

Arizona Educator Proficiency Assessments (AEPA™)

FIELD 22: SPECIAL EDUCATION—CROSS CATEGORY TEST OBJECTIVES

Subarea	Range of Objectives	Approximate Test Proportions
I. Understanding Students with Special Needs	1–9	29%
II. Assessing Students and Developing Individualized Education Programs (IEPs)	10–17	26%
III. Promoting Student Development and Learning	18–27	32%
IV. Working in a Collaborative Learning Community	28–31	13%

Copyright © 2004 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®).

This document may not be reproduced for commercial use but may be copied for educational purposes.

Arizona Educator Proficiency Assessments (AEPA™) Subject Knowledge Test

Test Objectives

Field 22: Special Education—Cross-Category

Subareas:

Understanding Students with Special Needs
Assessing Students and Developing Individualized Education Programs (IEPs)
Promoting Student Development and Learning
Working in a Collaborative Learning Community

UNDERSTANDING STUDENTS WITH SPECIAL NEEDS

0001 Understand typical learning processes and the significance of various disabilities for learning.

For example: processes by which learning occurs; applications of learning theories; factors that may affect learning, including socioeconomic, cultural, and language differences; effects of various 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 special needs; and teaching strategies that are responsive to students' needs and take advantage of their strengths.

0002 Understand types and characteristics of emotional disabilities.

For example: major behavioral and social characteristics of students with emotional disabilities; definitions and identifying criteria associated with students with emotional disabilities; and the implications of various types of behavioral, social, and emotional disabilities for students' educational development.

0003 Understand the effects of emotional disabilities on human development and learning.

For example: the influence of emotional disabilities on psychomotor, cognitive, social, emotional, and language development; ways in which emotional disabilities influence personal productivity, interpersonal/intrapersonal effectiveness, communication skills, self-control, and self-monitoring; and the effects of emotional disabilities on adult life roles (e.g., learning, daily living, employment, family life).

TEST OBJECTIVES
FIELD 22: SPECIAL EDUCATION—CROSS-CATEGORY

0004 Understand types and characteristics of specific learning disabilities.

For example: types (e.g., oral or written expression, basic reading skills, reading or listening comprehension, mathematics calculation or reasoning) and characteristics (e.g., perception and memory disorders; difficulties with concept formation, processing, and problem solving) of specific learning disabilities; and differences between specific learning disabilities and other types of impairments.

0005 Understand the effects of specific learning disabilities on human development and learning.

For example: the influence of specific learning disabilities on psychomotor, cognitive, social, emotional, and language development; and the implications of various types of specific learning disabilities on students' educational development.

0006 Understand types and characteristics of mild, moderate, and severe mental retardation.

For example: major cognitive, behavioral, and social characteristics of individuals with mental retardation; the concepts of intellectual functioning and adaptive behavior; known causes of, contributing factors related to, and prevention of mental retardation; and definitions and criteria associated with types and levels of mental retardation.

0007 Understand the effects of mild, moderate, and severe mental retardation on human development and learning.

For example: the influence of mental retardation on orthopedic (physical), sensory, motor, adaptive, cognitive, language, social, and emotional development; learning characteristics of students with mental retardation and ways to address these characteristics; and the implications of mental retardation on students' educational opportunities and adult life roles (i.e., domestic, recreation/leisure, community, and employment).

0008 Understand types and characteristics of orthopedic (physical) and other health impairments.

For example: types of orthopedic (physical) disabilities and health impairments and their characteristics; terms related to orthopedic (physical) disabilities and health impairments; the educational implications for students with orthopedic (physical) or other health impairments; and prenatal, perinatal, and postnatal causes of orthopedic (physical) disabilities and health impairments.

TEST OBJECTIVES
FIELD 22: SPECIAL EDUCATION—CROSS-CATEGORY

0009 Understand the effects of orthopedic (physical) and other health impairments on human development and learning.

For example: the effects of orthopedic (physical) disabilities and health impairments on psychomotor, cognitive, social, emotional, and language development; the implications of various types of orthopedic (physical) and health impairments on students' educational development; and the effects of orthopedic (physical) and health impairments on adult life roles (e.g., learning, daily living, employment, family life).

ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

0010 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; 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.

0011 Understand assessment procedures of the multidisciplinary evaluation team for evaluating individual differences and making placement and programming decisions for students with disabilities.

For example: roles and functions of members of the multidisciplinary evaluation team; components of a full and individual evaluation used to determine eligibility for and placement within special education and related services; ethical practices and legal provisions regarding unbiased assessment; procedural requirements for conducting an evaluation; interpretation and use of assessment data to plan a student's educational program and placement; awareness of students' behavior, communication, and assistive technology needs; the impact of cultural diversity and linguistic differences on evaluation and placement decisions in special education; and appropriate application and interpretation of scores.

0012 Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with emotional disabilities.

For example: principles and procedures for screening, assessing, evaluating, and diagnosing students with emotional disabilities.

0013 Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with specific learning disabilities.

For example: principles and procedures for screening, assessing, evaluating, and diagnosing students with specific learning disabilities.

TEST OBJECTIVES
FIELD 22: SPECIAL EDUCATION—CROSS-CATEGORY

0014 Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with mental retardation.

For example: principles and procedures for screening, assessing, evaluating, and diagnosing students with mental retardation.

0015 Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with orthopedic (physical) or other health impairments.

For example: principles and procedures for screening, assessing, evaluating, and diagnosing the strengths and needs of students with orthopedic (physical) or other health impairments.

0016 Understand the uses of ongoing assessment in the education of students with special needs.

For example: procedures for using and maintaining ongoing classroom assessment; methods for determining learning styles and strengths; application of assessment data to modify a student's educational program; and the interpretation of assessment data to evaluate students' academic progress, determine students' needs, revise IEPs, and modify programming.

0017 Understand procedures for developing and implementing Individualized Education Programs (IEPs) for students with special needs.

For example: roles and functions of IEP team members; factors and procedures in gathering information, creating and maintaining records, determining appropriate placements, and developing IEPs for students with special needs; components of an IEP; and evaluation of students' progress with respect to IEP goals.

PROMOTING STUDENT DEVELOPMENT AND LEARNING

0018 Understand how to establish a positive and productive learning environment for all students.

For example: ways that disabilities 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 modifying learning environments to address diverse student needs; 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).

TEST OBJECTIVES
FIELD 22: SPECIAL EDUCATION—CROSS-CATEGORY

0019 Understand approaches and techniques used to improve students' reading skills.

For example: types and characteristics of reading difficulties associated with various disabilities; principles of and methods for teaching prereading skills, phonological awareness, decoding, word recognition, reading comprehension, and print integration skills; various approaches to reading instruction (e.g., skills-based, whole-language, combined approaches); and promoting appreciation for reading.

0020 Understand strategies and techniques used to promote students' written expression.

For example: types and characteristics of written language difficulties associated with various disabilities; and principles and methods for improving students' spelling, grammar, mechanics, word usage, and syntax and for teaching students how to convey ideas logically and how to communicate to different audiences.

0021 Understand strategies and techniques used to promote students' math skills.

For example: types and characteristics of mathematical reasoning and calculation difficulties associated with various disabilities; and principles and methods for improving students' computation, reasoning, problem-solving, and measurement skills and application of math skills.

0022 Understand strategies and techniques used to promote students' acquisition of academic skills.

For example: ways the presence of disabilities may affect students' progress in the general curriculum; various approaches for content area instruction; strategies for integrating reading, writing, and mathematics instruction into daily routines; and strategies for developing students' academic study skills.

0023 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, community-based instruction); strategies for teaching functional skills in the major domains (e.g., self-help skills, daily living skills); and techniques for promoting skill transfer and generalization.

TEST OBJECTIVES
FIELD 22: SPECIAL EDUCATION—CROSS-CATEGORY

0024 Understand strategies and techniques used to improve students' independent learning skills.

For example: principles and techniques for promoting students' self-confidence, independence, decision making, responsibility, and personal ownership of tasks and goals; ways to help students apply self-management strategies; techniques for responding to the motivational characteristics of individual students; and strategies and activities for helping students to organize and manage time, develop productive routines, seek help when needed, follow instructions, work independently, choose and use technology, persevere at tasks, manage frustration and change, manage leisure time, and participate in problem-solving, decision-making, and conflict resolution processes.

0025 Understand the development and implementation of behavior interventions.

For example: types, characteristics, strengths, and limitations of various behavior intervention approaches; conducting functional behavior assessments to determine the purposes of given behaviors; strategies and techniques for developing and implementing supports and systematic behavior intervention plans for students with special needs (e.g., using behavioral contracts, teaching new behaviors to replace problem behaviors); appropriate ways of involving family members in behavior intervention plans; strategies for recognizing when plans are not working and making changes; and the importance of coordinating behavior intervention approaches among persons involved in the implementation of IEPs.

0026 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, positive health and fitness habits, and travel and mobility routines; strategies for increasing students' understanding of the responsibilities associated with friendship, human sexuality, family life, and parenting; strategies for promoting students' ability to advocate for themselves and obtain assistance as necessary (e.g., from family, government agencies, consumer organizations, advocacy groups); sensitivity to ways that cultural diversity may affect students' attitudes toward and strategies for self-advocacy; and techniques for promoting independent and community living skills, citizenship skills, multicultural awareness, and participation in civic, leisure, and recreational activities.

0027 Understand principles of and procedures for supporting students' transition from school to employment and/or post-secondary education and training.

For example: techniques and settings for promoting career and vocational awareness, exploration, and preparation; strategies for providing work experience and career planning services to students; and appropriate goals, objectives, activities, benchmarks, programs, and support to promote transition into employment and/or post-secondary education.

TEST OBJECTIVES
FIELD 22: SPECIAL EDUCATION—CROSS-CATEGORY

WORKING IN A COLLABORATIVE LEARNING COMMUNITY

0028 Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with special needs.

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 and promote student achievement; and strategies for effectively providing services in a variety of educational contexts (e.g., coordinating instruction with other teaching professionals).

0029 Understand how to promote strong school-home relationships.

For example: strategies for establishing and maintaining communication with families from a diversity 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, support, counseling, and referrals to families whose children have special needs.

0030 Understand how to encourage school-community interactions that enhance learning opportunities for students with special needs.

For example: strategies for accessing and working effectively with agencies and services that can help meet the needs of students with special needs.

0031 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; legal and ethical issues in special education (e.g., confidentiality, personal involvement with students and families, student discipline and suspension); roles and responsibilities of teachers; 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 identification, referral, evaluation, eligibility, program development, delivery of services, procedural safeguards).