

**CERTIFICATION EXAMINATIONS  
FOR OKLAHOMA EDUCATORS (CEOETM)**

**OKLAHOMA SUBJECT AREA TESTS (OSATM)**

**FIELD 29: MILD-MODERATE DISABILITIES  
TEST FRAMEWORK**

<b>Subarea</b>	<b>Range of Competencies</b>
I. Understanding Students with Mild/Moderate Disabilities	01–05
II. Assessing Students and Developing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs)	06–10
III. Promoting Student Development and Learning	11–17
IV. Working in a Collaborative Learning Community	18–20

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# OKLAHOMA SUBJECT AREA TESTS (OSAT™)

## **FIELD 29: MILD-MODERATE DISABILITIES TEST FRAMEWORK**

Understanding Students with Mild/Moderate Disabilities  
Assessing Students and Developing Individualized Education Programs (IEPs) and  
Individualized Family Service Plans (IFSPs)  
Promoting Student Development and Learning  
Working in a Collaborative Learning Community

### **SUBAREA I—UNDERSTANDING STUDENTS WITH MILD/MODERATE DISABILITIES**

#### **Competency 0001**

**Understand processes of human development and factors, including disability, that affect development and learning.**

*The following topics are examples of content that may be covered under this competency.*

Understand theories and processes related to ways in which development and learning occur.

Demonstrate knowledge of the etiologies and effects of various disabilities on development and learning.

Recognize environmental and other factors that may impede learning (e.g., abuse/neglect, substance abuse, medications, nutrition, physiological factors) in students with mild/moderate disabilities.

Recognize environmental and other factors that may facilitate learning (e.g., parental support and protection, family values and beliefs, early intervention, personal resilience) in students with mild/moderate disabilities.

Understand how primary language and cultural and familial background can affect the academic, social, and career development of students with mild/moderate disabilities.

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**Competency 0002**

**Understand types and characteristics of specific learning disabilities and their significance for human development and learning.**

*The following topics are examples of content that may be covered under this competency.*

Understand types and characteristics of specific learning disabilities.

Recognize differences between specific learning disabilities and other types of disabilities.

Understand the effects of specific learning disabilities on psychomotor, cognitive, social, emotional, and language development.

Understand the implications of various types of specific learning disabilities for students' educational development.

**Competency 0003**

**Understand causes and characteristics of mild/moderate intellectual disability and the significance of intellectual disability for human development and learning.**

*The following topics are examples of content that may be covered under this competency.*

Recognize definitions, causes, and criteria associated with levels of intellectual disability.

Understand major cognitive, behavioral, physical, and social characteristics of individuals with intellectual disability.

Recognize the effects of intellectual disability on sensory, motor, adaptive, cognitive, language, social, and emotional development.

Demonstrate knowledge of learning characteristics of students with intellectual disability.

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**Competency 0004**

**Understand types and characteristics of emotional disturbance and their significance for development and learning.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of definitions and identifying criteria of emotional disturbance.

Recognize major behavioral and social characteristics of students with emotional disturbance.

Understand the implications of various types of behavioral, social, and emotional disturbances for students' educational development.

Recognize ways in which emotional disturbance influences personal productivity, interpersonal/intrapersonal effectiveness, communication skills, self-control, and self-monitoring.

**Competency 0005**

**Understand types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedic impairment) and their significance for human development and learning.**

*The following topics are examples of content that may be covered under this competency.*

Recognize definitions, causes, and criteria associated with other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedic impairment).

Understand major cognitive, behavioral, physical, and social characteristics of individuals with other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedic impairment).

Recognize the effects of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedic impairment) on sensory, motor, adaptive, cognitive, language, social, and emotional development.

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**SUBAREA II—ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED  
EDUCATION PROGRAMS (IEPs) AND INDIVIDUALIZED FAMILY  
SERVICE PLANS (IFSPs)**

**Competency 0006**

**Understand assessment instruments and procedures for evaluating the strengths and needs of students with mild/moderate disabilities.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of types and characteristics of formal and informal assessments for students with mild/moderate disabilities.

Demonstrate knowledge of ways to modify and adapt assessments to accommodate individual abilities and needs.

Demonstrate knowledge of procedures for screening, prereferral, referral, and classification.

Demonstrate knowledge of procedures, criteria, personnel, and functions associated with evaluations used to determine eligibility for special education and related services.

Understand factors in identifying students with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

Understand procedures for using and maintaining ongoing assessment of students with mild/moderate disabilities.

Understand how to interpret assessment data to evaluate academic progress, revise IEPs and IFSPs, and modify programming for students with mild/moderate disabilities.

**Competency 0007**

**Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of types and characteristics of formal and informal assessments of expressive and receptive language.

Understand how to use assessment results to guide instruction in communication skills.

Understand how to interpret and communicate the results of assessments of communicative functioning.

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**Competency 0008**

**Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of types and characteristics of formal and informal assessments of cognitive functioning and academic achievement.

Understand how to use assessment results to meet students' cognitive and academic needs (e.g., identifying learning styles, selecting appropriate instructional materials).

Understand how to interpret and communicate the results of assessments of cognitive functioning and academic achievement.

**Competency 0009**

**Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities.**

*The following topics are examples of content that may be covered under this competency.*

Understand types and characteristics of formal and informal assessments of social skills and adaptive behavior.

Demonstrate knowledge of procedures for conducting different types of adaptive behavior assessments (including ongoing assessment, data collection, and task analysis).

Understand how to interpret and communicate the results of assessments of adaptive behavior and social skills.

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**Competency 0010**

**Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.**

*The following topics are examples of content that may be covered under this competency.*

Understand roles and functions of members of IEP and IFSP teams.

Recognize components of a comprehensive evaluation used to determine eligibility for early intervention or special education services.

Demonstrate knowledge of factors and procedures in gathering information, creating and maintaining records, developing IEPs and IFSPs, monitoring progress, and planning transitions from one setting or service delivery system to another.

Demonstrate awareness of how cultural diversity and linguistic differences may affect evaluation and placement decisions in special education.

Understand issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.

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**SUBAREA III—PROMOTING STUDENT DEVELOPMENT AND LEARNING**

**Competency 0011**

**Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.**

*The following topics are examples of content that may be covered under this competency.*

Understand strategies for structuring the physical environment, establishing and managing routines, selecting appropriate learning materials and technologies, monitoring behavior, and providing activities to promote the development and learning of students with mild/moderate disabilities.

Recognize ways in which disabilities may affect students' progress in the general education curriculum.

Demonstrate knowledge of factors in the learning environment that affect achievement, self-esteem and attitudes toward learning (e.g., teacher attitudes and behaviors, level of expectation, opportunities for success, pace of instruction, social integration, student-initiated learning).

Understand cultural and language diversity and the significance of student diversity for establishing a safe, positive, equitable, and supportive learning environment for all students.

Demonstrate knowledge of specialized health and safety practices for students with mild/moderate disabilities.

Demonstrate knowledge of individual and group management strategies for achieving instructional management goals (e.g., maintaining standards of behavior, maximizing time spent in learning) and promoting successful transitions (e.g., from one activity, class, teacher, or level to another).



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**Competency 0012**

**Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.**

*The following topics are examples of content that may be covered under this competency.*

Understand types and characteristics of speaking and writing difficulties associated with various disabilities.

Understand strategies and techniques for improving students' vocabulary and oral and written communication skills.

Understand instructional methods, resources, and technologies for promoting students' reading skills, including the use of systematic instruction to teach various aspects of reading and monitoring strategies to students with various types of disabilities.

Understand augmentative, alternative, and assistive communication strategies.

Demonstrate knowledge of effective ways to address a broad range of individual communication needs, including the needs of students whose primary language is not English.

**Competency 0013**

**Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.**

*The following topics are examples of content that may be covered under this competency.*

Understand types and characteristics of social difficulties associated with various disabilities.

Apply knowledge of social skills needed for educational and other environments.

Understand strategies and techniques for developing students' social skills.

Understand strategies and techniques for promoting students' ability to understand expectations and respond appropriately in various social situations.

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**Competency 0014**

**Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.**

*The following topics are examples of content that may be covered under this competency.*

Understand general and special curricula and types and characteristics of academic difficulties associated with various disabilities.

Demonstrate knowledge of effective instructional planning and implementation for students with mild/moderate disabilities, including the use of modeling, guided practice, ongoing monitoring of progress, collaboration, individualized transition plans, and appropriate technologies.

Demonstrate knowledge of instructional methods and materials, including adapted materials and assistive technologies, for promoting the academic achievement (e.g., in mathematics, reading, writing) of students with mild/moderate disabilities, including those whose primary language is not English.

Understand instructional methods to strengthen and compensate for deficits in attention, perception, comprehension, memory, and retrieval.

Understand strategies and activities for helping students organize and manage time, work independently, give and receive feedback, use higher-order thinking skills, and use effective study and test-taking skills.

Demonstrate knowledge of strategies for teaching students to use self-assessment, problem solving, and other cognitive strategies to meet academic and other needs.

Understand principles and techniques for promoting students' self-confidence, decision-making skills, ownership of tasks and goals, and ability to make successful transitions between grades, schools, and service delivery systems.

**Competency 0015**

**Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.**

*The following topics are examples of content that may be covered under this competency.*

Recognize components of a functional skills curriculum.

Understand techniques for designing and implementing functional skills instruction (e.g., observation, task analysis, establishing behavioral outcomes, teaching in context).

Understand strategies for teaching functional skills in the major domains (e.g., self-help skills, daily living skills).

Understand techniques for promoting skill transfer and generalization.

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**Competency 0016**

**Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of types, characteristics, strengths, and limitations of various behavior intervention approaches.

Understand how to develop and implement systematic behavior intervention plans (e.g., using behavioral contracts, teaching new behaviors to replace problem behaviors) to promote positive social behavior and self-control.

Understand the use of positive behavior supports and crisis management techniques with students with mild/moderate disabilities.

Recognize appropriate ways to involve students' families and other school personnel in behavior intervention plans.

Demonstrate knowledge of strategies for monitoring the effects of behavior interventions and making changes to interventions as necessary.

Demonstrate knowledge of laws, policies, and ethical principles regarding behavior management planning and implementation.

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**Competency 0017**

**Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or postsecondary education and training, from school to adult life roles).**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of factors that affect student transition across school environments and methods for facilitating transitions.

Demonstrate knowledge of techniques and settings for promoting career and vocational awareness, exploration, and preparation.

Understand strategies for providing work experience and career planning services to students.

Understand strategies for developing goals, benchmarks, activities, programs, and support to promote individuals' transitions to employment and/or postsecondary education.

Demonstrate knowledge of techniques (e.g., embedded skills approach, community-based instruction) for promoting students' community living skills; citizenship skills; self-advocacy; multicultural awareness; and participation in social, civic, and recreational activities.

Recognize how to promote students' self-determination and develop students' understanding of the responsibilities associated with friendships, human sexuality, family life, and parenting.

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**SUBAREA IV—WORKING IN A COLLABORATIVE LEARNING COMMUNITY**

**Competency 0018**

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

*The following topics are examples of content that may be covered under this competency.*

Demonstrate awareness of consultation, collaboration, and communication strategies for working with others in the school community to solve problems and promote student achievement.

Understand strategies for providing services in a variety of educational contexts (e.g., co-teaching, coordinating instruction with other teaching professionals).

Understand strategies for enhancing integration and coordination of related services for educational benefit.

Demonstrate knowledge of strategies for assisting general education teachers in integrating students with disabilities into general education classes.

Demonstrate knowledge of local, state, and federal agencies and services that can help meet the needs of students with mild/moderate disabilities.

Understand how to work with community agencies and services to promote students' successful transitions to community living.

**Competency 0019**

**Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.**

*The following topics are examples of content that may be covered under this competency.*

Understand how to establish and maintain effective communication with all families, including culturally and linguistically diverse families, and to overcome communication barriers.

Understand how to design special education programs that are consistent with the beliefs and values of the individuals served and their families.

Understand the role of families in supporting students' learning and development.

Understand roles and relationships within families and ways to involve families in the assessment of and service delivery to their children.

Understand how to provide information, training, support, counseling, and referrals to families of students with mild/moderate disabilities.

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**Competency 0020**

**Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of historical, theoretical, and philosophical foundations of and current issues and trends in special education.

Understand roles and responsibilities of teachers of students with mild/moderate disabilities (including advocacy and professional development) and relationships of special education to the organization and functions of schools and school systems.

Demonstrate knowledge of rights and responsibilities of students, parents/guardians, classroom teachers, and other professionals related to exceptional learning needs.

Demonstrate knowledge of mediation techniques and crisis prevention/intervention.

Demonstrate knowledge of sources of specialized materials, services, curricula, and resources for individuals with disabilities and organizations and publications relevant to individuals with disabilities.

Demonstrate knowledge of legal and ethical issues in special education (e.g., eligibility, equity, least restrictive environment, confidentiality, due process) and special-education-related laws, regulations, and guidelines (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA], the Individuals with Disabilities Education Act [IDEA]).