

**CERTIFICATION EXAMINATIONS
FOR OKLAHOMA EDUCATORS (CEOE™)**

OKLAHOMA SUBJECT AREA TESTS (OSAT™)

**FIELD 31: SEVERE-PROFOUND/MULTIPLE DISABILITIES
TEST FRAMEWORK**

Subarea	Range of Competencies
I. Understanding Students with Severe and Profound 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 31: SEVERE-PROFOUND/MULTIPLE DISABILITIES TEST FRAMEWORK

Understanding Students with Severe and Profound 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

For the purposes of this certification area, the field of severe-profound/multiple disabilities includes the following: severe mental retardation, serious emotional disturbance, autism, multiple disabilities, orthopedic and other health impairments, traumatic brain injury, sensory impairments, and developmental delays.

SUBAREA I—UNDERSTANDING STUDENTS WITH SEVERE AND PROFOUND DISABILITIES

Competency 0001

Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.

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

Understand processes by which learning and development occur.

Understand the effects of severe and profound disabilities on students' physical, communicative, cognitive, social, and emotional development.

Understand educational implications of severe and profound disabilities.

Understand environmental and other factors (e.g., poor health, abuse/neglect, medications) that may impede the development and learning of students with severe and profound disabilities.

Understand environmental and other factors (e.g., parental support and protection, family values and beliefs, personal resilience) that may facilitate the development and learning of students with severe and profound disabilities.

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

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Competency 0002

Demonstrate knowledge of physical/medical conditions commonly associated with severe and profound disabilities.

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

Demonstrate knowledge of characteristics and etiologies of conditions associated with severe and profound disabilities.

Understand medical and therapeutic terminology related to severe and profound disabilities.

Understand basic medical knowledge required of teachers of students with severe and profound disabilities (e.g., relating to health and nutrition, anatomy, physiology, effects of various medications).

Understand educational implications of physical/medical conditions commonly associated with severe and profound disabilities.

Demonstrate knowledge of sensory impairments, the effects of sensory impairments on students and their families, and factors affecting students with sensory impairments (e.g., presence of additional exceptionalities, teacher attitudes and behaviors).

Competency 0003

Demonstrate knowledge of the physical and medical management of students with severe and profound disabilities.

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

Identify procedures for using and maintaining equipment to meet students' physical and medical needs (e.g., orthotic, prosthetic, and adaptive equipment).

Demonstrate knowledge of procedures for the individualized physical and medical management of students with severe and profound disabilities (e.g., safety and emergency procedures; procedures for tube feeding; procedures for positioning, handling, lifting, and transferring).

Understand laws and policies related to provision of specialized health care in educational settings.

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Competency 0004

Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.

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

Understand implications of severe and profound disabilities for students' cognitive and communicative functioning.

Demonstrate knowledge of augmentative or alternative communication devices and systems (e.g., sign language, electronic devices, symbol systems, language boards).

Understand educational implications of cognitive and communicative characteristics of students with severe and profound disabilities.

Competency 0005

Demonstrate knowledge of social and emotional characteristics and needs of students with severe and profound disabilities.

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

Understand implications of severe and profound disabilities for students' social and emotional development and functioning.

Demonstrate knowledge of strategies related to the social and emotional needs of students with severe and profound disabilities (e.g., behavior intervention plans, functional behavior assessments, positive behavior supports).

Understand educational implications of social and emotional characteristics of students with severe and profound disabilities.

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

Competency 0006

Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.

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

Demonstrate knowledge of types, characteristics, and methods of formal and informal assessment, including authentic assessment (e.g., portfolios, alternative assessment, observations, functional/developmental assessments); use of technology in assessment; and use of information gathered from families.

Recognize advantages, disadvantages, and limitations of various assessment instruments and methods.

Demonstrate knowledge of assessment accommodations and modifications for students with severe and profound disabilities.

Demonstrate knowledge of assessment-related issues in the education of students with severe and profound disabilities (e.g., early identification and intervention, adapting assessments, unbiased assessment).

Understand procedures for using and maintaining ongoing assessment of students with severe and profound disabilities.

Apply knowledge of skills and procedures for interpreting assessment data to evaluate progress, revise IEPs and IFSPs, and modify programming for students with severe and profound disabilities.

Competency 0007

Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound 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, including ongoing assessment, used to monitor and evaluate students' educational achievement.

Understand methods, including data collection, for determining students' learning characteristics, styles, preferences, and needs.

Understand how to select, adapt, and modify assessments of educational achievement for students with severe and profound disabilities.

Understand how to interpret, communicate, and use assessment results.

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Competency 0008

Demonstrate knowledge of procedures for assessing the physical and communicative development of students with severe and profound 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 students' communicative skills and sensory, perceptual, and motor development.

Understand how to use assessments to identify students' needs for assistive technology.

Recognize ways in which assessment results in the areas of communication and sensory, perceptual, and motor development can be used for instructional planning.

Understand strategies for working collaboratively, including with families, to implement recommendations and objectives resulting from assessments of students' physical and communicative development.

Competency 0009

Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound 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 students' functional living and social skills (including prevocational and vocational skills).

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

Understand how to interpret, communicate, and use results of assessments of students' social skills and functional living competence.

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Competency 0010

Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.

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

Understand procedures and requirements for developing IEPs and IFSPs (e.g., roles of multidisciplinary team members, required components of IEPs and IFSPs, concept of least restrictive environment, access to the general education curriculum).

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

Understand issues in evaluating and identifying individuals with severe and profound disabilities, including those from culturally and linguistically diverse backgrounds.

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

Understand how to gather information, create and maintain records, and determine appropriate placement options for students with severe and profound disabilities.

Understand the continuum of placement options for students with severe and profound disabilities.

Understand procedures for designing and implementing data collection systems and for monitoring and evaluating students' progress toward IEP and IFSP goals and objectives.

Demonstrate knowledge of how to facilitate transitions between settings, programs, and service delivery systems.

Demonstrate knowledge of the development and implementation of modifications and accommodations for students with severe and profound disabilities.

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SUBAREA III—PROMOTING STUDENT DEVELOPMENT AND LEARNING

Competency 0011

Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound 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, integrating and coordinating related services (e.g., OT, PT, SLP, O&M), monitoring behavior, and providing activities to promote the development and learning of students with severe and profound disabilities.

Understand how to provide specially designed instruction for students with severe and profound disabilities, including instruction in various types of settings (e.g., individual, group, community).

Demonstrate knowledge of factors that may affect students' ability to actively participate in and profit from classroom activities (e.g., teacher attitudes and behaviors, pace of instruction, environmental controls, use of multisensory approaches, positioning, communication systems, assistive devices, services of paraprofessionals).

Understand group management strategies and intervention techniques, including crisis prevention/intervention.

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 supports needed for integration into various program placements and ways to promote students' successful transitions (e.g., between activities, service providers, classrooms, schools, community settings).

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Competency 0012

Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.

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

Demonstrate knowledge of strategies for designing curricula and adapting and modifying the general education curriculum and instructional materials for students with severe and profound disabilities.

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

Understand adaptations and assistive technology (e.g., alternative positioning, switches, adaptive keyboards, picture communication systems) for promoting students' full participation and access to the curriculum, including the general education curriculum.

Understand communication strategies and resources used to facilitate understanding of subject matter by students with severe and profound disabilities, including students whose primary language is not English.

Apply knowledge of instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.

Demonstrate knowledge of instructional methods for promoting students' use of self-assessment, problem solving, critical thinking, self-determination, and other cognitive strategies to meet their needs and for facilitating students' maintenance and generalization of these skills across environments.

Competency 0013

Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and for integrating related therapies (e.g., OT, PT, SLP, O&M) for students with severe and profound disabilities.

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

Understand strategies for designing and implementing sensory stimulation/integration programs to meet individual students' needs.

Demonstrate knowledge of instructional methods, resources, and technologies for enhancing students' physical skills and abilities.

Demonstrate knowledge of basic orientation and mobility principles and procedures.

Understand strategies for designing, adapting, integrating, and implementing activities related to physical education and fine- and gross-motor development.

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Competency 0014

Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.

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

Demonstrate knowledge of social skills needed for educational, home, work, and community environments and ways to integrate social skills development into the curriculum.

Understand how to promote students' social development and learning in a variety of areas (e.g., age-appropriate social skills, self-management, conflict resolution, human sexuality, self-concept, sensitivity to cultural diversity) and how to promote maintenance and generalization of positive behaviors across environments.

Understand methods, resources, and technologies for promoting students' social development, including interaction alternatives for nonspeaking students.

Demonstrate knowledge of factors (e.g., environmental, sociocultural, developmental, cognitive, communicative) that influence behavior.

Demonstrate knowledge of behavior management principles and techniques, including nonaversive techniques and positive behavior supports, and the development of behavior management plans.

Apply knowledge of procedures for crisis management and intervention.

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

Competency 0015

Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.

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

Understand instructional methods, resources, and technologies (including alternative, augmentative, and assistive communication systems) for promoting communication skills (e.g., expressing wants and needs, giving and receiving feedback, producing legible documents) in all students, including nonspeaking students and students whose primary language is not English.

Demonstrate knowledge of effective ways to address a broad range of individual communication needs (e.g., gestures, sign, eye gaze, picture communication systems) for students with severe and profound disabilities.

Understand strategies for collaborating with other professionals (e.g., speech and language pathologists, occupational therapists, counselors) to develop effective communication systems and strategies for students with severe and profound disabilities.

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Competency 0016

Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home- and community-living skills of students with severe and profound disabilities.

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

Demonstrate knowledge of ways to increase students' independent functioning (including medical self-management) in their personal living environment and their community.

Understand the use of a variety of instructional strategies, materials, technologies, and community resources to promote students' functional living skills.

Understand strategies for facilitating students' maintenance and generalization of self-help and home- and community-living skills across environments.

Understand ways to promote students' involvement in self-selected recreation and leisure activities.

Competency 0017

Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.

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

Understand how to design and implement prevocational and vocational training programs for students with severe and profound disabilities.

Understand how to prepare students and their families to make successful transitions from the school environment to postschool settings.

Demonstrate knowledge of the continuum of services available for vocational training and placement.

Understand how to promote effective self-advocacy and increased independence in students with severe and profound disabilities.

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SUBAREA IV—WORKING IN A COLLABORATIVE LEARNING COMMUNITY

Competency 0018

Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.

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

Understand the roles of school-based medical and related services personnel in assessing and addressing the needs of students with severe and profound disabilities.

Demonstrate knowledge of effective consultation, collaboration, and communication with others in the school community (e.g., other professionals, support service providers, paraeducators) to solve problems and meet student needs.

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 severe and profound disabilities into general education classes.

Understand strategies for working effectively with state, local, and federal agencies and services that can help meet the needs (including transition needs) of students with severe and profound disabilities.

Demonstrate knowledge of the roles of community-based medical and related services personnel (e.g., physicians, therapists) in meeting the needs of students with severe and profound disabilities.

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Competency 0019

Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.

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 recognize and overcome barriers to communication.

Understand family systems and the role of families in the educational process.

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

Understand how to work collaboratively with individual students and their families to promote participation in assessing students' needs and in planning and implementing students' education.

Understand how to provide information, training, support, counseling, and referrals to families of students with severe and profound disabilities.

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Competency 0020

Demonstrate knowledge of the history and philosophy of special education and of key issues and trends, roles and responsibilities, and legal and ethical issues in special education.

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

Demonstrate knowledge of the historical, theoretical, and philosophical foundations of and current issues and trends in special education (e.g., related to alternative delivery systems).

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

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

Demonstrate knowledge of mediation techniques.

Demonstrate knowledge of sources of specialized materials, services, curricula, and resources for individuals with severe and profound 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, discipline, 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], the Family Educational Rights and Privacy Act [FERPA], Policies and Procedures for Special Education in Oklahoma).