

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

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

FIELD 131: SEVERE-PROFOUND/MULTIPLE DISABILITIES

TEST FRAMEWORK

September 2016

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OKLAHOMA SUBJECT AREA TESTS (OSAT™)

FIELD 131: SEVERE-PROFOUND/MULTIPLE DISABILITIES

TEST FRAMEWORK

- I. Understanding Students with Severe-Profound/Multiple Disabilities
- II. Assessing Students and Developing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs)
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- IV. Foundations and Professional Practice
- V. Case Study—Analysis of Data to Identify Individual Learning Needs

SUBAREA I—UNDERSTANDING STUDENTS WITH SEVERE-PROFOUND/MULTIPLE DISABILITIES

Competency 0001

Apply knowledge of types and characteristics of severe-profound/multiple disabilities and their significance for development and learning.

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

- Demonstrate knowledge of typical and atypical human growth and development in various domains (e.g., cognitive, communication, social/emotional, physical, adaptive behavior).
- Evaluate the learning characteristics of severe-profound/multiple disabilities within the various domains of development (e.g., cognitive, communication, social/emotional, physical, adaptive behavior).
- Apply knowledge of the unique learning, social/personal, medical, physical, and communication needs that accompany severe-profound/multiple disabilities and strategies, programs, technologies, and methods to meet the needs of students with severe-profound/multiple disabilities.
- Apply knowledge of environmental and other factors (e.g., family support and protection, therapies, technology, personal resilience) that may facilitate the development and learning of students with severe-profound/multiple disabilities.
- Apply knowledge of the effects of primary language, cultural values (e.g., diversity, preferred mode of communication), and the roles families and communities play in the development and learning of students with severe-profound/multiple disabilities.

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Competency 0002

Apply knowledge of physical/medical conditions commonly associated with severe-profound/multiple disabilities and the management of these conditions.

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

- Apply knowledge of medical conditions and terminology related to severe-profound/multiple disabilities.
- Apply knowledge of basic medical information required of teachers of students with severe-profound/multiple disabilities (e.g., relating to multiple health and nutrition conditions, anatomy, physiology, communication, and effects of various medications).
- Apply knowledge of the characteristics of sensory impairments (e.g., visual impairment, hearing loss, sensory integration disorder) and the implications of sensory impairments for a student's learning, social, communication, adaptive, and daily living skills.
- Demonstrate knowledge of resources and procedures for acquiring, using, and maintaining equipment to meet students' physical and medical needs (e.g., orthotic, prosthetic, adaptive, communication equipment and assistive technology).
- Apply knowledge of procedures for the individualized physical and medical management of students with severe-profound/multiple disabilities (e.g., safety and emergency procedures; procedures for tube feeding; procedures for positioning, handling, lifting, and transferring).

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

Competency 0003

Apply knowledge of assessment instruments and procedures for evaluating the strengths and needs of students with severe-profound/multiple disabilities.

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

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

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Competency 0004

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

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

- Apply knowledge of screening, prereferral, referral, and eligibility procedures and the roles and functions of the multidisciplinary team, Individualized Education Program (IEP) team, and Individualized Family Service Plan (IFSP) team.
- Apply knowledge of components of a comprehensive evaluation used to determine eligibility for early intervention or special education services.
- Apply knowledge of issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.
- Demonstrate knowledge of how diversity and linguistic differences may affect evaluation and placement decisions in special education.
- Apply knowledge of components of IEPs and IFSPs (e.g., summary of family concerns, priorities, and resources; present level of academic achievement and functional performance [PLAAFP]; transition planning; required components of IEPs and IFSPs; concept of least restrictive environment; access to the general education curriculum, annual goals, or benchmarks).
- Demonstrate knowledge of the roles special education teachers, general education teachers, teachers of students with severe-profound/multiple disabilities, students, parents/guardians, related services providers, and others play in planning and implementing IEPs/IFSPs, transition plans, FBAs, behavior intervention plans (BIPs), and other individualized plans.
- Apply knowledge of the continuum of placement and services available for students with severe-profound/multiple disabilities, including knowledge of supports students need for placement into various programs (e.g., prevocational and vocational training programs).

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SUBAREA III—PROMOTING STUDENT LEARNING, COMMUNICATION, AND SOCIAL SKILLS

Competency 0005

Apply knowledge of practices for establishing positive and productive learning environments for students with severe-profound/multiple disabilities.

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

- Apply knowledge of strategies for structuring the physical environment; establishing and managing routines and schedules; selecting appropriate learning curriculum, materials, and technologies; addressing and monitoring behavior; and promoting communication and independence for students with severe-profound/multiple disabilities.
- Apply knowledge of effective methods and techniques for promoting students' active participation and individual academic success and for facilitating students' inclusion into various settings, including knowledge of appropriate direction of paraprofessionals to facilitate the inclusion and participation of students with severe-profound/multiple disabilities.
- Demonstrate knowledge of evidence- and research-based strategies, accommodations, and modifications to effectively include students with severe-profound/multiple disabilities into the general education setting.
- Demonstrate knowledge of cultural and language diversity and the significance of student diversity for establishing a safe, positive, equitable, and supportive learning environment that promotes independence and productivity for all students.
- Demonstrate knowledge of specialized health and safety practices for students with severe-profound/multiple disabilities (e.g., diet; personal hygiene; appropriate techniques and body mechanics for ensuring student and teacher comfort and safety in the transferring, lifting, positioning, and seating of students).

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Competency 0006

Apply knowledge of evidence- and research-based strategies and instructional practices for promoting the cognitive development and academic achievement of students with severe-profound/multiple 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-profound/multiple disabilities.
- Apply knowledge of strategies for effective instructional planning and implementation for students with severe-profound/multiple disabilities, including the use of modeling, prompt hierarchy, guided practice, ongoing monitoring of progress, collaboration, individualized transition plans, and appropriate technologies.
- Apply knowledge of adaptations and assistive technology (e.g., alternative positioning, switches, adaptive keyboards, picture or visual communication systems) for promoting students' full participation and access to the curriculum, including the general education curriculum.
- Apply knowledge of communication strategies and resources used to facilitate understanding of subject matter by students with severe-profound/multiple disabilities, including students whose primary language is not English.
- Apply knowledge of instructional methods to strengthen and/or compensate for deficits in perception, comprehension, memory, and retrieval.
- Apply knowledge of research-supported methods for providing reading and written language instruction to all students with severe-profound/multiple disabilities.
- Apply knowledge of research-supported methods for providing mathematics instruction to all students with severe-profound/multiple disabilities.
- Apply knowledge of research-supported methods for providing science and social studies instruction to all students with severe-profound/multiple disabilities.
- Apply knowledge of methods for teaching students with severe-profound/multiple disabilities learning strategies for addressing specific areas of need (e.g., motor skills, perception, attention, language processing, memory, retrieval), as well as methods for teaching students to use self-assessment, problem-solving, and other cognitive strategies to meet their own needs.
- Demonstrate knowledge of effective strategies for teaching essential concepts, vocabulary, and content across the curriculum; facilitating maintenance and generalization of academic skills; and helping students with severe-profound/multiple disabilities recognize relationships across disciplines.

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Competency 0007

Apply knowledge of evidence- and research-based strategies and materials for promoting the communication and language development of students with severe-profound/multiple disabilities.

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

- Apply knowledge of instructional methods, resources, and technologies, including the use of augmentative and alternative communication (AAC) devices and digital apps, for promoting communication skills (e.g., expressing wants and needs, giving and receiving feedback, producing legible documents) in students with severe-profound/multiple disabilities, including students who are nonverbal or from various cultural and linguistic backgrounds.
- Demonstrate knowledge of the relationship between oral language development and literacy and strategies for promoting students' use of language and communication (e.g., verbal, nonverbal, written, pictorial, symbolic, gestural).
- Demonstrate knowledge of the relationship between behavior and communication in students with severe-profound/multiple disabilities and effective evidence- and research-based strategies and interventions to address students' communication needs and promote positive behaviors.
- Apply knowledge of effective ways to address a broad range of individual communication modes and needs (e.g., gestures, sign language, eye gaze, text-to-speech, picture communication systems) and knowledge of AAC devices and systems (e.g., sign language, electronic devices, symbol systems, communication boards) for students with severe-profound/multiple disabilities.
- Demonstrate knowledge of strategies for collaborating with school-based and/or related service professionals (e.g., speech-language pathologists [SLPs], occupational therapists, counselors, administrators, paraprofessionals) to develop effective communication systems and strategies for students with severe-profound/multiple disabilities.

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Competency 0008

Apply knowledge of evidence- and research-based strategies and techniques for promoting sensory, perceptual, and motor skills for students with severe-profound/multiple disabilities and integrating related therapies (e.g., occupational therapy [OT], physical therapy [PT], speech-language therapy, orientation and mobility [O&M] training).

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

- Apply knowledge of evidence- and research-based strategies for designing and implementing sensory stimulation/integration programs to meet individual students' needs.
- Apply knowledge of instructional methods, resources, and technologies for enhancing students' physical skills and abilities.
- Apply knowledge of orientation and mobility (O&M) principles and procedures.
- Demonstrate knowledge of evidence- and research-based strategies for designing, adapting, integrating, and implementing activities related to physical education and fine- and gross-motor development.

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Competency 0009

Apply knowledge of evidence- and research-based strategies for developing social/interpersonal skills and providing effective positive behavior interventions for students with severe-profound/multiple disabilities.

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

- Apply knowledge of social/interpersonal skills needed for educational, home, work, and community environments and strategies to integrate social skills development into the curriculum.
- Apply knowledge of strategies for promoting students' social/interpersonal development and self-determination skills (e.g., age-appropriate social skills, self-management, conflict resolution, self-concept, self-advocacy, sensitivity to cultural diversity) and how to promote, maintain, and generalize positive behaviors across environments.
- Apply knowledge of methods, resources, and technologies for promoting students' social development (e.g., AAC systems and devices, extracurricular activities, social skills strategies).
- Demonstrate knowledge of components of functional behavior assessments (FBAs) and behavior intervention plans (BIPs) and the ability to use the data and anecdotal record results from FBAs to develop BIPs and Individualized Education Program (IEP)/Individualized Family Service Plan (IFSP) goals for students with severe-profound/multiple disabilities.
- Apply knowledge of evidence- and research-based behavior management principles and interventions, including positive behavior supports, to effectively address the needs of students with severe-profound/multiple disabilities.
- Apply knowledge of laws, policies, and ethical principles regarding behavior management planning and implementation, including crisis management and intervention policies and procedures.

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Competency 0010

Apply knowledge of evidence- and research-based strategies for teaching functional living skills and promoting successful transitions for students with severe-profound/multiple disabilities.

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

- Apply knowledge of instructional strategies for teaching daily living skills (e.g., food preparation, money management, medical self-management, use of assistive technology, accessing community resources) to students with severe-profound/multiple disabilities.
- Apply knowledge of techniques for designing and implementing functional skills instruction (e.g., observing and analyzing tasks; establishing behavioral and instructional outcomes; using technology, including AAC; assessing student learning).
- Demonstrate knowledge of sources of specialized instructional materials, curricula, and resources for students with severe-profound/multiple disabilities; effective career, vocational, and transition programs; and strategies for developing and selecting instructional content that is responsive to students' cultural, linguistic, and functional learning differences.
- Apply knowledge of strategies, resources, and programs that promote successful transitions between various environments (e.g., classroom to classroom; school to school; school to adult life roles, employment, or postsecondary education or training) and prepare students for post-school settings.
- Demonstrate knowledge of the continuum of services available for prevocational and vocational training, job placement, and independent living.
- Apply knowledge of incorporating self-determination goals with transition planning and services for students with severe-profound/multiple disabilities.

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SUBAREA IV—FOUNDATIONS AND PROFESSIONAL PRACTICE

Competency 0011

Demonstrate knowledge of effective collaboration and communication processes for establishing partnerships with members of the school and community to enhance learning opportunities for students with severe-profound/multiple disabilities.

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

- Apply knowledge of effective consultation, collaboration, and communication with others in the school community (e.g., other professionals, support service providers, paraprofessionals) to solve problems and meet student needs.
- Apply knowledge of strategies for enhancing integration and coordination of related services for educational benefit.
- Apply knowledge of strategies for assisting general education teachers in including students with severe-profound/multiple disabilities into general education classes.
- Apply knowledge of strategies for working effectively with state, local, and federal agencies and services that can help meet the needs (e.g., self-determination, communication, mobility, transition) of students with severe-profound/multiple 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-profound/multiple disabilities.

Competency 0012

Demonstrate knowledge of strategies and practices to promote and maintain effective school–home collaborations and support families' involvement in their child's education.

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

- Apply knowledge of strategies for establishing and managing effective, ongoing communication with all families in culturally responsive ways and how to recognize and overcome barriers to communication.
- Apply knowledge of family systems and the role of families in the educational process and how to promote the generalization of learning across environments.
- Apply knowledge of strategies for providing information, training, support, counseling, and referrals to families of students with severe-profound/multiple disabilities.

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Competency 0013

Apply knowledge of the history and philosophy of special education and 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.

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

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**SUBAREA V—CASE STUDY—ANALYSIS OF DATA TO IDENTIFY INDIVIDUAL
LEARNING NEEDS**

Competency 0014

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

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

- Analyze and interpret information presented in a case study, including relevant and meaningful data from various types of formal and informal assessments (i.e., academic, developmental, cognitive, adaptive, social/emotional, language/communication, functional behavior and/or functional performance, transition, prevocational/vocational).
- Determine students' strengths and needs and develop a specially designed instructional plan, including evidence- and research-based strategies, to address the needs of students with severe-profound/multiple disabilities.
- Develop a strategy for effective progress monitoring of the student's plan.