

## Arizona Educator Proficiency Assessments (AEPA™)

### FIELD 24: SPECIAL EDUCATION—EMOTIONAL DISABILITY TEST OBJECTIVES

<b>Subarea</b>	<b>Range of Objectives</b>	<b>Approximate Test Proportions</b>
I. Understanding Students with Emotional Disabilities	1–5	24%
II. Assessing Students and Developing Individualized Education Programs (IEPs)	6–9	19%
III. Promoting Student Development and Learning	10–17	38%
IV. Working in a Collaborative Learning Community	18–21	19%

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# Arizona Educator Proficiency Assessments (AEPA™) Subject Knowledge Test

## Test Objectives

### Field 24: Special Education—Emotional Disability

#### Subareas:

Understanding Students with Emotional Disabilities  
Assessing Students and Developing Individualized Education Programs (IEPs)  
Promoting Student Development and Learning  
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.

**TEST OBJECTIVES**  
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**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).

**TEST OBJECTIVES**  
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**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.

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**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.

**TEST OBJECTIVES**  
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**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.

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**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.

**TEST OBJECTIVES**  
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**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).