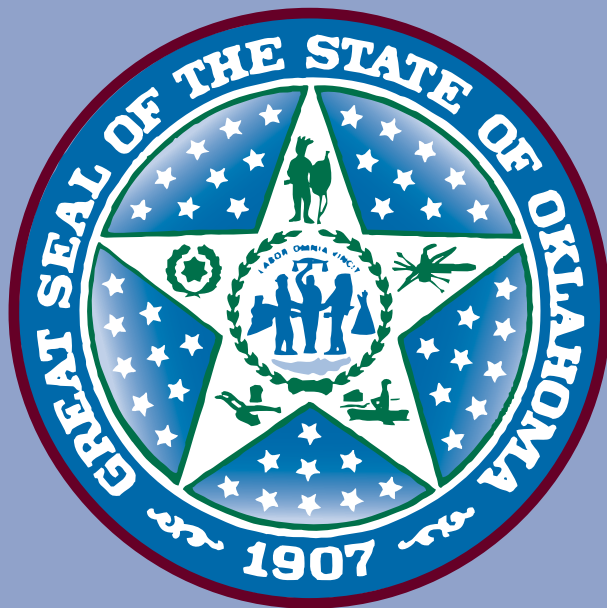


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

029 Mild-Moderate Disabilities



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD029-03

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STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
 - Constructed-Response Assignment Scoring
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

If the test field included in this guide has a constructed-response assignment, a sample response is provided immediately following the practice constructed-response assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

A description of the process that is used for scoring the constructed-response assignment is provided in addition to the OSAT performance characteristics and score scale.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: MILD-MODERATE DISABILITIES

SUBAREAS:

- I. Understanding Students with Mild/Moderate Disabilities
- II. Assessing Students and Developing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs)
- III. Promoting Student Development and Learning
- IV. 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.

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 mental retardation and the significance of mental retardation 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 mental retardation.

Understand major cognitive, behavioral, physical, and social characteristics of individuals with mental retardation.

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

Demonstrate knowledge of learning characteristics of students with mental retardation.

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.

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.

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.

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.

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).

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.

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.

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.

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.

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.

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]).

PRACTICE TEST QUESTIONS AND ANSWERS: MILD-MODERATE DISABILITIES

Practice Selected-Response Questions

Competency 0003

Understand causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.

1. A kindergarten student with moderate mental retardation in a general education classroom is most likely to respond similarly to his or her peers in which of the following situations?
 - A. following multistep verbal commands
 - B. recalling classroom routines over time
 - C. assembling designs from written directions
 - D. retelling the details of a story read the previous week

Correct Response: B. A student with moderate mental retardation is fully capable of learning and remembering classroom routines. The consistency of these routines provides students with predictability and a sense of control. These classroom activities are also physical and tangible acts, and most students' recall is stronger when it is supported with experiential learning.

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.

2. Which of the following impairments is most common in children who have experienced a traumatic brain injury (TBI)?
- A. erratic heartbeat
 - B. muscle atrophy
 - C. poor judgment
 - D. chronic infections

Correct Response: C. A traumatic brain injury occurs when there is a physical trauma to the head caused by an external force or by certain medical conditions such as encephalitis. It is a neurological injury that affects an individual's cognitive and behavioral well-being. Poor judgment is a typical impairment associated with traumatic brain injury.

Competency 0006

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

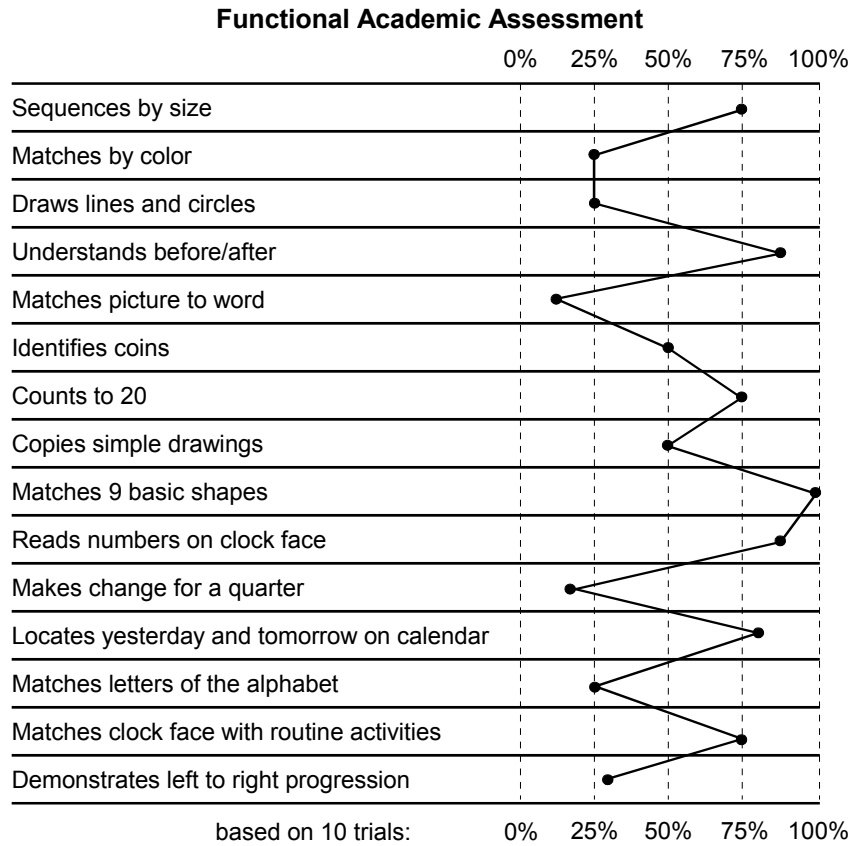
3. A paraprofessional is assigned to observe how often and for how long a student exhibits a particular behavior. The paraprofessional divides the observation session into equal time periods and records the occurrences of the target behavior during these time periods. Which of the following types of observation is being used?
- A. continuous recording
 - B. duration recording
 - C. interval recording
 - D. anecdotal recording

Correct Response: C. Interval recording is a method of continuous assessment in which a specified observational period is divided into equal time intervals. The observer then notes whether the behavior of interest occurs during each interval. Typically, only one occurrence of the behavior per interval is recorded, even if the behavior occurs more than once during the interval.

Competency 0008

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

4. The graph below shows the results of a functional academic assessment recently administered to a student with mental retardation. Use the assessment results to answer the question that follows.



These assessment results most strongly indicate that the student is ready to learn which of the following skills?

- A. making change for a dollar
- B. telling time
- C. measuring objects
- D. distinguishing traffic and pedestrian safety signs

Correct Response: B. The assessment results indicate that the student scored 75 percent or above on skills indicating readiness for telling time: understanding *before/after* and *yesterday/tomorrow*, matching basic shapes, reading numbers on a clock face, and matching a clock face with activities.

Competency 0011

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

5. Barry is a five-year-old kindergarten student with mild developmental delays. He frequently has trouble controlling his behavior when he cannot have or do something he wants. Of the following, the most effective strategy for promoting Barry's development of self-discipline would be to:
- A. review with Barry every morning a list of the behavior rules he is expected to follow at school.
 - B. establish a behavior contract with Barry.
 - C. help Barry reflect on his own behavior compared with that of his peers.
 - D. make clear to Barry the connection between his behavior and its consequences.

Correct Response: D. A student's behavior can be modified if his or her successful performance of the desired behavior is reinforced. The key to promoting a change in this student's behavior is to make certain that he understands which behaviors will elicit a desirable form of reinforcement and which behaviors will lead to negative consequences.

Competency 0016

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

6. Which of the following is the first step one should take in developing a behavior management plan for a highly distractible individual who has a learning disability?
- A. Determine whether the student's distractibility is related to the learning disability.
 - B. Identify reinforcers for increasing attending behaviors.
 - C. Modify the environment to increase the frequency and duration of attending behaviors.
 - D. Define desired attending behaviors in operational terms.

Correct Response: D. The first step in developing this behavior management plan is to create an operational definition of attending behaviors. This step must be taken before creating goals and objectives and collecting baseline data, since all involved in implementing the behavior management plan must agree on the definition of appropriate attending behaviors for this student.

Use the information below to answer the two questions that follow.

Lillie is a bright and articulate fifth grader with a learning disability. Lillie offers valuable insights during class discussions but often tends to dominate discussions, interrupting her classmates and making fun of their ideas. Her teacher, Mr. Olivera, has tried giving Lillie timeouts for such behavior, but this strategy has not been very effective, and Mr. Olivera decides to confer with Lillie's special education teacher.

Competency 0013

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

7. Lillie's special education teacher has observed that Lillie's social problems are also evident at recess and in the lunchroom, where she often behaves aggressively toward other students. In this situation, the special education teacher can most effectively promote Lillie's social development by recognizing the importance of:
- A. enlisting Lillie's active involvement in setting personal behavioral goals and monitoring her own progress.
 - B. encouraging Lillie's peers to respond positively to Lillie and to ignore her aggressive behavior as much as possible.
 - C. pointing out to Lillie what the long-term consequences of such behavior are likely to be.
 - D. permitting Lillie to act out her aggression as long as she is not harming anyone physically.

Correct Response: A. Both self-monitoring and self-regulation are important elements of discipline. This student has not responded positively to external efforts to change her behavior. Further attempts to convince or cajole her to act differently are likely to yield a similar lack of results. If she is engaged and invested in the task of managing her behavior, she is more likely to make lasting changes.

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.

8. After hearing Mr. Olivera's description of the situation, the special education teacher's best response would be to:
 - A. suggest that Mr. Olivera clarify for Lillie the connection between her behavior and the timeouts she is given.
 - B. offer to admit Lillie into the resource room to do homework whenever her behavior during discussions becomes too disruptive.
 - C. advise Mr. Olivera to anticipate Lillie's misbehavior by reminding her privately about behavior rules before discussions begin.
 - D. provide Mr. Olivera with strategies to heighten Lillie's awareness of the effects of her behavior.

Correct Response: D. In this situation, the classroom teacher needs suggestions that will help maintain the student in the general education classroom. The student has not responded to the timeout strategy, so removing her from situations in which she is having difficulties is not likely to be useful. In support of the new self-management approach, it would be most useful for the teacher to have strategies that will make the student aware of the way her actions affect others.

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).

9. Betty Jo, an eleventh grader who has been diagnosed as having emotional disturbance, has been working successfully in the school's computer lab this year training younger students to use computers. She tells her special education teacher that she thinks she would like to work in computer sales after she leaves high school. Which of the following activities would best help Betty Jo understand the realities of such a career?
- A. observing filmstrips and videos that discuss the requirements and stresses of sales careers
 - B. working at a computer store under the direction of a work-study coordinator
 - C. talking with a computer salesperson who comes to the school for a "career day" workshop
 - D. participating in a series of role-plays simulating day-to-day occurrences in a computer store

Correct Response: B. Although Betty Jo may not recognize it, working in computer sales is substantially different from her experience teaching younger students to use a computer. The most effective way for her to gain clear insight concerning the responsibilities and expectations in a business environment is to observe the workplace in person. Students with special needs benefit from the opportunity to work, shop, travel, and complete other life skills in the most authentic settings possible. Actual worksite experience, supervised by a job coach, would be most beneficial for this student.

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.

10. According to the Individuals with Disabilities Education Act (IDEA), a student should be considered as having a learning disability if his or her academic problems are due primarily to:
- A. motor disabilities.
 - B. mental retardation.
 - C. perceptual disorders.
 - D. behavioral disorders.

Correct Response: C. The Individuals with Disabilities Education Act (IDEA) defines learning disabilities as disorders in one or more of the basic psychological processes involved in understanding or in using written or spoken language. Perceptual disorders are mentioned specifically in this definition, making C the correct response.

Practice Constructed-Response Assignment

11. **Use the information below about a student with mild/moderate disabilities to respond to the assignment that follows.**

Eric is a ten-year-old fourth grader with a learning disability. An evaluation last year determined that he qualified for and would benefit from special education services.

Eric has always enjoyed school, but he is becoming increasingly frustrated by his difficulties in learning to read. He does not understand the connections between the sounds in spoken words and the letters and words he tries to read. In first grade, Eric began using the illustrations in storybooks to supplement his comprehension of texts and it took his teacher some time to recognize that he was not reading. He enjoys drawing, but his handwriting and spelling skills lag behind those of his peers

Eric has an outgoing personality, but he frequently misinterprets the interactions he has with peers. He tends to speak and laugh loudly, but he does not recognize when others are uncomfortable with or irritated by the way he expresses himself. Some of his peers try to avoid Eric on the playground and in the cafeteria, but he pursues these students, attempting to gain their attention and friendship with jokes or comic gestures.

Using your knowledge of ways to promote the development and learning of students with mild/moderate disabilities, prepare a response in which you:

- identify one academic skill and one social skill that would be important for Eric to develop;
- describe one instructional strategy or technique that would promote Eric's competence in the academic skill you identified and explain why the strategy or technique you described would be effective; and
- describe one instructional strategy or technique that would promote Eric's competence in the social skill you identified and explain why the strategy or technique you described would be effective.



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea III, Promoting Student Development and Learning, which consists of the competencies listed below.*

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

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

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

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

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

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

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).

A Very Good Response to the Practice Constructed-Response Assignment

One critically important academic skill for Eric to develop is knowledge of letter-sound correspondence, which will enable him to learn the basic decoding skills necessary for reading. An important social skill for Eric to develop is the ability to recognize when he is receiving negative social responses from his peers.

Eric appears to be in the emergent stage of reading development. He apparently demonstrates some oral comprehension of books that are read aloud. He also probably demonstrates book handling skills and may recognize some sight words. However, he lacks an understanding of letter-sound correspondence, so he is unable to decode printed words. To address this difficulty, I would begin by assessing Eric's phonemic awareness and letter knowledge. If he can distinguish the phonemes in spoken words, and if he can recognize and name all the letters of the alphabet, then my strategy would be to provide direct instruction in letter-sound correspondence and plan related activities to reinforce and extend this knowledge.

To learn letter-sound correspondence, Eric needs to associate letters of the alphabet with their most common sounds. For example, he needs to understand that the /m/ sound that he hears at the beginning of the spoken word "man" corresponds to the printed letter "m." I would plan explicit instruction to help him learn to associate every letter of the alphabet with one or more sounds. I would begin by teaching letter-sound correspondence for some consonants and one or more vowels that can be used to spell simple words. Eric can then start learning right away how to decode familiar single-syllable words (e.g., words, such as cat, that follow the CVC pattern) by orally blending the sounds associated with the letters.

Related activities to promote and reinforce Eric's knowledge of letter-sound correspondence would include the use of alphabet books (e.g., "S is for snake"). Such books provide a fun and motivating way to reinforce letter-sound correspondence. I would look for alphabet books that have illustrations and text that are designed to appeal to older students who are beginning readers. Eric apparently responds well to illustrations, so this approach is likely to be particularly useful for him.

To help address Eric's social needs, I would use a strategy of direct instruction to promote Eric's ability to recognize negative social responses from his peers. It is important for him to understand people's facial expressions, body language, tone of voice, and other nonverbal forms of communication, and role-playing exercises could be very effective for giving him clear models to emulate.

Initially, I would arrange for another adult to work with me to role-play and model responses to different situations in front of Eric. Because Eric has not learned these skills from his everyday experiences, the emotions and reactions that occur during a role-playing exercise must be presented to him in a very explicit manner to increase his understanding of them. A discussion detailing why one person reacted in

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A Very Good Response to the Practice Constructed-Response Assignment (continued)

a specific manner should occur after each situation to further enhance Eric's understanding of how and why people's use of spoken language and body language reveals the emotions they are feeling. During these exercises, it will be especially important for the other adult and me to present Eric with concrete examples that illustrate the differences between people's responses when they are welcoming a person and when they may not want to be with a person. Once his understanding of positive and negative responses improves, it would be appropriate to have Eric participate in further role-playing exercises.

This strategy will be effective for helping Eric understand and be able to identify the differences in people's responses during various social situations. Watching real people act out situations will help him visualize and then recognize the responses of others in real-life situations. Explicit instruction in this area of socialization will enable him to respond knowledgeably and appropriately to the reactions of his peers.

CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A constructed-response assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Sample Performance Characteristics for Constructed-Response Assignments

PURPOSE	The extent to which the response achieves the purpose of the assignment
SUBJECT MATTER KNOWLEDGE	Accuracy and appropriateness in the application of subject matter knowledge
SUPPORT	Quality and relevance of supporting details
RATIONALE	Soundness of argument and degree of understanding of the subject matter

Sample Scoring Scale for Constructed-Response Assignments

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.
B	There is no response to the assignment.

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