

Arizona Educator Proficiency Assessments (AEPA™)

**FIELD 31: SPECIAL EDUCATION—SPEECH AND
LANGUAGE IMPAIRED
TEST OBJECTIVES**

Subarea	Range of Objectives	Approximate Test Proportions
I. Understanding Students with Communication Disorders	1–5	24%
II. Assessing Students and Developing Individualized Education Programs (IEPs)	6–11	29%
III. Promoting Student Development and Learning	12–17	28%
IV. Working in a Collaborative Learning Community	18–21	19%

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 31: Special Education—Speech and Language Impaired

Subareas:

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

UNDERSTANDING STUDENTS WITH COMMUNICATION DISORDERS

0001 Demonstrate knowledge of learning processes and the significance of various disabilities for learning.

For example: processes by which learning typically occurs; applications of learning theories; factors that may affect learning, including cultural and language differences; effects of various disabilities, especially communication disorders, on learning; factors that may impede learning (e.g., abuse/neglect, substance abuse, medications); factors that may facilitate learning in students with special needs; and strategies for promoting learning that are responsive to students' needs and take advantage of their strengths.

0002 Demonstrate knowledge of communication disorders involving speech.

For example: types and characteristics of communication disorders involving speech; factors affecting these disorders; relationships between these disorders and other aspects of development; and typical needs of students with disorders involving speech.

0003 Demonstrate knowledge of communication disorders involving language.

For example: types and characteristics of communication disorders involving receptive language (i.e., listening and reading) and expressive language (i.e., speaking and writing); factors affecting these disorders; relationships between these disorders and other aspects of development; and typical needs of students with disorders involving language.

TEST OBJECTIVES
FIELD 31: SPECIAL EDUCATION—SPEECH AND LANGUAGE IMPAIRED

0004 Demonstrate knowledge of communication disorders involving voice.

For example: types and characteristics of communication disorders involving voice; factors affecting these disorders; relationships between these disorders and other aspects of development; and typical needs of students with disorders involving voice.

0005 Demonstrate knowledge of communication disorders involving fluency.

For example: types and characteristics of communication disorders involving fluency; factors affecting these disorders; relationships between these disorders and other aspects of development; and typical needs of students with disorders involving fluency.

ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

0006 Demonstrate knowledge of assessment procedures for evaluating individual differences, including learning strategies, and making placement and programming decisions for students with disabilities.

For example: types and characteristics of informal and formal assessments used for identification purposes and to make placement and programming decisions; types and characteristics of formal and informal assessments of a student's learning styles, repertoire of learning strategies, and ability to use alternative strategies; procedures for identifying students who are at-risk for communication disorders; procedures used by other professionals to assess various aspects of students' functioning (e.g., social/emotional, cognitive, motor); interpretation and use of assessment information to identify and understand students with special needs and to monitor progress; issues related to cultural and linguistic differences; issues related to behavioral factors; and assessment-related issues in special education (e.g., early identification and intervention, nondiscriminatory assessment).

0007 Apply procedures for assessing students' speech.

For example: types and characteristics of formal and informal assessments of speech; assessments associated with prereferral, screening, and referral processes; procedures for conducting different types of assessments, including ongoing assessment and assessment of assistive technology needs, in various settings; and interpretation of assessment results.

TEST OBJECTIVES
FIELD 31: SPECIAL EDUCATION—SPEECH AND LANGUAGE IMPAIRED

0008 Apply procedures for assessing students' language.

For example: types and characteristics of formal and informal assessments of receptive language (i.e., listening and reading) and expressive language (i.e., speaking and writing); assessments associated with prereferral, screening, and referral processes; procedures for conducting different types of assessments, including ongoing assessment and assessment of assistive technology needs, in various settings; and interpretation of assessment results.

0009 Apply procedures for assessing students' voice production.

For example: types and characteristics of formal and informal assessments of voice production; assessments associated with prereferral, screening, and referral processes; procedures for conducting different types of assessments, including ongoing assessment and assessment of assistive technology needs, in various settings; and interpretation of assessment results.

0010 Apply procedures for assessing students' fluency.

For example: types and characteristics of formal and informal assessments of fluency; assessments associated with prereferral, screening, and referral processes; procedures for conducting different types of assessments, including ongoing assessment and assessment of assistive technology needs, in various settings; and interpretation of assessment results.

0011 Apply procedures for developing and implementing Individualized Education Programs (IEPs) for students with communication disorders.

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 speech and language impairments; components of an IEP; and evaluation of student progress with respect to IEP goals and objectives.

PROMOTING STUDENT DEVELOPMENT AND LEARNING

0012 Demonstrate knowledge of ways to promote students' speech.

For example: strategies for providing students with learning experiences to address needs and meet specified goals relating to disorders involving speech; and evaluation, selection, and adaptation of instructional methods, resources, and technologies to individualize instruction and to promote students' speech production.

TEST OBJECTIVES
FIELD 31: SPECIAL EDUCATION—SPEECH AND LANGUAGE IMPAIRED

0013 Demonstrate knowledge of ways to promote students' language comprehension and expression.

For example: strategies for providing students with learning experiences to address needs and meet specified goals relating to disorders involving receptive language (i.e., listening and reading) and expressive language (i.e., speaking and writing); and evaluation, selection, and adaptation of instructional methods, resources, and technologies to individualize instruction and to promote students' language comprehension and expression.

0014 Demonstrate knowledge of ways to promote students' voice production.

For example: strategies for providing students with learning experiences to address needs and meet specified goals relating to disorders involving voice production; and evaluation, selection, and adaptation of instructional methods, resources, and technologies to individualize instruction and to promote students' voice production.

0015 Demonstrate knowledge of ways to promote students' fluency.

For example: strategies for providing students with learning experiences to address needs and meet specified goals relating to disorders involving fluency; and evaluation, selection, and adaptation of instructional methods, resources, and technologies to individualize instruction and to promote students' fluency.

0016 Demonstrate knowledge of ways to promote the academic achievement and overall development of students with communication disorders.

For example: procedures for adapting, modifying, and developing curricula and instructional methods to meet the academic needs of students with communication disorders; strategies for promoting students' prevocational, vocational, and career awareness, exploration, and preparation; procedures for promoting students' development, use, and transfer of learning and problem-solving strategies; strategies for using instructional resources and technologies (including augmentative communication systems) to individualize instruction and promote learning; and strategies for enhancing the social/emotional and motor functioning of students with communication needs.

0017 Demonstrate knowledge of ways to promote independence and self-advocacy in students with communication disorders.

For example: strategies that promote students' self-advocacy, self-determination, responsibility, flexibility, tolerance, independence, and ability to make successful transitions; skills and behaviors that enhance self-advocacy; ways to encourage students to seek assistance and resources, including advocacy agencies, in different situations; and strategies for promoting students' understanding of their legal rights and their willingness to advocate for those rights.

TEST OBJECTIVES
FIELD 31: SPECIAL EDUCATION—SPEECH AND LANGUAGE IMPAIRED

WORKING IN A COLLABORATIVE LEARNING COMMUNITY

0018 Demonstrate knowledge of ways to establish partnerships with other members of the school community to prevent communication disorders and to enhance learning opportunities for students with communication disorders.

For example: consultation, collaboration, and communication skills and strategies for working with other school staff (e.g., school psychologists) and support service providers (e.g., general education teachers, school-based audiologists) to solve problems, prevent communication disorders, promote student achievement, and promote transition readiness; strategies for effectively providing services in a variety of educational contexts (e.g., collaborating with teachers in general education classrooms, modeling teaching techniques, providing in-service programs, coordinating instruction with other teaching professionals); and strategies for educating members of the school community about communication issues (e.g., cultural and linguistic variations in language) and communication-related disorders.

0019 Demonstrate knowledge of ways to promote strong school-home relationships.

For example: strategies for establishing and maintaining communication with families, including families with diverse backgrounds; how to recognize and overcome barriers to communication with families; how to work collaboratively with families to promote their participation in preventing communication disorders and in planning and implementing their children's education; and how to provide information, training, support, counseling, and referrals to families whose children have communication disorders.

0020 Demonstrate knowledge of the history and philosophy of special education, key issues, and trends.

For example: the historical and philosophical foundations of special education and education for students with communication disorders; and issues and trends in special education (e.g., relating to alternative delivery systems).

0021 Demonstrate knowledge of legal and ethical issues relevant to special education.

For example: legal and ethical issues in special education (e.g., confidentiality, personal involvement with students and families, student discipline); roles and responsibilities of speech and language pathologists, including professional development and supervision of paraprofessionals; 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).