

# Missouri Educator Gateway Assessments

## FIELD 051: SEVERELY DEVELOPMENTALLY DISABLED TEST FRAMEWORK

June 2014

<b>Content Domain</b>	<b>Range of Competencies</b>	<b>Approximate Percentage of Test Score</b>
I. Students with Severe Developmental Disabilities	0001–0002	20%
II. Assessment and Program Planning	0003–0004	20%
III. Learning Environments and Instructional Practices	0005–0008	40%
IV. Foundations and Professional Practice	0009–0010	20%

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**TEST FRAMEWORK**  
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**STUDENTS WITH SEVERE DEVELOPMENTAL DISABILITIES**

**0001 Understand characteristics of students with severe developmental disabilities.**

For example:

- 1.1 Demonstrate knowledge of characteristics of typical and atypical human growth and development in various domains (e.g., cognitive, speech/language, social/emotional, physical).
- 1.2 Demonstrate knowledge of the types, characteristics, and etiologies of severe developmental disabilities and the similarities and differences among students with and without severe developmental disabilities.

**0002 Understand factors that affect development, learning, and daily living in students with severe developmental disabilities.**

For example:

- 2.1 Demonstrate knowledge of the roles families and communities play in the development and learning of students with severe developmental disabilities.
- 2.2 Demonstrate knowledge of the implications of severe developmental disabilities for education and learning, development, communication, and other aspects of an individual's life (e.g., social relationships, recreation and leisure, independent living, employment).
- 2.3 Recognize the unique medical needs that accompany severe developmental disabilities and the possible effects of medications, and demonstrate knowledge of ways to meet the physical and medical needs of students with severe developmental disabilities.

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### ASSESSMENT AND PROGRAM PLANNING

#### **0003 Understand procedures for selecting, adapting, modifying, designing, and administering various types of formal and informal assessments used with students with severe developmental disabilities.**

For example:

- 3.1 Demonstrate knowledge of basic assessment terminology and specialized terminology used in the assessment of students with severe developmental disabilities and the characteristics, uses, and limitations of various types of formal, informal, and alternative assessments used with students with severe developmental disabilities.
- 3.2 Apply knowledge of strategies for selecting, adapting, and modifying assessments for students with severe developmental disabilities, including the assessment of nonverbal students and English language learners with severe developmental disabilities.
- 3.3 Apply knowledge of strategies and procedures for administering assessments, including strategies for using technology, the principles of universal design for learning (UDL), the effective use of assessment accommodations and modifications, and procedures to avoid bias during the assessment process.
- 3.4 Demonstrate knowledge of strategies for effectively communicating results of assessments to all stakeholders (e.g., students, parents/guardians, service providers, general education teachers).

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### 0004 Understand strategies and procedures for developing, implementing, and monitoring individualized programs.

For example:

- 4.1 Apply knowledge of screening, prereferral, referral, and eligibility procedures.
- 4.2 Interpret results of formal and informal assessments, and use information from assessments to collaborate with the Individualized Education Program (IEP) team in making eligibility, program, and placement decisions for students with severe developmental disabilities; determining student goals; and planning and evaluating instruction.
- 4.3 Demonstrate knowledge of data procedures and strategies for using ongoing assessment of student progress (e.g., formative and summative assessment, performance assessments, data collection, task analysis), including the use of multiple measures of student assessment to effectively assess students' strengths and needs.
- 4.4 Demonstrate knowledge of components of IEPs and the roles special education teachers, general education teachers, students with severe developmental disabilities, parents/guardians, related services providers, and others play in planning, implementing, and monitoring IEPs, transition plans, behavioral intervention plans, and other individualized plans.
- 4.5 Demonstrate knowledge of the continuum of placement and services available for students with severe developmental disabilities, including knowledge of supports students need for integration into various program placements.
- 4.6 Apply knowledge of strategies for integrating affective, social, and life skills with academic curricula; incorporating and implementing instructional and assistive technology into students' educational programs; and prioritizing areas of the general curriculum for students with severe developmental disabilities.

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### LEARNING ENVIRONMENTS AND INSTRUCTIONAL PRACTICES

#### **0005 Understand strategies and procedures for planning, managing, and modifying the learning environment for students with severe developmental disabilities.**

For example:

- 5.1 Demonstrate knowledge of ways in which teacher attitudes and behaviors affect students, and apply knowledge of effective strategies for establishing and maintaining rapport with all students.
- 5.2 Apply knowledge of strategies for planning and managing the learning environment for students with severe developmental disabilities, including strategies for establishing appropriate, positive behavioral expectations, designing consistent daily routines, fostering students' independence, and maintaining students' attention.
- 5.3 Apply knowledge of strategies for creating a safe, supportive, positive, and equitable classroom and schoolwide climate that fosters respect for diversity and positive interactions among all students.
- 5.4 Demonstrate knowledge of barriers to accessibility, strategies to mediate their impact, and acceptance of students with severe developmental disabilities and adaptations that can be made to the physical environment to provide optimal learning opportunities for students with severe developmental disabilities.
- 5.5 Demonstrate knowledge of factors that influence, affect, and promote students' motivation and engagement in instruction and learning.
- 5.6 Apply knowledge of effective methods and techniques for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and facilitating students' integration into various settings, including knowledge of appropriate direction of paraprofessionals to facilitate the integration and participation of students with severe developmental disabilities.
- 5.7 Demonstrate knowledge of appropriate techniques and body mechanics for ensuring student and teacher comfort and safety in the transferring, lifting, positioning, and seating of students with severe developmental disabilities.
- 5.8 Apply knowledge of strategies for modifying the learning environment to manage behaviors and strategies for crisis prevention and intervention.

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### 0006 Understand effective instructional practices for promoting success in the general curriculum for students with severe developmental disabilities.

For example:

- 6.1 Demonstrate knowledge of national, state, and local general curriculum standards, including grade-level content-area curricula; and demonstrate knowledge of alternative curriculum, task analysis, and evidence-based practice in designing instruction for students with severe developmental delays.
- 6.2 Demonstrate the ability to prepare and organize materials to implement daily lesson plans, provide instructional accommodations and modifications, differentiate instruction, and make responsive adjustments to instruction based on ongoing observations and other assessment data, according to the needs of students with severe developmental disabilities.
- 6.3 Demonstrate the ability to apply the principles of universal design for learning (UDL) in regard to instructional planning and delivery for students with severe developmental disabilities.
- 6.4 Apply strategies for developing and selecting specialized instructional content, resources, and technologies for students with severe developmental disabilities that respond to students' cultural, linguistic, and gender differences; learning strengths; and academic and social abilities, attitudes, interests, and values.
- 6.5 Apply knowledge of research-supported methods for providing reading and written language instruction to all students with severe developmental disabilities.
- 6.6 Apply knowledge of research-supported methods for providing mathematics instruction to all students with severe developmental disabilities.
- 6.7 Apply knowledge of research-supported methods for providing science and social studies instruction to all students with severe developmental disabilities.
- 6.8 Apply knowledge of methods for teaching students with severe developmental disabilities learning strategies for addressing areas of need in motor skills, perception, attention, language processing, memory, and retrieval as well as methods for teaching students to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.
- 6.9 Demonstrate knowledge of effective strategies for teaching essential concepts, vocabulary, and content across the general curriculum; facilitating maintenance and generalization of academic skills; and helping students with severe developmental disabilities recognize relationships across disciplines.

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**0007 Understand strategies for developing students' communication and social skills and providing effective behavioral interventions for students with severe developmental disabilities.**

For example:

- 7.1 Demonstrate knowledge of instructional strategies and the ability to select materials and technology for fostering the communication skills of students with severe developmental disabilities, including students with severe developmental disabilities from various cultural and linguistic backgrounds and students who use alternative and augmentative communication (AAC) systems.
- 7.2 Apply knowledge of appropriate strategies for fostering students' social skills; increasing participation, self-awareness, self-management, and self-esteem; and developing self-advocacy skills, resulting in self-determination.
- 7.3 Apply knowledge of appropriate expectations for personal and social behavior in educational and community settings and strategies for teaching problem-solving and conflict-resolution skills.
- 7.4 Demonstrate understanding of components of functional behavioral assessments and behavioral support plans and the ability to use the data and anecdotal records results of functional behavioral assessments to develop behavioral support plans.
- 7.5 Apply knowledge of the characteristics, strengths, and limitations of various behavioral interventions and reinforcement techniques for students with severe developmental disabilities as well as knowledge of strategies for developing, implementing, modifying, and monitoring behavioral interventions, including strategies for providing positive behavioral supports.

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### **0008 Understand strategies for teaching functional living skills and promoting successful transitions for students with severe developmental disabilities.**

For example:

- 8.1 Apply knowledge of strategies for teaching daily living skills (e.g., food preparation, money management, medical self-management, use of assistive technology, accessing community resources).
- 8.2 Apply knowledge of strategies for teaching skills to promote students' vocational/career competence and participation in civic, leisure, and recreational activities.
- 8.3 Demonstrate knowledge of sources of specialized materials, curricula, and resources for students with severe developmental disabilities; effective career, vocational, and transition programs; and strategies for developing and selecting instructional content that is responsive to students' cultural, linguistic, and gender differences.
- 8.4 Apply knowledge of strategies, resources, and programs that promote successful transitions between various environments (e.g., classroom to classroom; school to school; school to adult life roles, employment, or postsecondary education or training) and prepare students with severe developmental disabilities to live cooperatively and productively in a culturally diverse world.

## **FOUNDATIONS AND PROFESSIONAL PRACTICE**

### **0009 Understand the historical, legal, and ethical foundations of the field of special education.**

For example:

- 9.1 Apply knowledge of the historical and philosophical foundations of special education and contemporary issues (e.g., the identification of students with disabilities, factors influencing the overrepresentation of students from various cultural and linguistic backgrounds in programs for students with disabilities) and trends (e.g., advances in technology, inclusion, early intervention) in the field of special education.
- 9.2 Apply knowledge of federal and state laws and policies (e.g., Individuals with Disabilities Education Improvement Act [IDEA], Americans with Disabilities Act [ADA], Section 504) and ethical guidelines related to the education of students with disabilities (e.g., related to behavior management, confidentiality, rights and responsibilities of all stakeholders).



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**0010 Understand the professional roles and responsibilities of the special education teacher.**

For example:

- 10.1 Apply knowledge of effective strategies for communicating and collaborating with students with severe developmental disabilities and their parents/guardians to help students achieve desired learning outcomes, including students from a variety of cultural and linguistic backgrounds.
- 10.2 Apply knowledge of effective strategies for communicating, collaborating, and consulting with general education teachers, related services providers, other school staff members, and representatives of community agencies in providing learning opportunities for students with severe developmental disabilities and knowledge of effective strategies for supervising and working with teachers' aides, teaching assistants, paraprofessionals, and volunteers.
- 10.3 Demonstrate knowledge of the importance of upholding high standards for professional practice through participation in professional activities and organizations and resources for enhancing one's professional skills and engaging in lifelong professional growth and development.
- 10.4 Demonstrate knowledge of effective strategies for engaging in reflection and self-assessment activities to identify one's own strengths and weaknesses, become aware of cultural biases and differences, improve instruction, and determine goals for professional growth.