

## Arizona Educator Proficiency Assessments (AEPA™)

### FIELD 27: SPECIAL EDUCATION—LEARNING DISABILITY TEST OBJECTIVES

<b>Subarea</b>	<b>Range of Objectives</b>	<b>Approximate Test Proportions</b>
I. Understanding Students with Specific Learning Disabilities	1–5	19%
II. Assessing Students and Developing Individualized Education Programs (IEPs)	6–10	19%
III. Promoting Student Development and Learning	11–22	46%
IV. Working in a Collaborative Learning Community	23–26	16%

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

**Test Objectives**

**Field 27: Special Education—Learning Disability**

**Subareas:**

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

**UNDERSTANDING STUDENTS WITH SPECIFIC LEARNING DISABILITIES**

**0001 Understand types and characteristics of learning disabilities and their developmental significance.**

For example: types and characteristics of specific learning disabilities; differences between learning disabilities and other types of impairments; and the influence of learning disabilities on psychomotor, cognitive, social, emotional, and language development.

**0002 Understand types and characteristics of receptive and expressive language disorders associated with learning disabilities.**

For example: types and characteristics of receptive language disorders, expressive language disorders, and integrative language disorders; and the implications of various types of language disorders for student learning.

**0003 Understand types and characteristics of perceptual and memory disorders associated with learning disabilities.**

For example: disorders in discrimination, visual-motor tasks, perceptual speed, and sequencing; perseveration; difficulties in organizing, classifying, storing, retrieving, and interpreting information; difficulties with long- and short-term memory, recognition, and recall; and the implications of various types of perceptual and memory disorders for student learning.

**0004 Understand types and characteristics of thinking disorders associated with learning disabilities.**

For example: difficulties with concept formation and problem solving; difficulties in making judgments, comparisons, calculations, and decisions; difficulties in metacognition; and the implications of various types of thinking disorders for student learning.

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**0005 Understand types and characteristics of behavioral, social, and emotional disorders associated with learning disabilities.**

For example: attention deficits; types and characteristics of behavioral, social, and emotional disorders associated with learning disabilities; and the implications of various types of behavioral, social, and emotional disorders for student learning.

**ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)**

**0006 Understand types and characteristics of assessment instruments and methods.**

For example: types, characteristics, and methods of formal and informal assessment; principles and procedures for creating, evaluating, selecting, and using assessment instruments and methods, including those used in prereferral situations; and advantages, disadvantages, and limitations of various assessment instruments and methods.

**0007 Understand procedures for evaluating and identifying students with learning disabilities.**

For example: components of a full and individual evaluation for determining eligibility for special education programs and related services; principles and procedures for screening and diagnosing students with learning disabilities; basic methods of assessing students' behavior and communication needs and need for assistive technology; roles and functions of members of the multidisciplinary evaluation team; procedural requirements for conducting a full and individual evaluation; and ways in which cultural diversity and linguistic differences may affect evaluation and placement decisions in special education.

**0008 Understand the uses of ongoing assessment in the education of students with learning disabilities.**

For example: benefits and uses of ongoing assessment; procedures for conducting ongoing assessment; methods for identifying learning styles; and the interpretation of ongoing assessment data to evaluate students' academic progress, determine student strengths and needs, and revise IEPs.

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**0009 Understand procedures for developing and implementing Individualized Education Programs (IEPs) for students with learning disabilities.**

For example: roles and functions of members of the individualized educational planning (IEP) team; information that must be specified in an IEP; uses of assessment data and Arizona student standards in developing a student's IEP; characteristics of IEP objectives/benchmarks and goals; procedures and requirements for creating and maintaining records; and procedures for evaluating progress toward IEP objectives/benchmarks and goals, requirements for reviewing and revising an IEP, and the rights of students, parents, and guardians in relation to IEPs.

**0010 Understand options for program and service delivery for students with learning disabilities.**

For example: roles of ancillary and related service personnel who may be involved in educational programs for students with learning disabilities; program options for students with learning disabilities; principles and procedures for inclusion of students with learning disabilities; types and characteristics of community-based services; and the application of placement options in the continuum of services in the education of students with learning disabilities.

**PROMOTING STUDENT DEVELOPMENT AND LEARNING**

**0011 Understand principles for creating a positive and productive learning environment for all students, including classroom management practices.**

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

**0012 Understand instructional approaches used with students with learning disabilities.**

For example: techniques and principles of the learning strategies approach to instruction; characteristics of linguistic, cognitive, metacognitive, and multisensory approaches to instruction; components of various instructional approaches (e.g., cognitive-task interaction, task-process training); and applications of various instructional approaches in given situations.

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**0013 Understand approaches and techniques for individualizing instruction and promoting independent learning in students with learning disabilities.**

For example: strategies for individualizing instruction based on student needs and strengths (e.g., adapting instructional approaches to accommodate preferred learning styles, making use of appropriate materials and technologies); and strategies for promoting students' independent learning (e.g., helping students recognize and make use of tools, resources, and learning strategies that work for them; designing assignments based on student interests; using grouping practices to enhance learning).

**0014 Understand approaches and techniques used to improve students' receptive language skills.**

For example: types and characteristics of oral receptive language difficulties associated with learning disabilities; the sequence of acquisition of receptive language skills; principles of and methods for improving students' listening and oral comprehension skills; and strategies for developing students' skill in interpreting nonverbal communication and processing orally communicated information.

**0015 Understand emergent literacy and techniques for promoting the emergence of literacy in students with learning disabilities.**

For example: skills and concepts associated with the emergence of literacy (e.g., phonemic awareness, concepts about print, sound-symbol relationships); principles of and methods for teaching prereading skills and phonological awareness to students with learning disabilities; and practices that promote students' early reading success.

**0016 Understand approaches and techniques for improving students' reading skills.**

For example: types and characteristics of reading difficulties associated with learning disabilities; strategies and techniques for developing students' decoding, word recognition, and reading comprehension skills; various approaches to reading instruction (e.g., skills-based, whole-language, and combined approaches); and practices that promote students' enjoyment of reading.

**0017 Understand approaches and techniques for improving students' oral expression.**

For example: types and characteristics of expressive language difficulties associated with learning disabilities; the sequence of acquisition of expressive language skills; principles of and methods for improving students' skills in phonology, morphology, semantics, syntax, pragmatics, and fluency; and strategies for promoting effective oral communication.

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**0018 Understand approaches and techniques for improving students' written expression.**

For example: types and characteristics of written language difficulties associated with learning disabilities; the sequence of skills development in written expression; principles of and methods for improving students' handwriting, spelling, and composition skills; and strategies for promoting effective written communication.

**0019 Understand approaches and techniques used in math instruction for students with learning disabilities.**

For example: types and characteristics of mathematical reasoning and calculation difficulties associated with learning disabilities; the sequence of skills development in mathematics; and principles of and methods for improving students' computation, reasoning, and problem-solving skills in mathematics.

**0020 Understand approaches and techniques for improving students' personal, social, and functional skills and facilitating transitions.**

For example: principles and techniques for increasing students' self-confidence, independence, decision making, responsibility, and personal ownership of tasks and goals; self-management strategies; strategies for managing personal interactions, establishing positive relationships, working cooperatively with peers and others, and perceiving expectations in various social situations; strategies for teaching functional skills in the major domains (i.e., domestic, recreation/leisure, community, and employment); and techniques for helping students make transitions during their school years (e.g., from one grade level or teacher to another, from one school to another).

**0021 Understand behavior management approaches.**

For example: types and characteristics of behavior management approaches; procedures for developing and implementing behavior management approaches; the application of behavior management techniques in given situations; principles of and strategies for coordinating behavior management among persons involved in the implementation of IEPs; and ways of involving family members in the development and implementation of individual behavior management approaches.

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**0022 Understand techniques for promoting career awareness and self-advocacy and initiating transition services for students with learning disabilities.**

For example: techniques and settings for promoting career and vocational awareness, exploration, and preparation; procedures and legal requirements for developing Individualized Transition Plans (ITPs); the provision of appropriate transition services in given situations (e.g., school to work, school to post-secondary education, school to adult living); and strategies for promoting students' ability to advocate for themselves and obtain assistance as necessary (e.g., from family, government agencies, consumer organizations, and advocacy groups).

**WORKING IN A COLLABORATIVE LEARNING COMMUNITY**

**0023 Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with learning disabilities.**

For example: consultation and collaboration strategies for working with other school staff and support service providers, including general education teachers, to solve problems and promote student achievement; collaborative strategies and practices for inclusion; strategies and practices for integrating services (e.g., speech, occupational, physical) into students' daily routines; and procedures for coordinating materials, equipment, and services for students in various educational contexts.

**0024 Understand how to promote strong school-home relationships.**

For example: strategies for establishing and maintaining communication with families, including families whose first language is other than English; ways to recognize and overcome barriers to communication with families; strategies for collaborating with families in the planning and implementation of their children's education; and methods of providing information, training, support, counseling, and referrals to families whose children have learning disabilities.

**0025 Understand how to encourage school-community interactions that enhance learning opportunities for students with learning disabilities.**

For example: awareness of agencies and services that can help meet the needs of students with learning disabilities; sensitivity to various cultural perspectives within the community; strategies for working with community institutions to facilitate successful student transitions, including locating meaningful employment and community living options from non-school sources; securing advocacy, educational, transitional, and residential services through legal, governmental, consumer, community, and advocacy agencies; and strategies for engaging community support for the special education program.

**TEST OBJECTIVES**  
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**0026 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); roles and responsibilities (including professional development) of teachers of students with special needs; mediation techniques; and application of the Individuals with Disabilities Education Act (IDEA) and other special education related laws (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA]), regulations, and guidelines (e.g., regarding referral, evaluation, eligibility, equity, program development, due process).