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# **ILLINOIS CERTIFICATION TESTING SYSTEM**

## **FIELD 157: LEARNING BEHAVIOR SPECIALIST II: BILINGUAL SPECIAL EDUCATION SPECIALIST**

### **TEST FRAMEWORK**

**May 2002**

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<b>Subarea</b>	<b>Range of Objectives</b>
I. Foundations, Characteristics, and Assessment	01–04
II. Planning and Delivering Instructional Content and Managing the Learning Environment	05–09
III. Maintaining Effective Communication, Collaboration, and Professionalism	10–15

**ILLINOIS CERTIFICATION TESTING SYSTEM**

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**TEST FRAMEWORK**

Foundations, Characteristics, and Assessment  
Planning and Delivering Instructional Content and Managing the Learning Environment  
Maintaining Effective Communication, Collaboration, and Professionalism

**SUBAREA I—FOUNDATIONS, CHARACTERISTICS, AND ASSESSMENT**

**0001 Understand the effect disabilities have on the cognitive, physical, emotional, social, communication, and linguistic skill development of an individual.**

For example:

- Identify ways that learning disabilities, mental retardation, and social/emotional impairments affect students' development, learning, and linguistic skills.
- Identify ways that sensory and communicative disabilities affect students' development, learning, and linguistic skills.
- Identify ways that physical impairments and medical conditions affect students' development, learning, and linguistic skills.

**0002 Understand the philosophical, historical, and legal foundations of special education and specific services relative to linguistically and culturally diverse (LCD) students with disabilities.**

For example:

- Demonstrate familiarity with the history and philosophies that provide the basis for special education practice, and rationales for bilingual special education and the use of ESL strategies in special education.
- Demonstrate knowledge of legislation, rules and regulations, funding, and current research relative to special education services for LCD students.
- Demonstrate knowledge of current theories and practices of bilingual education, English as a Second Language (ESL), and bilingual/ESL special education.

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**0003 Understand methods for promoting the intellectual, social, personal, and emotional development of LCD students with disabilities.**

For example:

- Demonstrate understanding of theories and stages of first- and second-language acquisition (L1 and L2).
- Distinguish between the characteristics of a language and/or learning disorder and L2 acquisition processes.
- Identify and describe cross-cultural patterns, practices, attitudes, or expectations, and their effect on cognitive, affective, and behavioral development.
- Apply strategies for facilitating the development of cross-cultural competencies in students, and integrating contributions and content material from diverse cultural groups into educational programming.
- Demonstrate understanding of strategies for identifying the differences and the interaction between a student's first and second languages.

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**0004 Understand assessment strategies used to support the continuous development of LCD students.**

For example:

- Demonstrate understanding of strategies for analyzing students' receptive and expressive languages at the phonological, syntactical, morphological, semantic, and pragmatic levels in L1 and L2 (L2 only for ESL).
- Demonstrate understanding of procedures for assessing LCD students in both L1 and L2 and apply procedures for interpreting assessment results, including implications for instruction (L2 only for ESL).
- Demonstrate knowledge of assessment procedures and instruments, both standardized and authentic, to evaluate LCD students' language proficiency, language dominance, language development, and achievement.
- Demonstrate knowledge of potential linguistic and cultural biases of standardized and authentic assessments and identify methods for adapting procedures for LCD students.
- Recognize the uses of formative and summative evaluations relative to educational interventions and programming for LCD students with disabilities.
- Demonstrate knowledge of methods for utilizing assessment and other relevant data to adapt instructional programs appropriate for LCD students with disabilities.

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**SUBAREA II—PLANNING AND DELIVERING INSTRUCTIONAL CONTENT AND  
MANAGING THE LEARNING ENVIRONMENT**

**0005 Understand planning instruction and delivering instructional content.**

For example:

- Demonstrate knowledge of methods for providing instruction in L1 and L2 to implement the Individualized Education Program (IEP) for LCD students.
- Identify characteristics of different learning styles of individuals and the demands of various learning environments.
- Identify theories and practices of transition from L1 to L2 in literacy instruction and strategies for designing instructional goals based on the identified levels of language proficiency in L1 and L2 acquisition for LCD students with disabilities.
- Demonstrate knowledge of methods for implementing varied teaching techniques appropriate for LCD students (e.g., mediated learning, holistic approaches to literacy development, natural language approach).
- Demonstrate knowledge of methods for providing instruction using ESL approaches.

**0006 Understand adapting instruction to meet the needs of diverse learners.**

For example:

- Demonstrate familiarity with strategies for evaluating the effectiveness of instructional strategies and methods and modifying them to meet the unique linguistic, cultural, and academic needs of LCD students with disabilities.
- Demonstrate knowledge of sources for instructional materials appropriate for LCD students with disabilities and ways to adapt environments, including materials, assistive devices, equipment, and spatial arrangements, to meet the specific learning and developmental needs of individuals.
- Demonstrate knowledge of techniques for modifying instructional methods and curricular materials to meet learners' needs in ways that are developmentally appropriate.
- Demonstrate familiarity with the central concepts and methods of inquiry and describe strategies for creating learning experiences that make content meaningful to all students.

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**0007 Understand individual and group motivation and behavior.**

For example:

- Demonstrate understanding of basic classroom management theories and methods and the effects of teacher attitudes, expectations, and behaviors on all students.
- Apply criteria for identifying realistic expectations for student behavior in various settings.
- Demonstrate knowledge of laws, rules and regulations, procedural safeguards, and ethical considerations regarding management of behaviors of individuals with disabilities.
- Demonstrate familiarity with issues related to the L2 acquisition and acculturation processes.

**0008 Understand approaches to behavior management for individual students.**

For example:

- Demonstrate understanding of strategies for individual behavior management, crisis prevention, and intervention.
- Identify effective instructional strategies for social-skills development and describe strategies for conflict resolution.
- Demonstrate understanding of strategies for preparing individuals to live harmoniously and productively in a diverse (e.g., multiclass, multiethnic, multicultural, multilingual, and multinational) world.
- Recognize characteristics and uses of functional assessments of behavior and the components of behavior intervention plans.

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**0009 Understand characteristics of environments that facilitate development, learning, and interaction between and among students.**

For example:

- Analyze aspects of the physical setting, schedule, routines, and transitions that promote development and learning.
- Identify and describe common environmental barriers that hinder accessibility.
- Identify and describe ways in which technology can assist with creating and managing the learning environment.
- Demonstrate understanding of issues, resources, and techniques related to the integration of students with varied disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.
- Demonstrate understanding of methods for using bilingual paraeducators effectively for assistance in instruction and evaluation purposes.

**SUBAREA III—MAINTAINING EFFECTIVE COMMUNICATION, COLLABORATION, AND PROFESSIONALISM**

**0010 Understand effective communication techniques and their use in supporting the learning of LCD students with disabilities.**

For example:

- Demonstrate knowledge of effective written, verbal, nonverbal, and visual communication techniques in L1 and L2 (L2 only for ESL).
- Analyze how cultural, linguistic, regional, and gender differences can affect communication.
- Identify and describe ways to communicate with parents concerning the needs of their children and to facilitate active participation of parents and guardians in the development of the IEP.
- Recognize factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel in a culturally responsive program.
- Demonstrate knowledge of strategies that facilitate communication among parents, guardians, child advocates and other educational personnel involved in the educational programs of LCD students.

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**0011 Understand strategies that promote positive home-school relationships.**

For example:

- Demonstrate knowledge of family systems theory and dynamics and differences in family structures and beliefs.
- Demonstrate knowledge of the effects of family and community on development, behavior, and learning.
- Demonstrate knowledge of typical concerns of families of LCD individuals with disabilities and appropriate strategies for collaborating with families in addressing these concerns, including families transitioning into and out of the special education system.
- Evaluate the benefits of demonstrating positive regard for the culture, language, religion, gender, and sexual orientation of individual students and their families.
- Analyze schools as organizations within the larger community context.

**0012 Understand strategies that promote collaboration and supportive interaction among professionals, parents, paraprofessionals, students, and communities.**

For example:

- Demonstrate familiarity with information available from families, school officials, the legal system, health services, and community service agencies.
- Identify and describe ways to contribute instructional recommendations as a member of an IEP team responsible for the design and implementation of the instructional program for LCD students with disabilities.
- Identify and describe the roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning an individualized education program.
- Demonstrate knowledge of best practices for serving as a consultant to general educators of LCD students with disabilities.

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**0013 Understand the types of programs, resources, and services available to LCD students with disabilities and their families.**

For example:

- Demonstrate knowledge of roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities.
- Identify early childhood settings and other agencies related to young children and families as organizations within the larger community context (e.g., early intervention programs).
- Demonstrate knowledge of resources, strategies, networks, organizations, and unique services that work with individuals with disabilities and their families (e.g., career, vocational, transition support, extracurricular), including possible funding agencies and financial sources for secondary aged students (local, state, and federal).
- Analyze issues related to personal attitudes, expectations, and biases that affect acceptance of individuals with disabilities.

**0014 Understand professionalism in teaching, the continuum of lifelong professional development, and ways of providing leadership to improve students' learning and well being.**

For example:

- Identify and describe personal and cultural biases, differences, and expectations that affect one's teaching and interactions with others and the importance of the teacher's serving as a role model and advocate for all students.
- Explain the importance of exercising objective professional judgment in the practice of the profession and demonstrating a commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
- Demonstrate familiarity with consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
- Recognize the characteristics and goals of professional activities that benefit individuals with disabilities, their families, and/or colleagues, including participation in the activities of professional organizations relevant to LCD individuals with disabilities.
- Demonstrate knowledge of the benefits and strategies of mentoring and methods for the supervision of paraeducators.
- Demonstrate familiarity with central concepts and methods of inquiry for reflecting on practice, professional development, and problem solving.

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**0015 Understand standards of professional and ethical conduct.**

For example:

- Recognize ways to promote and maintain a high level of integrity in the practice of the profession in accordance with professional ethical standards.
- Demonstrate knowledge of rights of individuals with disabilities to privacy, confidentiality, and respect.
- Identify ethical practices for confidential communication to others about individuals with disabilities.
- Identify ways to demonstrate respect for the privacy of individuals with disabilities, and methods for maintaining the confidentiality of their medical and academic records.
- Demonstrate knowledge of signs of emotional distress, child abuse, and neglect and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- Analyze issues related to the ethical responsibility to advocate for the least restrictive environment and appropriate services.