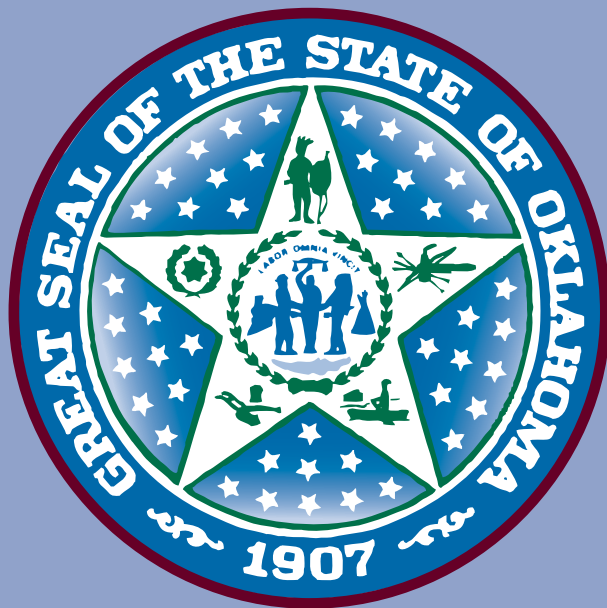


# Certification Examinations for Oklahoma Educators™

## Oklahoma Subject Area Tests™

# STUDY GUIDE

031 Severe-Profound/Multiple Disabilities



Oklahoma Commission  
for Teacher Preparation

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

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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: SEVERE-PROFOUND/MULTIPLE DISABILITIES

### SUBAREAS:

- I. Understanding Students with Severe and Profound 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

*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.

## 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.

## 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.

## **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.

## 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.

## 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.

## 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).

## 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.

## 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.

## 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.

## 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.

### 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.

## 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).

## PRACTICE TEST QUESTIONS AND ANSWERS: SEVERE-PROFOUND/MULTIPLE DISABILITIES

### Practice Selected-Response Questions

#### Competency 0001

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

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1. The presence of which of the following types of disabilities or impairments is generally considered a defining characteristic of cerebral palsy?
  - A. learning disabilities
  - B. impairments in intellectual functioning
  - C. emotional disabilities
  - D. impairments in voluntary motor functioning

**Correct Response: D.** Cerebral palsy is a nonprogressive abnormality of the immature cortex or pyramidal/extrapyramidal brain. It causes a motor disability that entails impairment of motor coordination and abnormal motor patterns/skills by damaging the pathways by which signals that trigger motor responses are carried.

**Competency 0002**

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

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2. Six-year-old Kwame, a student with spina bifida, has a shunt to control hydrocephalus. Kwame's teachers should be aware that common warning signs of blockage of the shunt include:
- I. drowsiness.
  - II. headache.
  - III. irritability.
  - IV. hyperactivity.
- A. I and II only
  - B. I, II, and III only
  - C. II and IV only
  - D. II, III, and IV only

**Correct Response: B.** Malfunctions of shunts that control hydrocephalus are generally caused by plugged tubing or an infection around the shunt. When this happens, the symptoms of hydrocephalus reappear. Most commonly, the teacher will observe seizures, headache, crabbiness, vomiting, lethargy, and behavioral difficulties.

### Competency 0003

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

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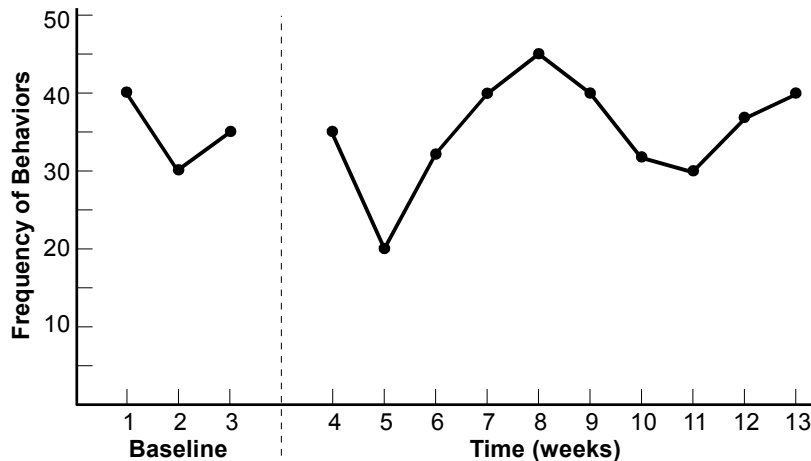
3. The primary function of good positioning for a student with severe or profound disabilities is to ensure that the:
  - A. student can observe most or all of his or her classmates' activities.
  - B. teacher is able to interact with the student at all times.
  - C. student has optimal opportunities for participation.
  - D. teacher is able to spend time with other students in the class.

**Correct Response: C.** One of the greatest barriers for students with severe physical disabilities is lack of appropriate positioning. Students who do not have proper postural or head support are not going to be able to participate in class. Students with limited upper-body fine-motor control may not be able to pay attention due to a lack of balance or sense of security. The primary function of positioning is to ensure that all students assume and maintain positions that permit participation.

## Competency 0010

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

4. Use the graph below, which shows the average weekly number of aggressive behaviors displayed by Martha in the first half of the school year, to answer the question that follows.



One of Martha's IEP goals calls for decreasing the number of aggressive behaviors she exhibits per week by 50 percent. After collecting baseline data, Martha's teacher begins implementing the proposed intervention strategy, while continuing to count the number of aggressive incidents each day. Based on the results in the graph, which would be the most appropriate step for the teacher to take next?

- A. Continue to implement the program and collect data, because it is too early to assess the current program's degree of success.
- B. Request a conference with Martha's parents and school administrators, because Martha probably needs a more restrictive educational setting.
- C. Consult with Martha's parents and school psychologist to develop a new intervention strategy, because the current strategy is ineffective.
- D. Revise the data summary form to focus on daily data, because the weekly averages do not accurately reflect Martha's actual behaviors.

**Correct Response: C.** The data presented in this graph are derived from event recording, a method of continuous assessment. Based on the data presented, it appears as though the intervention strategy has had no effect. After 10 weeks of implementation, Martha's aggressive behaviors have not decreased but have remained consistent with the pattern of her behavior prior to implementation of the strategy. This result suggests a need to devise a new strategy.

## Competency 0011

Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.

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5. In general, which of the following strategies is likely to be most effective in eliciting an orienting response in a student with profound disabilities?
- A. Accompany unfamiliar activities with soothing music.
  - B. Expose the student to a variety of intense sensory stimuli.
  - C. Provide frequent novel experiences.
  - D. Introduce slight differences into familiar activities.

**Correct Response: D.** Orientation skills refer to the processes of using remaining senses to establish one's position and relationship to all significant objects in one's environment. The skills related to orientation include memory, discrimination, and other sensory and conceptual abilities. By adding a new experience to a familiar one, the teacher will enable the student to feel comfortable in making decisions and using his or her skills to independently cope with the challenge of the new experience.

### 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.

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6. In general, the most effective instructional strategy for helping students with fine-motor impairments to master the skills they need to dress themselves (e.g., tying shoelaces, buttoning buttons) is to:
  - A. provide the students with repeated opportunities to observe the skills being modeled by others.
  - B. give the students repeated opportunities to apply the skills in daily living situations.
  - C. have the students spend time each day using appropriate manipulatives, such as lacing boards.
  - D. provide the students with frequent opportunities to dress and undress dolls.

**Correct Response: B.** The value of learning motor skills is directly related to an individual's ability to apply the target motor skills to situations that are meaningful to them and perceived as meaningful by others. Instruction that requires frequent, regularly planned practice sessions in the student's schedule will help the student develop his or her skills and confidence in performing these tasks.

## 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.

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7. During functional living skills instruction, a teacher plans to teach a young student with autism to brush his teeth and comb his hair. Which of the following instructional approaches is most likely to be effective for teaching these skills?
- A. backward chaining
  - B. natural consequences
  - C. total task approach
  - D. peer modeling

**Correct Response: A.** Backward chaining is used for teaching skills that consist of a chain of separate steps always performed in the same order. Using this approach, the teacher breaks the task down into discrete steps. The teacher then performs all but the last step for the student, and the student performs the last step independently. When the student has mastered the last step, the teacher performs all but the last two steps, and the student performs the last two steps independently. As the student masters each step, the teacher gradually performs fewer of the steps, until the student is able to perform the entire task independently.

### 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.

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8. In a vocational program, which of the following techniques would probably be most effective for teaching a 20-year-old student with severe mental retardation how to assemble pens?
- A. Provide the student with step-by-step written instructions.
  - B. Have the student learn component skills by performing the task.
  - C. Explain the reason for each step in the process.
  - D. Show a filmstrip that illustrates all the steps in the process.

**Correct Response: B.** One of the most effective techniques for teaching students with severe mental retardation is to provide them with hands-on experience. When a student is given the opportunity to learn the component skills required to perform a task in an authentic situation, the student will have greater motivation to master the skills than he or she would when learning the skills out of context.

## 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.

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9. Which of the following approaches would be most effective for a teacher to use to coordinate his or her efforts with those of the parents of an adolescent student with profound needs to develop that student's communication skills?
- A. Keep a detailed log of the techniques that have proven effective at school.
  - B. Send weekly reports to the parents to communicate any progress the student may be making as a result of the techniques used at school.
  - C. Provide the student with a home-school notebook for daily use by the parents and teacher.
  - D. Hold monthly parent-teacher conferences and encourage the parents to call if they have any concerns or questions.

**Correct Response: C.** The home-school notebook allows the teacher and parents to communicate on a daily basis. The notebook is a vehicle for sharing information regarding the student's participation in activities and the student's newly acquired skills. The notebook facilitates the generalization of skills throughout the child's day and across environments. If the parents and teacher are generally comfortable in their communication with one another on a day-to-day basis, they are far more likely to be in a good position to work constructively together whenever important decisions must be made about program options, services, and support.

## 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.

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10. The Individuals with Disabilities Act (IDEA) guarantees which of the following rights to students with physical disabilities?
- A. the use of nondiscriminatory testing methods and procedures
  - B. the removal of any architectural barriers within the school
  - C. access to all programs and classes offered to students without disabilities
  - D. free provision of all adaptive equipment that the parents feel the student needs

**Correct Response: A.** The Individuals with Disabilities Education Act (IDEA) includes several requirements to protect the rights of students with disabilities. Schools must meet these requirements to qualify for federal funding. Among these mandates is the requirement that schools provide for nondiscriminatory testing procedures for students with physical disabilities.

## Practice Constructed-Response Assignment

11. Use the information below about a student with severe-profound/multiple disabilities to respond to the assignment that follows.

### **General Background**

Donald is an 11-year-old fifth grader who has the myelomeningocele form of spina bifida. He is fully paralyzed from the waist down and uses a wheelchair for mobility. He uses a catheter for urinary incontinence, and he lacks control of bowel functions. Donald has had several operations to shunt his brain to remove excess fluid. He also has a learning disability related to information processing. Donald has attended heterogeneous classes since preschool, and he currently attends a resource room part time.

### **Academic skills**

Donald has difficulty with visual motor processing. His handwriting is usually illegible because he places letters, words, and numbers so close together that they often overlap. Donald has difficulty solving math problems using spatial relationships. For example, he has difficulty copying, drawing, and discriminating among geometric shapes.

### **Self-Help Skills**

Donald is extremely embarrassed by his occasional incontinence problems and his unpredictable bowel movements. He relies on the school nurse or his special education teacher to provide clean intermittent catheterization (CIC). Donald's upper body is strong, and he has learned to transfer himself from his wheelchair to the toilet or another chair using braces. Donald has limited sensation in his lower body, so he is often unaware when the skin on his legs or on his buttocks is sore or breaking down. He also has difficulties with spatial relationships that result in his getting lost finding his way around the school building.

Using your knowledge of ways to promote the development and learning of students with severe-profound/multiple disabilities, prepare a response in which you:

- describe one academic skill and one functional living skill that would be important for Donald to develop;
- describe one instructional method that would promote Donald's competence in the academic skill that you chose, and explain why the method would be effective for Donald; and
- describe one instructional strategy that would promote Donald's competence in the functional living skill that you chose, and explain why the strategy would be effective for Donald.



**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.*

*Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.*

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

*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.*

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

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

*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.*

*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.*

## A Very Good Response to the Practice Constructed-Response Assignment

One important academic skill that Donald needs to develop is the ability to solve math problems that involve spatial relationships. One functional living skill that is important for Donald to develop is the ability to self-assess the condition of his skin.

To promote Donald's ability to solve math problems involving spatial relationships, I would use appropriate manipulatives and computer programs. Given his difficulty with visual motor processing, I think it would be very useful to provide opportunities for him to work with manipulatives to reinforce his sense of what a triangle or rectangle is. Handling concrete examples of the shapes he needs to understand for math problems will provide tactile, sensory information and additional support for his understanding of geometric shapes. Giving Donald multiple opportunities to work with manipulatives of various geometric shapes is likely to enhance his skill in discriminating among them, improving his ability to successfully solve math problems involving spatial relationships.

To supplement the tactile experience with shapes that manipulatives provide, I would use appropriate computer programs to reinforce Donald's visual perception of spatial relationships. Such programs can highlight geometric shapes by easily adjusting their size, color, and boundaries. There are many computer applications that are available for students with disabilities, and I would consult with a technology specialist to identify computer programs that will specifically address Donald's needs in the area of spatial relationships.

Donald has limited sensation in his lower body, making it difficult for him to sense when the skin on his legs and his buttocks is irritated or breaking down. One instructional strategy I would use to promote his competence in self-assessing the condition of his skin on his lower body would be to initiate collaborative discussions and follow-up activities involving Donald, his parents or guardians, and the school nurse. Donald's parents or guardians should enter into a candid, thorough discussion with the school nurse about techniques that could be used to assist Donald in assessing the condition of his skin. They would need to discuss how Donald currently transfers himself from his wheelchair to another chair. It would be especially useful to assess whether Donald would be able to lift himself to a position that would allow him to look in a mirror to see the back of his legs and his buttocks.

Once the school nurse and Donald's parents or guardians have identified techniques or strategies for helping Donald evaluate the skin on the lower portion of his body, a program for Donald to follow could be developed. He would need to know how his skin looks when it is beginning to break down and be taught how to assess the general condition of his skin. He should be involved in creating a schedule for checking the areas of skin with which he tends to have difficulty. The school nurse or Donald's parents or guardians may need to double check his assessment of his skin.

(continued)

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

The collaboration between Donald's parents or guardians and the nurse will assist him because he will be given useful information and opportunities to practice monitoring his skin. Teaching him how to assess his skin and encouraging him to do so on a routine basis will likely decrease the risk of his skin breaking down and reduce the occurrence of sores on his lower body. If the school nurse or Donald's parents or guardians double-check his evaluation of the condition of his skin, they can guide him toward increasingly accurate assessments.

Having Donald learn to self-assess his skin is an important step in giving him opportunities to achieve a greater degree of independence. As he becomes an adolescent and then an adult, it will be essential that he take increasing responsibility for his own care and the management of his health issues.

## 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

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

### Sample Scoring Scale for Constructed-Response Assignments

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

**CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS  
NATIONAL EVALUATION SYSTEMS  
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