



ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

29 Special Education:
Orthopedic Impairments/Other Health Impairments

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2005 by National Evaluation Systems, Inc. (NES®)

"AEPA," "Arizona Educator Proficiency Assessments," and the "AEPA" logo are trademarks of the Arizona Department of Education and National Evaluation Systems, Inc. (NES®).

"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™



TABLE OF CONTENTS

Field 29: Special Education: Orthopedic Impairments/Other Health Impairments

PART 1: GENERAL INFORMATION ABOUT THE AEPA AND TEST PREPARATION

AN OVERVIEW OF THE AEPA.....	1-1
Test Development Process	
Characteristics of the AEPA	
Test Administration	
How AEPA Test Scores Are Computed and Reported	
HOW TO PREPARE FOR THE TESTS	1-3
Study the Test Objectives	
Focus Your Studies	
Identify Resources	
Develop Study Techniques	
Answer the Practice Questions	
Review the Sample Answer Sheet and Written Response Booklet	
Test Directions	
Sample Answer Sheet	
Sample Written Response Booklet	
WHAT TO EXPECT THE DAY OF THE TEST	1-12
The Morning of the Administration	
At the Test Site	
SAMPLE TEST OBJECTIVES AND QUESTIONS	1-13
Organization of the Test Objectives	
Question Formats and Strategies	
Selected-Response-Question Formats	
Performance Assignment Formats	
Evaluation of the Sample Written Performance Assignment Response	

PART 2: FIELD-SPECIFIC INFORMATION

INTRODUCTION	2-1
TEST OBJECTIVES	2-2
PRACTICE QUESTIONS	2-7
ANSWER KEY	2-15

STUDY GUIDE ORDER FORM



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 29: Special Education: Orthopedic Impairments/Other Health Impairments

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 29: Special Education: Orthopedic Impairments/Other Health Impairments

SUBAREAS:

1. Understanding Students with Orthopedic Impairments
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 ORTHOPEDIC IMPAIRMENTS

0001 Understand characteristics of students with special needs, types of impairments or disabilities, and the developmental significance of various orthopedic impairments.

For example: stages of human development; types and characteristics of various disabilities; terms and definitions associated with categories of impairments; the influence of various physical or health conditions on physical, sensory, motor, cognitive, language, social, and emotional development; the effects of physical, biological, and environmental factors on human development; and the effects of multiple impairments or disabilities on development.

0002 Understand types and characteristics of orthopedic impairments.

For example: types of orthopedic impairments and their characteristics; terms related to orthopedic impairments; the educational implications for students with orthopedic impairments; and general causes of orthopedic impairments.

0003 Understand learning processes and the effects of orthopedic impairments on learning.

For example: the effects of orthopedic impairments on psychomotor, cognitive, social, emotional, and language development; the implications of various types of orthopedic impairments for students' educational development; the effects of orthopedic impairments on adult life roles (e.g., learning, daily living, employment, family life); factors that may impede learning (e.g., abuse/neglect, substance abuse, medications, extended absences); and educational approaches that are responsive to students' needs and take advantage of their strengths.

ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

0004 Understand types and characteristics of formal and informal assessments.

For example: basic terminology used in assessment; types, characteristics, and methods of formal and informal assessment; principles of and procedures for creating, selecting, adapting, and evaluating educational assessments, including those used in prereferral situations; assessment-related issues in special education (e.g., early identification and intervention, nonbiased assessment); and advantages, disadvantages, and limitations of various assessment methods.

0005 Understand procedures for developing and implementing Individualized Education Programs (IEPs) for students with orthopedic impairments.

For example: roles and functions of team members; factors and procedures in gathering information, creating and maintaining records, determining appropriate placements, and developing IEPs for students with orthopedic impairments; components of an IEP; use of ongoing classroom assessment; and evaluation of student progress with respect to IEP goals.

0006 Understand assessment procedures for evaluating individual differences and making placement and programming decisions for students with orthopedic impairments.

For example: components of a comprehensive evaluation used to determine eligibility for and placement within special education and related services; roles and functions of members of the multidisciplinary evaluation team; ethical practices and legal provisions regarding unbiased assessment; procedural requirements for conducting a comprehensive evaluation; interpretation and use of assessment data to plan a student's educational program and placement; methods for determining learning styles and strengths; and the impact of cultural diversity and linguistic differences on evaluation and placement decisions in special education.

0007 Demonstrate knowledge of options for educational programs and service delivery for students with orthopedic impairments.

For example: the roles of ancillary and related service personnel; characteristics, advantages, and disadvantages of program options; types and purposes of integrated school settings; types and characteristics of state and local services, including vocational and adult services; and the application of the concept of least restrictive environment.

PROMOTING STUDENT DEVELOPMENT AND LEARNING

0008 Understand how to establish a positive and productive learning environment for all students.

For example: ways in which orthopedic impairments may affect students' progress in the general education curriculum; factors in the learning environment that affect students' self-esteem and attitudes toward learning; strategies for addressing common environmental, programmatic, and personal barriers that hinder accessibility for and acceptance of individuals with orthopedic impairments; strategies for modifying learning environments and instructional methods to address the needs of students with orthopedic impairments; 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).

0009 Understand appropriate ways of modifying the learning environment to meet the physical needs of students.

For example: features that contribute to the safety, comfort, and usefulness of the learning environment; factors that may affect learning or the physical management of students; physical management of and specialized equipment for students with orthopedic impairments, including uses of and safety issues related to ambulatory aids, wheelchairs, communication devices, assistive technology, and devices to aid with independent functioning; strategies for integrating an individual's specific needs into daily programming; strategies for crisis prevention/intervention; warning signs that may indicate medical emergencies and appropriate procedures to follow during a medical emergency; proper lifting, positioning, and handling techniques; and safety precautions to use when lifting, positioning, and handling students with orthopedic impairments.

0010 Understand instructional principles and procedures for developing cognitive and academic skills of students with orthopedic impairments.

For example: criteria for selecting age-appropriate and non-biased materials for students; strategies for breaking down and sequencing a task into a series of subskills; procedures for establishing mastery criteria for a task; appropriate applications of task analysis for instructional purposes; strategies for facilitating students' participation in learning activities with peers, including modifying tasks; strategies for integrating reading, writing, and mathematics instruction into daily routines; and strategies for developing students' academic study skills, such as using visual aids, recognizing sources of information and help, and learning cooperatively in groups.

0011 Understand strategies and techniques used to promote the communication skills of students with orthopedic impairments.

For example: strategies and techniques for developing students' receptive and expressive communication skills (oral, written, and/or sign language skills), including the use of alternative, assistive, and augmentative means of communication; strategies for facilitating students' interactions with peers; and strategies and activities that promote students' ability to express their wants, needs, and feelings, follow and give directions, and organize and convey information.

0012 Understand strategies and techniques used to promote the social competence of students with orthopedic impairments.

For example: strategies and techniques to develop students' skills in developing peer relationships, initiating and responding in social interactions, working cooperatively, understanding expectations in various social situations, accepting responsibility for one's own behavior, and interacting constructively in a variety of group activities and social and employment settings.

0013 Understand strategies and techniques used to promote students' acquisition of functional skills.

For example: components of a functional curriculum; techniques for designing and implementing functional skills instruction (e.g., observation, task analysis, establishing behavioral outcomes, teaching in context); strategies and activities for helping students to persevere at tasks, manage frustration and change, and participate in problem-solving, decision-making, and conflict resolution processes; strategies for teaching functional skills in the major domains (e.g., domestic, recreation/leisure, community, employment); and strategies for developing self-management skills.

0014 Understand strategies and techniques used to promote students' independent learning skills.

For example: strategies and techniques for increasing an individual's self-awareness, self-esteem, and self-control; techniques for responding to the motivational characteristics of individual students; strategies and activities for helping students to organize and manage time, develop productive routines, seek help when needed, give and follow instructions, work independently, and choose and use technology; and techniques for promoting skill transfer and generalization.

0015 Understand strategies and techniques used to support students' transition to adult life roles.

For example: strategies and techniques that promote care for self and others, positive health and fitness habits, and travel and mobility routines; strategies that promote students' understanding of their legal rights and their ability to become effective self-advocates; strategies for increasing students' understanding of the responsibilities associated with relationships; and techniques for promoting independent and community living skills, citizenship skills, multicultural awareness, and participation in civic, leisure, and recreational activities.

0016 Understand principles of and procedures for supporting students' transition from school to employment and/or post-secondary education and training.

For example: techniques for enhancing students' vocational awareness and prevocational and work-related skills; strategies for providing work experience and career planning services to students; and appropriate goals, objectives, activities, programs, and support to promote transition into employment and/or post-secondary education.

WORKING IN A COLLABORATIVE LEARNING COMMUNITY

0017 Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with orthopedic impairments.

For example: consultation, collaboration, and communication skills and strategies for working with general education teachers, other school staff, and support service providers to solve problems and promote student achievement; and strategies for effectively providing services in a variety of educational contexts (e.g., providing training to other professionals individually and through inservice programs, coordinating instruction with other teaching professionals).

0018 Understand how to promote strong school-home relationships.

For example: strategies for establishing and maintaining communication with families from a variety of backgrounds; how to recognize and overcome barriers to communication 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, and support to families whose children have orthopedic impairments.

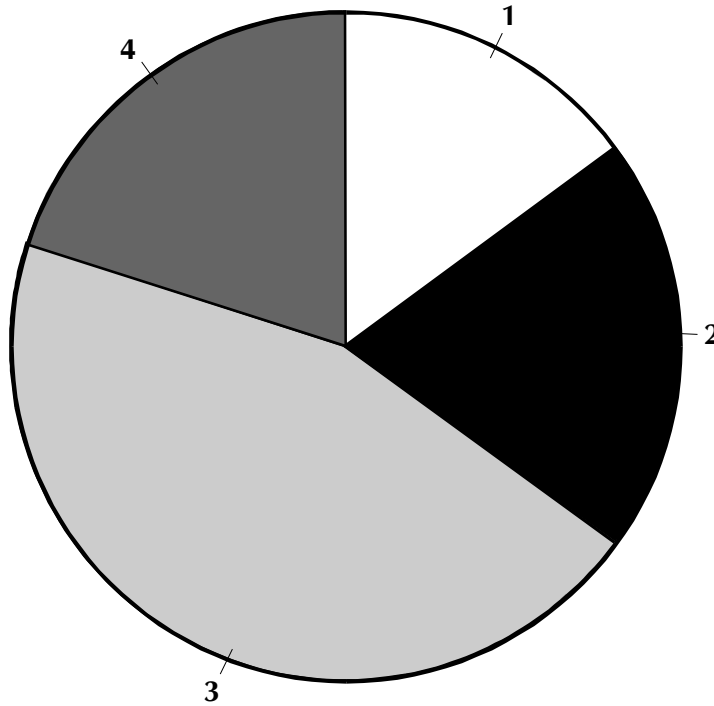
0019 Understand how to encourage school-community interactions that enhance learning opportunities for students with orthopedic impairments.





For example: strategies for accessing and working effectively with agencies and services that can help meet the needs of students with orthopedic impairments; sensitivity to various cultural perspectives within the community; how to establish and maintain positive relationships with community institutions to facilitate successful transitioning of students; and how to engage community support for the special education program.

0020 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 and education for students with orthopedic impairments; issues and trends in special education (e.g., relating to alternative delivery systems); legal and ethical issues in special education (e.g., confidentiality, personal involvement with students and families, student discipline); roles and responsibilities of teachers of students with orthopedic impairments and application of federal special education related laws (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA], the Individuals with Disabilities Education Act 1997 [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 Orthopedic Impairments	15%
	2. Assessing Students and Developing Individualized Education Programs (IEPs)	20%
	3. Promoting Student Development and Learning	45%
	4. Working in a Collaborative Learning Community	20%

PRACTICE QUESTIONS

Field 29: Special Education: Orthopedic Impairments/Other Health Impairments

1. Which of the following is defined as an abnormal lateral curvature of the spine?
 - A. kyphosis
 - B. scoliosis
 - C. spina bifida
 - D. lordosis

2. In general, which of the following principles would be most appropriate to follow in providing instruction to upper elementary students with cerebral palsy?
 - A. Variability in the types of instructional activities and materials employed should be minimized.
 - B. The use of minimally structured discovery-learning approaches should be emphasized.
 - C. Time should be allocated for extended practice and reinforcement of skills.
 - D. Greatest emphasis should be placed on teaching skills directly relevant to vocational applications.

3. When administering a formal assessment instrument to a student with orthopedic impairments, which of the following deviations from standard procedures would most likely reduce the accuracy of the data obtained?
 - A. modifying the wording of test items
 - B. lengthening test administration time
 - C. permitting the student to take frequent rest breaks
 - D. repeating and clarifying test directions

4. State and federal law guarantees that children with disabilities will be provided with:
 - A. appropriate summer school placements.
 - B. a review of their IEP conducted by the multidisciplinary team twice each year.
 - C. vocational placement after graduation.
 - D. a special needs evaluation conducted in their primary language or mode of communication.

5. In a special education program, the school must ensure that every student with a physical impairment has access to which of the following services?
- A. summer tutoring to promote functional skills
 - B. placement in a competitive employment situation following graduation
 - C. speech and language therapy to improve fluency and phonation
 - D. transportation to and from school
6. In which of the following ways could a teacher best adapt the classroom environment to accommodate the needs of students who work in a variety of natural postures?
- A. providing multiple seating options and work-surface heights
 - B. allowing students to arrange the classroom furniture
 - C. placing project tables in each corner of the classroom
 - D. arranging separate academic areas and activity areas in the classroom
7. Steven is a fifth-grade student with cerebral palsy. He is verbal but has motor impairments. Which alternative strategy would be most appropriate to allow Steven to practice basic writing skills while the rest of the class is practicing writing sentences?
- A. Have Steven construct sentences orally during the exercise.
 - B. Give Steven letter puzzles to complete so that he feels involved.
 - C. Have Steven construct sentences by arranging flashcards that have words printed on them.
 - D. Engage Steven in shape-drawing activities that are prerequisites to writing.
8. Paula is a secondary student with athetoid cerebral palsy and normal intelligence. She uses a picture/symbol board to communicate her basic needs and wants. Which of the following statements is most likely true regarding Paula's communication abilities?
- A. Her expressive communication skills are more highly developed than her receptive skills.
 - B. Her receptive communication skills are untestable because of her disability.
 - C. The communication system is appropriately matched to her expressive abilities.
 - D. The communication system used cannot adequately meet her expressive needs.

9. Which of the following would be the most effective instructional strategy for helping students who have fine-motor impairments master skills required to dress themselves (e.g., tying shoelaces, buttoning buttons)?
- A. providing the students with repeated opportunities to observe the skills being modeled by others
 - B. having the students apply the skills in real situations in which they dress themselves
 - C. having the students spend time each day using appropriate manipulatives, such as lacing boards
 - D. providing the students with extensive opportunities to dress and undress dolls
10. To ensure that materials for teaching daily living skills are age-appropriate, a high school teacher of students who have orthopedic impairments should primarily use materials that:
- A. are derived from or simulate actual environments.
 - B. emphasize mastery of discrete skills.
 - C. facilitate practice by using mannequins.
 - D. are attractive, entertaining, and motivating.

11. Twelve-year-old Kimberly, a fifth grader with multiple disabilities, has shown considerable improvement in her communication skills as a result of some new techniques being used by her teacher at school. Her teacher is now working with Kimberly's parents to carry out the techniques at home as well. The teacher's best strategy for coordinating activities at home and school would be to:
- A. ask Kimberly's parents to submit a progress report to the teacher once a month.
 - B. give Kimberly a notebook in which her parents and the teacher can carry on daily communication.
 - C. encourage Kimberly's parents to contact the teacher at school if they have any questions or problems.
 - D. agree to schedule parent-teacher conferences when and if the need for a conference arises.
12. According to federal law, the parents or guardians of a student who has been identified as needing special education services have the right to:
- A. have an independent evaluation at the school's expense.
 - B. select the professionals of their preference to make decisions regarding placement.
 - C. appeal any decisions related to the placement of their child.
 - D. conduct evaluations that may lead to a change in placement.

Below are the directions for the Special Education: Orthopedic Impairments/Other Health Impairments 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: Orthopedic Impairments/Other Health Impairments performance assignment.

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
<p>4</p>	<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.
<p>3</p>	<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.
<p>2</p>	<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.
<p>1</p>	<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.
<p>U</p>	<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>
<p>B</p>	<p>There is no response to the assignment.</p>

Practice Performance Assignment

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

A high school student with an orthopedic impairment will soon be turning 16, and the student's multidisciplinary team plans to begin developing post-school transition services for her.

Using your knowledge of post-school transition plans for students with special needs, write an essay in which you:

- describe two reasons why it is important for a transition plan to be developed for students with special needs;
- identify and discuss two specific domains that the transition plan should address;
- choose one of the domains you have identified and describe two strategies for identifying a student's needs in that domain; and
- explain why the strategies you have suggested would be effective.

Sample Performance Assignment Response: Score Point 4

Federal laws like IDEA and the ADA require that a transition plan be developed for students with special needs by the time the student is 16, or earlier if it would be to the student's benefit. Two important reasons for developing a transition plan for students with orthopedic impairments are to identify the particular needs the students will have after they leave high school and to take action to meet those needs. Earlier IEP's for the student would probably emphasize school-related goals and objectives, but as a student gets nearer to graduation from high school, a transition plan ensures that the team will consider what the student will need after leaving school.

There are several domains that a transition plan is required to address, including vocational training, post-secondary education, independent living, adult services, and community participation. The two domains I will discuss are independent living and community participation. For many students with orthopedic impairments, being able to live independently (such as having their own apartment) and participate in community life (such as going to church or attending cultural events) require support from others. For example, a student might need someone to provide transportation to go grocery shopping, or they may need a personal assistant to help with toileting when they are away from home. When developing the transition plan, these kinds of needs should be taken into account and planned for so that the student can lead as independent and active a life as possible.

I will discuss strategies for identifying a student's needs in the domain of community participation. The first thing the team should do is talk to the student and his or her family. Ask the family what community activities the whole family does together, and find out how much the student participates in and enjoys these activities. Also, the student may have his or her own ideas about activities that would be personally rewarding but that he or she hasn't had a chance to try. In addition, the family may be willing or able to help with some things and not with others, and this is important information for the team to know in order to determine the student's needs. Another important strategy for determining what the student might need is for the team to investigate what kinds of activities, services, and organizations are available in the community. For example, perhaps the student would like to take an art class or swim regularly. If the team knows what facilities and programs are available, then they can identify specific needs and figure out how to meet them (for example, arranging for the student to use adaptive art equipment or to be helped to travel between the locker room and the pool).

These strategies would be effective for identifying the student's needs because 1) the team would get information directly from the student and his or her family about what is important to them, 2) the team would learn what things the student's family can and can't provide, and 3) the team would be able to match the student's needs with the opportunities and facilities available. All this information would provide a clear picture of the student's needs and would help the team develop a transition plan that truly meets those needs.

ANSWER KEY

Field 29: Special Education: Orthopedic Impairments/Other Health Impairments

Question Number	Correct Response	Objective
1.	B	Understand types and characteristics of orthopedic impairments.
2.	C	Understand learning processes and the effects of orthopedic impairments on learning.
3.	A	Understand types and characteristics of formal and informal assessments.
4.	D	Understand assessment procedures for evaluating individual differences and making placement and programming decisions for students with orthopedic impairments.
5.	D	Demonstrate knowledge of options for educational programs and service delivery for students with orthopedic impairments.
6.	A	Understand appropriate ways of modifying the learning environment to meet the physical needs of students.
7.	C	Understand instructional principles and procedures for developing cognitive and academic skills of students with orthopedic impairments.
8.	D	Understand strategies and techniques used to promote the communication skills of students with orthopedic impairments.
9.	B	Understand strategies and techniques used to promote students' acquisition of functional skills.
10.	A	Understand strategies and techniques used to promote students' independent learning skills.
11.	B	Understand how to promote strong school-home relationships.
12.	C	Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.