

Texas Educator Certification Examination Program

FF rarR

catip _____ F

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

|

186: SPECIAL EDUCATION **SPECIALIST** EC-612
EXAMINATION FRAMEWORK

Competency 007 (Supporting Social, Behavioral, and Emotional Growth): *Apply knowledge of strategies to create effective and safe learning environments, methods to promote students' positive behavior, and supports to develop and measure behavioral interventions.*

For example:

- A. Apply knowledge of effective procedures and routines (e.g., visual supports, schedules) to create safe, organized, and universally accessible learning environments and experiences to support and engage students.
- B. Apply knowledge of strategies and methods for establishing, teaching, and maintaining high expectations for students' behavior; providing constructive, specific, and developmentally appropriate feedback to guide students' behavior; and building positive relationships with students based on understanding of individual strengths and needs, mutual respect, and rapport.
- C. Apply knowledge of developmentally appropriate procedures and routines to facilitate safe and efficient transitions and to promote independence, self-regulation, and executive functioning with students in varying environments.
- D. Demonstrate knowledge of how factors (e.g., family, community, exceptionalities, trauma) may impact students' behavior in the learning environment and of the impact of behavior on the development and learning of students and classmates.
- E. Demonstrate knowledge of developmentally appropriate preventative and responsive practices that promote students' social competence and communication and contribute to a positive and safe learning environment, including classroom and schoolwide systems, such as the implementation of positive behavioral interventions and supports (PBIS).
- F. Demonstrate knowledge of research-based de-escalation strategies, key components and purpo i to i ut

—

—

— — — — —

— — — — —

— —