

# Special Education Content Standards

## Domain 1: Professional Skills and Background Knowledge

### Topic 1: Philosophical, Historical, and Legal Foundations

- 1.1.01 Address the implications of the disability labeling process, such as prevalence rates and issues of disproportionality; the effect of the level of severity and presence of multiple disabilities; and the influence of disabilities throughout an individual's life span.
- 1.1.02 Demonstrate an understanding of how historical movements/trends affect the connections between special education and the larger society, including deinstitutionalization and community-based placements, inclusion, application of technology, transition, advocacy, access and progress in the general education curriculum, accountability, and meeting educational standards.
- 1.1.03 Demonstrate knowledge of the extent to which empirical research supports these movements/trends and for which disability types.
- 1.1.04 Demonstrate knowledge of the federally mandated components of the Individualized Education Program (IEP).
- 1.1.05 Refer to current federal laws that govern the provision of special education to children ages 0 through 21 years, such as Individuals with Disabilities Education Act (IDEA), Section 504, Family Educational Rights and Privacy Act (FERPA), and Americans with Disabilities Act (ADA) to demonstrate knowledge of eligibility, placement, Individualized Education Programs (IEPs), Free Appropriate Public Education (FAPE), evaluation, discipline and due process, and other procedural safeguards:
- Describe the continuum of placement and services that must be available for individuals with disabilities under Sec 504 and IDEA.
  - Explain the importance of using non-discriminatory evaluation procedures to determine eligibility, present level of education performance, and educational progress.