



ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

24 Special Education: Emotional Disability

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PART 1: GENERAL INFORMATION ABOUT THE AEPA™ AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



PART 2: FIELD-SPECIFIC INFORMATION

Field 24: Special Education: Emotional Disability

INTRODUCTION

This section includes a list of the test objectives, practice questions, and an answer key for the selected-response questions.

Test objectives. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

Practice questions. The practice selected-response questions and practice performance assignments included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

TEST OBJECTIVES

Field 24: Special Education: Emotional Disability

SUBAREAS:

1. Understanding Students with Emotional Disabilities
2. Assessing Students and Developing Individualized Education Programs (IEPs)
3. Promoting Student Development and Learning
4. Working in a Collaborative Learning Community

UNDERSTANDING STUDENTS WITH EMOTIONAL DISABILITIES

0001 Understand major theories of educational psychology as they relate to emotional disabilities.

For example: major factors related to child and adolescent psychology, medication, personality development, deviation, and the etiology of emotional disabilities; major theories of abnormal psychology; theories of maladjustment; and various theoretical approaches underlying the evaluation and education of students with emotional disabilities (e.g., psychodynamic, behavioral, sociological, ecological).

0002 Understand learning processes and the significance of disabilities for learning.

For example: processes by which learning occurs; applications of learning theories; effects of disabilities, especially emotional disabilities, on learning; factors that may impede learning (e.g., abuse/neglect, substance abuse, medications, physiological factors); factors that may facilitate learning in students with emotional disabilities; and strategies for promoting learning that are responsive to students' needs and reinforce their strengths.

0003 Understand types and characteristics of emotional disabilities.

For example: major behavioral and social characteristics of students with emotional disabilities, familiarity with the range and severity of emotional disorders as described in the Diagnostic and Statistical Manual of Mental Disorders–DSM (e.g., bipolar disorder, schizophrenia, manic depression), and other types of impairments; definitions and identifying criteria associated with students with emotional disabilities; and the implications of various types of behavioral, social, and emotional disabilities on students' educational development.

0004 Understand the relationship between emotional disabilities and human development and adult life roles.

For example: the influence of emotional disabilities on psychomotor, cognitive, social, emotional, and language development; the influence of human development on emotional disabilities (e.g., childhood trauma, physical and emotional abuse, neglect); ways in which emotional disabilities influence personal productivity, interpersonal effectiveness, self-control, and self-monitoring; and the effects of emotional disabilities on adult life roles (e.g., learning, daily living, employment, self-advocacy, family life).

0005 Understand educator resources relevant to the education of students with emotional disabilities.

For example: types and characteristics of services, networks, and support organizations for students with emotional disabilities and their families; publications, journals, professional organizations, and activities relevant to the ongoing professional development of educators in the field; and types of information available from families, school officials, and legal, social, and health agencies.

ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

0006 Understand types and characteristics of assessment instruments and methods.

For example: basic terminology used in assessment; types, characteristics, and methods of formal and informal assessment (e.g., observations, behavior-rating scales); principles of and procedures for creating, selecting, and evaluating educational assessment instruments and methods, including those used in prereferral situations; and advantages, disadvantages, and limitations of various assessment instruments and methods.

0007 Understand procedures of the multidisciplinary evaluation team for evaluating and identifying students with emotional disabilities.

For example: procedures, personnel, and functions associated with a comprehensive evaluation used to determine eligibility for special education and related services; ethical practices and legal provisions regarding unbiased assessment; the impact of diversity and linguistic differences on evaluation decisions; methods for monitoring student progress, procedures for using and maintaining ongoing classroom evaluation; appropriate application and interpretation of scores; ways in which assessment data can be used to modify a student's educational program; and the interpretation of assessment data to evaluate students' affective, behavioral, and cognitive progress, determine students' strengths and needs, and develop Individualized Education Programs (IEPs).

0008 Understand procedures for developing and implementing Individualized Education Programs (IEPs) for students with emotional disabilities.

For example: rights, roles, functions, and invitation of team members; the rights of students, parents, guardians, and surrogates in relation to an IEP; information that must be specified in an IEP (e.g., annual measurable goals; affective, behavioral, and academic goals); roles of ancillary and related service personnel who may be involved in educational programs for students with emotional disabilities; characteristics, advantages, and disadvantages of alternative placement and program options; types and characteristics of state and local services available to students with emotional disabilities; and the application of the concept of least-restrictive environment in the education of students with emotional disabilities.

0009 Understand goals and benchmarks (objectives) in Individualized Education Programs (IEPs) for students with emotional disabilities.

For example: the development of goals and objectives to address cognitive and affective needs; methods for determining learning styles and strengths; factors involved in determining the basic skills, functional skills, and academic programming needs of students; principles of and procedures for developing and implementing individualized programs; techniques for modifying instructional methods, materials, activities, and learning environments to meet the needs of students; and procedures for evaluating progress toward goals.

PROMOTING STUDENT DEVELOPMENT AND LEARNING

0010 Understand how to establish a positive and productive learning environment for all students.

For example: ways in which emotional disabilities may affect students' progress in the general curriculum; factors in the learning environment that affect students' self-esteem and attitudes toward learning; strategies for modifying learning environments to address diverse student needs, particularly needs related to emotional disabilities; strategies for crisis prevention/intervention; and individual and group management strategies and intervention techniques for achieving instructional management goals (e.g., maintaining standards of behavior, maximizing time spent in learning).

0011 Understand strategies and techniques used to improve students' social skills.

For example: strategies and techniques to develop students' skills in sharing, communication, managing social interactions, working cooperatively, establishing and maintaining positive relationships, perceiving expectations in various social situations, and interacting positively in a variety of social situations and settings.

0012 Understand strategies and techniques used to improve students' independent learning skills and their individual and group problem-solving and decision-making skills.

For example: strategies and techniques for increasing an individual's self-awareness, self-esteem, self-confidence, self-control, and self-reliance; techniques for helping students accept responsibility, persevere at tasks, and manage frustration and change; strategies for helping students manage unstructured time and monitor, evaluate, and regulate their behaviors; strategies for helping students improve their problem-solving, decision-making, and conflict resolution skills; steps and considerations for making realistic decisions based on knowledge of immediate or long-term goals, personal interests, strengths, and limitations; and techniques for promoting students' skills in assessing group dynamics, following proper etiquette in group discussions, and understanding and assuming appropriate roles in problem-solving and decision-making groups.

0013 Understand various strategies used to manage the behavior of individual students with emotional disabilities.

For example: strategies and techniques for developing and implementing systematic behavior plans and their application to teaching students with emotional disabilities; types of nonaversive techniques (e.g., positive reinforcement, token economy, proximity control) that help control behavior and maintain attention; the importance of coordinating behavior management approaches among persons involved in the implementation of Individualized Education Programs (IEPs); and strategies for establishing consistent expectations and consequences, maintaining flexibility, and accounting for group dynamics.

0014 Understand strategies and techniques used to improve the communication skills of students with emotional disabilities.

For example: strategies and techniques for improving students' language and communication skills; and strategies and activities (e.g., affective and cooperative learning groups) that promote students' ability to follow and give directions, organize and convey information, and express their wants, needs, and feelings.

0015 Understand strategies and techniques used to promote students' acquisition of learning strategies and study skills.

For example: techniques to promote constructive use of class time, self-directed learning, organization and time management skills, and generalization of knowledge and routines to complete tasks responsibly in different settings; teaching and practicing classroom procedures; providing consistent structure and limits; and strategies for developing students' learning and study skills (e.g., task analysis, skimming and scanning texts, using visual aids, note taking, recognizing sources of information and help, learning cooperatively in groups, choosing and using technology, completing assignments).

0016 Understand strategies and techniques used to improve students' transition to adult life roles.

For example: strategies and techniques that promote care for self and others; techniques for increasing students' understanding of the responsibilities associated with human sexuality, family life, and parenting; strategies that promote self-advocacy, responsibility, flexibility, respect, and increased independence in students; ways to encourage students to seek assistance and resources, including advocacy agencies, in different situations; and techniques for promoting citizenship skills, multicultural awareness, and participation in civic, leisure, and recreational activities.

0017 Understand principles of and procedures for supporting students' transition from school to employment and/or post-secondary education and training.

For example: procedures for developing and implementing individualized transition plans, including prevocational and vocational education, for students with emotional disabilities; strategies for promoting students' career awareness; techniques for enhancing students' work-related skills and access to employment experiences, resources, and opportunities; and appropriate goals, activities, programs, and support to promote transition into an occupation, technical school, college, or vocational center.

WORKING IN A COLLABORATIVE LEARNING COMMUNITY

0018 Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with emotional disabilities.

For example: consultation, collaboration, and communication skills and strategies for working with other school staff and support service providers, including general education teachers, to solve problems, promote student achievement, and develop curricular modifications and positive behavioral interventions; strategies for integrating therapy services (e.g., counseling, social work, psychological, occupational, physical, speech) into the daily routines of students; and procedures for coordinating materials, equipment, and services for students in various educational contexts.

0019 Understand how to promote strong school-home relationships.

For example: strategies for establishing and maintaining communication with families; ways to recognize and overcome communication barriers with families; how to work collaboratively with families to promote their participation in planning and implementing their children's education; and how to provide information, training, support, counseling, and referrals to families whose children have emotional disabilities.

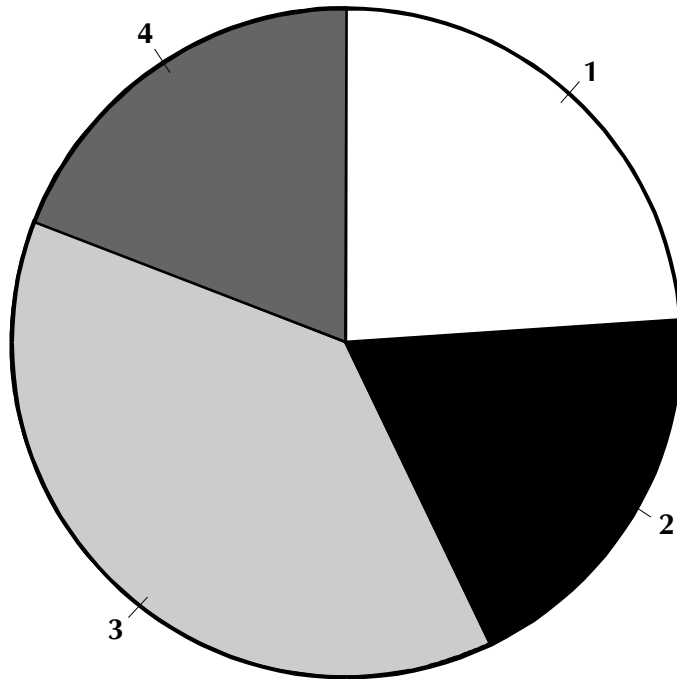
0020 Understand how to encourage school-community interactions that enhance learning opportunities for students with emotional disabilities.

For example: strategies for accessing and working effectively with agencies and services, including mental health agencies, that can help meet the needs of students with special needs; sensitivity to various cultural perspectives within the community; how to establish and maintain positive relationships with community institutions to facilitate successful transitioning of students; procedures for seeking meaningful employment and community living options from non-school sources; and securing advocacy, educational, transitional, and residential services through legal, governmental, community, and advocacy agencies.

0021 Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.

For example: the historical and philosophical foundations of special education; ways in which approaches to special education have changed over time; current issues and trends in special education; legal and ethical issues in special education (e.g., confidentiality, appropriate personal involvement, student discipline); roles and responsibilities (including professional development) of teachers of students with special needs; mediation techniques; and application of special education related laws (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA], the Individuals with Disabilities Education Act [IDEA]), regulations, and guidelines (e.g., regarding referral, evaluation, eligibility, equity, program development, due process).

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



Subarea	Approximate Percentage of Selected-Response Items on Test Form
1. Understanding Students with Emotional Disabilities	24%
2. Assessing Students and Developing Individualized Education Programs (IEPs)	19%
3. Promoting Student Development and Learning	38%
4. Working in a Collaborative Learning Community	19%

PRACTICE QUESTIONS

Field 24: Special Education: Emotional Disability

1. The psychoeducational approach to intervention for students with behavior disorders is based on the assumption that:
 - A. clear, consistent behavioral expectations and consequences are sufficient for motivating students to learn academic skills and exhibit appropriate behaviors.
 - B. students can resolve psychological conflicts that interfere with learning when they are permitted to act out behaviors in a permissive, supportive environment.
 - C. students' inappropriate behaviors and attitudes are most effectively addressed by creating an educational environment that features positive peer and adult models.
 - D. therapeutic interventions should be incorporated into the educational program to meet students' affective needs and enhance learning.
2. Nine-year-old Jerome had never shown any interest in helping his mother prepare dinner. However, now that his mother has taken a night job, Jerome is always eager to help his father with the cooking chores. Which of the following statements explains the change in Jerome's behavior according to Albert Bandura's social learning theory?
 - A. Jerome's father is a more effective model for imitation than his mother because he and Jerome are of the same gender.
 - B. Jerome is in the latency stage of psychosexual development in which he identifies more strongly with his father than his mother.
 - C. Jerome's mother usually does not give Jerome as much positive reinforcement for helping out as his father does.
 - D. Jerome's eagerness to help is a reaction formation that masks the resentment he feels toward his mother for taking a job.

3. Feelings of anxiety associated with a panic disorder are most accurately described as:
 - A. persistent, irrational fear of a specific object, activity, or situation.
 - B. pervasive feelings of hopelessness, loneliness, and despair.
 - C. intense apprehension or fear, often accompanied by feelings of impending doom.
 - D. irrational feelings of suspiciousness and hostility toward others.

4. A teacher is interested in measuring the peer interactions of a student who is socially withdrawn during a 20-minute recess. The teacher plans to divide the recess into five periods of four minutes each and then indicate whether the student initiates a peer interaction at least once during each four-minute period. This procedure is an example of which of the following methods of observation?
 - A. event recording
 - B. latency recording
 - C. durational recording
 - D. interval recording

5. The IEP developed for a second-grade boy specifies that he will exhibit cooperative behaviors in his interactions with peers. Which of the following is the most effective and direct way for the teacher to evaluate the student's progress toward this goal?
 - A. Conduct informal interviews with the student's peers to determine their views of the student's cooperative behaviors.
 - B. Observe the student during peer interactions and note specific incidences of cooperative and uncooperative behaviors.
 - C. Complete a standardized behavioral checklist and evaluate the information it provides regarding the student's cooperation with peers.
 - D. Ask the student to provide self-reports of his peer interactions and have him identify any cooperative behaviors he exhibits.

6. Special education staff determine that a student with an emotional disability who has been placed in a standard instructional program with resource room support now needs more individualized attention. Within the continuum of placement options, which of the following is the *least* restrictive placement that should be considered next for this student?
- A. self-contained program in the regular school
 - B. special day school program
 - C. standard program with consultative support
 - D. therapeutic residential program
7. In general, which of the following is the most effective way to establish and communicate classroom rules for a class of students with behavior disorders?
- A. Have each student submit a list of personal rules, and review the lists with individual students when necessary.
 - B. Choose one student to keep an ongoing list of specific rules to be supplemented as particular classroom conflicts and incidents arise.
 - C. Provide each student with a detailed list of rules, and review the rules with the class at regular intervals.
 - D. Have students discuss and develop three to five general rules, and then post the rules on the classroom wall and review them regularly.

Use the information below to answer the two questions that follow.

Gary is a bright and articulate fifth grader who offers valuable insights during class discussions. However, Gary often tends to dominate discussions, interrupting his classmates and making fun of their ideas. His teacher, Mr. Olivera, has tried giving Gary timeouts for such behavior, but this strategy has not been very effective, and Mr. Olivera decides to confer with Gary's special education teacher.

8. Gary's special education teacher has observed that Gary's social problems are also evident at recess and in the lunchroom, where he often behaves aggressively toward other students. In this situation, the special education teacher can most effectively promote Gary's social development by recognizing the importance of:
 - A. enlisting Gary's active involvement in setting personal behavior goals and monitoring his own progress.
 - B. encouraging Gary's peers to respond positively to Gary and to ignore his aggressive behavior as much as possible.
 - C. pointing out to Gary what the long-term consequences of such behavior are likely to be.
 - D. permitting Gary to act out his aggression as long as he is not harming anyone physically.

9. After hearing Mr. Olivera's description of the situation above, the special education teacher's best response would be to:
 - A. suggest that Mr. Olivera clarify for Gary the connection between his behavior and the timeouts he is given.
 - B. offer to admit Gary into the resource room to do homework whenever his behavior during discussions becomes too disruptive.
 - C. advise Mr. Olivera to anticipate Gary's misbehavior by reminding him privately about behavior rules before discussions begin.
 - D. provide Mr. Olivera with strategies to heighten Gary's awareness of the effects of his behavior.

10. Sally is a middle school student who avoids conversations with others and prefers to express personal thoughts and original ideas in writing. However, Sally tends to rush through written assignments and makes many spelling and punctuation errors in her work. Which of the following is the best way for the teacher to help Sally attend to spelling and punctuation in her written work?
- A. Require Sally to find her own errors and revise her work repeatedly until she has corrected all of them.
 - B. Tell Sally that she will be expected to proofread her work, and then give her separate grades for content and mechanics.
 - C. Circle all errors in Sally's work, and then have her use a dictionary and composition book to correct them.
 - D. Correct all errors for Sally and return her work to her without commenting on its content.
11. Guadalupe, an eleventh grader who has been diagnosed as having emotional disabilities, has been successfully working in the school's computer lab this year training younger students to use computers. She tells her special education teacher that she thinks she would like to work in computer sales after she leaves high school. Which of the following activities would best help Guadalupe understand the realities of such a career?
- A. working at a computer store under the direction of a job coach
 - B. observing filmstrips and videos that discuss the requirements and stresses of sales careers
 - C. talking with a computer salesperson who comes to the school for a "career day" workshop
 - D. participating in a series of role-plays simulating day-to-day occurrences in a computer store

12. A special education teacher has found several specific techniques useful in developing the communication skills of an adolescent student, and the student's guardians wish to reinforce these techniques at home. Which of the following approaches would be most appropriate and effective for coordinating the teacher's and guardian's efforts?
- A. Describe in detail to the guardians the techniques that have proven effective at school.
 - B. Send weekly reports to the guardians to communicate any progress the student may be making as a result of the techniques.
 - C. Provide the student with a home-school notebook for daily use by the guardians and teacher.
 - D. Hold guardian-teacher conferences on an as-needed basis and encourage the guardians to call if they have any concerns or questions.

Below are the directions for the Special Education: Emotional Disability performance assignment.

DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT

This section of the test consists of a performance assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of approximately 2–3 pages on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in Written Response Booklet B.**

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The performance assignment is intended to assess subject knowledge content and skills, not writing ability. However, your response must be communicated clearly enough to permit scorers to make a valid evaluation of your response according to the criteria listed above. Your response should be written for an audience of educators in this field. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Below is the scoring scale for the Special Education: Emotional Disability performance assignment.

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	<p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Practice Performance Assignment

13. **Read the information below; then complete the exercise that follows.**

A general education teacher asks a special education teacher for advice about a student with an emotional disability who is extremely distractible and has a hard time focusing on his schoolwork in class.

Using your knowledge of students with emotional disabilities and ways to promote effective learning, write an essay in which you:

- describe one effective technique that the special education teacher could use to gain further information about the problem identified by the general education teacher;
- discuss two strategies that would help the student learn to manage his own behavior more effectively; and
- explain why the strategies you have suggested would be effective.

Sample Performance Assignment Response: Score Point 4

In order to help with the student's distractible behavior, the special education teacher needs more information. One way to get more information is to ask the general education teacher for more details about the student's behaviors. The special education teacher might ask when the distractibility is most pronounced and when it occurs. The general education teacher could even chart the student's behavior for a week to gather data. This would help the two teachers determine whether there is a pattern of events or any contributing environmental factors. If the student goes to several teachers for different subjects, the special education teacher could ask his other teachers about his behavior in their classes. The special education teacher should also observe the student in the classroom.

The teachers' goal should be to enable the student to manage his own behavior. One strategy for accomplishing this is to set up a behavior contract. Behavior contracts are most often used when the problem is extreme and disruptive. With a behavior contract, the student and all of his teachers, and his parents too, develop a contract that specifies the behavior to be changed and the consequences for following or breaking the contract. The student has direct personal involvement in deciding what the consequences will be. He is also responsible for acknowledging the specific behavior that is problematic. One major reason for the effectiveness of this strategy is that the rewards for positive behavior are ones that will be truly motivational to the student, because the student has helped choose them. Another reason is that it makes clear to the student that he has control over his own behavior and therefore over whether or not he gets the rewards. The contract must be followed consistently in order to be effective.

A less extreme strategy is to help the student become aware of conditions in which he gets distracted and to think of things he can do to avoid those conditions. For example, if the student always gets distracted when he is sitting near a window and another class is outside for recess, the teacher could help him to recognize this. Then he could develop strategies such as sitting farther away from the windows or closing them or pulling down the shade. The teacher could just tell him where he has to sit, of course, but this would not be the best way to teach him to control his own behavior. It is the element of self-control and self-responsibility that will promote what the student most needs to learn, which is how to manage his own behavior instead of having somebody else manage it for him. When the student takes an active role in controlling his own behavior, he takes ownership of the behavior and of the positive change.

ANSWER KEY

Field 24: Special Education: Emotional Disability

Question Number	Correct Response	Objective
1.	D	Understand major theories of educational psychology as they relate to emotional disabilities.
2.	A	Understand learning processes and the significance of disabilities for learning.
3.	C	Understand types and characteristics of emotional disabilities.
4.	D	Understand types and characteristics of assessment instruments and methods.
5.	B	Understand procedures of the multidisciplinary evaluation team for evaluating and identifying students with emotional disabilities.
6.	A	Understand procedures for developing and implementing Individualized Education Programs (IEPs) for students with emotional disabilities.
7.	D	Understand how to establish a positive and productive learning environment for all students.
8.	A	Understand strategies and techniques used to improve students' social skills.
9.	D	Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with emotional disabilities.
10.	B	Understand strategies and techniques used to improve the communication skills of students with emotional disabilities.
11.	A	Understand principles of and procedures for supporting students' transition from school to employment and/or post-secondary education and training.
12.	C	Understand how to promote strong school-home relationships.