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# **ILLINOIS CERTIFICATION TESTING SYSTEM**

## **FIELD 158: LEARNING BEHAVIOR SPECIALIST II: CURRICULUM ADAPTATION SPECIALIST**

### **TEST FRAMEWORK**

**May 2002**

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**FIELD 158: LEARNING BEHAVIOR SPECIALIST II:**  
**CURRICULUM ADAPTATION SPECIALIST**  
**TEST FRAMEWORK**

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<b>Subarea</b>	<b>Range of Objectives</b>
I. Foundations, Characteristics, and Assessment	01–05
II. Planning and Delivering Instructional Content and Managing the Learning Environment	06–09
III. Communication, Collaboration, and Professionalism	10–12

# ILLINOIS CERTIFICATION TESTING SYSTEM

## FIELD 158: LEARNING BEHAVIOR SPECIALIST II: CURRICULUM ADAPTATION SPECIALIST

### TEST FRAMEWORK

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

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

**0001 Understand the effects of disabilities on the cognitive, physical, emotional, social, and communication development of individuals.**

For example:

- Demonstrate knowledge of the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development.
- Demonstrate knowledge of the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
- Demonstrate knowledge of the impact of language development on the academic and social-emotional skills of individuals with disabilities.
- Demonstrate knowledge of learning research and its implications for students with disabilities.

**0002 Understand foundations of special education for students with disabilities.**

For example:

- Demonstrate knowledge of philosophies of special education, including their relationship to the general curriculum, Individualized Education Programs (IEPs), and the concept of least restrictive environment (LRE).
- Demonstrate understanding of historical and legal foundations of special education.
- Apply methods for conducting the professional activities of assessment, diagnosis, and instruction consistent with the requirements of law, rules and regulations, and local district policies and procedures.

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**0003 Understand the structure and functions of the general curriculum.**

For example:

- Demonstrate knowledge of the general curriculum structure and curricular issues and their implications for students with disabilities.
- Demonstrate knowledge of levels (e.g., classroom, school, district, state, national) of influence affecting curriculum development and implementation.
- Demonstrate knowledge of state law related to the general curriculum and processes for curriculum development.
- Demonstrate knowledge of the philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.

**0004 Understand uses and procedures of educational assessment for students with disabilities.**

For example:

- Demonstrate knowledge of methods used for statewide assessment of student learning standards.
- Identify and describe curriculum-based assessment and curriculum-based measurement as methods for determining instructional needs and monitoring student progress through curricula.
- Apply methods for modifying specific assessment devices and assessment procedures to match the individual needs and learning styles of students.
- Apply methods for adapting formal tests to accommodate students' disabilities and modes of communication and the use of varied assessment strategies to determine appropriate curricular modifications and adaptations for students with disabilities.
- Demonstrate understanding of alternative methods for assessing and grading student performance and problem-solving models used to analyze curricular needs and learning characteristics of students.
- Identify and describe the continuum of placements and services within the context of the least restrictive environment that is used to make educational recommendations for students.

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**0005 Understand the uses of various assessment strategies to support the continuous development of all students.**

For example:

- Demonstrate knowledge of methods for determining the appropriate curriculum for an individual based on the student's age, skills, learning strengths, and desired long-term outcomes and modifying and adapting curricula appropriate to the student's learning style.
- Identify and describe methods for systematically monitoring student progress through general and modified curriculum.
- Apply methods for systematically measuring and evaluating the effectiveness of curricular adaptations and modifications in instructional strategies on student learning.
- Apply the method of student error analysis to identify needed instructional modifications.
- Demonstrate knowledge of assessing reliable methods of response of individuals who lack communication and performance abilities.

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

**0006 Understand how students differ in their approaches to learning and how to adapt and modify instruction to meet the needs of diverse learners.**

For example:

- Demonstrate knowledge of strategies for adapting and modifying materials, changing teaching procedures, altering task requirements, and selecting an alternative task based on students' learning styles and needs.
- Demonstrate knowledge of methods for adapting and modifying the general curriculum by analyzing what is taught, how it is taught, how the student will demonstrate proficiency, and the instructional setting needed by the student for successful learning.
- Demonstrate knowledge of methods for determining critical functional skills within the general curriculum and essential elements of social skills, life skills, study skills, and vocational and other alternative curricula.
- Apply procedures for matching individual learning styles with appropriate curricular adaptations and modifications, beginning with the least intrusive intervention or adaptation.
- Analyze the benefits for developing an individualized curriculum for all students in the least restrictive environment.

**0007 Understand how to create and manage a positive learning environment.**

For example:

- Demonstrate understanding of individual and group motivation and behavior.
- Demonstrate understanding of reinforcement theory and its application to learning.
- Analyze the impact of the learning environment on student performance.
- Apply strategies for modifying the learning environment based on a student's learning strengths, curricular needs, and appropriate instructional strategies.
- Identify and describe various methods for grouping students to maximize learning.

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**0008 Understand methods for adapting and modifying instruction in different content areas.**

For example:

- Demonstrate understanding of various methods for adapting and modifying content, instructional strategies, instructional settings, and materials to maximize learning.
- Demonstrate understanding of methods for adapting and modifying content, materials, and instructional strategies in reading to meet individualized needs.
- Demonstrate understanding of methods for adapting and modifying content, materials, and instructional strategies in mathematics to meet individualized needs.
- Demonstrate understanding of methods for adapting and modifying content, materials, and instructional strategies in language arts to meet individualized needs.
- Demonstrate understanding of methods for adapting and modifying content, materials, and instructional strategies in academic content areas (e.g., science, social studies) to meet individualized needs.
- Demonstrate understanding of methods for adapting and modifying content, materials, and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs.

**0009 Understand methods for helping students with disabilities become more effective learners.**

For example:

- Demonstrate knowledge of various student learning strategies that increase capacity for learning and study strategies that assist students in the completion of various tasks.
- Demonstrate knowledge of research-supported instructional strategies, practices, and methods for teaching students cognitive strategies that maximize learning.
- Demonstrate knowledge of how technology may be used to maximize learning.
- Demonstrate knowledge of the uses of assistive technology devices to meet individualized needs and maximize learning.
- Demonstrate knowledge of sources of specialized materials for individuals with disabilities and the criteria for selecting instructional materials that engage students in meaningful learning.
- Apply procedures for using adaptations, modifications, and strategies to facilitate maintenance and generalization of skills across environments.

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

**0010 Understand effective written, verbal, and visual communication techniques that support collaboration among professionals, parents, paraprofessionals, and students.**

For example:

- Demonstrate understanding of different models of consultation and collaboration (e.g., coteaching).
- Identify ways to collaborate and communicate with other educators, paraprofessionals, parents, and students concerning appropriate use of different learning and instructional strategies.
- Identify ways to provide direct assistance, when needed, to general educators, special educators, related service personnel, paraprofessionals, parents, and students as adaptations and modifications are implemented.
- Identify ways to assist general educators, special educators, related service personnel, paraprofessionals, parents, and students in anticipating and accounting for potential problems related to adaptations and modifications.

**0011 Understand the standards and practices of teaching as a profession.**

For example:

- Identify and apply guidelines for maintaining standards of professional conduct.
- Identify and describe methods for providing leadership to improve students' learning and well-being.
- Identify and describe approaches for advocating the use of curricular adaptations and modifications for all students that reflect the dignity of the learner.
- Identify and describe methods for assuring the integrity of the learning environment.

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**0012 Understand the importance of educators being reflective practitioners.**

For example:

- Demonstrate understanding of strategies for evaluating how choices and actions affect students, parents, and other professionals in the learning community.
- Demonstrate understanding of strategies for actively seeking opportunities to grow professionally.
- Identify benefits of reflecting on curricular adaptations and modifications that promote student growth.
- Identify and apply guidelines for adapting and modifying instructional strategies to enhance learning.
- Demonstrate understanding of the benefits of mentorship.