

Praxis® Special Education: Foundational Knowledge (5355) Study Plan

Test Content Categories	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
I. Human Development and Individual Learning Differences (26%)					
A. Human Development					
1. Understands human growth and development to create appropriate and meaningful learning experiences that address individual strengths and needs of students					
a. Common etiologies related to growth and development.					
2. Knows typical developmental milestones and how they may differ for individuals with exceptionalities					
a. Linguistic					
b. Physical					
c. Cognitive					
d. Social/emotional					
3. Knows the adaptive behavioral needs of individuals with exceptionalities (e.g., developmental disabilities, including autism spectrum disorder and physical or other health disabilities)					
B. Individual Learning Differences					
1. Knows environmental factors that influence development and learning beyond the disability					

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2. Knows that biological factors, other disabilities, and self-regulation affect an individual’s behavior and academic performance					
3. Knows that disabilities may affect auditory and information processing skills					
4. Knows that sensory impairments and physical and health exceptionalities may affect individuals’ interactions with families and communities					
5. Knows how to adapt the learning environment to provide optimal learning opportunities for individuals with exceptionalities.					
a. Specialized health care supports for individuals with physical and health exceptionalities in educational settings					
b. Various placement options and programs on the continuum of services for individuals with exceptionalities					
II. Effective Planning and Instruction and Productive Learning Environments (32%)					
A. Planning and Instruction					
1. Understands how to use responses and errors from multiple assessments to guide instructional decisions and provide constructive feedback to learners					

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2. Knows effective strategies (e.g., providing constructive feedback, teaching social behaviors, and supporting social-emotional skills) to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning					
a. Transitions (e.g., between activities, locations and secondary to post-secondary)					
b. Emergency drills, student safety (fire drills and lockdown drills)					
3. Knows how to use explicit and systematic instruction in teaching content and strategies to develop the learner’s cognitive and metacognitive skills					
a. Instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval					
b. Various grouping strategies to provide opportunities for students to demonstrate mastery of concepts					
4. Knows how to adapt the general curriculum to include specially designed instruction for individuals with exceptionalities					
a. Instruction and monitoring strategies to teach accuracy, fluency, vocabulary					

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development, and comprehension in content-area reading and writing					
b. Methods to teach and monitor mathematics to increase accuracy and proficiency in math calculations and applications for individuals					
c. Instructional scaffolding					
d. Universal design to implement and evaluate important student outcomes					
5. Knows how to develop Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) with instructionally appropriate goals					
a. Use of technology (e.g., assistive, and instructional)					
b. Data collection for progress monitoring to ensure appropriate program effectiveness					
6. Knows the continuum of placement for individuals that is required to develop and implement specially designed instruction that will assist students in making progress toward curricular standards and individualized goals					
a. Identify appropriate least restrictive environment (LRE)					
b. Differentiated instruction					
7. Knows how to develop culturally responsive transition plans and services based on					

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individuals’ needs (e.g., preferences, interests) according to IDEA to support postsecondary education, vocational education, integrated employment, and independent learning					
B. Productive Learning Environments					
1. Knows how to plan and implement a productive and supportive learning environment (e.g., by using routines and procedures, visual schedules)					
2. Knows a range of preventative and responsive practices (e.g., provides constructive feedback, teaches social behaviors) to guide students’ learning and behavior					
3. Knows how to use data from a variety of sources to plan and implement intervention plans					
a. Feedback					
b. Observations					
c. Data collection					
d. Peer interactions					
III. Assessment (23%)					
A. Interventions, Eligibility, and Identification					

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1. Knows how to develop, select, and analyze a variety of assessments to evaluate student learning, behavior, and interventions for students with and without exceptionalities					
a. Approaches for determining early intervention services for at-risk individuals					
b. Analyze functional behavioral assessments to develop behavioral intervention plans as needed					
2. Knows how to identify and implement formal and informal assessments that are culturally and linguistically appropriate					
a. Selection and implementation of valid and reliable assessments that contribute towards eligibility determination					
B. Program Planning Based on Data					
1. Knows how to interpret student assessment data for stakeholders (parents, generalists, itinerate staff, etc.)					
2. Knows how to use assessment data to analyze student progress, monitor program effectiveness, and make ongoing adjustments to instruction					
a. Accommodates (e.g., frequent breaks, extended testing time, reading test aloud)					

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assessments to address the unique abilities and needs of individuals with exceptionalities					
b. Modifies (e.g., alternate assessment, simplified language, reduced complexity of task) assessments as prescribed in the student’s IEP					
c. Digital technology tools (e.g., virtual classrooms, online programs, interactive software)					
d. Error analysis and progress- monitoring tools (e.g., exit tickets, checklists)					
3. Knows the process and intervention strategies based on data collection that address the needs of students who are found eligible for special education services under the major IDEA categories, including dyslexia					
a. Interpreting evaluation data					
b. Response to Intervention					
IV. Professional Learning, Practice, and Collaboration (19%)					
A. Ethical Guidelines, Legal Policies, and Procedures					
1. Knows legal definitions and processes related to the identification of individuals with exceptionalities under Individuals with Disabilities Education Act (IDEA) (e.g.,					

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developmental disabilities, dyslexia, autism spectrum disorder, and other health impairments)					
2. Knows historical foundational theories (e.g., stages of cognitive development, operant conditioning, social learning theory)					
3. Knows major legislation such as IDEA and Every Student Succeeds Act (ESSA), as well as current trends related to safe and evidence-based practice					
4. Knows how to apply policies and ethical guidelines regarding prereferral, referral, identification, and placement procedures					
a. Individualized Education Program (IEP) development					
b. Individualized Family Service Plan (IFSP) support					
c. Section 504 plans					
5. Knows issues in equity for special education, including how cultural and linguistic biases can contribute to the overidentification of certain groups for special education					
B. Professionalism and Collaboration					
1. Knows how to deepen professional growth using various strategies					

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a. Analyzing student learning					
b. Self-reflecting					
c. Collaborating with other professionals					
d. Professional development					
2. Knows how to identify appropriate resources to support families and students to advocate for equitable student learning, resources, and services that address the unique needs of an individual’s program					
3. Knows approaches for collaborating with relevant stakeholders in the educational environment (e.g., families, paraprofessionals, school professionals) to implement effective programs and services that promote students’ instructional and behavioral needs					
a. Coplanning and coteaching to strengthen student content acquisition					
b. Facilitating parent conferences to monitor progress					
c. Collaborating and planning with related service professionals to identify strengths and weaknesses in student programs					