

**ILLINOIS CERTIFICATION TESTING SYSTEM  
FRAMEWORK AND OBJECTIVES  
FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

**I. HUMAN DEVELOPMENT AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

**A. Human Development**

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1. Understand normal human prenatal development.

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- 1.1 Identify and apply knowledge of characteristics and sequence of normal human prenatal development.
  - 1.2 Analyze developmental issues of importance during the prenatal period.
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2. Understand normal human development during infancy (birth to 2 years).

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- 2.1 Identify and apply knowledge of characteristics and the sequence of physical, sensory, and motor development in infancy.
  - 2.2 Identify and apply knowledge of characteristics and the sequence of cognitive and language development in infancy.
  - 2.3 Identify and apply knowledge of characteristics and the sequence of social and emotional development in infancy.
  - 2.4 Analyze developmental issues of importance during infancy.
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3. Understand normal human development during early childhood (3 to 5 years).

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- 3.1 Identify and apply knowledge of characteristics and the sequence of physical, sensory, and motor development in early childhood.
- 3.2 Identify and apply knowledge of characteristics and the sequence of cognitive and language development in early childhood.
- 3.3 Identify and apply knowledge of characteristics and the sequence of social and emotional development in early childhood.
- 3.4 Analyze developmental issues of importance during early childhood.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

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4. Understand normal human development during middle childhood (6 to 11 years).

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- 4.1 Identify and apply knowledge of characteristics and the sequence of physical, sensory, and motor development in middle childhood.
  - 4.2 Identify and apply knowledge of characteristics and the sequence of cognitive and language development in middle childhood.
  - 4.3 Identify and apply knowledge of characteristics and the sequence of social and emotional development in middle childhood.
  - 4.4 Analyze developmental issues of importance during middle childhood.
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5. Understand normal human development during adolescence and young adulthood (12 to 21 years).

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- 5.1 Identify and apply knowledge of characteristics of physical, sensory, and motor development during adolescence and young adulthood.
- 5.2 Identify and apply knowledge of characteristics of cognitive and language development during adolescence and young adulthood.
- 5.3 Identify and apply knowledge of characteristics and the sequence of social and emotional development during adolescence and young adulthood.
- 5.4 Analyze developmental issues of importance during adolescence and young adulthood.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

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6. Analyze the effects of physical, biological, and environmental factors on human development.

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6.1 Analyze the effects of physical, biological, and environmental factors on physical, sensory, and motor development.

6.2 Analyze the effects of physical, biological, and environmental factors on cognitive development.

6.3 Analyze the effects of physical, biological, and environmental factors on language development.

6.4 Analyze the effects of physical, biological, and environmental factors on social and emotional development.

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7. Understand theories of human development and behavior.

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7.1 Identify and analyze theories of human development and behavior.

7.2 Interpret characteristics of human development and behavior in terms of various theories.

7.3 Differentiate among theories of language acquisition and development.

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**B. Students with Special Educational Needs**

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8. Demonstrate familiarity with specific learning disabilities.

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8.1 Identify theories and assumptions related to the etiology and characteristics of learning disabilities.

8.2 Analyze the effects of learning disabilities on human development, learning, and behavior.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

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52. Demonstrate familiarity with behavior and emotional disabilities.

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- 52.1 Identify types of behavior and emotional disabilities and their characteristics.
  - 52.2 Identify theories and assumptions related to the etiology of behavior and emotional disabilities.
  - 52.3 Analyze the effects of behavior and emotional disabilities on human development, learning, and behavior.
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10. Demonstrate familiarity with speech and language impairments.

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- 10.1 Identify and apply knowledge of speech and language impairments and their characteristics.
  - 10.2 Identify the causes of speech and language impairments.
  - 10.3 Analyze the effects of speech and language impairments on human development, learning, and behavior.
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11. Demonstrate familiarity with hearing and visual impairments.

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- 11.1 Identify and apply knowledge of hearing and visual impairments and their characteristics.
  - 11.2 Identify the causes of hearing and visual impairments.
  - 11.3 Analyze the effects of hearing and visual impairments on human learning, behavior, and development.
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12. Demonstrate familiarity with physical and other health impairments.

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- 12.1 Identify and apply knowledge of types of physical and other health impairments and their characteristics.
- 12.2 Identify the causes of physical and other health impairments.
- 12.3 Analyze the effects of physical and other health impairments on human development, learning, and behavior.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

**II. COGNITIVE DISABILITIES**

**A. Characteristics of Cognitive Disabilities**

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53. Understand the definitions of cognitive disabilities.

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53.1 Define types of cognitive disabilities.

53.2 Distinguish between cognitive disabilities and other disabilities.

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54. Identify characteristics and levels of cognitive disabilities.

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54.1 Identify and apply knowledge of levels of cognitive disabilities.

54.2 Identify and apply knowledge of characteristics of cognitive disabilities.

54.3 Define terms related to cognitive disabilities.

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55. Analyze the effects of cognitive disabilities on human development.

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55.1 Analyze the effects of cognitive disabilities on cognitive development.

55.2 Analyze the effects of cognitive disabilities on language acquisition and development.

55.3 Analyze the effects of cognitive disabilities on social and emotional development.

55.4 Analyze the effects of cognitive disabilities on physical, sensory, and motor development.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

**B. Historical and Theoretical Perspectives**

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56. Understand the historical development of the education of students with cognitive disabilities.

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56.1 Identify and analyze trends in the education of students with cognitive disabilities.

56.2 Identify and analyze the contributions of persons who have influenced the education of students with cognitive disabilities.

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57. Understand causes and methods of preventing cognitive disabilities.

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57.1 Identify prenatal and genetic causes of cognitive disabilities.

57.2 Identify perinatal and postnatal causes of cognitive disabilities.

57.3 Identify methods of preventing cognitive disabilities.

**III. ASSESSMENT**

**A. Principles of Assessment**

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18. Understand legal requirements relating to assessment.

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18.1 Identify and interpret state and federal requirements related to screening, referral, and assessment.

18.2 Identify and apply knowledge of the rights of students and parents in relation to assessment procedures.

18.3 Apply procedures for addressing and correcting violations of parental and student rights in relation to assessment.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

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19. Understand formal assessment instruments.

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- 19.1 Identify types, characteristics, and uses of formal assessment instruments.
  - 19.2 Identify criteria for evaluating formal assessment instruments (e.g., validity, reliability, normative data).
  - 19.3 Identify and apply principles and procedures for selecting formal assessment instruments (e.g., nondiscriminatory, group vs. individual).
  - 19.4 Analyze advantages and disadvantages of formal assessment instruments.
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20. Understand methods of informal assessment.

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- 20.1 Identify methods, characteristics, and uses of informal assessment.
- 20.2 Identify principles and procedures for selecting or creating informal assessment methods.
- 20.3 Analyze advantages and disadvantages of informal assessment methods.

**B. Assessment Practices**

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21. Understand instruments used in intellectual assessment.

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- 21.1 Identify and apply knowledge of types, uses, and characteristics of instruments used in intellectual assessment.
- 21.2 Interpret data provided by intellectual assessment.
- 21.3 Apply data from intellectual assessment to the development of Individualized Education Programs (IEPs).
- 21.4 Analyze advantages and disadvantages of instruments used in intellectual assessment.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

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58. Understand methods used to assess the adaptive behavior of students with cognitive disabilities.

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58.1 Identify and apply knowledge of types, uses, and characteristics of formal and informal behavioral assessment methods.

58.2 Identify and apply knowledge of appropriate procedures for administering behavioral assessment methods.

58.3 Interpret behavioral assessment data.

58.4 Apply interpretations of given behavioral assessment data to the development of Individualized Education Programs (IEPs).

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59. Understand methods used to assess the academic achievement of students with cognitive disabilities.

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59.1 Identify and apply knowledge of types, uses, and characteristics of formal and informal achievement tests.

59.2 Identify and apply knowledge of procedures for administering academic achievement tests.

59.3 Interpret achievement assessment data.

59.4 Apply interpretations of given achievement assessment data to the development of Individualized Education Programs (IEPs).

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60. Understand methods used to assess the language development of students with cognitive disabilities.

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60.1 Identify and apply knowledge of types, uses, and characteristics of formal and informal methods of assessing language development.

60.2 Identify and apply knowledge of procedures for administering language assessment methods.

60.3 Interpret language assessment data.

60.4 Apply interpretations of given language assessment data to the development of Individualized Education Programs (IEPs).

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

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25. Apply continuous classroom assessment procedures.

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- 25.1 Identify and apply knowledge of procedures for maintaining continuous classroom assessment (e.g., observation, Applied Behavior Analysis, continuous recording).
- 25.2 Identify and apply knowledge of methods for using continuous classroom assessment procedures.
- 25.3 Interpret data from continuous classroom assessment methods.
- 25.4 Apply interpretations of given continuous classroom assessment data to the revision of Individualized Education Programs (IEPs).

**IV. PROGRAM DEVELOPMENT AND INTERVENTION**

**A. Program Development and Delivery**

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26. Identify procedures for conducting a comprehensive case study evaluation.

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- 26.1 Identify and apply knowledge of components of a comprehensive case study.
- 26.2 Identify and apply knowledge of requirements and procedures for conducting a comprehensive case study evaluation.

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61. Understand the development of Individualized Education Programs (IEPs) for students with cognitive disabilities.

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- 61.1 Identify members of the multidisciplinary team and the IEP team and analyze their roles.
- 61.2 Select appropriate long- and short-term goals for an IEP.
- 61.3 Identify information that must be specified in an IEP and requirements for reviewing and revising an IEP.
- 61.4 Identify the rights of students and parents/guardians in the development of an IEP.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

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62. Understand the implementation of Individualized Education Programs (IEPs) for students with cognitive disabilities.

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- 62.1 Select appropriate activities and curriculum components to meet IEP objectives.
  - 62.2 Identify and apply knowledge of procedures for evaluating progress toward IEP goals and objectives.
  - 62.3 Apply appropriate ways of communicating with persons involved in the implementation of an IEP.
  - 62.4 Apply procedures for modifying and updating an IEP.
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63. Analyze the continuum of alternative placements and programs available to students with cognitive disabilities.

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- 63.1 Identify school and community placement options for students with cognitive disabilities.
  - 63.2 Identify community-based services and their characteristics.
  - 63.3 Identify the range of employment and educational opportunities for students with cognitive disabilities.
  - 63.4 Analyze the advantages and disadvantages of placement options and programs within the continuum of services.
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64. Identify the roles of personnel who provide related services or support services to students with cognitive disabilities.

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- 64.1 Identify and analyze the roles of related service personnel who may be involved in educational programs for students with cognitive disabilities.
- 64.2 Identify and analyze the roles of support service personnel who may be involved in educational programs for students with cognitive disabilities.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

**B. Instruction and Intervention**

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65. Apply principles and procedures for individualizing instruction for students with cognitive disabilities.

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- 65.1 Identify and apply knowledge of appropriate methods for determining students' learning styles.
  - 65.2 Adapt instruction to meet students' needs.
  - 65.3 Identify and apply criteria for selecting materials for a student.
  - 65.4 Determine the appropriate sequence of activities to meet Individualized Education Program (IEP) objectives.
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32. Understand task analysis.

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- 32.1 Identify methods of establishing entry behavior.
  - 32.2 Analyze the process of breaking down and sequencing a task into a series of subskills.
  - 32.3 Identify procedures for establishing mastery criteria for a task.
  - 32.4 Identify appropriate applications of task analysis for instructional purposes.
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66. Identify early intervention strategies used with students identified as having cognitive disabilities.

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- 66.1 Identify methods of recognizing the need for early intervention.
- 66.2 Identify appropriate procedures for stimulating the cognitive and language development of students with cognitive disabilities.
- 66.3 Identify appropriate procedures for stimulating the social and emotional development of students with cognitive disabilities.
- 66.4 Identify appropriate procedures for stimulating the sensory, motor, and body awareness of students with cognitive disabilities.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

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67. Identify appropriate instructional techniques for developing the academic skills of students with cognitive disabilities.

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- 67.1 Identify appropriate techniques for developing academic content (e.g., basic skills and other content areas).
  - 67.2 Identify appropriate techniques for teaching academic content skills.
  - 67.3 Identify appropriate sequence of activities for teaching academic content skills.
  - 67.4 Identify ways to select and adapt instructional materials, including new technologies, for teaching academic skills to students with cognitive disabilities.
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72. Identify appropriate techniques for developing the social and daily living skills of students with cognitive disabilities.

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- 72.1 Identify and apply knowledge of appropriate techniques for developing interpersonal and communication skills.
  - 72.2 Identify and apply knowledge of appropriate techniques for teaching daily living skills.
  - 72.3 Identify and apply knowledge of appropriate sequences of activities for teaching daily living skills.
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73. Analyze procedures for communicating with and counseling students with cognitive disabilities.

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- 73.1 Identify and analyze common concerns (e.g., personal, social, vocational) of students with cognitive disabilities.
- 73.2 Identify and apply knowledge of appropriate methods for providing feedback to students with cognitive disabilities.
- 73.3 Analyze factors involved in counseling students with cognitive disabilities.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

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68. Understand techniques for providing prevocational and vocational training and opportunities to students with cognitive disabilities.

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68.1 Identify and apply knowledge of appropriate techniques and settings for providing prevocational and vocational training.

68.2 Identify and apply knowledge of appropriate methods for establishing prevocational and vocational goals.

68.3 Sequence prevocational and vocational training objectives and activities.

68.4 Identify and apply knowledge of prevocational and vocational opportunities available to students with cognitive disabilities.

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69. Understand appropriate intervention and instructional techniques to meet the needs of students with cognitive disabilities, who have additional disabilities.

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69.1 Identify appropriate ways to adapt intervention and instructional techniques for students with cognitive disabilities, who have additional disabilities.

69.2 Identify appropriate ways to adapt the classroom environment to meet the needs of students with cognitive disabilities, who have additional disabilities.

**C. Classroom Management**

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39. Analyze various types of behavior management programs.

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39.1 Identify and apply knowledge of types of behavior management programs and their characteristics.

39.2 Analyze the advantages and disadvantages of various behavior management programs.

39.3 Apply behavior management programs to classroom situations.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

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40. Understand the development and implementation of individual behavior management programs.

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- 40.1 Apply procedures for developing a behavior management program for a student with a cognitive disability.
  - 40.2 Identify appropriate procedures for implementing individual behavior management programs.
  - 40.3 Identify appropriate ways of involving family members in the development and implementation of individual behavior management programs.
  - 40.4 Apply procedures for revising individual behavior management programs based on progress.
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41. Understand effective classroom management techniques.

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- 41.1 Identify features that contribute to the safety, comfort, and usefulness of a classroom.
  - 41.2 Identify appropriate ways of adapting a classroom to meet the needs of students with cognitive disabilities.
  - 41.3 Identify and analyze classroom factors that may affect learning.
  - 41.4 Analyze appropriate techniques for managing a classroom effectively, including methods for collaboration between regular education and special education teachers.
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42. Understand emergency and routine health services.

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- 42.1 Identify and apply knowledge of appropriate procedures to follow during a medical emergency (e.g., seizure management).
- 42.2 Identify and apply knowledge of routine health services performed in schools (e.g., administering medication).
- 42.3 Identify and apply knowledge of procedures to prevent medical emergencies.
- 42.4 Interpret medical assessment data.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

**V. PROFESSIONAL KNOWLEDGE AND LEGAL ISSUES**

**A. Professional Knowledge**

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43. Identify technological advances in special education.

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43.1 Identify and apply knowledge of appropriate uses of new technology (e.g., computers, assistance devices, av) related to materials and equipment in special education (e.g., instruction, program management).

43.2 Identify appropriate equipment and materials for a given situation.

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44. Apply procedures and processes for interacting with school personnel and other professionals.

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44.1 Identify and apply knowledge of appropriate strategies for interacting effectively with regular education personnel.

44.2 Identify appropriate methods for collaborating with teachers and other professionals (e.g., psychologists, physicians, related service personnel).

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45. Identify organizations involved with special education.

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45.1 Identify national organizations that provide services to augment the special education program.

45.2 Identify state and local organizations that provide services to augment the special education program.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

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70. Understand methods of working with families of students with cognitive disabilities.

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- 70.1 Identify appropriate ways to discuss assessment results with family members.
  - 70.2 Identify appropriate ways of helping parents and guardians understand human development and the special needs of their child.
  - 70.3 Identify appropriate ways to communicate with family members about a student's educational progress.
  - 70.4 Identify appropriate methods of coordinating techniques used in the school with those used at home.
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71. Understand how to access current literature on cognitive disabilities.

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- 71.1 Identify sources of current research on cognitive disabilities.
  - 71.2 Identify appropriate ways to apply current research findings in classroom situations.
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48. Demonstrate sensitivity to cultural differences among students and their families.

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- 48.1 Identify and analyze cultural similarities and differences that exist among various racial, ethnic, religious, and socioeconomic groups.
- 48.2 Identify and analyze the impact of cultural group differences on student learning and behavior.
- 48.3 Identify and analyze the impact of cultural differences on student placement decisions in special education.

**FRAMEWORK AND OBJECTIVES**  
**FIELD 804: EDUCABLE MENTALLY HANDICAPPED**

**B. Legal Issues**

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49. Understand the rights of students with special educational needs, and the rights and responsibilities of parents, teachers, administrators, and other advocates.

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49.1 Identify and apply knowledge of the rights of students with special educational needs.

49.2 Identify and apply knowledge of the rights and responsibilities of parents and other advocates (including surrogate parents).

49.3 Identify and apply knowledge of the rights and responsibilities of teachers and administrators.

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50. Apply federal laws and regulations concerning the delivery of special education and related services.

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50.1 Identify federal laws and regulations governing special education and related services.

50.2 Identify landmark judicial decisions related to special education.

50.3 Apply federal laws to a situation involving special education.

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51. Apply Illinois state laws and regulations concerning the delivery of special education and related services.

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51.1 Identify Illinois state laws and regulations concerning the delivery of special education and related services.

51.2 Identify Illinois state laws and regulations concerning the responsibilities of special education and related service personnel.

51.3 Apply Illinois state laws and regulations to a situation involving special education.