

**ILLINOIS CERTIFICATION TESTING SYSTEM
FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES**

I. HUMAN DEVELOPMENT AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

A. Human Development

1. Understand normal human development from birth to adulthood.

- 1.1 Identify and apply knowledge of characteristics and the sequence of physical, sensory, and motor development from birth to adulthood.
- 1.2 Identify and apply knowledge of characteristics and the sequence of cognitive and language development from birth to adulthood.
- 1.3 Identify and apply knowledge of social and emotional characteristics of students from birth to adulthood.
- 1.4 Analyze developmental issues of particular importance.

2. Apply theories of human development and behavior.

- 2.1 Identify theories of human development and behavior (e.g., Piaget, Bloom).
- 2.2 Interpret characteristics of human development and behavior in terms of various theories.
- 2.3 Differentiate among theories of language acquisition and development.

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

B. Students with Special Educational Needs

3. Understand types and characteristics of students with special educational needs.

3.1 Identify types and characteristics of students with special educational needs.

3.2 Identify known causes of exceptionalities.

3.3 Analyze the effects of exceptionalities on human development, learning, and behavior.

C. Characteristics of Learning Disabilities

4. Understand the definition of learning disabilities as specified by the Illinois State Board of Education (23 Illinois Administrative Code Part 226).

4.1 Define types of learning disabilities.

4.2 Distinguish between learning disabilities and other handicapping conditions.

43. Identify and apply knowledge of types and characteristics of oral language associated with learning disabilities.

43.1 Identify and apply knowledge of types and characteristics of oral receptive language associated with learning disabilities.

43.2 Identify and apply knowledge of types and characteristics of oral expressive language associated with learning disabilities.

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

44. Identify and apply knowledge of characteristics of written language associated with learning disabilities.

44.1 Identify and apply knowledge of characteristics of handwriting problems associated with learning disabilities.

44.2 Identify and apply knowledge of characteristics of spelling problems associated with learning disabilities.

44.3 Identify and apply knowledge of characteristics of written expression problems associated with learning disabilities.

45. Identify and apply knowledge of types and characteristics of reading problems associated with learning disabilities.

45.1 Identify and apply knowledge of types and characteristics of word recognition errors associated with learning disabilities.

45.2 Identify and apply knowledge of types and characteristics of reading comprehension errors associated with learning disabilities.

45.3 Identify and apply knowledge of types and characteristics of syntactic errors associated with learning disabilities.

46. Identify and apply knowledge of types and characteristics of mathematical problems associated with learning disabilities.

46.1 Identify and apply knowledge of types and characteristics of mathematical calculation problems associated with learning disabilities.

46.2 Identify and apply knowledge of types and characteristics of mathematical reasoning problems associated with learning disabilities.

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

47. Identify and apply knowledge of types and characteristics of behavioral and/or social/emotional problems associated with learning disabilities.

47.1 Identify and apply knowledge of types and characteristics of behavioral problems associated with learning disabilities.

47.2 Identify and apply knowledge of types and characteristics of social/emotional problems associated with learning disabilities.

10. Analyze the influence of learning disabilities on human development.

10.1 Analyze the influence of learning disabilities on cognitive development.

10.2 Analyze the influence of learning disabilities on social and/or emotional development.

10.3 Analyze the influence of learning disabilities on language acquisition and development.

D. Historical and Theoretical Perspectives

11. Understand the historical development of the education of students with learning disabilities.

11.1 Identify historical trends in the education of students with learning disabilities.

11.2 Identify and analyze the significance of persons who have influenced the education of students with learning disabilities.

12. Understand developmental theories associated with learning disabilities.

12.1 Identify principles and assumptions of linguistic theories associated with learning disabilities.

12.2 Identify principles and assumptions of cognitive theories associated with learning disabilities.

12.3 Identify principles and assumptions of perceptual-motor theories associated with learning disabilities.

**FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES**

II. ASSESSMENT

A. Principles of Assessment

13. Understand legal requirements related to assessment.

- 13.1 Identify and interpret state and federal requirements related to screening, referral, and assessment.
 - 13.2 Identify and apply knowledge of the rights of students and parents in relation to assessment procedures.
 - 13.3 Apply procedures for addressing and correcting violations of rights in relation to assessment.
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14. Understand formal assessment instruments.

- 14.1 Identify types, characteristics, and uses of formal assessment instruments.
 - 14.2 Identify and apply principles and procedures for selecting formal educational assessment instruments (e.g., non-discriminatory, group vs. individual).
 - 14.3 Analyze advantages and disadvantages of formal assessment instruments.
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15. Understand methods of informal assessment.

- 15.1 Identify methods, characteristics, and uses of informal assessment.
- 15.2 Identify principles and procedures for selecting or creating informal assessment methods.
- 15.3 Analyze advantages and disadvantages of informal assessment methods.

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

B. Assessment Practices

16. Understand the uses of assessment in the education of students with learning disabilities.

- 16.1 Identify principles and procedures for screening and diagnosing students with learning disabilities.
 - 16.2 Identify ways in which assessment data can be used to plan a learning disabled student's educational program.
 - 16.3 Identify ways in which assessment data can be used to evaluate the effectiveness of a learning disabled student's instruction.
 - 16.4 Interpret assessment data to determine skills to be taught.
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17. Apply ongoing classroom assessment procedures.

- 17.1 Identify procedures for using and maintaining ongoing classroom assessment (e.g., observation, ongoing recording).
- 17.2 Interpret data from ongoing classroom assessment methods.
- 17.3 Apply interpretations of given ongoing classroom assessment data to evaluation of students' progress and/or the revision of Individualized Education Programs (IEPs).

III. PROGRAM DEVELOPMENT AND INSTRUCTION

A. Program Development and Implementation

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

- 18.1 Identify components of a comprehensive case study.
- 18.2 Identify procedural requirements for conducting a comprehensive case study evaluation.

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

19. Understand the development of Individualized Education Programs (IEPs) for students with learning disabilities.

- 19.1 Identify members of the multidisciplinary team and the IEP team and analyze their roles.
 - 19.2 Select appropriate long-term goals and short-term objectives for an IEP.
 - 19.3 Identify components that must be specified in an IEP and requirements for reviewing and revising an IEP.
 - 19.4 Identify the rights of students and parents in the development of an IEP.
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20. Understand the implementation of Individualized Education Programs (IEPs) for students with learning disabilities.

- 20.1 Select appropriate activities and curriculum components to meet given IEP objectives.
 - 20.2 Identify procedures for evaluating progress toward IEP goals and objectives.
 - 20.3 Identify procedures for collaborating with persons involved in the implementation of an IEP.
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21. Analyze the continuum of alternative programs available to the individual student with learning disabilities.

- 21.1 Identify program options for students with learning disabilities.
- 21.2 Identify community-based services.
- 21.3 Analyze the least restrictive environment (LRE) program options within the continuum of services.

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

22. Identify the roles of personnel who provide related services for students with learning disabilities.

22.1 Identify and analyze the roles of related service personnel who may be involved in educational programs for students with learning disabilities.

22.2 Identify and analyze the Individualized Education Program (IEP) components for related service personnel who may be involved in educational programs for students with learning disabilities.

B. Instruction

23. Apply principles and methods involved in individualizing instruction for students with learning disabilities.

23.1 Identify appropriate methods for determining learning strengths and weaknesses of students with learning disabilities.

23.2 Identify appropriate methods for determining students' learning styles.

23.3 Identify appropriate methods for teaching target skills to a given student.

23.4 Recognize criteria for selecting appropriate materials and technology for a given student.

24. Understand various instructional approaches used with students with learning disabilities.

24.1 Identify and apply knowledge of perceptual-motor approaches.

24.2 Identify and apply knowledge of linguistic approaches.

24.3 Identify and apply knowledge of multisensory approaches.

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

25. Understand task analysis.

- 25.1 Identify entry skill level.
 - 25.2 Analyze the process of breaking down and sequencing a task into a series of subskills.
 - 25.3 Identify procedures for establishing mastery criteria for a task.
 - 25.4 Identify appropriate applications of task analysis for instructional purposes.
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26. Analyze procedures for communicating with and counseling students with learning disabilities.

- 26.1 Identify common concerns (e.g., personal, social, vocational) of students with learning disabilities.
- 26.2 Identify strategies for communicating information (e.g., assessment results) to students with learning disabilities.
- 26.3 Analyze factors involved in counseling students with learning disabilities.

C. Specific Interventions

27. Understand approaches used to teach oral language skills to students with learning disabilities, including specific procedures and techniques.

- 27.1 Identify the sequence of acquisition for receptive and expressive oral language.
- 27.2 Apply principles and methods for teaching oral receptive language skills to children with learning disabilities.
- 27.3 Apply principles and methods for teaching oral expressive language to students with learning disabilities.

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

28. Understand approaches used to teach written language skills to students with learning disabilities, including specific procedures and techniques.

28.1 Apply principles and methods for teaching handwriting skills to students with learning disabilities.

28.2 Apply principles and methods for teaching spelling skills to students with learning disabilities.

28.3 Apply principles and procedures for teaching composition skills to students with learning disabilities.

29. Understand approaches used to teach reading skills to students with learning disabilities, including specific procedures and techniques.

29.1 Identify a sequence of skills development for a given approach to reading instruction.

29.2 Distinguish among major approaches to reading instruction (e.g., phonics, language experience).

29.3 Apply principles and methods for teaching word recognition skills to students with learning disabilities.

29.4 Apply principles and methods for teaching reading comprehension skills to students with learning disabilities.

30. Understand approaches used to teach mathematical skills to students with learning disabilities, including specific procedures and techniques.

30.1 Identify the sequence of skills development in mathematics.

30.2 Apply principles and methods for teaching calculation skills to students with learning disabilities.

30.3 Apply principles and methods for teaching mathematical reasoning skills to students with learning disabilities.

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

31. Apply techniques for providing career awareness and exploration, and prevocational and vocational counseling and/or training to students with learning disabilities.

- 31.1 Identify appropriate techniques and settings for providing career awareness and exploration, prevocational and vocational training.
- 31.2 Identify appropriate methods for establishing career awareness and exploration, prevocational and vocational goals.
- 31.3 Sequence career awareness and exploration, prevocational and vocational training objectives and activities.
- 31.4 Identify career awareness and exploration, prevocational and vocational opportunities available to students with learning disabilities.

D. Classroom Management

32. Understand various types of behavior management approaches.

- 32.1 Identify types and characteristics of behavior management approaches.
- 32.2 Analyze the advantages and disadvantages of various behavior management approaches.
- 32.3 Apply behavior management approaches to given classroom situations.
- 32.4 Identify appropriate ways to coordinate the behavior management approach among persons involved in the implementation of an Individualized Education Program (IEP).

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

33. Understand the development and implementation of individual behavior management approaches.

33.1 Apply procedures for developing a behavior management approach for a given student.

33.2 Identify appropriate procedures for implementing individual behavior management approaches.

33.3 Identify appropriate ways of involving family members in the development and implementation of individual behavior management approaches.

33.4 Apply procedures for improving the social skills and self-concept of students with learning disabilities.

34. Understand techniques for organizing a classroom.

34.1 Analyze appropriate techniques for organizing a classroom effectively.

34.2 Identify principles and procedures for using various instructional arrangements (e.g., one-to-one instruction, peer tutoring).

34.3 Identify appropriate ways of adapting a classroom to meet the needs of a student with a learning disability.

IV. PROFESSIONAL KNOWLEDGE AND LEGAL ISSUES

A. Professional Knowledge

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

35.1 Identify the rights of students with special educational needs.

35.2 Identify the rights and responsibilities of parents.

35.3 Identify the rights and responsibilities of teachers, administrators, and other advocates.

48. Understand processes and approaches for collaborating with school personnel and other professionals.

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

- 48.1 Apply knowledge of procedures for communicating with teachers, paraprofessionals, and other professionals.
 - 48.2 Apply knowledge of strategies for adapting the regular classroom environment to serve students with behavior and emotional disabilities.
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37. Identify organizations involved with the field of learning disabilities.

- 37.1 Identify national organizations that provide information and services to augment the special education program.
 - 37.2 Identify state organizations that provide information and services to augment the special education program.
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38. Understand methods of communicating with and counseling the families of children with learning disabilities.

- 38.1 Identify ways to interpret Individualized Education Program (IEP) components with appropriate family members.
- 38.2 Identify appropriate ways of helping parents and guardians to understand the special needs of their child.
- 38.3 Identify appropriate ways to work with family members in implementing a student's educational program and monitoring the student's progress.
- 38.4 Identify appropriate methods of coordinating learning and behavioral techniques used in the school with those used at home.

FRAMEWORK AND OBJECTIVES
FIELD 806: LEARNING DISABILITIES

39. Demonstrate sensitivity to cultural differences among students and their families.

39.1 Identify and analyze cultural similarities and differences that exist among various racial, ethnic, religious, and socioeconomic groups.

39.2 Identify and analyze the impact of cultural group differences on student learning and behavior.

39.3 Identify and analyze the impact of cultural differences on student placement decisions in special education.

40. Understand current research on learning disabilities.

40.1 Identify sources of current research on learning disabilities.

40.2 Identify ways to apply recent research findings to the classroom.

B. Legal Issues

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

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

41.2 Apply federal laws and/or judicial decisions to a given situation involving special education.

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

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

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

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