

Praxis® Special Education: Severe to Profound (5547) 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 Developmental and Individualized Learning Needs (29%)					
A. Human development					
1. Understands human growth and development to create appropriate and meaningful learning experiences that address the individual strengths and needs of students					
2. Knows typical developmental milestones (e.g., linguistic, cognitive, physical) and how they may differ for individuals with exceptionalities					
3. Knows the adaptive behavioral needs of individuals with exceptionalities to perform activities of daily living (e.g., grooming, managing money, following safety rules)					
B. Individualized Learning Needs					
1. Knows how environmental factors influence development and learning beyond the disability (e.g., socioeconomic status, trauma, peer interaction, family/caregiver dynamics)					
2. Knows how biological factors (e.g., traumatic brain injury, cerebral palsy, intellectual disability) can affect an individual’s behavior and academic performance.					
3. Knows how disabilities may affect processing skills (e.g., auditory, language, and visual)					

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4. Knows how exceptionalities may affect individuals’ interactions with families and communities (e.g., cognitive and sensory impairment, physical and health exceptionalities)					
II. Planning and Instruction and the Learning Environment (32%)					
A. Planning and Instruction					
1. Knows how to use student information gathered from multiple evaluation tools (e.g., anecdotal records, behavior scales, discrete trial training, task analysis) to guide instructional decisions					
2. Knows how to use effective strategies (e.g., social stories, immediate feedback/reinforcement, practicing emergency drills, using augmentative and alternative communication devices) to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning					
3. Knows how to plan, develop and deliver specially designed instruction using appropriate instructional practices (e.g., explicit and systematic instruction) to teach a wide range of skills (e.g., academic, functional life skills, adaptive behavioral skills)					

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4. Knows how to adapt the curriculum and use strategies (e.g., modeling, scaffolding, visual aids, shaping, differentiated instruction), accommodations, and modifications to address individual student needs					
5. Knows how to use strategies to support instruction in community-based settings to ensure transfer and generalization of skills					
6. Knows the components of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) and can develop instructionally appropriate goals and objectives.					
7. Knows how to develop culturally responsive transition plans and services based on an individual’s needs (e.g., preferences, interests) according to Individuals with Disabilities Education Act (IDEA) in order to support postsecondary education, vocational education, integrated employment, and independent living.					
B. Learning Environment					
1. Knows how to plan and implement a productive and supportive learning environment (e.g., routines, standard procedures, visual schedules, daily transitions between activities/locations)					

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2. Knows how to arrange the learning environment and use various grouping techniques (e.g., flexible groups, small, focused groups) to meet the learning needs of individuals					
3. Knows how to adapt the learning environment to provide appropriate instruction and monitor proficiency in mathematics, including functional mathematics skills					
4. Knows how to adapt the learning environment to provide appropriate strategies and instruction in order to develop vocabulary, writing, fluency, and reading comprehension, including functional reading skills					
5. Knows how to adapt the learning environment to provide optimal learning opportunities for individuals with exceptionalities (e.g., assistive technology, health care, physical supports)					
III. Assessment (19%)					
A. Interventions, Eligibility, and Identification					
1. Knows the purpose of formal and informal assessments and data collection (e.g., Response to Intervention, screening, eligibility, placement, programming)					

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2. Knows how to develop, select, and adapt culturally and linguistically appropriate assessments to meet students’ functional, learning, and behavioral needs (e.g., use alternative assessment, simplify language, reduce the complexity of tasks) for students with developmental disabilities					
3. Understands how to contribute to students’ eligibility determination according to IDEA (e.g., student data, anecdotal records), keeping in mind that exclusionary factors such as cultural and economic disadvantages must be ruled out as the primary cause of learning challenges					
4. Comprehends assessment terminology (e.g., valid, reliable, summative, formative)					
5. Knows how to use data from a variety of sources (e.g., observations, data collection records, behavior supports) to develop and implement appropriate interventions					
B. Program Planning Based on Data					
1. Knows how to interpret student assessment data for stakeholders (e.g., parents, generalists, itinerate staff, etc.)					
2. Knows how to use assessment data to analyze student progress, to monitor program effectiveness, and to inform selection of					

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modifications and accommodations, including assistive technology					
3. Knows how to conduct functional behavioral assessments to create a behavioral intervention plan					
IV. Ethical and Legal Practice, Professionalism, and Collaboration (20%)					
A. Ethical Guidelines, Legal Policies and Procedures					
1. Knows legal definitions and processes related to the identification of individuals with exceptionalities under IDEA					
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 (e.g., IEP and IFSP development, Americans with Disabilities Act, procedural safeguards)					
5. Knows how issues in equity, including cultural and linguistic biases, may contribute to the overidentification of certain groups for special education					
6. Knows the continuum of placement options to ensure individuals receive specially designed					

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instruction and make progress toward individualized goals in the least restrictive environment					
B. Professionalism and Collaboration					
1. Knows how to deepen professional growth using various strategies (e.g., analyzing student learning, self-reflection, collaborating with other practitioners, professional development)					
2. Knows how to identify appropriate resources to support families and students in order to advocate for equitable resources and services (e.g., health related services, community-based programs) that address the unique needs of an individual’s program					
3. Knows approaches for collaborating (e.g., coplanning/coteaching, facilitating family consultations to discuss progress, coordinating with job coaches) with relevant stakeholders (e.g., families, paraprofessionals, school professionals) in order to implement effective programs and services that support students’ instructional and behavioral needs					