



TEST DESIGN AND FRAMEWORK

TEST DESIGN

Special Education Adapted Curriculum

The **Special Education Adapted Curriculum** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

■ **Test I (Test Code 083)**

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Understanding Students	0001–0004	27	1
➤ Developing Individualized Programs	0005–0009	33	1
TOTAL		60	2
Percentage of Test Score		80%	20%

■ **Test II (Test Code 084)**

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Promoting Student Learning	0010–0014	33	1
➤ Professional Collaboration	0015–0018	27	1
TOTAL		60	2
Percentage of Test Score		80%	20%



Georgia Assessments for the
Certification of Educators®

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TEST FRAMEWORK

Special Education Adapted Curriculum

UNDERSTANDING STUDENTS

0001 Understand human development.

For example:

- demonstrating knowledge of typical and atypical human growth and development (e.g., cognitive, communicative, physical, social, emotional)
- recognizing similarities and differences between individuals with and without significant developmental disabilities in regard to growth and development
- demonstrating knowledge of the effects of significant developmental disabilities on development and learning
- demonstrating knowledge of the role families play in the development and learning of individuals with significant developmental disabilities

0002 Understand characteristics, causes, and prevention of significant developmental disabilities.

For example:

- demonstrating familiarity with definitions and criteria associated with degrees of disability as it relates to psychological/social-emotional characteristics
- demonstrating knowledge of the characteristics of individuals with significant developmental disabilities (e.g., cognitive, physical, communication, psychological, social-emotional)
- demonstrating familiarity with known causes of and contributing factors related to disabilities and with the prevention of disabilities
- recognizing similarities and differences between individuals with significant developmental disabilities and individuals with other exceptional learning needs (e.g., behavioral disorders, emotional disorders, learning disabilities, physical disabilities)
- demonstrating knowledge of relationships between significant developmental disabilities and multiple disabilities

0003 Understand the educational implications of various factors that affect learning and development in students with significant developmental disabilities.

For example:

- demonstrating knowledge of processes by which learning occurs in individuals with and without significant developmental disabilities
- identifying specific learning characteristics of students with significant developmental disabilities and typical educational implications
- demonstrating knowledge of the effects of cultural and linguistic differences on the learning and development of students with significant developmental disabilities and general strategies for addressing such differences
- recognizing that medications may affect the learning and development of individuals with significant developmental disabilities
- analyzing how sensory (e.g., tactile, visual, hearing, kinesthetic), physical, health, and/or multiple disabilities may affect the learning and development of individuals with significant developmental disabilities
- analyzing the effects of various learning environments, classroom management strategies, and intervention techniques on students' learning

0004 Understand the effects of significant developmental disabilities on students' social development and development of functional living skills (e.g., independent living, recreation and leisure skills, other adaptive behaviors).

For example:

- recognizing factors that may affect the social development and functioning of students with significant developmental disabilities
- recognizing ways in which significant developmental disabilities may affect students' development of functional living skills
- analyzing the relationship between social skills development and the development of functional living skills in students with significant developmental disabilities
- analyzing the effects of multiple disabilities on the development of social and functional living skills in students with significant developmental disabilities

DEVELOPING INDIVIDUALIZED PROGRAMS

0005 Understand types and characteristics of assessment instruments and methods.

For example:

- recognizing basic terminology used in assessment, including specialized terminology used in the assessment of students with significant developmental disabilities
- demonstrating knowledge of types, relevance, advantages, and limitations of formal and informal assessments (e.g., standardized tests, behavior-rating scales, functional behavioral assessments, adaptive-behavior scales)
- demonstrating knowledge of how to appropriately select, adapt, and modify assessments to accommodate the unique abilities and needs of students with significant developmental disabilities
- demonstrating knowledge of various assessments used to evaluate students with significant developmental disabilities
- applying knowledge of procedures for using assessment to identify students' learning characteristics and modes of communication, monitor student progress, and evaluate learning strategies and instructional approaches
- demonstrating knowledge of how to collaborate with students' parents/guardians, classroom teachers, and related service providers to gather background information on students' academic, adaptive-behavior, medical, and family history
- demonstrating knowledge of how to appropriately develop, select, adapt, and modify assessment instruments and strategies for students with diverse characteristics and needs (e.g., related to culture, linguistics, nature and severity of disabilities, communication and response modes)

0006 Understand procedures for determining eligibility for special education and related services for students with significant developmental disabilities.

For example:

- demonstrating knowledge of screening, prereferral, referral, and eligibility determination, including procedures for early identification of young children who may be at risk for significant developmental disabilities
- demonstrating familiarity with team members and roles associated with a comprehensive evaluation used to determine eligibility for special education and related services
- demonstrating knowledge of ethical practices and legal provisions for performing nonbiased formal and informal assessments, including assessments of students from diverse cultural and linguistic backgrounds
- recognizing the effects of cultural, linguistic, and socioeconomic diversity on evaluation procedures and decisions regarding services

0007 Understand procedures for developing, implementing, evaluating, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans.

For example:

- applying knowledge of how to use assessment information to make appropriate eligibility, program, and placement decisions for students with significant developmental disabilities, including those from diverse cultural and linguistic backgrounds
- demonstrating knowledge of the continuum of placement options, the principle of least restrictive environment, levels of support, and related services available for students with significant developmental disabilities
- demonstrating knowledge of how to use formal and informal assessment in developing and implementing comprehensive, longitudinal individualized programs (e.g., IEPs, IFSPs, transition plans) in collaboration with students with disabilities, their parents/guardians, general education teachers, and other professionals and agencies
- demonstrating knowledge of how to use observation, records of progress, and various assessments to recommend amendments to students' programs (e.g., IEPs, IFSPs, transition plans)
- recognizing strategies for collaborating with students and their families in developing plans and monitoring progress toward instructional, behavioral, social, vocational, and independent living goals
- demonstrating knowledge of how to sequence, implement, and evaluate short-term objectives and long-term individualized learning goals for students with significant developmental disabilities
- demonstrating knowledge of how to use ecological assessments, portfolio assessments, individualized inventories, task analyses, and functional assessments (e.g., behavioral, social, communication) to develop research-based intervention plans

0008 Understand how to interpret and communicate assessment results and evaluate and monitor student progress.

For example:

- applying knowledge of how to interpret the results of formal and informal assessments of students with significant developmental disabilities
- applying knowledge of strategies for communicating assessment results to all stakeholders (e.g., students with intellectual disabilities, families, general education teachers, administrators, service providers)
- demonstrating knowledge of how to use formal and informal assessments to evaluate the effectiveness of instruction and monitor students' ongoing progress
- demonstrating knowledge of how to use assessment data to evaluate students' needs and progress; to adapt instruction; and to revise IEPs, IFSPs, individualized curricula, and transition plans



0009 Understand uses of instructional technologies and assistive technologies to support the communication and learning of students with significant developmental disabilities.

For example:

- recognizing how to make informed decisions regarding types and levels of instructional technologies and assistive technologies, devices, and services needed by students with significant developmental disabilities
- applying knowledge of procedures for selecting and implementing instructional technologies and assistive technologies, devices, and services to facilitate students' educational achievement, communication, mobility, and active participation in educational activities and routines
- demonstrating knowledge of how to use and physically maintain various instructional technologies and assistive technology devices
- demonstrating knowledge of how to collaborate with students, families, colleagues, and other professionals to facilitate students' use and independent management of instructional technologies and assistive technologies in various settings
- demonstrating knowledge of how to incorporate instructional technologies and assistive technologies into students' educational programs



PROMOTING STUDENT LEARNING

0010 Understand how to plan and implement instruction in a safe, supportive, and inclusive classroom environment that promotes the learning and development of students with significant developmental disabilities.

For example:

- applying knowledge of strategies for creating a safe, supportive, and positive classroom climate that fosters respect for diversity and positive interactions among individuals in the learning environment
- demonstrating knowledge of classroom management strategies, including ways to manage and structure daily routines (e.g., transition times between lessons or classes) to provide optimal learning opportunities for students with significant developmental disabilities
- applying knowledge of how to design learning environments that facilitate students' active participation, academic success, self-advocacy, and independence
- recognizing how to meet the physical needs of students with significant developmental disabilities and how to collaborate with appropriate professionals to promote learning and participation in educational and social environments
- demonstrating knowledge of how to adapt or create learning plans to meet the needs of individuals with significant developmental disabilities in a variety of settings and instructional arrangements (e.g., one-on-one, small-group, large-group, community-based)
- demonstrating knowledge of how to use instructional methods to strengthen perception, comprehension, memory, and retrieval
- demonstrating knowledge of how to use instructional methods to compensate for deficits in perception, comprehension, memory, and retrieval
- demonstrating knowledge of how to use instructional methods to provide feedback or adapt instruction based on student responses
- demonstrating knowledge of how to use technology for planning and managing the teaching and learning environment

0011 Understand strategies and techniques for promoting the development of communication and literacy skills in students with significant developmental disabilities.

For example:

- demonstrating knowledge of how to support and enhance the expressive and receptive communication skills of students with significant developmental disabilities, not to exclude those with limited English proficiency
- demonstrating knowledge of strategies for teaching students how to communicate using augmentative and assistive communication systems and for collaborating with stakeholders on their use
- applying knowledge of communication and social interaction alternatives for students who are nonverbal
- demonstrating knowledge of reading instruction for students with significant developmental disabilities
- applying knowledge of how to integrate reading and writing instruction into daily activities and routines for students with significant developmental disabilities
- demonstrating knowledge of the effects of listening comprehension on student learning and of strategies for fostering students' development of receptive communication skills (e.g., attending behaviors, self-monitoring comprehension)
- demonstrating knowledge of strategies for fostering students' development of expressive communication skills (e.g., self-monitoring oral and written language, producing legible documents)

0012 Understand strategies and techniques for promoting the development of social and self-determination skills in students with significant developmental disabilities.

For example:

- recognizing social skills needed for participation in educational and other environments and applying knowledge of strategies for promoting such skills
- demonstrating knowledge of how to design instructional programs for students with significant developmental disabilities that enhance social participation across environments
- identifying positive behavioral strategies for enhancing the self-awareness, self-management, self-control, self-esteem, self-advocacy, assertiveness, and independence of students with significant developmental disabilities

0013 Understand strategies and techniques for promoting the development of independent functional living skills in students with significant developmental disabilities.

For example:

- demonstrating knowledge of the components of a functional curriculum (e.g., independent living, health management, recreation and leisure skills, vocational skills, communication)
- applying knowledge of techniques for designing, implementing, and evaluating functional skills instruction (e.g., conducting observations; performing task analyses; determining behavioral outcomes; teaching in the context of school, home, and community)
- recognizing how to facilitate the maintenance, transfer, and generalization of functional living skills across environments
- demonstrating knowledge of availability of materials and resources, including technologies and human and community resources, for promoting students' development of functional living skills
- demonstrating knowledge of how to prepare individuals with significant developmental disabilities to exhibit self-enhancing behavior in response to societal attitudes and actions

0014 Understand the development and implementation of effective behavior-management and intervention strategies.

For example:

- identifying appropriate expectations for the personal and social behavior of students with significant developmental disabilities in various settings
- identifying ways to support students' successful integration into various environments
- demonstrating knowledge of strategies for developing and implementing supports and systematic behavioral intervention plans (e.g., using performance data; modifying the learning environment to manage student behaviors; coordinating behavioral intervention approaches with school personnel, families, and other service providers)
- applying knowledge of the principle of using the least intrusive behavior management strategy consistent with the individual student's needs
- demonstrating knowledge of strategies for increasing students' self-awareness, self-control, and ability to manage their own behaviors (e.g., through fostering problem-solving, decision-making, and conflict-resolution skills)
- demonstrating knowledge of ethics, laws, rules, and procedural safeguards related to planning and implementing behavior management and discipline for students with significant developmental disabilities
- identifying effective strategies for crisis prevention, intervention, and management

PROFESSIONAL COLLABORATION

0015 Understand how to communicate and collaborate with students and their families to help achieve desired learning outcomes.

For example:

- demonstrating knowledge of effective strategies for establishing and maintaining ongoing communication with the families of students with significant developmental disabilities
- recognizing concerns of parents/guardians of students with significant developmental disabilities and applying effective strategies for addressing such concerns
- demonstrating knowledge of strategies for helping students with significant developmental disabilities and their parents/guardians become active participants on the educational team (e.g., during assessment, during the development and implementation of individualized programs and transition planning)
- demonstrating awareness of culturally responsive strategies for ensuring effective communication and collaboration among families, school personnel, and representatives of community agencies
- demonstrating knowledge of the significance of family systems for effective school–home collaboration
- recognizing the potential effects of differences in values, languages, and customs that can exist between the home and the school

0016 Understand how to communicate and collaborate with colleagues, administrators, service providers, and community agencies to help students with significant developmental disabilities achieve desired learning outcomes.

For example:

- demonstrating knowledge of various models and strategies of consultation and collaboration (e.g., co-teaching, consultant teaching) and their implementation
- identifying the roles and responsibilities of the special education teacher in communicating and collaborating with school personnel, service providers, and other professionals to meet the learning needs of students with significant developmental disabilities
- recognizing and evaluating strategies for collaborating with school personnel, service providers, and community agencies to integrate students with disabilities into various settings
- demonstrating knowledge of how to collaborate with school personnel and service providers to integrate related services into students' instructional programs
- demonstrating familiarity with various roles and responsibilities that school personnel, service providers, and community agencies can take in planning an individualized program
- recognizing how to work effectively with paraeducators (e.g., conducting an orientation, establishing role responsibility, evaluating their performance, providing constructive feedback)



0017 Understand how to collaborate with others to support students' transitions.

For example:

- applying strategies (e.g., identifying appropriate goals, objectives, activities, programs, support) that promote successful transitions (e.g., between programs, teachers, grade levels; school-to-work) for individuals with significant developmental disabilities
- demonstrating knowledge of resources, techniques, and procedures for transitioning students into and out of school and postschool environments
- recognizing how to collaborate with team members to promote transitions to adulthood characterized by community participation
- demonstrating knowledge of the roles of various individuals or groups (e.g., special education teachers, families, professional groups, referral agencies, health-care providers) in promoting students' successful transitions
- demonstrating knowledge of procedures for developing and implementing transition plans and prevocational and vocational education plans for students with significant developmental disabilities
- demonstrating knowledge of the components of vocational training programs for students with significant developmental disabilities, including community-based programs



0018 Understand the historical and social foundations of special education, key issues and trends, roles and responsibilities, and legal and ethical issues.

For example:

- applying knowledge of appropriate procedures for creating and maintaining records regarding students with disabilities, including following legal and ethical guidelines for maintaining confidentiality
- demonstrating knowledge of models, theories, and philosophies that form the foundation for special education practice
- demonstrating knowledge of the historical foundations of special education and current issues related to professional knowledge and practice, including classic studies; major contributors, including the contributions and effects of diverse cultural groups
- demonstrating knowledge of major legislation (e.g., Individuals with Disabilities Education Improvement Act [IDEA], Section 504 of the Rehabilitation Act, Americans with Disabilities Act [ADA], No Child Left Behind [NCLB] Act) and case law pertaining to individuals with disabilities
- demonstrating knowledge of the rights and responsibilities of all stakeholders related to the education of students with disabilities (e.g., students, parents/guardians, teachers, other professionals, schools)
- demonstrating knowledge of laws, policies, and ethical principles related to referral, assessment, eligibility, and placement within a continuum of services for students with disabilities, including issues, assurances, principles of normalization, the concept of least restrictive environment, behavior management practices, specialized health care, and due process rights
- applying knowledge of legal and ethical guidelines (e.g., the Council for Exceptional Children [CEC] Code of Ethics, the Georgia Professional Standards Commission Code of Ethics for Educators) in regard to maintaining student/family confidentiality
- demonstrating knowledge of how to uphold high standards for professional practice, including complying with all applicable laws, policies, and procedures; participating in professional activities and organizations; advocating for students with disabilities and their families; practicing self-reflection and self-assessment to identify personal biases and improve instruction; demonstrating personal integrity; and engaging in lifelong professional growth and development
- demonstrating knowledge of how to use resources (e.g., professional organizations and journals, online resources, conferences, workshops, mentors) to enhance one's own professional knowledge (e.g., current research-validated practices, information about the characteristics and needs of students with disabilities)