

Illinois Certification Testing System

STUDY GUIDE

Early Childhood
Special Education (152)



Illinois State Board of Education

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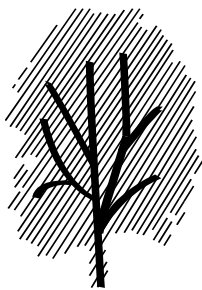
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General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Certification Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test 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 predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

EARLY CHILDHOOD SPECIAL EDUCATION TEST OBJECTIVES

- I. Foundations and Characteristics
- II. Assessing Students and Developing Individualized Programs
- III. Planning and Delivering Instructional Content
- IV. Managing the Learning Environment and Promoting Students' Social Interaction Skills
- V. Maintaining Effective Communication, Collaboration, and Professionalism

SUBAREA I—FOUNDATIONS AND CHARACTERISTICS

0001 Understand processes of human development and factors that affect development.

For example:

- Demonstrate knowledge of different theories of human development and learning, including emerging knowledge of early neural development, ranges of individual variation within domains, and transactional influences between and among arenas of biological function and environmental conditions during pre-, peri-, and post-natal development.
- Demonstrate knowledge of the characteristics and sequences of typical and atypical development in cognitive, emotional, social, language, adaptive, and physical domains, and the interactions and influences among domains.
- Demonstrate knowledge of communication theory, language development, and the role of language, communication modes, and communication patterns in learning for young children with and without disabilities.
- Demonstrate knowledge of typical motor developmental progression and patterns of atypical motor development (e.g., abnormal muscle tone, persistence of primitive reflexes).
- Demonstrate knowledge of systems (e.g., family, community, culture) and life situations that influence development and learning, and the effects of socioeconomic level, abuse/neglect, stress, trauma, and substance abuse, as well as protective factors and resilience, on learning, communication, and behavior.
- Demonstrate knowledge of the interrelationships among culture, language, thought and expression, and the function of the home language in the development of young children.

0002 Understand various types of disabilities and the characteristics of students with special needs.

For example:

- Demonstrate knowledge of major genetic, biological, and environmental etiologies of cognitive, sensory, emotional, and physical disabilities, differential characteristics of various disabilities, including levels of severity and multiple disabilities, and their influence on development and learning.
- Demonstrate knowledge of psychological and social-emotional characteristics of young children with disabilities, the effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions.
- Demonstrate knowledge of indicators of possible sensory impairments (e.g., vision, hearing) and the effects of sensory disabilities on learning, the development of language, and experience.
- Demonstrate knowledge of basic functions of the body systems (e.g., respiratory, skeletal, nervous) in relation to common medical conditions, medical aspects of conditions affecting young children with disabilities, and the effects of various medications on the cognitive, emotional, social, language, adaptive, and physical behavior of children with disabilities.
- Demonstrate knowledge of the effects of disabilities on learning within the general education curriculum.
- Demonstrate knowledge of methods for accessing information on exceptional conditions when developing educational programs or transitional plans.

0003 Understand the influence of disabilities on the learning and development of young children.

For example:

- Demonstrate knowledge of the characteristics, etiologies, and educational implications of different disabilities, including typical developmental patterns related to conditions such as prematurity and low birth weight, and their potential effects on development and life experiences in early childhood and over time.
- Apply knowledge of how developmental (e.g., physical, social, cognitive) and learning factors, including factors related to individual differences stemming from various disabling conditions, influence instructional decisions, learning approaches, and outcomes.
- Apply knowledge of typical and atypical child development and the interrelationships among developmental domains and learning to interpret behavior and making instructional decisions in academic, developmental, and functional/adaptive domains.
- Apply knowledge of development and learning to designing instructional experiences that ameliorate the effects of disabilities on the acquisition of new information and skills.
- Apply knowledge of strategies for accessing information on various cognitive, emotional, social, language, adaptive, and physical domains, and the interactions and influences among domains.

0004 Understand the influence of diversity in early childhood special education.

For example:

- Demonstrate knowledge of the significance of familial, cultural, and societal contexts, for interpretation of disability, the role of the young child with disabilities within the family and community, and the child's development and learning.
- Demonstrate knowledge of normal individual variation in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and how these differences interact with individual differences related to disabilities and other individual differences such as culture and language.
- Demonstrate knowledge of the process of second language acquisition and strategies to support the learning of children whose first language is not standard English.
- Apply strategies for developing and selecting learning experiences and strategies that affirm and respect familial, cultural, and societal diversity, including language use and language differences, as well as differences related to disability.
- Apply strategies for making appropriate modifications in instruction, expected outcomes, and teaching approaches, including technologies, to address and respect individual differences in learning needs, developmental levels, and preferences.
- Apply strategies for seeking information about and incorporating knowledge of children's experiences, cultures, and community resources into teaching.

0005 Understand curriculum areas included in early childhood special education.

For example:

- Demonstrate knowledge of the central concepts and tools of inquiry in academic content areas (e.g., language and literacy, mathematics, music).
- Demonstrate knowledge of developmental curriculum areas (e.g., social, emotional, cognitive, language, physical development) and functional/adaptive curriculum areas (e.g., health, safety, nutrition, life skills).
- Demonstrate knowledge of the structure of curriculum areas within the multiple teaching settings included in early childhood special education from birth through grade three, and the relationship of this structure to other areas of knowledge and to lifelong development and learning.
- Demonstrate knowledge of how individual abilities, experiences, talents, dispositions, prior learning, and individual needs influence attitudes and frameworks for further learning and development.
- Apply strategies for evaluating teaching resources and curriculum materials in academic, developmental, and functional/adaptive curriculum areas for their comprehensiveness, accuracy, and usefulness in fostering developmental and learning processes and outcomes.

0006 Understand the philosophical, historical, and legal foundations of early childhood special education.

For example:

- Demonstrate understanding of historical, legal, and philosophical foundations and historical and current issues and trends (e.g., family-centered education, community-based settings, interagency collaboration) in the fields of special education, early childhood special education, and related fields.
- Demonstrate knowledge of current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment and natural environments, due process, assessment, discipline, transition, supplemental services and supports, specialized health care, and assistive technology, to young children with all types of disabilities.
- Demonstrate knowledge of major concepts, assumptions, issues, principles, theories, and processes of inquiry that are central to early childhood special education and its related fields and to its own history, legislation, and research.
- Demonstrate knowledge of the rights and responsibilities of families, students, teachers, and other professionals and schools/programs as they relate to young children's learning needs and educational programs.

SUBAREA II—ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED PROGRAMS

0007 Understand types and characteristics of assessment instruments and methods.

For example:

- Demonstrate knowledge of measurement theory, terminology used in assessment, specialized terminology used in assessment of young children, and assessment-related issues.
- Demonstrate knowledge of legal provisions, regulations, and guidelines regarding assessment of young children with disabilities (e.g., procedures for assessing students who do not speak standard English).
- Demonstrate knowledge of the strengths and limitations of various assessment instruments and procedures and the role of assessment as an educational process.
- Demonstrate knowledge of types and characteristics of educational assessment processes and strategies for identifying students' learning characteristics, modes of communication, and needs; monitoring student progress; supporting students' continuous development; and evaluating learning strategies and instructional approaches.
- Apply knowledge of considerations for matching appropriate assessment procedures to purposes of assessment and strategies for adapting assessment for children with specific sensory and motor disabilities.

0008 Understand procedures used for screening, identifying, and referring children with special educational needs.

For example:

- Apply knowledge of typical procedures used at different points in the special education process in relation to the decisions being made, including decisions related to child-find, screening, prereferral, referral, classification, instructional planning, and progress evaluation.
- Demonstrate knowledge of formal and informal instruments and approaches for making placement and instructional decisions with respect to young children with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- Apply knowledge of typical procedures used in a variety of informal and formal assessment instruments and procedures to make decisions about children's learning and development and to develop and monitor instructional approaches.
- Apply knowledge of procedures for gathering background information regarding students' academic, developmental, medical, and family history (e.g., language and cultural background) and methods for creating and maintaining accurate records for use in selecting, adapting, or developing appropriate assessments for students with disabilities.
- Apply knowledge of strategies for collaborating with other professionals and families in conducting individual assessments and guidelines for making referrals to specialists when more in-depth information about a child's needs is required for making educational decisions.
- Demonstrate knowledge of the purposes for basing instructional decisions on a variety of culturally unbiased assessment instruments and procedures.
- Demonstrate knowledge of strategies for selecting, adapting, constructing, and administering assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

0009 Understand procedures and criteria for evaluating and identifying the educational strengths and needs of young children with special educational needs.

For example:

- Apply knowledge of the principles and procedures for adapting or designing assessments to maximize accurate assessment of a student's knowledge and performance, and the use of appropriate accommodations and modifications of national, state, and local assessments and the Illinois Alternative Assessment.
- Apply knowledge of the principles and procedures for assessing children's development and curriculum-related learning.
- Demonstrate knowledge of the components of behavior intervention plans, strategies for assessing learning environments, and methods for designing and implementing functional assessments of young children's behavior within that environment.

0010 Understand how to interpret and communicate assessment results.

For example:

- Apply knowledge of principles for interpreting information from formal and informal assessment instruments and procedures to evaluate the results of instruction and match necessary supports to young children's needs.
- Apply knowledge of how to use data and information from teachers, other professionals, young children with disabilities, and families to determine appropriate modifications in learning environments, curriculum, and instructional strategies.
- Demonstrate knowledge of the influence of diversity on assessment processes.
- Demonstrate knowledge of strategies for participating and collaborating with other professionals as a team member in conducting assessments that respond to and respect families' priorities, concerns, and characteristics and involve family members as active participants in the assessment process.
- Demonstrate knowledge of strategies for developing and using authentic, performance-based assessments of children's learning to assist in planning, to communicate with children and families, and to engage children in self-assessment.
- Demonstrate knowledge of strategies for communicating assessment results and integrating assessment results from others in the development and implementation of an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) and strategies for monitoring, summarizing, and evaluating the attainment of child and family outcomes, using appropriate technologies to monitor and maintain records that convey meaningful information to families and to other professionals.

0011 Understand procedures for developing and implementing Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans.

For example:

- Demonstrate knowledge of issues in definition and identification procedures for young children with disabilities and the rationale for and rules and regulations governing the development of IEPs and IFSPs.
- Apply knowledge of strategies for supporting family/child interactions and environments as primary contexts for learning and development, collaborating with young children with disabilities, families, teachers, and other school/program and community personnel to develop and implement individual student programs (e.g., IEPs, IFSPs, transition plans), and ensuring that the child and family needs, priorities, and preferences are incorporated.
- Apply knowledge of the continuum of placements and services when making educational decisions for students with all types of disabilities.
- Demonstrate knowledge of the concept of longitudinal transition plans, considerations and procedures for using knowledge of a student's cognitive, emotional, social, language, adaptive, and physical characteristics in planning and implementing transition plans appropriate to the individual child.
- Apply knowledge of guidelines for developing lesson plans that incorporate curriculum and instructional strategies with IEP goals and benchmarks and IFSP outcomes.
- Demonstrate knowledge of strategies for evaluating the supports needed by children with a variety of disabilities and characteristics for inclusion within various program placements.

SUBAREA III—PLANNING AND DELIVERING INSTRUCTIONAL CONTENT

0012 Understand how to create a learning environment that encourages active engagement in learning for young children with disabilities.

For example:

- Demonstrate knowledge of strategies for matching different ways of knowing (e.g., learning styles) and methods of instruction to different academic, developmental, and functional/adaptive goals and outcomes, and strategies for organizing content and experiences to support children's understanding and learning, and engaging children in generating and examining their own emerging knowledge.
- Apply knowledge of strategies to help children work cooperatively and productively in groups, using knowledge of how young children influence groups and how groups function in society.
- Demonstrate knowledge of strategies for designing, structuring, and managing daily routines effectively, including transition time for groups and young children.
- Demonstrate knowledge of the rationale for and practices underlying developmentally and individually appropriate methods that include play, small group activities, open-ended questioning, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
- Demonstrate knowledge of how teacher attitudes and behaviors positively or negatively influence the behavior of young children with disabilities.
- Apply knowledge of strategies for facilitating a learning community in which individual differences are respected.

0013 Understand principles and techniques for preparing, selecting, using, and adapting specialized materials, equipment, and assistive technology for young children with disabilities and multiple impairments.

For example:

- Demonstrate knowledge of basic classroom management theories and methods and ways in which technology and assistive/augmentative devices can assist with creating and managing the learning environment.
- Apply knowledge of strategies for promoting children's skills in using technologies to support learning across content and developmental areas and enable participation in natural environments for children with disabilities.
- Demonstrate knowledge of technological tools to access and manage information, the appropriate use of technology with young children, strategies for selecting and using appropriate technologies to accomplish instructional objectives and integrating technology (e.g., adaptive, assistive) into educational settings.
- Apply knowledge of strategies for integrating study skills and the use of technology with delivery of academic instruction.

0014 Understand strategies for creating learning experiences that make content meaningful to all students.

For example:

- Demonstrate knowledge of the cognitive processes associated with kinds of learning, principles, and techniques associated with various teaching strategies, and strategies for implementing developmentally, individually, and functionally appropriate individual and group activities using a variety of formats including play, environmental routines, family-mediated activities, small group activities, cooperative learning, inquiry experiences, and systematic instruction.
- Demonstrate knowledge of instructional roles (e.g., instructor, facilitator, coach, audience) in relation to the context, content, purposes of the instructional setting, and criteria for adjusting plans based on children's responses to instruction.
- Apply knowledge of methods for incorporating goals and expectations of varying levels of complexity so that instructional activities are engaging and meaningful to all children, stimulate student reflection on prior knowledge, and link new ideas to already familiar ideas and experiences.
- Demonstrate knowledge of ways to anticipate students' conceptual frameworks and misconceptions for an area of knowledge, to adjust for such misunderstandings when they impede learning using a variety of explanations and multiple representations of concepts that capture key ideas and help students develop an understanding of diverse perspectives.
- Demonstrate knowledge of methods for developing lesson plans consistent with curriculum goals, learner diversity, and learning theory, and strategies for embedding activities to address IEP goals and IFSP outcomes and monitor achievement of outcomes into the daily routines and planned instructional activities of school/program, community, and home environments.
- Apply strategies for developing and implementing an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.

0015 Understand the principles of instructional design and planning for young children with disabilities.

For example:

- Identify guidelines for the evaluation, selection, development, adaptation, and use of specialized materials, equipment, and assistive technology.
- Apply knowledge of principles for designing, implementing, and evaluating instructional programs that prepare young children to live harmoniously and productively in a multiclass, multiethnic, multicultural, multilingual, and multinational world and enhance a young child's social participation in family, school/program, and community activities.
- Demonstrate knowledge of strategies and techniques for facilitating the functional integration of children with exceptional needs within various settings.
- Apply knowledge of strategies for integrating benchmarks and other outcomes into daily activities and routines across multiple developmental environments, integrating academic instruction, affective education, and behavior management for young children and groups to facilitate maintenance and generalization of skills across learning environments.
- Demonstrate knowledge of issues, resources, and techniques for using instructional time effectively and efficiently while facilitating the integration of related services into the instructional program and the transition of students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.
- Demonstrate knowledge of learning experiences that promote students' skills in the use of technologies.

0016 Understand principles and methods involved in individualizing instruction for young children with disabilities.

For example:

- Apply knowledge of learning theory and individual differences among students (e.g., social, emotional, cognitive, communication, physical, cultural) to select intervention methods and materials, develop short-term and long-term teaching plans consistent with curriculum goals, plan instruction that meets learners' current needs, and promote learning and developmental outcomes.
- Demonstrate knowledge of the principle of partial participation by students with disabilities, its use in planning instruction for all students, instructional practices that are pedagogically sound and legally defensible, and alternative strategies and materials to achieve different educational purposes and meet different children's needs.
- Demonstrate knowledge of the effects language use, second-language acquisition, and cultural and gender differences can have on communication in the classroom.
- Demonstrate knowledge of multicultural perspectives related to effective instruction and classroom management for students with disabilities and multiple impairments.
- Apply strategies to enable the full engagement of children with disabilities in learning opportunities planned for all children and methods for making specific adaptations in goals and teaching methods, including technological adaptations, for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities.

0017 Understand the scope, sequence, and concepts of the general education program and elements of the early childhood curriculum.

For example:

- Demonstrate knowledge of the scope and sequence of the general curriculum, the concepts of language arts, the concepts of math (e.g., numeration, geometry, measurement, statistics/probability, algebra), and practices and curricular materials used in general education across the content areas.
- Demonstrate knowledge of methods for evaluating curricula to determine the scope and sequence of academic content areas (i.e., language arts, math, science, social studies).
- Demonstrate knowledge of strategies for developing and integrating learning opportunities, birth through grade three, that foster understanding of curriculum content, literacy, and numeracy outcomes, and promote children's abilities as they apply, interpret, and construct new understandings.
- Demonstrate knowledge of the components of effective, research-supported instructional strategies and practices for teaching the scope and sequence in the academic, social, and vocational curricular domains.
- Demonstrate knowledge of the Illinois Early Learning Standards and the Illinois Learning Standards, their relation to the content and structure of academic, developmental, and functional/adaptive curriculum in early childhood education, birth through grade three, and strategies for developing and implementing short-term and long-term curriculum and instructional practices in academic, developmental, and functional/adaptive curriculum areas.
- Demonstrate knowledge of strategies for setting goals for children's learning and outlining the scope and sequence of content and education to achieve those goals at the group and individual levels, consistent with the scope and sequence of academic, developmental, and functional/adaptive early childhood curriculum, birth through grade three.

0018 Understand health and medical issues related to early childhood education for students with disabilities.

For example:

- Apply strategies for incorporating knowledge and strategies contributed by professionals from related disciplines (e.g., occupational therapy) into instructional delivery.
- Apply strategies for implementing basic health, nutrition, and safety management practices for young children and practices regarding childhood illness and communicable diseases, including specific procedures for infants and toddlers.
- Apply strategies for implementing nutrition and feeding strategies for children with disabilities and special health care needs.
- Apply strategies for implementing aspects of medical care appropriate to the instructional setting, including methods for maintaining technology-dependent young children.
- Demonstrate knowledge of correct uses of transfers (e.g., floor to sitting, sitting to floor, chair to chair), procedures for facilitating mobility including head and trunk control, sitting, crawling, standing, walking, and wheelchair use, and procedures for handling, positioning, and managing specialized health care needs at schools/programs (e.g., gastrostomies, ventilator-assisted breathing, blood glucose testing).

SUBAREA IV—MANAGING THE LEARNING ENVIRONMENT AND PROMOTING STUDENTS' SOCIAL INTERACTION SKILLS

0019 Understand strategies and techniques used to support the development of social competency and life skills for young children with disabilities.

For example:

- Apply knowledge of effective instructional strategies that assist young children with disabilities in developing self-monitoring and social skills; self-awareness, self-control, self-reliance, self-esteem, and self-determination; and the ability to manage their own behavior.
- Apply knowledge of effective instructional strategies for facilitating learning experiences that develop social skills needed for participating in school/program, community, and home environments, and facilitate development, learning, and interaction between and among students.
- Demonstrate knowledge of how teacher attitudes and behaviors positively or negatively influence the social interactions among children.
- Apply knowledge of principles for developing curricula relevant to life skills domains (i.e., domestic, recreation/leisure, vocational, and community).

0020 Understand theories and practices of behavior management.

For example:

- Demonstrate knowledge of factors that influence motivation and engagement, (e.g., teacher's cultural awareness, attitudes, and behaviors; a child's cultural background, temperament, mental health, or disability) and a variety of approaches for helping children become self-motivated.
- Apply knowledge of principles for selecting, adapting, and implementing classroom management strategies for students with disabilities that reflect understanding of each child's needs and respond to curricular content, and student differences (e.g., developmental, cultural, linguistic, gender, learning style).
- Analyze ethical and legal considerations inherent in behavior management.
- Apply knowledge of appropriate reinforcers, their use to enhance learning and motivation, and their evaluation.
- Demonstrate knowledge of strategies for managing individual behavior and serious behavioral episodes, promoting conflict resolution, and for crisis prevention and crisis intervention.
- Analyze strategies for identifying realistic expectations for student behavior in various settings.

0021 Understand the development and implementation of behavior interventions for young children with disabilities.

For example:

- Apply knowledge of principles for developing, implementing, and evaluating the effects of positive prevention and remediation techniques and individual behavior intervention plans for young children with disabilities.
- Apply knowledge of appropriate, nonaversive, and least intrusive management procedures that can effectively address challenging behaviors.
- Demonstrate knowledge of a functional assessment of behavior and the components of behavior intervention plans.
- Apply knowledge of individual and group guidance and problem-solving techniques to promote positive conflict resolution strategies and develop personal self-control, self-regulation, self-motivation, discipline and self-esteem.
- Apply knowledge of appropriate ways to collaborate with others, including families, in the use of specific academic or behavior management strategies and counseling techniques.
- Apply knowledge of strategies for selecting and implementing methods of behavior support and management appropriate for young children from a range of strategies from less-directive, less-structured methods to more-directive, more-structured methods.

0022 Understand strategies for managing the learning environment.

For example:

- Demonstrate knowledge of stimulus-rich indoor and outdoor environments that are physically and psychologically safe, healthy, and productive, including environmental and technological adaptations for children with disabilities.
- Demonstrate knowledge of the aspects of environments (e.g., materials, equipment, schedule, transitions, spatial arrangements) that promote children's development and learning.
- Demonstrate knowledge of common environmental and personal barriers that hinder accessibility and acceptance of young children with disabilities and strategies for arranging and modifying the learning environment (e.g., schedule, physical arrangement, transitions) to facilitate development, interaction, and learning according to students' physical, sensory, and behavioral needs.
- Demonstrate knowledge of strategies for monitoring individual and group learning activities for factors related to engagement and achievement motivation, managing space, time, materials, peers, and adults to maximize children's progress, and for adjusting strategies in response to children's engagement and learning.
- Demonstrate knowledge of approaches to inventorying and adapting environments to meet specific learning and developmental needs related to individual differences in development, learning, dispositions, and talents and methods for selecting, developing, adapting, and evaluating developmentally and functionally appropriate materials, equipment, and spatial arrangements that facilitate developmental and learning goals in young children, including those with disabilities.

SUBAREA V—MAINTAINING EFFECTIVE COMMUNICATION, COLLABORATION, AND PROFESSIONALISM

0023 Understand strategies for effective communication.

For example:

- Demonstrate knowledge of communication theory, the social, cultural, intellectual, and political implications of language use, and how they influence meaning.
- Demonstrate knowledge of differences in family structures, beliefs, and practices related to social, cultural, and language backgrounds, and factors that promote effective communication and collaboration with young children, families, and school/program and community personnel in a culturally responsive program (e.g., using interpreters).
- Apply knowledge of the social, cultural, intellectual, and political implications of language use and effective written, verbal, and visual communication techniques that foster active inquiry, collaboration, and supportive interaction among professionals, families, paraprofessionals, students, and community members.
- Apply knowledge of strategies for employing communication skills that encourage sharing of information and ideas (e.g., reflective listening, reframing, constructive feedback), and creating opportunities for all children to use effective written, verbal, nonverbal, and visual communication.
- Demonstrate knowledge of strategies for accurate, effective communication when conveying ideas and information and when asking questions and responding to children and other adults.
- Demonstrate knowledge of written, verbal, nonverbal and visual language modes and styles that are responsive to audience and purpose and respectful of individual differences due to culture, language, or disability.

0024 Understand the role of collaborative relationships in early childhood special education.

For example:

- Demonstrate knowledge of the types and importance of information generally available from family, school/program officials, the legal system, and community service agencies.
- Apply knowledge of strategies for initiating collaboration with classroom teachers and other school/program personnel to integrate young children with disabilities into various social and learning environments and enhance student learning.
- Demonstrate knowledge of strategies for conducting collaborative conferences with families to identify their priorities, concerns, and resources with respect to their children's development and learning.
- Apply knowledge of strategies for collaborating with families to integrate young children with disabilities into various social and learning environments.
- Apply knowledge of situated learning and the need for collaboration with families, business organizations, and other interested citizen groups.
- Apply knowledge of strategies, structures, and skills necessary for establishing and maintaining positive, collaborative relationships with families and with other professionals and using the dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution to support children's development, learning, and well-being.

0025 Understand methods for establishing partnerships with members of the service and school/program community.

For example:

- Apply knowledge of considerations, approaches, and ethical practices for communicating with general educators, administrators, and other school/program personnel about characteristics and needs of young children with disabilities and ways to use that knowledge to develop an effective learning climate within the school/program.
- Apply knowledge of strategies for coordinating activities within related services to maximize instructional time.
- Demonstrate knowledge of techniques and strategies for training, planning and directing activities for monitoring, evaluating, and providing feedback to paraeducators, volunteers, peer tutors, and individuals providing various therapies to young children with disabilities.
- Demonstrate knowledge of roles and responsibilities of medical and related services personnel in identifying, assessing, and providing services to young children with disabilities.
- Apply strategies for providing supervision, consultation, and training to adults in diverse settings in areas specific to services for children and families and organization/development of programs, using principles of adult learning and collaborative consultation.

0026 Understand methods for fostering positive school/program-home relationships.

For example:

- Demonstrate knowledge of family systems theory, variations in beliefs, traditions, values, family dynamics, and family structures across cultures within society, the effects of communication on the development of family relationships, and the effects of the relationships among child, family, and schooling.
- Demonstrate knowledge of strategies for involving families in assessing and planning for individual children, supporting families in making decisions related to their children's development and learning, communicating options for programs and services, linking current developmental and learning experiences and teaching strategies with those of the next educational setting, and assisting families in planning for transition.
- Demonstrate knowledge of typical concerns of families of young children with disabilities, including families transitioning into and out of the special education system, and appropriate strategies for planning and conducting collaborative conferences with families to address these concerns and to encourage and support families' active involvement in their children's programs and educational team.
- Demonstrate knowledge of the effects of family and community on development, behavior, and learning, and the roles of children, families, teachers, and personnel of community agencies in other early childhood settings in planning an individualized program.
- Demonstrate knowledge of strategies for implementing a range of family-oriented services based on family-identified resources, priorities, and concerns and linking families with a range of family-oriented services based on identified priorities, resources, and concerns.
- Analyze issues and considerations related to respecting families' choices and goals for their children and communicating effectively with families about curriculum and children's progress.

0027 Understand methods for encouraging school/program-community interactions that enhance learning opportunities for students with disabilities.

For example:

- Demonstrate knowledge of roles and responsibilities of professional groups and community organizations in identifying, assessing, and providing services to young children with disabilities and strategies for assisting students in planning for transitions to adulthood including employment and community and daily life.
- Demonstrate knowledge of strategies for collaborating and establishing effective lines of communication with other professionals in the school/program and in community agencies concerned with children with disabilities and families.
- Demonstrate knowledge of early childhood settings, other agencies related to young children and families, settings available to young children with disabilities, criteria for determining the extent to which the settings provide support and access to an appropriate early childhood curriculum, community resources, strategies, networks, organizations, and the unique services that work with young children with disabilities to provide career, vocational, and transition support.
- Apply knowledge of the roles of schools/programs and other agencies related to young children, strategies for collaborating with community members to integrate young children with disabilities into various social and learning environments, and considerations, approaches, and ethical practices for providing community members with information about students' identities.
- Demonstrate knowledge of structures supporting interagency collaboration (e.g., interagency agreements, referrals, consultation), various models of consultation, and their application in school/program, community, and home settings.
- Demonstrate knowledge of strategies for engaging in a variety of roles to achieve effective functioning among members of the instructional team, methods for fulfilling functions of teams as determined by mandates and service delivery needs, and approaches to collaborating with families and other professionals to evaluate services to young children with disabilities and their families.

0028 Understand the roles of teachers as professionals and leaders.

For example:

- Demonstrate knowledge of consumer and professional organizations, publications, and journals relevant to the field.
- Demonstrate knowledge of the basic principles of administration, organization, and operation of early childhood programs, the federal, state, and local social policies and procedures applicable to and influential in schools or programs, and policy and procedures of the school/program or agency respecting boundaries of families.
- Identify and describe signs of emotional distress, child abuse, and neglect and understand procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- Apply strategies for using appropriate health appraisal procedures and recommending referral to appropriate community health and social service organizations.
- Apply strategies for participating in the life of the school/program or agency and the profession (e.g., policy development, curriculum development, staff development, family support), initiating and developing new projects and programs to support the development and learning of young children, and serving as an advocate on behalf of young children and their families for improved quality of programs and services for young children and for enhanced professional status and working conditions for early childhood special educators.
- Demonstrate knowledge of the roles and responsibilities of paraprofessionals and other support personnel.
- Demonstrate knowledge of strategies for identifying, evaluating, and designing processes that support children, families, and staff in the transition between hospital, infant/toddler, preprimary, and primary programs.

0029 Understand the practices and purposes of reflection, self-evaluation, and continuing education.

For example:

- Apply knowledge of how to formulate and communicate a personal philosophy of early childhood special education, contribute to knowledge and expertise about teaching and learning to the profession, demonstrate a commitment to developing the highest educational and quality-of-life potential of young children with disabilities and their families, and demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
- Demonstrate knowledge of personal and cultural biases and differences that affect one's teaching and interactions with others, and the personal attitudes and biases that affect acceptance of young children with disabilities.
- 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 practices.
- Apply knowledge of how to articulate a philosophy and rationale for decisions, self-assess using observation, information about children, pedagogical knowledge, develop and use formative and summative program evaluations to reflect on and modify individual and group instruction, and evaluate the effects of choices and actions on others (e.g., children, families, other professionals) as a basis for program planning and modification and continuing professional development.
- Identify the benefits of mentorship, collaborating with other professionals and families, seeking and giving feedback, and participating in professional dialogue and continuous learning to support one's development as a learner and a teacher.
- Demonstrate knowledge of major areas of research on the learning process, resources that are available for professional development, and the benefits of participating actively in professional organizations.

0030 Understand legal and ethical issues relevant to early childhood special education.

For example:

- Apply knowledge of ethical practices for confidential information and communication, guidelines for maintaining confidentiality of medical and academic records and demonstrating respect for privacy of young children with disabilities, and the assurances, due process rights, and procedures related to assessment, eligibility, and placement of young children, including rights and responsibilities of families, students, teachers and other professionals, and early childhood settings as they relate to individual learning needs.
- Apply knowledge of the practice of the profession in accordance with Division for Early Childhood of the Council for Exceptional Children (DEC/CEC), state, and professional ethical standards, principles for exercising objective professional judgment, and ways to conduct professional activities (e.g., assessment, diagnosis, provision of instruction) consistent with the requirements of law, rules and regulations, and local district policies and procedures.
- Demonstrate knowledge of the importance of teachers serving as role models for children by demonstrating moral and ethical behavior, an inquisitive attitude toward learning, and respect for individual differences.
- Apply strategies for conducting instructional, monitoring, evaluation, and other professional activities consistent with the requirements of local, state, and federal law, rules, regulations, policies and procedures, implementing family services consistent with due process safeguards, and maintaining the ethical responsibility to advocate for the least restrictive environment and appropriate services.
- Demonstrate knowledge of laws, rules and regulations, procedural safeguards, and ethical considerations regarding management of behaviors of young children with disabilities.

EARLY CHILDHOOD SPECIAL EDUCATION PRACTICE TEST QUESTIONS

- For children experiencing typical growth and development, which of the following gross-motor skills is *most* commonly achieved around the age of six months?
 - pulling oneself to a standing position and bouncing
 - creeping on hands and knees
 - sitting without support
 - crawling up stairs
- Which of the following language tasks would typically pose the greatest difficulty for a young child with a receptive language delay?
 - spontaneously describing an event that made a strong impression on him or her
 - recalling the name of a favorite toy or pet
 - joining in the recitation of a repeated chant or rhyme when listening to a favorite story
 - making appropriate oral responses during social interactions
- Which of the following symptoms *most* typically indicates a hearing loss in infants?
 - loud crying and below normal scores on intelligence tests
 - failure to startle and delayed acquisition of language milestones
 - poor or nonexistent social skills and difficulty maintaining eye contact
 - low birth weight and craniofacial abnormalities
- Which of the following is the *most* developmentally appropriate context for implementing the mathematics curriculum at the kindergarten level?
 - board work, accompanying workbooks, and practice worksheets
 - spontaneous play, projects, and situations of daily living
 - timed tests on number facts and competitive games between groups of children
 - individual seat work, math manipulatives, and games

5. Ms. Mercier, an early childhood special education teacher, has concerns about a child's speech and language and wishes to determine if there is an existing disorder. Which of the following steps should Ms. Mercier take *first* to begin the assessment procedure?
- A. She should review the child's records, including developmental and medical history, assessment reports, and other related information.
 - B. She should conduct formal assessments using standardized tests that focus on a specific area of language and use the results to develop a speech and language profile.
 - C. She should arrange a conference with the student's parents to explain her concerns and gather more information regarding the child's speech patterns in the home environment.
 - D. She should use an informal assessment, such as recording the child during a small-group language activity, to gather samples of sentence length, structure, vocabulary, and articulation.
6. The primary purpose for using culturally unbiased assessment instruments and procedures in special education programs is to:
- A. ensure that the special educator is able to plan activities that target a child's specific areas of needs.
 - B. evaluate how a given child's home environment is likely to affect his or her academic performance.
 - C. ensure that the best representation of a child and his or her strengths and needs is obtained.
 - D. create a testing atmosphere in which the child being assessed feels relaxed and comfortable.
7. In Illinois, when a student's disabilities preclude participation in standard state assessments even with accommodations, state law requires that the student be:
- A. tested with a team-designed assessment that measures objectives specified in the student's Individualized Education Program (IEP).
 - B. assessed using various informal measures including observation, anecdotal records, and interviews.
 - C. exempted from state-mandated assessments and be tested instead using teacher-designed, curriculum-based assessments.
 - D. assessed using a portfolio assessment known as the Illinois Alternative Assessment (IAA).

8. An early childhood special education teacher wishes to improve the verbal communication skills of a child with autism who has strong visual discrimination abilities. Which of the following strategies would best take advantage of this child's visual discrimination strengths while promoting development of verbal communication skills?
- A. Pair the child with a verbal peer during unstructured play as a means of providing a communication model.
 - B. Include the child in circle time activities that require use of body movements and verbal interactions with peers.
 - C. Provide the child with picture cards which the child can use to indicate a preference or communicate a need by pointing to the picture and saying the word aloud.
 - D. Involve the child in shared book readings in which the teacher prompts the child to produce the next portion of the text.
9. Of the following, the *most* important criterion for selecting toys and materials for infants and toddlers in a group care setting should be that these materials:
- A. have been specifically designed to promote cognitive growth.
 - B. are safe, functional, and easy to maintain.
 - C. consist entirely of household objects (e.g., spoons, measuring cups).
 - D. are large in size to encourage grasping with both hands.
10. Arnold is a third grader whose family does not speak English in the home and who speaks no English himself. Which of the following language behaviors is Arnold's teacher *most* likely to observe in the classroom?
- A. Arnold is likely to spend a period of time silently observing his classmates and not attempting to speak.
 - B. Arnold is likely to speak freely to his classmates in his home language without realizing they cannot understand his speech.
 - C. Arnold is likely to begin trying to learn English immediately by imitating his classmates' speech.
 - D. Arnold is likely to begin speaking both at home and at school in a mixture of English and his home language.
11. Of the following, the *most* effective means of involving children in reducing the spread of viral and bacterial infections is to teach young children how to:
- A. dispose of their food wastes properly.
 - B. clean their own work surfaces using a sponge.
 - C. wash their hands properly and thoroughly.
 - D. communicate to adults when they are feeling seriously ill.

12. A kindergartner with a disability has been having trouble working cooperatively with her classmates (e.g., sharing space and materials, cleaning up after activities). Which of the following strategies would be *most* effective in promoting this child's social development?
- A. involving the child in role-playing situations in which participants offer and receive help
 - B. responding consistently with a time-out whenever the child behaves uncooperatively
 - C. reading stories to the class in which a character suffers the consequences of selfish behavior
 - D. holding a class meeting in which the child's classmates describe how her behavior makes them feel
13. Which of the following would be the best strategy for helping a distractible kindergartner focus on a chosen activity rather than moving repeatedly from one activity to another?
- A. Give the student a brief timeout whenever he or she begins switching activities too frequently.
 - B. Limit the number of activity centers available for students to choose among.
 - C. Require that once students have chosen an activity, they must continue it for a given amount of time.
 - D. Engage with the student during activities to promote deeper engagement with the materials.
14. A third grader with a learning disability has difficulty behaving appropriately during transitions between his general education classroom and other classes, such as art and physical education. The general education teacher's best approach for solving this problem would be to:
- A. collaborate with the other teachers involved to establish a structured transition routine and respond uniformly to challenging behavior.
 - B. accompany the student individually to the other classrooms a few minutes after classmates have made the transition and settled down.
 - C. limit the number of classes the student may attend outside of the general education classroom until the behavior improves.
 - D. request that a paraprofessional or an aide be assigned to accompany the student during transitions and help him get focused on the new activity.
15. A school counselor will be doing an intake interview of a third grader with disabilities. The counselor has learned of a new assessment instrument that would provide especially helpful information, but she is not entirely comfortable about administering it herself. Which of the following professionals would typically be the best source of information to ensure proper administration, scoring, and interpretation?
- A. a special education teacher
 - B. a school psychologist
 - C. a school administrator
 - D. a school nurse

16. A physical therapist has arranged a home visit to teach the parents of a young child with an orthopedic impairment how to perform daily exercises with their child. Which of the following is the major benefit of doing this in the family's home?
- A. It will allow the physical therapist to evaluate the overall quality of care the child is receiving at home.
 - B. It will communicate to the child that all the significant adults in his or her life share the same goals and expectations.
 - C. It will enable the physical therapist to identify whether other children in the home have similar impairments.
 - D. It will provide assurance to the parents that the exercises can be carried out effectively in the natural setting.
17. A student's special education team wishes to confer with professionals in a community agency about the student's needs. Which of the following would be the appropriate first step for the team to take?
- A. Get in touch with the agency to confirm that they would be able to assist in this particular case.
 - B. Submit a formal request that someone from the agency initiate contact with the family.
 - C. Obtain parental permission to contact the agency on the child's behalf and share information.
 - D. Provide the family with all relevant information and suggest that they may want to contact the agency.
18. During a meeting between members of the school administration and special educators in a school, a member of the administration announces a policy change. Several special educators feel that the change is likely to reduce their ability to provide needed services to some children with disabilities. In such a situation, the special educators' primary responsibility is to:
- A. weigh the advantages and disadvantages of the proposed policy change in a disinterested manner.
 - B. voice their reservations about the policy based on its possible negative consequences for some students with special needs.
 - C. demonstrate their willingness to adapt programs and services as deemed necessary by the administration.
 - D. recognize that the needs of the entire student population must sometimes take precedence over the needs of a minority of students.

19. A less experienced special education teacher has been assigned a more experienced teacher as a mentor. Of the following, the primary advantage of this arrangement is that the less experienced teacher:
- A. will have an ally to provide support and advice in disputes with families or administrators.
 - B. will have access to a model of an effective teaching style to adopt in his or her own classroom.
 - C. will have access to remedial help in subject areas in which his or her content knowledge may be weak.
 - D. will have an experienced resource to turn to for help with problem solving on an ongoing basis.
20. Which of the following actions by a teacher with regard to managing the behavior of a third grader with a disability would be considered unethical?
- A. disciplining the child in a manner that embarrasses him or her in front of classmates
 - B. failing to give the child repeated warnings before imposing disciplinary measures in a given situation
 - C. collaborating with the child's other teachers to establish a uniform disciplinary strategy unique to this individual child
 - D. removing the child from the classroom for brief periods in response to challenging behavior

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	C	Understand processes of human development and factors that affect development.
2.	D	Understand various types of disabilities and the characteristics of students with special needs.
3.	B	Understand the influence of disabilities on the learning and development of young children.
4.	B	Understand curriculum areas included in early childhood special education.
5.	A	Understand types and characteristics of assessment instruments and methods.
6.	C	Understand procedures used for screening, identifying, and referring children with special educational needs.
7.	D	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of young children with special educational needs.
8.	C	Understand strategies for creating learning experiences that make content meaningful to all students.
9.	B	Understand the principles of instructional design and planning for young children with disabilities.
10.	A	Understand principles and methods involved in individualizing instruction for young children with disabilities.
11.	C	Understand health and medical issues related to early childhood education for students with disabilities.
12.	A	Understand strategies and techniques used to support the development of social competency and life skills for young children with disabilities.
13.	D	Understand theories and practices of behavior management.
14.	A	Understand the development and implementation of behavior interventions for young children with disabilities.
15.	B	Understand the role of collaborative relationships in early childhood special education.
16.	D	Understand methods for fostering positive school/program-home relationships.
17.	C	Understand methods for encouraging school/program-community interactions that enhance learning opportunities for students with disabilities.
18.	B	Understand the roles of teachers as professionals and leaders.
19.	D	Understand the practices and purposes of reflection, self-evaluation, and continuing education.
20.	A	Understand legal and ethical issues relevant to early childhood special education.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of an Early Childhood Special Education test score report is provided below.

Test: 152 Early Childhood Special Education			Your Status: Did not pass ← ①
Your Scaled Total Test Score: 234 ← ②			
Number of Test Items in Subarea	Subarea Name	Subarea Score	Performance Graph
⑤ → 11 to 20	Foundations and Characteristics	210	
11 to 20	Assess Students and Develop IEPs	237	
21 to 30	Plan and Deliver Instruction	255 ← ③	
11 to 20	Manage the Learning Environment	220 ← ④	
21 to 30	Maintain Effective Communication	260	
	Scaled Total Test Score	234	

According to the above sample, the examinee did not pass the Early Childhood Special Education test ①, because the examinee's total test score of 234 ② is below the passing score of 240.

The examinee did better on the Plan and Deliver Instruction section (score of 255) ③ of the test than on the Manage the Learning Environment section (score of 220) ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.