



# GACE® Special Education Deaf Education Assessment Test I (085) Curriculum Crosswalk

## Required Coursework Numbers

<b>Subarea I. Foundations of Deaf Education (30%)</b>															
<i>Objective 1: Understands the philosophical and historical foundations of deaf education</i>															
A. Identifies the Individuals with Disabilities Education Act's (IDEA) disability categories and the identification process															
B. Describes and applies models, theories, and philosophies of deaf education; e.g., oral versus manual, total communication															
C. Explains hearing loss etiologies, resulting difficulties, and types of hearing loss															
D. Recognizes and describes issues and trends in special education and deaf education; e.g., cochlear implants, assistive technology, deaf studies															
E. Explains and understands the impact of cross-cultural perspectives on DHH children, their families, schools, and communities															
F. Explains the cultural, linguistic, academic, and social-emotional impact of educational placement options for DHH students															
G. Discusses major contributors to the deaf education knowledge base; e.g., Bell, Gallaudet, Clerc															

## Required Coursework Numbers

<i>Objective 2: Understands and applies knowledge of the legal foundations and ethical requirements of professional practice</i>																			
A. Explains and interprets the legal foundations of special education; e.g., IDEA, ADA, Deaf Child Bill of Rights, case law																			
B. Develops an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), and a transition plan, and identifies the roles and responsibilities of students, parents, and school personnel in the design, development, and implementation of IFSPs, IEPs, and transition plans																			
C. Demonstrates a professional regard for the culture, religion, gender, and sexuality of DHH students																			
D. Uses communication and collaborative strategies that foster mutual respect and encourage active participation by children, parents, school, and community personnel																			
E. Explains and has an awareness of cultural biases and differences that can affect an individual's teaching of DHH students																			
F. Discusses and is familiar with professional organizations, publications, conferences, Web resources, journals, and texts relevant to the education of DHH students; e.g., Georgia PINES, <i>Journal of Deaf Studies and Deaf Education</i> , <i>Volta Review</i> , National Association of the Deaf (NAD), Georgia Association of the Deaf (GAD)																			
G. Maintains and improves communication skills consistent with program philosophy																			

## Required Coursework Numbers

H. Engages in relevant professional activities and practice within the Council for Exceptional Children (CEC) and the Council on the Education of the Deaf (CED) Code of Ethics and other standards and policies of the profession															
<b>Subarea II. Collaborative Partnerships in Deaf Education (24%)</b>															
<i>Objective 1: Understands how to develop and maintain collaborative partnerships with families</i>															
A. Explains the importance of effective interactive communication on the development of family relationships															
B. Describes knowledge families need to make informed choices concerning the education and advocacy of their DHH children															
C. Demonstrates proficiency in expressive, receptive, and written communication															
D. Serves as a role model for DHH students and their families															
E. Recommends local, regional, and national services provided for DHH children; e.g., Babies Can't Wait, Georgia PINES, Hands and Voices															
F. Understands typical concerns expressed by parents of DHH children															
G. Recommends appropriate resources to address typical parental concerns															

## Required Coursework Numbers

<i>Objective 2: Understands how to develop and maintain collaborative partnerships with colleagues</i>																			
A. Coordinates support personnel to meet the diverse communication needs of DHH students and their parents																			
B. Plans and conducts collaborative conferences with children, parents, school, and community personnel that enhance educational opportunities and integration for DHH students																			
C. Facilitates, provides, and accesses resources for communication between DHH children and their families and between DHH students and the support personnel with whom they interact																			
D. Collaborates and plans with multi-disciplinary team members, school personnel, general education, special education, and other service providers to meet the needs of DHH students																			
E. Explains techniques of stimulation and utilization of residual hearing for DHH children																			
<b>Subarea III. The Deaf and Hard of Hearing Learner (24%)</b>																			
<i>Objective 1: Understands and applies knowledge of the special characteristics and needs of DHH learners</i>																			
A. Describes the cognitive, physical, cultural, social, academic, and emotional characteristics of typical and atypical development																			
B. Compares characteristics of typical and atypical development																			

### Required Coursework Numbers

C. Explains the educational implications of DHH children’s needs and abilities															
D. Explains the impact of comprehensible communication and incidental learning on the development of DHH children															
E. Explains the effects of family systems and family characteristics on the development of DHH children															
<i>Objective 2: Understands and applies knowledge of the physical, cultural, and social development of DHH learners</i>															
A. Demonstrates a basic understanding of the anatomy and physiology of the speech and hearing mechanisms and the interrelationships among hearing, speech, language, and communication															
B. Describes etiologies that can cause additional sensory, motor, and learning difficulties for DHH children															
C. Explains the impact of hearing loss, age of identification, age of amplification, and provision of services on the development of DHH children															
D. Explains the cultural and social dimensions associated with DHH individuals and deaf education															
E. Describes the various learning styles of DHH students															

## Required Coursework Numbers

<b>Subarea IV. Customizing the Learning Environment for DHH Learners (22%)</b>															
<i>Objective 1: Understands how to help DHH learners establish relationships with others in a safe, nurturing environment</i>															
A. Explains ways to establish ongoing interactions with peers															
B. Describes ways to establish interactions with DHH role models															
C. Describes ways to establish interactions with local, state, regional, and national DHH communities															
D. Applies laws, rules, and regulations when planning, implementing, and managing student behavior															
E. Applies procedural safeguards when planning, implementing, and managing student behavior and professional activities															
<i>Objective 2: Understands how to use the Expanded Core Curriculum (ECC), technology, and other resources to help DHH learners develop life skills</i>															
A. Understands and explains the Expanded Core Curriculum															
B. Employs strategies to teach students the social skills needed for success in educational and functional living environments															
C. Develops procedures to increase student self-awareness, self-regulation, self-reliance, self-esteem, and self-enhancing behavior across a variety of social settings															

### Required Coursework Numbers

D. Explains appropriate and effective use of interpreters, note takers, volunteers, peer tutors, and other support personnel															
E. Explains appropriate and effective use of technology in the learning environment															