**Chapter 1**

1. Research the three brain networks that form the basis for Universal Design for Learning. Explain how each of the networks provides teachers a set of principles for curriculum development and accompanying pedagogy that give all individuals equal opportunities to learn.

[www.cast.org/udl](http://www.cast.org/udl)

Chapter 1 Learning Objective: Identify key dimensions of universal design for learning.

CEC Standard(s): Standard 5: Instructional Planning and Strategies

5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic I: Understanding Exceptionalities
  1. Human development and behavior as related to students with disabilities
     1. social and emotional development and behavior
     2. language development and behavior
     3. cognition
     4. physical development, including motor and sensory

1. Visit the websites listed below to research the concept of people first language. Discuss the justification for the use of people first language.

[www.disabilityisnatural.com/explore/people-first-language](http://www.disabilityisnatural.com/explore/people-first-language)

[www.thearc.org/who-we-are/history](http://www.thearc.org/who-we-are/history)

Chapter 1 Learning Objective: Describe the historical evolution of services for children and adults with disabilities.

CEC Standard(s): Standard 6: Professional Learning and Ethical Practice

6.1: Beginning special education professionals use professional Ethical Practices and Professional Practice Standards to guide their practice.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic II: Legal and Societal Issues

1. The school’s connections with the families, prospective and actual employers, and communities of students with disabilities; for example:

3. public attitudes toward individuals with disabilities

1. Research the importance of transitioning for students with disabilities at the secondary level. Explain also the IDEA 2004 mandates regarding transition services.

[www.wrightslaw.com](http://www.wrightslaw.com)

Chapter 1 Learning Objective: Explain services typically available to individuals with disabilities.

CEC Standard(s): Standard 5: Instructional Planning and Strategies

5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic II: Legal and Societal Issues
  1. Federal laws and legal issues related to special education, including
     1. IDEA 2004