

Arizona Educator Proficiency Assessments (AEPA™)

**FIELD 29: SPECIAL EDUCATION—ORTHOPEDIC IMPAIRMENTS/
OTHER HEALTH IMPAIRMENTS
TEST OBJECTIVES**

Subarea	Range of Objectives	Approximate Test Proportions
I. Understanding Students with Orthopedic Impairments	1–3	15%
II. Assessing Students and Developing Individualized Education Programs (IEPs)	4–7	20%
III. Promoting Student Development and Learning	8–16	45%
IV. Working in a Collaborative Learning Community	17–20	20%

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Arizona Educator Proficiency Assessments (AEPA™) Subject Knowledge Test

Test Objectives

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

Subareas:

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

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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.

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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.

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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.

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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.

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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).