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**ILLINOIS CERTIFICATION TESTING SYSTEM**

**FIELD 160: LEARNING BEHAVIOR SPECIALIST II:  
MULTIPLE DISABILITIES SPECIALIST**

**TEST FRAMEWORK**

**May 2002**

## **Illinois Certification Testing System**

### **FIELD 160: LEARNING BEHAVIOR SPECIALIST II: MULTIPLE DISABILITIES SPECIALIST**

#### **TEST FRAMEWORK**

**May 2002**

<b>Subarea</b>	<b>Range of Objectives</b>
I. Foundations, Characteristics, and Assessment	01–05
II. Planning and Delivering Instruction and Managing the Learning Environment	06–09
III. Communication, Collaboration, and Professionalism	10–13

# ILLINOIS CERTIFICATION TESTING SYSTEM

## FIELD 160: LEARNING BEHAVIOR SPECIALIST II: MULTIPLE DISABILITIES SPECIALIST

### TEST FRAMEWORK

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

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

##### **0001 Understand the impact of multiple disabilities on students' development.**

For example:

- Demonstrate knowledge of the effect of multiple disabilities and their interactions on
  - cognitive development
  - physical development
  - emotional and social development
  - communication development

##### **0002 Understand the service delivery and support needs of students with multiple disabilities.**

For example:

- Identify problems related to physical and medical procedures.
- Describe strategies for monitoring potential problems or concerns related to a student's physical or medical conditions and for communicating with appropriate personnel (e.g., school nurse, parents).
- Demonstrate knowledge of special health care procedures (e.g., feeding, positioning, suctioning) to be used under supervision of appropriate medical or related service personnel (e.g., occupational therapist, physical therapist).
- Describe the impact and effect of terminal illness and degenerative conditions on individuals and families.

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**0003 Understand the foundations of special education for students with multiple disabilities.**

For example:

- Demonstrate knowledge of the philosophical, historical, and legal foundations of special education.
- Demonstrate in-depth knowledge of legislation, policies, and litigation regarding rights of individual students to education, guardianship, and community supports.
- Demonstrate understanding of the process of policy change in advocating for individuals.
- Apply strategies for advocating for rights and services based on established legislation, policies, and litigation.
- Demonstrate understanding of ethical issues regarding treatment of individuals with multiple disabilities, including medically fragile conditions.
- Identify examples of how all students can learn, live, work, and recreate in inclusive community settings.

**0004 Understand types and characteristics of various assessment instruments and methods used for students with multiple disabilities.**

For example:

- Demonstrate knowledge of terminology used in assessment of students with multiple disabilities.
- Demonstrate knowledge of the strengths and limitations of various assessment instruments and the role of assessment as an educational process for students with multiple disabilities.
- Demonstrate knowledge of types and characteristics of educational assessment processes and of strategies for identifying students' learning characteristics, modes of communication, strengths, and needs; monitoring student progress; supporting students' continuous development; and evaluating learning strategies and instructional approaches.
- Demonstrate knowledge of legal provisions, regulations, guidelines, and ethical considerations regarding assessment of individuals with multiple disabilities.
- Understand how to design and implement informal assessment procedures in the context of priority skills across age groups and combinations of disabilities.

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**0005 Understand the design and implementation of assessments and the interpretation and communication of assessment results to support educational planning for students with multiple disabilities.**

For example:

- Adapt and/or design assessments to assure accurate and meaningful participation in national, state, and local assessment and accountability systems.
- Apply knowledge of how to use data and information from teachers, other professionals, individuals with disabilities, and parents to determine appropriate modifications in learning environments, curriculum, and instructional strategies.
- Apply knowledge of strategies for collaborating with families and other professionals in conducting individual and functional assessments of students with multiple disabilities.
- Apply guidelines for making referrals to specialists when more in-depth information about a student's needs is required for making educational decisions.
- Apply strategies for designing informal assessment procedures that incorporate principles of partial participation across age groups and combinations of disabilities.
- Apply model-based strategies for developing and conducting informal assessments of assistive technology needs and the ongoing effectiveness of assistive technology services across age groups and combinations of disabilities.

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**SUBAREA II—PLANNING AND DELIVERING INSTRUCTION AND MANAGING THE  
LEARNING ENVIRONMENT**

**0006 Understand the principles of instructional design and planning for students with multiple disabilities.**

For example:

- Demonstrate knowledge of ways to design instruction based on knowledge of the discipline, students, community, and curriculum goals.
- Apply strategies for choosing and implementing instructional techniques and strategies that promote successful transitions for individuals with multiple disabilities and that use instructional time effectively and efficiently.
- Apply criteria for selecting research-supported and chronologically age-appropriate instructional strategies and practices and for adapting materials according to the needs of individuals with multiple disabilities.
- Apply strategies for facilitating learning experiences that develop social skills and promote the development of a learning community in which individual differences are respected.
- Apply transdisciplinary models for facilitating the integration of related services into the instructional program.
- Demonstrate an understanding of methods to support the intellectual, social, and personal development of all students across environments and curriculums.
- Apply knowledge of principles of universal design and the uses of individualized assistive devices to enhance learning outcomes across curricular areas for students with multiple disabilities.
- Demonstrate knowledge of procedures to facilitate motor and oral/ motor development (e.g., mobility, head and trunk control, feeding, sitting, crawling, standing, walking) and use of adaptive equipment (e.g., wheelchair) in the context of meaningful life activities.

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**0007 Understand the use of long-term planning to meet the needs of students with multiple disabilities.**

For example:

- Demonstrate knowledge of research that supports intervention approaches for students with multiple disabilities.
- Apply strategies for analyzing future demands while balancing them with current needs and abilities to create outcomes based on individualized curriculums for students with multiple disabilities.
- Apply strategies that promote self-determination across all curricular areas.
- Apply strategies for considering a student's significant health and safety needs in developing a schedule to maximize active learning throughout the school day.

**0008 Understand the use of community-based instruction to meet the needs of students with multiple disabilities.**

For example:

- Apply knowledge of procedures for utilizing community settings to instruct educational priorities across all curricular domains and age groups.
- Apply strategies for developing community-based instruction (e.g., work sampling) designed to increase knowledge about vocational opportunities for students with multiple disabilities.
- Apply knowledge of procedures for creating and implementing a strategic, progressive series of experiences and learning opportunities that meet the complex needs of individuals with multiple disabilities in order to ensure long-term community-based employment outcomes.

**0009 Understand methods for creating a positive learning environment for students with multiple disabilities.**

For example:

- Apply knowledge of components of positive behavioral support plans.
- Demonstrate familiarity with the process for conducting functional assessments and functional analyses of problem behavior of students with multiple disabilities.
- Apply strategies for maintaining ethical standards in selection of interventions, considering the vulnerability of students with multiple disabilities.
- Apply strategies for identifying the communicative intent of behaviors when designing functional communication programs.

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

**0010 Understand how to promote strong school-home relationships and establish partnerships with other members of the school community to enhance learning opportunities for students with multiple disabilities, including those from diverse backgrounds.**

For example:

- Demonstrate knowledge of typical concerns of families of students with multiple disabilities, including families transitioning into and out of the special education system, and ways to address these concerns and to encourage and support families' active involvement in their children's programs and educational teams.
- Apply knowledge of strategies for initiating consultation and collaboration with classroom teachers and other school personnel to include students with disabilities into various social and learning environments and to enhance student learning.
- Apply professional judgment and strategies for communicating with general educators, administrators, students, and other school personnel about characteristics, strengths, and needs of students with disabilities and ways to use that knowledge to develop an effective learning climate within the school.
- Demonstrate knowledge of roles and responsibilities of school-based medical and related service personnel in identifying, assessing, and providing services to individuals with disabilities.
- Demonstrate knowledge of techniques and strategies for training, monitoring, evaluating, and providing feedback to paraeducators.

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**0011 Understand how to create and support school-community interactions that enhance learning opportunities for students with multiple disabilities.**

For example:

- Demonstrate awareness of resources, strategies, networks, organizations, and unique services, including possible local, state, and federal funding agencies and financial sources for secondary adult students, that work with students with multiple disabilities and their families to provide career, vocational, and transition support.
- Demonstrate knowledge of roles and responsibilities of professional groups and community organizations in identifying, assessing, and providing services to students with disabilities and of strategies for assisting students in planning for transition to adulthood, including employment and community and daily life.
- Apply knowledge of strategies for collaborating with community members to integrate students with multiple disabilities into various social and learning environments.
- Apply knowledge of considerations, approaches, and ethical practices for providing community members with information about students with multiple disabilities.

**0012 Understand professional and ethical practices for teachers of students with multiple disabilities.**

For example:

- Apply knowledge of strategies for providing leadership to improve students' learning and well-being.
- Demonstrate knowledge of consumer and professional organizations, publications, and journals relevant to individuals with multiple disabilities across all ages.
- Apply knowledge of strategies for incorporating current information from professional literature into all teaching and related activities.

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**0013 Understand benefits of reflection and strategies for achieving professional growth.**

For example:

- Recognize the benefits of mentorship and of participating in professional dialogue and continuous learning to support one's development as a learner and a teacher.
- Apply knowledge of central concepts and methods of inquiry, methods for reflecting on practice, and strategies for pursuing a professional development plan that includes activities to remain current regarding research-validated practice.
- Demonstrate understanding of the activities of professional organizations relevant to students with multiple disabilities.