

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

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

FIELD 129: MILD-MODERATE DISABILITIES

TEST FRAMEWORK

September 2016

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OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

FIELD 129: MILD-MODERATE DISABILITIES

TEST FRAMEWORK

- I. Understanding Students with Mild/Moderate Disabilities
- II. Assessing Students and Developing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs)
- III. Learning across the Curriculum
- IV. Working in a Collaborative Learning Community
- V. Case Study—Analysis of Data to Identify and Effectively Address Student Needs

SUBAREA I—UNDERSTANDING STUDENTS WITH MILD/MODERATE DISABILITIES

Competency 0001

Apply knowledge of human development and factors, including disabilities, 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 across domains (e.g., cognitive, social/emotional, sensorimotor, physical, communication).
- Apply knowledge of typical and atypical human growth and development in the various domains from birth through age 21 (e.g., cognitive, communication, social/emotional, physical).
- Analyze environmental and other factors that may facilitate learning (e.g., parental support and protection, culture and beliefs, early intervention, personal resilience) in students with mild/moderate disabilities.
- Apply knowledge of the environmental factors that affect human development, learning, and daily living in students with mild/moderate disabilities (e.g., roles of families and communities, medical and physical conditions, communication).

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Competency 0002

Apply knowledge of the various types of disabilities (e.g., developmental delay, specific learning disability, intellectual disability, autism spectrum disorder [ASD], multiple disabilities, emotional disturbance, other health impairment, orthopedic impairment, traumatic brain injury [TBI]), including in students from culturally and linguistically diverse backgrounds, from birth through age 21.

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

- Apply knowledge of definitions and eligibility criteria of developmental disabilities and the implications of developmental disabilities for learning and daily living.
- Apply knowledge of definitions and eligibility criteria of the various categories of specific learning disabilities and the implications of specific learning disabilities for learning and daily living.
- Apply knowledge of definitions, causes, and eligibility criteria associated with levels of intellectual disabilities and the implications of intellectual disabilities for learning and daily living.
- Apply knowledge of definitions and eligibility criteria of emotional disturbance and the implications of emotional disturbance for learning and daily living.
- Apply knowledge of definitions and eligibility criteria of autism spectrum disorder (ASD) and the implications of ASD for learning and daily living.
- Apply knowledge of definitions and eligibility criteria associated with other categories of disabilities (e.g., other health impairment, orthopedic impairment, multiple disabilities, traumatic brain injury [TBI]).

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

Competency 0003

Apply knowledge of 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.

- Apply knowledge of basic assessment terminology and types, characteristics, and uses of formal, informal, and alternative assessments for students with mild/moderate disabilities (e.g., standardized measures, developmental screenings, formative and summative assessments, observations, portfolios, adaptive behavior checklists, functional behavior assessments [FBAs], state-mandated assessments, curriculum-based measures).
- Apply knowledge of the appropriate uses and limitations of various types of assessments for students with mild/moderate disabilities, including students from culturally and linguistically diverse backgrounds.
- Apply knowledge of strategies for modifying and adapting assessments to accommodate individual abilities and needs, including those of students from culturally and linguistically diverse backgrounds, and the implications of modifications and adaptations to assessment validity and reliability.
- Demonstrate knowledge of procedures for using and maintaining ongoing assessment of students with mild/moderate disabilities (e.g., progress monitoring, data collection, task analysis), including the use of multiple measures of student assessment to effectively assess students' strengths and needs.
- Apply knowledge of strategies and procedures for administering assessments, including strategies for using technology, the principles of universal design for learning (UDL), and procedures for avoiding bias during the assessment process.
- Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions, determine student goals, and plan and evaluate instruction.

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Competency 0004

Demonstrate knowledge of the policies, principles, and procedures related to referral, eligibility, program planning, instruction, and placement of students with mild/moderate disabilities, including students from culturally and linguistically diverse backgrounds.

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

- Apply knowledge of screening, prereferral, referral, and eligibility procedures, including the use of Response to Intervention (RtI) and the roles and functions of the Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) teams.
- Apply knowledge of components of a comprehensive evaluation used to determine eligibility for early intervention or special education services.
- Apply knowledge of the issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.
- Demonstrate knowledge of how cultural diversity and linguistic differences may affect evaluation and placement decisions in special education.
- Demonstrate knowledge of components of IEPs and IFSPs (e.g., present levels of academic achievement and functional educational performance, transition services plan, annual goals) and the roles special education teachers, general education teachers, students with mild/moderate disabilities, parents/guardians, related services providers, and others play in planning and implementing IEPs/IFSPs, transition services plans, behavior intervention plans (BIPs), and other individualized plans.
- Apply knowledge of the continuum of placement, and direct and related services for students with mild/moderate disabilities, including knowledge of supports students need for inclusion in various program placements.

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SUBAREA III—LEARNING ACROSS THE CURRICULUM

Competency 0005

Apply knowledge of practices for establishing 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.

- Apply knowledge of strategies for structuring the physical environment; establishing and managing routines; selecting appropriate learning curricula, materials, and technologies; addressing and monitoring behavior; and promoting active participation and independence for students with mild/moderate disabilities.
- Analyze ways in which disabilities may affect students' progress in the general education curriculum.
- Demonstrate knowledge of evidence- and research-based strategies, accommodations, and modifications to effectively include students with mild/moderate disabilities in the general education setting.
- Demonstrate knowledge of cultural and linguistic diversity and apply the knowledge of student diversity in order to establish 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.
- Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating students' inclusion in various settings.

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Competency 0006

Apply knowledge of evidence- and research-based strategies and instructional methods for improving the language development and communication skills of students with mild/moderate disabilities.

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

- Demonstrate knowledge of the types and characteristics of communication delays associated with mild/moderate disabilities (e.g., range of communication needs of students with autism spectrum disorder [ASD]).
- Apply knowledge of evidence- and research-based instructional strategies for improving students' vocabulary and speaking and written communication skills.
- Apply knowledge of evidence- and research-based instructional strategies for selecting and developing materials and technology for fostering the communication skills of students with mild/moderate disabilities who use augmentative and alternative communication (AAC) devices.
- 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.

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Competency 0007

Apply knowledge of evidence- and research-based strategies and instructional methods in the instruction of reading to students with mild/moderate disabilities.

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

- Demonstrate knowledge of emergent literacy development and strategies for fostering students' literacy development across ages and grade levels and for promoting reading, writing, and speaking by students with mild/moderate disabilities.
- Apply knowledge of evidence- and research-based strategies, activities, and materials to promote and strengthen students' phonological awareness, phonemic awareness, phonics, word-recognition, and spelling skills.
- Apply knowledge of evidence- and research-based instructional strategies, activities, and materials to develop students' reading comprehension, reading fluency, and vocabulary skills.
- Apply knowledge of evidence- and research-based instructional strategies, activities, and materials to develop students' written communication skills.
- Apply knowledge of evidence- and research-based strategies and instructional approaches that promote comprehension of text at the literal, inferential, and critical/evaluative level across genres and content areas.
- Demonstrate knowledge of the relationship between oral language development and literacy, and strategies for promoting the use of language and communication (e.g., verbal, nonverbal, written, pictorial, symbolic, gestural).

Competency 0008

Apply knowledge of evidence- and research-based strategies and instructional methods in the instruction of mathematics to students with mild/moderate disabilities.

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

- Apply knowledge of evidence- and research-based strategies for using meaningful, concrete learning experiences to promote students' mathematical inquiry, thinking, and skills (e.g., using mathematics in everyday situations, using multiple problem-solving and calculation approaches).
- Demonstrate knowledge of strategies for promoting students' knowledge of mathematical content (e.g., number sense and numeration, whole-number operations, geometry and spatial sense, statistics and probability, fractions) through a variety of learning experiences, including integration of mathematics with other content areas.
- Apply knowledge of evidence- and research-based teaching practices that enhance mathematical problem solving and reasoning and promote the ability to represent, communicate, and connect mathematical ideas.

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Competency 0009

Apply knowledge of evidence- and research-based strategies for developing social skills and providing effective positive behavior interventions for students with mild/moderate disabilities.

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

- Apply knowledge of appropriate strategies for fostering social skills; increasing participation, self-awareness, self-regulation, and self-esteem; and developing self-advocacy skills, resulting in self-determination for students with mild/moderate disabilities.
- Demonstrate knowledge of the components of functional behavior assessments (FBAs) and behavior intervention plans (BIPs) and the ability to analyze the results of FBAs to develop individualized BIPs for students with mild/moderate disabilities.
- Apply knowledge of strategies and practices involving the use of positive behavior supports and crisis management techniques (e.g., prevention/intervention strategies) with students with mild/moderate disabilities and the laws, policies, and ethical principles regarding behavior management and intervention.
- Apply knowledge of practices for involving students, parents/guardians, related service providers, and school personnel in the process of FBAs and the development and implementation of BIPs for students with mild/moderate disabilities.
- Demonstrate knowledge of strategies for monitoring behavior interventions, evaluating the effectiveness of individualized behavior interventions, and adjusting or revising interventions as necessary for students with mild/moderate disabilities.

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Competency 0010

Apply knowledge of evidence- and research-based strategies and instructional methods 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.

- Apply knowledge of effective instructional planning and implementation for students with mild/moderate disabilities, including the use of modeling; guided practice; ongoing monitoring of Individualized Education Program (IEP) goal progress; and use of appropriate technologies, accommodations, and modifications to promote academic achievement.
- Apply knowledge of evidence- and research-based instructional strategies and methods to strengthen and compensate for deficits in attention, perceptual skills, comprehension, memory, and retrieval.
- Apply knowledge of instructional methods and materials, including adapted materials and assistive technologies, for promoting the academic achievement of students with mild/moderate disabilities.

Competency 0011

Apply knowledge of evidence- and research-based strategies and instructional methods for promoting students' acquisition of functional skills.

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

- Demonstrate knowledge of the components of a functional skills curriculum and how to plan and implement instruction in occupational and functional skills, independent living skills, and interpersonal skills.
- Apply knowledge of techniques for designing and implementing functional skills instruction (e.g., observation; task analysis; establishing behavioral outcomes; use of technology, including AAC).
- Apply knowledge of strategies for teaching functional skills across instructional domains (e.g., money management, medical self-management, use of AAC devices, accessing community resources).

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Competency 0012

Apply knowledge of principles, strategies, and procedures for promoting successful transitions for students with mild/moderate disabilities.

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 effective transitions.
- Apply knowledge of strategies, resources, and programs that promote successful transitions between various environments (e.g., classroom to classroom; school to school; school to adult life roles, employment, or postsecondary education or technical/vocational training).
- Demonstrate knowledge of procedures for selecting, administering, and interpreting transition assessments.
- Apply knowledge of strategies for developing goals, benchmarks, activities, programs, and support to promote students' transitions to employment and/or postsecondary education or technical/vocational training.
- Demonstrate knowledge of sources of specialized materials, curricula, and resources for students with mild/moderate disabilities; effective career, technical/vocational, and transition programs; and strategies for developing and selecting instructional content that is responsive to students' needs (e.g., cultural, linguistic).

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SUBAREA IV—WORKING IN A COLLABORATIVE LEARNING COMMUNITY

Competency 0013

Demonstrate knowledge of effective collaboration and communication processes for working with members of the school and 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 knowledge of consultation, collaboration, and communication strategies for working with others in the school community (e.g., related service providers, community-based preschool service providers, paraprofessionals, volunteers) in determining eligibility, program, and placement decisions for students with mild/moderate disabilities.
- Apply knowledge of evidence- and research-based strategies for providing special education services in a variety of educational environments.
- Demonstrate knowledge of effective strategies for collaboration with general education teachers in including students with mild/moderate disabilities in general education classes.
- Demonstrate knowledge of local, state, and federal agencies and services to meet the needs of students with mild/moderate disabilities.

Competency 0014

Demonstrate knowledge of strategies and practices for promoting effective school–home collaborations and encouraging families' involvement in their children's education.

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

- Demonstrate knowledge of the role of families in supporting the development and learning of all students with mild/moderate disabilities.
- Demonstrate knowledge of effective strategies for establishing and maintaining positive communication with all families and overcoming communication barriers.
- Apply knowledge of the significance of diverse family systems for students' development, behavior, communication, and learning; and strategies for involving students and their families in the educational process.
- Demonstrate knowledge of procedures and practices for providing information, training, support, and referrals to families of students with mild/moderate disabilities.

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Competency 0015

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

- Apply knowledge of the historical and philosophical foundations and contemporary issues and trends (e.g., advances in technology, inclusive practices, early intervention, Response to Intervention [RtI]) in the field of special education.
- Apply knowledge of federal and state laws and policies (e.g., Individuals with Disabilities Education Improvement Act [IDEA], Americans with Disabilities Act [ADA], Section 504 of the Rehabilitation Act, Family Educational Rights and Privacy Act [FERPA]) and ethical principles and professional practices related to the education of students with disabilities (e.g., relating to behavior management, mandated reporting, confidentiality, student rights, and responsibilities of all stakeholders).
- Demonstrate knowledge of effective practices for communicating, collaborating, and advocating for all students with mild/moderate disabilities and their parents/guardians to achieve the desired student learning outcomes.
- Demonstrate knowledge of effective strategies for engaging in reflection and self-assessment activities to identify one's own strengths and needs, become aware of cultural biases and differences, improve instruction, and determine goals for professional growth.
- Demonstrate knowledge of the importance of upholding high standards for professional practice through participation in professional activities and organizations, and knowledge of resources for enhancing one's professional skills and engaging in lifelong professional growth and development.

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**SUBAREA V—CASE STUDY—ANALYSIS OF DATA TO IDENTIFY AND EFFECTIVELY
ADDRESS STUDENT NEEDS**

Competency 0016

Analyze quantitative and qualitative data for a student with mild/moderate disabilities to identify the student's strengths and needs and determine evidence- and research-based strategies for meeting the student's needs, including a strategy for monitoring the student's progress.

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

- Analyze and interpret information presented in a case study, including relevant and meaningful data from various types of formal and informal assessments (i.e., academic, cognitive, adaptive, language, functional behavior and/or functional performance).
- Identify the student's strengths and needs and determine specially designed instruction, including evidence- and research-based strategies, to address the needs of the student with mild/moderate disabilities.
- Develop a strategy for effective progress monitoring of the student's plan.