge of techniques for motivating students, including the effects of high teacher expectations on student motivation.
- F. Knows life-skills and self-help curricula and strategies for providing students with life-skills instruction relevant to independent or assisted living and employment.
- G. Knows how to select and use appropriate technologies to accomplish instructional objectives and applies skills for appropriately integrating technology into the instructional process.
- H. Applies strategies for integrating affective, social and career/vocational skills with academic curricula, teaching students with disabilities to solve problems and use other cognitive strategies to meet their individual needs and facilitating maintenance and generalization of skills across learning environments.
- I. Knows how to adapt lessons to maximize the physical abilities of individuals with specialized needs.
- J. Knows how to integrate related services into all types of educational settings.
- K. Knows how to provide community-referenced and community-based instruction as appropriate.
- L. Knows how to design and implement instruction in independent living skills, vocational skills and career education for students with physical and health disabilities and how to promote the use of medical self-management procedures for students with specialized health care needs.

**Competency 006—The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.**

The beginning teacher:

- A. Applies knowledge of how culturally and/or linguistically diverse back grounds of students impact behavior management and social skills instruction.
- B. Recognizes ways in which teacher attitudes and behaviors and personal cultural biases influence the behavior of students.

- C. Applies knowledge of ethics, laws, rules and procedural safeguards related to planning and implementing behavior management and discipline for individuals with and without disabilities.
- D. Knows theories relating to student problem behavior (e.g., noncompliance, self-stimulation, self-injury, withdrawal, aggression, defiance) and the theoretical basis of behavior management techniques (e.g., positive behavioral support, reinforcement, proactive strategies, reductive strategies that decrease negative behaviors).
- E. Develops and/or selects social skills and behavioral curricula and strategies that promote socially appropriate behavior and prepares individuals to live cooperatively and productively in society.
- F. Incorporates social skills instruction across settings and curricula and knows how to design, implement and evaluate instructional programs that enhance an individual's social participation in family, school and community activities.
- G. Identifies realistic expectations for personal and social behavior in various settings and applies procedures for increasing an individual's self-awareness, self-control, self-management, self-reliance and self-confidence.
- H. Knows strategies for modifying learning environments (e.g., schedule, physical and instructional arrangements) to promote appropriate behaviors.
- I. Knows the impact of language on an individual's behavior and learning and knows how the communication skills of nonspeaking/nonverbal individuals affect their behavior.
- J. Understands functional behavior assessments and evaluations and their role in developing behavior intervention plans.
- K. Knows strategies for crisis prevention, intervention and postvention; applies procedures for developing, implementing and evaluating individual behavior crisis-management plans in educational settings; and implements the least intensive intervention consistent with individual needs.

**Competency 007—The special education teacher understands and applies knowledge of transition issues and procedures across the life span.**

The beginning teacher:

- A. Knows how to plan, facilitate and implement transition activities as documented in Individualized Family Services Plans (IFSPs) and Individualized Education Programs (IEPs).
- B. Knows how to plan for and link students' current and previous developmental and learning experiences, including teaching strategies, with those of subsequent settings.
- C. Knows programs and services available at various levels and how to assist students and families in planning for transition.
- D. Knows how to teach students skills for coping with and managing transitions.
- E. Knows sources of unique services, networks and organizations for individuals with disabilities, including career, vocational and transition support.
- F. Applies knowledge of procedures and supports needed to facilitate transitions across programs and placements.
- G. Knows how to collaborate with the student, the family and others to design and implement transition plans that meet identified student needs and ensure successful transitions.
- H. Applies skills for communicating with families about issues related to transition and strategies for helping their children make successful transitions.

## **Domain III—Promoting Student Achievement in English Language Arts and Reading and in Mathematics**

**Competency 008—The special education teacher promotes students' performance in English language arts and reading.**

The beginning teacher:

- A. Applies knowledge of developmental processes associated with communication systems (e.g., listening, speaking, writing), including emergent and preliteracy skills, and knows how to provide a variety of opportunities for students with disabilities to learn communication skills.
- B. Knows how to use a variety of assessment practices and procedures to plan and implement instruction in English language arts and reading that is responsive to the strengths and needs of individuals with disabilities.
- C. Knows the nature and stages of literacy development, and various contexts and methods for promoting students' literacy development.
- D. Applies knowledge of phonological and phonemic awareness and strategies for promoting the phonological and phonemic awareness of students with disabilities.
- E. Applies knowledge of the alphabetic principle and word analysis skills (e.g., decoding, structural analysis, sight word vocabulary) and knows how to provide students with disabilities with systematic instruction that promotes their ability to apply the alphabetic principle and word analysis and decoding skills.
- F. Applies knowledge of reading fluency and the relationship between reading fluency and reading comprehension and knows how to provide students with disabilities with systematic instruction that promotes their reading fluency.

- G. Knows the importance of comprehension in reading and knows how to provide students with disabilities with instruction in the use of skills and strategies (e.g., critical/creative thinking) to promote their reading comprehension.
- H. Knows how to provide students with disabilities with systematic instruction to develop skills in writing conventions and competence in written communication.
- I. Knows the relationship between learning and effective study, critical-thinking and inquiry skills and knows how to use various methods and strategies to teach students with disabilities to apply study, critical- thinking and inquiry skills.
- J. Knows skills for interpreting, analyzing, evaluating and providing visual images and messages and knows how to provide systematic instruction that helps students with disabilities learn to interpret, analyze, evaluate and create visual images and messages in various media and technologies.

**Competency 009—The special education teacher promotes students’ performance in mathematics.**

The beginning teacher:

- A. Knows how to use a variety of assessment methods to monitor the mathematical understanding of students with disabilities and adapt mathematics instruction to address individual strengths and needs.
- B. Knows how to provide mathematics instruction that is based on principles of children’s learning and development and that reflects recognition of common misconceptions and sources of error in mathematics.
- C. Knows how individuals learn and develop mathematical skills, procedures and concepts.
- D. Understands numbers, number systems and their structure, operations and algorithms and quantitative reasoning and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.
- E. Understands patterns, relations, functions and algebraic reasoning and analysis and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.
- F. Understands geometry, spatial reasoning and measurement concepts and principles, and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.
- G. Understands principles and applications of probability and statistics and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.
- H. Applies knowledge of methods, strategies and resources for teaching students with disabilities to engage in mathematical reasoning and problem solving, apply mathematics in a variety of contexts and communicate mathematically.

## **Domain IV—Foundations and Professional Roles and Responsibilities**

**Competency 010—The special education teacher understands the philosophical, historical and legal foundations of special education.**

The beginning teacher:

- A. Knows the historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities and current issues and trends in special education.
- B. Applies knowledge of models, theories and philosophies that provide the basis for special education practice.
- C. Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.
- D. Analyzes issues relating to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds.
- E. Understands factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for individuals with disabilities.
- F. Recognizes various perspectives (e.g., medical, psychological, behavioral, educational) regarding definitions and etiologies of disabilities.
- G. Understands cultural variations in beliefs, traditions and values and their effects on the relationships among child, family and school.
- H. Applies knowledge of the continuum of placement and services for individuals with disabilities.

**Competency 011—The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.**

The beginning teacher:

- A. Knows how to exercise objective professional judgment, maintain a high level of competence and integrity in professional practice and participate in professional activities and organizations that may benefit individuals with disabilities, their parents/guardians and/or colleagues.
- B. Knows consumer and professional organizations, publications and journals relevant to individuals with disabilities and knows how to access information on cognitive, communicative, physical, cultural, social and emotional characteristics and needs of individuals with disabilities.
- C. Applies skills for participating effectively in identifying, diagnosing, placing and developing programming for students with disabilities, including using advocacy skills and competencies to support the education of students in least restrictive environments.
- D. Applies knowledge of assurances and due process rights related to assessment, eligibility and placement and knows the rights and responsibilities of parents/guardians, students, teachers, other professionals and schools.
- E. Knows legal and ethical issues (e.g., liability) relevant to working with individuals with disabilities and knows how to conduct instructional and other professional activities consistent with the requirements of laws, rules and regulations and local district policies and procedures, including complying with local, state and federal monitoring and evaluation requirements.
- F. Knows the roles of and relationships among federal, state and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.
- G. Applies knowledge of practices that conform to standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Preparation Standards.
- H. Demonstrates awareness of personal cultural biases and differences that may affect one's teaching and knows how to demonstrate respect for the culture, gender and personal beliefs of individual students.
- I. Applies procedures for safeguarding confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records, ensuring the confidentiality of conversations) and recognizes the importance of respecting students' privacy.
- J. Knows laws, regulations and policies related to the provision of specialized health care in the educational setting.

**Competency 012—The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.**

The beginning teacher:

- A. Understands the collaborative roles of students, parents/guardians, teachers and other school and community personnel in planning and implementing an individualized program and applies effective strategies for working collaboratively in various contexts.
- B. Applies knowledge of factors that promote effective communication and collaboration with students, parents/guardians, teachers, paraprofessionals and other school and community personnel.
- C. Knows how to foster respectful and beneficial relationships between families and professionals in the school and community.
- D. Knows typical concerns of families of individuals with disabilities and appropriate strategies to support families in dealing with these concerns.
- E. Applies knowledge of strategies for encouraging and assisting parents/guardians in their role as active participants in their children's education and applies procedures for planning and conducting collaborative conferences with parents/guardians.
- F. Applies knowledge of effective communication in various professional contexts and knows ethical practices for confidential communication regarding individuals with disabilities.
- G. Knows the types of information generally available from parents/guardians, school officials, the legal system and community service agencies.
- H. Applies knowledge of the collaborative and consultative roles of special education teachers, paraprofessionals and other school personnel in integrating individuals with disabilities into general educational settings.
- I. Knows how to collaborate with teachers in the general educational setting and other school and community personnel to integrate individuals with disabilities into various learning environments.
- J. Knows how to serve as a resource person for families, general education teachers, administrators and other school personnel regarding the characteristics and needs of individuals with disabilities.