

**8710.5600 TEACHERS OF SPECIAL EDUCATION: EMOTIONAL BEHAVIORAL DISORDERS FORM I-C MATRIX**

Professional Education Program Evaluation Report (PEPER II)	MATRIX Form I-C					
<b>8710.5600 Teachers of Special Education: Emotional Behavioral Disorders</b>	<b>K=knowledge, A= assessed</b>					
	<b>ED 5630</b>	<b>ED 6630</b>	ED 6608	ED 6609	ED 5608	ED 6237
Subp. 3. <b>Program requirements.</b> A candidate for licensure as a teacher of special education: emotional behavioral disorders must complete a preparation program under subpart 2, item D, that must include the candidate's demonstration of the knowledge and skills in items A to E.						
A. A teacher of special education: emotional behavioral disorders understands the central concepts, tools of inquiry, and history and context of emotional behavioral disorders as a foundation on which to base practice. The teacher must understand:						
(1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and the education of children and youth with emotional behavioral disorders;	K A					
(2) current educational definitions, identification criteria and labeling issues, and entrance and exit criteria pertaining to children and youth with emotional behavioral disorders;	K A					
(3) etiology, characteristics, and classifications of emotional behavioral disorders;	K A					
(4) social development theory;	K A					
(5) socioeconomic factors that impact students experiencing an emotional behavioral disorder;	K A					
(6) impact of disabling conditions on behaviors;	K A					
(7) impacts of abuse and dependency on individuals, their families, and the community;	K A					
(8) factors that build resiliency;	K A					
(9) how aggression, anxiety, withdrawal, and thought disorder affect behavior;	K A					
(10) the legal system as it affects children and youth with emotional behavioral disorders;	K A					

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(11) the major mental health disorders manifested during childhood, adolescence, and adulthood and the complexities of comorbidity including behavioral manifestations of these disorders;	K A					
(12) nationally accepted psychiatric nomenclature necessary to communicate effectively with families, mental health professionals, and other personnel across agencies; and	K A					
(13) the relationship between emotional behavioral disorders and children's mental health.	K A					
<p><b>B.</b> A teacher of special education: emotional behavioral disorders understands referral, assessment, planning, and placement procedures specific to teaching students with emotional behavioral disorders. The teacher must understand:</p>						
(1) referral and intervention procedures;	K A					
(2) use, limitations, ethical concerns, administration and interpretation of formal and informal assessments for students with emotional behavioral disorders and how to effectively communicate the results to the students, families, teachers, and other professionals;				K A		
(3) how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with emotional behavioral disorders;				K A		
(4) how to interview, gather, and maintain information from parents, families, teachers, and others for the purpose of assessment and planning, developing, implementing, and evaluating individual education programs;				K A		
(5) factors that may influence the over- and under-representation of culturally or linguistically diverse students in programs for students with emotional behavioral disorders;				K A		
(6) rationale for selecting specific behavior management strategies for students experiencing emotional behavioral disorders;		K A				
(7) various educational placement options and the selection of appropriate options based on the needs of the student; and		K A				

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<p>(8) how to integrate assessment results and information generally available from family, school personnel, legal system, department of social and health services, and mental health agencies in developing individual education program plans.</p>		K A				
<p>C. A teacher of special education: emotional behavioral disorders understands how to use individual education program plans to design and implement developmentally appropriate instruction for students with emotional behavioral disorders. The teacher must understand how to:</p>						
<p>(1) identify target behaviors to be changed and the critical variables affecting the target behavior, including antecedent events and consequences;</p>		K A				
<p>(2) develop, implement, and evaluate a systematic behavior management plan for students experiencing emotional behavioral disorders;</p>		K A				
<p>(3) apply the theory and rationale underlying various curriculum approaches to basic skills and how to select and implement remedial strategies in academic skill areas;</p>		K A	A			A
<p>(4) integrate academic instruction, affective education, and behavior management for individual students and groups of students experiencing emotional behavior disorders;</p>		K A	K A		K A	K A
<p>(5) design and use materials for skill development in social areas;</p>		K A				
<p>(6) determine each student's reinforcement preference hierarchy and use different reinforcers to change and maintain behavior;</p>		K A				
<p>(7) apply a variety of positive procedures and proactive strategies for managing targeted behaviors;</p>		K A				
<p>(8) apply appropriate behavior management strategies and safety procedures to be used in crisis situations;</p>		K A				
<p>(9) apply strategies for managing presenting behavior and specific educational-social problems, selecting a functional and safe classroom design, and establishing consistent classroom routines for students experiencing emotional behavioral disorders;</p>		K A				

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<p>(10) apply ethical and legal considerations in the effective use of intrusive behavioral interventions;</p>		K A				
<p>(11) construct instructional sequences to teach transition skills based on the cognitive, affective, and academic strengths of each student and plans for transition from school to postsecondary training and employment; and</p>		K A	K A		K A	K A
<p>(12) how to monitor, summarize, and evaluate the acquisition of the outcomes stated in the individual plans.</p>		K A				
<p>D. A teacher of special education: emotional behavioral disorders communicates and interacts with students, families, other teachers, and the community to support student learning and well-being. The teacher must understand:</p>						
<p>(1) how to assist students and their families in making choices that impact academic and occupational decisions;</p>		K A				
<p>(2) sources of unique services, networks, agencies, and organizations for students with emotional behavioral disorders;</p>		K A				
<p>(3) issues, resources, and strategies used to transition students experiencing emotional behavioral disorders into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers;</p>	K A					
<p>(4) educational roles and responsibilities of other teachers and support personnel in providing educational services to students with emotional behavioral disorders;</p>	K A					
<p>(5) the role and responsibilities of mental health professionals in providing services to students with emotional behavioral disorders and how this role differs from that of the teacher of special education, emotional behavioral disorders; and</p>	K A					
<p>(6) how to access information relevant to the field of emotional behavioral disorders through consumer and professional organizations, publications, and journals.</p>		K A				

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E. A teacher of special education: emotional behavioral disorders applies the standards of effective practice in teaching students with emotional behavioral disorders through a variety of early and ongoing clinical experiences with kindergarten or primary, intermediate or middle level, and high school students across a range of service delivery models.	A	A	A	A	A	A
Subp. 4. <b>Continuing licensure.</b> A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.						
Subp. 5. <b>Effective date.</b> Requirements in this part for licensure as a teacher of special education: emotional behavioral disorders are effective on September 1, 2001, and thereafter.						