

# Illinois Licensure Testing System

## STUDY GUIDE

Learning Behavior  
Specialist II:  
Behavior Intervention  
Specialist (156)

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as a computer-based test.**

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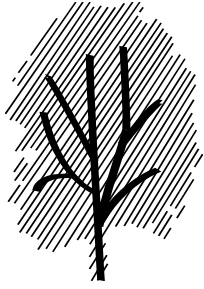
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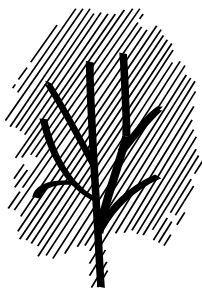
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# **General Information About the Illinois Licensure Testing System**

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 Licensure Testing System](#)



## Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Constructed-Response Assignments**
- **Explanation of the Test Score Report**

### INTRODUCTION

The Learning Behavior Specialist (LBS) II tests are designed to assess a candidate's knowledge of content in the specific field in which optional advanced licensure 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 test subareas and objectives, sample test directions, practice constructed-response assignments, performance characteristics and scoring scales, an explanation of the scoring process for the constructed-response assignments, 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 LBS II: Behavior Intervention Specialist test.

*Objective Statement*

**Understand the foundations of special education.**

*Descriptive Statements*

- Demonstrate knowledge of the philosophical, historical, and legal foundations of special education.
- Demonstrate knowledge of positive theoretical approaches and landmark research on behavior.
- Demonstrate knowledge of current state and federal laws and policies and ethical principles regarding positive behavioral support planning and implementation.

## LBS II: BEHAVIOR INTERVENTION SPECIALIST TEST OBJECTIVES

- I. Foundations, Characteristics, and Assessment
- II. Planning and Delivering Instruction and Managing the Learning Environment
- III. Communication, Collaboration, and Professionalism

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

#### **0001 Understand the foundations of special education.**

For example:

- Demonstrate knowledge of the philosophical, historical, and legal foundations of special education.
- Demonstrate knowledge of positive theoretical approaches and landmark research on behavior.
- Demonstrate knowledge of current state and federal laws and policies and ethical principles regarding positive behavioral support planning and implementation.
- Apply guidelines for articulating a personal philosophy of positive behavioral support consistent with standards of the profession and state and federal laws.
- Recognize relationships among teacher attitudes, behavior, the learning environment, and individuals with exceptional learning needs.
- Demonstrate knowledge of crisis prevention and intervention research and issues.
- Recognize whether student behaviors are age-appropriate based on observation and special validation.
- Recognize behavior as a form of communication.

#### **0002 Understand the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual.**

For example:

- Demonstrate knowledge of the impact disabilities have on the cognitive, physical, emotional, social, and communication development of an individual.
- Recognize similarities and differences in the behavior of individuals with and without disabilities and the impact of varying disabilities on behavior.
- Demonstrate knowledge of the impact of diversity (e.g., cultural, linguistic, socioeconomic) on student behavior and learning.
- Demonstrate knowledge of biophysical and environmental effects on behavior and the effects of various medications on student behavior.
- Demonstrate knowledge of the impact of multiple disabilities on behavior and learning.
- Demonstrate knowledge of the relationships between individual school discipline policies and students with Individualized Education Programs (IEPs).

**0003 Understand instruments and methods of assessment and terminology related to behavior and assessment.**

For example:

- Demonstrate knowledge of the educational assessment process and various assessment strategies to support the continuous development of all students.
- Demonstrate knowledge of terminology used in functional assessment (e.g., interviews, observations, record review) and positive behavioral assessment.
- Demonstrate knowledge of the uses of behavior rating scales, systematic recording procedures, authentic assessment, and functional assessment to identify a learner's behavioral needs and methods for adapting and modifying formal and informal assessments to accommodate behavioral needs of the learner.
- Demonstrate knowledge of the uses and limitations of behavior rating scales, systematic recording procedures, authentic assessment, and functional assessment.
- Apply knowledge of state and federal laws and regulations and ethical principles regarding functional and positive behavioral assessment.

**0004 Understand interpretation and communication of assessment results.**

For example:

- Apply knowledge of the relationship between determination of behavioral interventions and issues of screening, referral, and placement.
- Interpret and use results from behavior rating scales, systematic recording procedures, authentic assessment, and functional assessment in determining positive behavioral intervention needs for individuals with disabilities.
- Apply knowledge of strategies for identifying positive behavioral supports that are needed to facilitate integration of a learner with disabilities and that provide access to the general curriculum and for communicating results of positive behavioral assessments to the learner and all stakeholders.
- Demonstrate knowledge of the significance of duration and intensity of behavior and of the influence of formal and informal assessments on learner performance.
- Demonstrate knowledge of the relationship between learners' behaviors and the intensity of service provision.
- Demonstrate ability to match service provisions to learners' academic and behavioral needs.



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

### **0005 Understand the creation of instructional opportunities adapted to diverse learners.**

For example:

- Demonstrate understanding of instructional planning and the design of instruction based on knowledge of the discipline, students, community, and curriculum goals.
- Demonstrate understanding of how students differ in their approaches to learning and of the creation of instructional opportunities that are adapted to diverse learners.
- Apply knowledge of opportunities that support the intellectual, social, and personal development of all students.
- Demonstrate understanding of the behavioral demands of various learning environments and the impact of learners' behaviors on instruction and interpersonal relationships with teachers, other service providers, and peers.

### **0006 Understand instructional strategies for creating learning experiences that make content meaningful to all students.**

For example:

- Demonstrate knowledge of the central concepts and methods of inquiry.
- Apply knowledge of instructional strategies for encouraging students' development of critical thinking, problem-solving, and performance skills.
- Demonstrate knowledge of classroom management theories and positive strategies for individuals with exceptional learning needs.
- Demonstrate knowledge of research-based best practices for effective, positive management of teaching, learning, and behavior.
- Demonstrate knowledge of strategies for designing learning environments that provide behavioral feedback from peers, teachers, and related service personnel.
- Demonstrate knowledge of strategies for teaching individuals to use problem-solving and self-regulation strategies to promote independence and successful transitions.
- Demonstrate knowledge of methods for monitoring intragroup behavior changes across activities and learning environments and for facilitating the development and implementation of classroom routines, rules, and consequences in varied learning environments.

**0007 Understand the application of positive behavioral intervention strategies to planning for instruction.**

For example:

- Demonstrate knowledge of positive behavioral intervention strategies and positive behavior management plan guidelines and key components.
- Demonstrate knowledge of the rationale for targeting specific behaviors and selecting positive behavioral management techniques.
- Apply knowledge of strategies for developing positive behavioral management plans with consideration of demands of the learning environment, assessment results, and input of relevant stakeholders.
- Apply knowledge of strategies for implementing and evaluating the effectiveness of positive behavioral management plans and for facilitating effective transition and integration across settings.
- Apply knowledge of strategies for facilitating implementation of positive behavioral management plans through collaborative relationships with classroom teachers and related service personnel.

**0008 Understand how individual and group motivation and behavior are used to create a positive learning environment.**

For example:

- Demonstrate knowledge of reinforcement theories, techniques, and applications.
- Apply knowledge of strategies for facilitation, maintenance, and generalization of behaviors across learning environments.
- Demonstrate knowledge of ways to create and positively modify learning environments that respect and value diversity and to encourage positive social interaction, active engagement in learning, and self-motivation.
- Apply knowledge of how to implement a range of positive strategies that promote positive behavior, including crisis intervention and family support and involvement, in varied learning environments.
- Demonstrate knowledge of the continuum of placements and services and of issues, resources, and strategies of integration and transition from most restrictive environments to least restrictive environments.

**0009 Understand the functions and purpose of instructional strategies and behavioral support plans.**

For example:

- Apply strategies for sequencing, implementing, and evaluating individualized behavioral objectives and for using varied positive, nonaversive techniques for increasing targeted behavior.
- Analyze critical variables that influence learners' behavior and apply strategies for designing and implementing positive behavioral supports and integrating them with academic curricula.
- Apply knowledge of strategies for implementing positive behavioral management plans using systematic recording procedures, establishments of time lines, hierarchies of interventions, and schedules of reinforcement.
- Apply knowledge of strategies for designing, implementing, and evaluating behavioral support programs to enhance learners' social and community participation.

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

### **0010 Understand the use of effective communication techniques and the role of the special educator in the learning community.**

For example:

- Apply strategies for designing, implementing, and evaluating in-services for teachers, related service personnel, and paraeducators that address positive behavioral intervention needs of learners.
- Apply knowledge of strategies for directing, observing, evaluating, and providing feedback to paraeducators and teachers in the implementation of positive behavioral interventions and management plans.
- Demonstrate knowledge of strategies for mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, paraeducators, and student caregivers in implementation of positive behavioral interventions.
- Demonstrate knowledge of collaboration and consultation issues in integration of individuals with significant behavioral problems transitioning into and out of alternative environments, including incarceration, psychiatric facilities, and residential facilities.
- Apply knowledge of strategies for synthesizing and communicating to stakeholders information available from family, school, the justice system, and referral agencies.

### **0011 Understand strategies for promoting collaborative home-school relationships.**

For example:

- Demonstrate knowledge of the concerns of families of learners whose behavior is interfering with learning and of problem-solving and conflict resolution skills used to address these concerns.
- Demonstrate knowledge of parent education programs and behavior management guides that address positive behavior supports and facilitate collaboration and consultation.
- Apply knowledge of collaborative strategies and counseling techniques to use with families, learners, related service providers, and other professionals.
- Apply knowledge of approaches for providing parent education in the implementation of positive behavioral supports in the home environment.
- Apply knowledge of strategies for serving as an advocate for individuals and their families and collaborating with appropriate agency personnel to reduce family stress and implement family support.

**0012 Understand teaching as a profession and standards of professional conduct.**

For example:

- Demonstrate understanding of personal and cultural biases and differences that affect one's teaching and interactions with others and the importance of the teacher's serving as a role model and advocate for all students.
- Demonstrate understanding of schools as organizations within the larger community context.
- Apply understanding of positive behavioral interventions with consideration of learners' physical freedom and social interaction and respect for human dignity and personal privacy.
- Demonstrate knowledge of rights to privacy, confidentiality, and respect for differences among all persons who interact with individuals with disabilities.

**0013 Understand reflection and the pursuit of professional growth.**

For example:

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

## OVERVIEW OF THE CONSTRUCTED-RESPONSE ASSIGNMENTS

There will be two sections of the test.

Section One will consist of **three** stand-alone constructed-response assignments. You will be asked to provide a response of up to three pages for each of the stand-alone constructed-response assignments.

Section Two will consist of a case study followed by **three** constructed-response assignments. The case study provides a hypothetical scenario relevant to an educator in your field. You will be asked to respond to the scenario in three assignments. You will be asked to provide a response of up to two pages for each assignment.

You will be providing a total of six responses to the constructed-response assignments on the test.

In the directions for each section, you will be instructed to read each constructed-response assignment carefully before you begin to write and to think about how to organize your responses. You may use space provided in the test booklet to make notes, prepare an outline, or write a first draft. Your final responses must be your original work, written in your own words, and not copied or paraphrased from some other work.

Assignments are intended to assess content-area knowledge and skills, not writing ability. Responses are therefore scored on the basis of the degree of understanding of the subject matter demonstrated in them, and not on the quality of the writing they contain. However, responses must be communicated clearly enough to permit a valid judgment of examinees' subject-matter knowledge and skills. More specifically, each response is scored according to the following performance characteristics:

<b>Purpose</b>	the extent to which the response achieves the purpose of the assignment
<b>Subject-Matter Knowledge</b>	accuracy and appropriateness in the application of the subject-matter knowledge
<b>Support</b>	quality and relevance of supporting details
<b>Rationale</b>	soundness of argument and degree of understanding of the subject matter

Responses to the constructed-response assignments must be written in the appropriate answer document as indicated in the test directions. Responses that are written in the test booklet will not be scored.

## STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS SECTION

This section includes the following:

- Description of the task
- Sample test directions for the stand-alone constructed-response assignments
- Practice stand-alone constructed-response assignments for each subarea
- Sample responses for each subarea

On the actual test, examinees will be given three different assignments from the ones provided as samples in this study guide.

## DESCRIPTION OF THE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS TASK

This section of the test will consist of three stand-alone constructed-response assignments. Each of the stand-alone assignments addresses a different subarea of the test as follows:

Assignment	Subarea
1	I. Foundations, Characteristics, and Assessment
2	II. Planning and Delivering Instruction and Managing the Learning Environment
3	III. Communication, Collaboration, and Professionalism

Each stand-alone constructed-response assignment will have two or more charges that may require you to do one or more of the following tasks:

- describe typical characteristics of a disability;
- identify and describe appropriate assessment tools;
- identify state and/or federal legislation, policies, or laws related to special education services;
- describe instructional theories, techniques, and/or strategies relevant to a specific LBS II content area;
- describe roles and functions of professionals involved in the education of students with disabilities; or
- identify and describe the collaboration process with family members, other professionals, and/or outside agencies.

An excellent response to each constructed-response assignment would demonstrate thorough knowledge and understanding of the subject matter for the specific test subarea. The examinee would fully achieve the purpose of the assignment by responding appropriately to all aspects of the assignment. The examinee would apply subject-matter knowledge to the specific assignment in a substantial, accurate, and appropriate manner. The examinee would also provide sound supporting evidence and high-quality examples that are relevant to the particular assignment, and demonstrate an ably reasoned, comprehensive understanding of the topic.

The constructed-response assignments are designed to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria.

## SAMPLE TEST DIRECTIONS FOR THE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS

### DIRECTIONS FOR SECTION ONE: STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the test consists of **three** stand-alone constructed-response assignments. You will be asked to provide a response of up to three pages for each assignment.

Read each constructed-response assignment carefully before you begin to write. Think about how you will organize your responses.

You may use the blank space on the unlined page following each assignment to make notes, write an outline, or otherwise prepare your responses. However, your final responses must be written on Answer Document E as follows:

Assignment	Answer Document E
1	Pages 3–5
2	Pages 7–9
3	Pages 11–13

Responses that are written in this test booklet will not be scored.

Your responses will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT-MATTER KNOWLEDGE:** accuracy and appropriateness in the application of the subject-matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field and of the **specific test subarea** upon which each constructed-response assignment is based. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than to recite factual information.

The constructed-response assignments are intended to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Be sure to write about the assigned topic and use multiple paragraphs.

Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

A response will be considered unscorable if it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.

Turn the page to begin Section One.



## PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

The following is a sample of the type of prompt to which you will be asked to respond.

**Assignment 1** is intended to assess your understanding of "Foundations, Characteristics, and Assessment," which is the first subarea of the Learning Behavior Specialist II: Behavior Intervention Specialist test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Using your knowledge of assessment instruments and methods related to the behavior of students with disabilities, write an essay in which you:

- describe the appropriate use and one limitation of behavior rating scales and identify two types of information that can be learned from them;
- describe the appropriate use and one limitation of systematic recording procedures and identify two types of information that can be learned from them; and
- explain how to modify behavior rating scales and systematic recording procedures to accommodate the behavioral needs of the student being assessed.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Assignment 1 is written to assess understanding in Subarea I, "Foundations, Characteristics, and Assessment," which consists of the objectives listed below.*

*Understand the foundations of special education.*

*Understand the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual.*

*Understand instruments and methods of assessment and terminology related to behavior and assessment.*

*Understand interpretation and communication of assessment results.*

## **SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1**

The sample below is an example of a strong response to the practice constructed-response assignment.

• Behavior rating scales Behavior rating scales are used to document the frequency of behaviors over time and across settings. They are essentially quantitative in nature. Although they may include a wide variety of behaviors, they typically list behaviors that are infrequent in typical children (for example: excessive self-blame, poor anger management, poor impulse control). The frequency of each behavior (never, sometimes, often, almost always) is tallied over a specified time period. The scales may be administered in both home and school settings to obtain a comprehensive assessment. Recorders may be parents, teachers, and, at some age levels, students themselves. The scales are more objective than anecdotal or recalled data.

Because these scales address only observed behaviors and not antecedents or consequences, they have little explanatory value. They are only one component of a comprehensive behavioral assessment and must always be interpreted in context.

Most behavior rating scales provide composite ratings expressed as standard scores. If the scale is norm-referenced (as many are), these scores allow for clinical assessments of overall social-emotional and behavioral functioning, such as "within normal limits," "at risk," or "clinically significant." The overall classifications can inform decisions about treatments or interventions based on skills and/or deficits. They can also be used to monitor changes in behavior in response to a treatment or intervention.

In addition to the comprehensive rating, individual item scores can be used to identify specific behavioral or emotional concerns. These scores allow for development of highly focused intervention strategies and positive behavioral supports, targeting a particular behavior pattern.

• Systematic recording procedures Systematic recording procedures are qualitative procedures used to record complete descriptions of all behaviors during a specified time or activity period. They may be compared to a human video camera. They are based on direct observations, usually in the natural environment. They are anecdotal and descriptive, but may include data about the frequency or duration of a behavior.

Behaviors are observed in context, including antecedent, behavior, and consequence. The resulting behavior sample can then be analyzed to assess the need for treatment, develop a treatment plan, establish a baseline prior to treatment, and monitor response to treatment.

Because systematic recording procedures are subjective, reliability and objectivity are concerns. Different recorders may emphasize and/or omit different things, and the presence of the recorder may influence the student's behavior. There may be a tendency to overreport problem behaviors.

Systematic recording procedures provide descriptive data about observed behaviors, including problem and positive behaviors. They also provide context data: antecedents and consequences to behaviors. These context data give the educator a broader picture and may provide clues to causes and effects of behaviors on learning and social-emotional adjustment.

- Modification of behavior rating scales and systematic recording procedures  
Behavior rating scales can be tailored to individual students by selecting only high frequency behaviors and using these to generate a second instrument that is more relevant to the student. Students can be taught to use the customized scale to record and monitor their own behaviors.

Similarly, the results of an initial systematic recording of behavior (which records all behaviors) can be used to identify specific behaviors (either problem or desired) and the times and environments when these behaviors are most likely to occur. This refined instrument can be used for follow-up and monitoring of treatment.

## PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

The following is a sample of the type of prompt to which you will be asked to respond.

**Assignment 2** is intended to assess your understanding of "Planning and Delivering Instruction and Managing the Learning Environment," which is the second subarea of the Learning Behavior Specialist II: Behavior Intervention Specialist test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

Using your knowledge of behavioral support plans for students with disabilities, write an essay in which you:

- identify a hypothetical student by age and disability;
- describe an inappropriate behavior demonstrated by the student you identified and give two examples of how that behavior would affect the student's school performance;
- describe a strategy for developing and sequencing individualized behavioral objectives to address the inappropriate behavior demonstrated by the student and explain why the strategy would be effective for this purpose; and
- explain how a schedule of reinforcement could support the student's progress in meeting his or her behavioral objectives.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Assignment 2 is written to assess understanding in Subarea II, "Planning and Delivering Instruction and Managing the Learning Environment," which consists of the objectives listed below.*

*Understand the creation of instructional opportunities adapted to diverse learners.*

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

*Understand the application of positive behavioral intervention strategies to planning for instruction.*

*Understand how individual and group motivation and behavior are used to create a positive learning environment.*

*Understand the functions and purpose of instructional strategies and behavioral support plans.*

## **SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2**

The sample below is an example of a strong response to the practice constructed-response assignment.

Student and behavior Sarah, age nine, has a moderate intellectual disability. She seldom completes class assignments; sometimes she does not even start them. This is true even for simple assignments that are well within Sarah's ability. When the class is working independently, she moves from student to student, asking other students to show her their work and help her with hers. When she does this, other students rebuff her; this upsets her and causes her to abandon her assignments and sometimes to become tearful. She constantly seeks approval and feedback from the teacher and her peers.

This behavior is affecting Sarah's school achievement because she becomes distracted and frustrated and does not practice and learn what has been taught to her. It is also affecting her social adjustment because her classmates have begun to avoid and exclude her; this hurts her feelings and undermines her self-confidence.

Strategy Develop a plan that includes the following behavioral objectives:

- Sarah will recognize when she can do an assignment herself and when she needs help.
- If she cannot do an assignment without help, she will think about who can best help her.
- She will seek help in appropriate ways.

Implement the plan as follows:

Analyze the steps Sarah should take in asking for help and completing her work and, in very simple language, describe concrete, step-by-step strategies Sarah can use to 1) determine whether she needs help, 2) decide who she could ask, and 3) ask appropriately. This includes prompting Sarah to verbalize the steps (for example: "Can I do this?" "Can I do part of this?" "Who could help me do this?" "How do I ask for help to do this?") and role-playing to practice the appropriate behavior. This will provide replacements for the inappropriate behavior.

To reinforce the appropriate behavior, give Sarah a token each time she uses each step in the procedure. Tokens could be collected and redeemed for classroom privileges. If Sarah's parents/guardians are receptive, the token system could be an effective way to collaborate with them: rewards could be given at home.

This strategy would be effective because it is straightforward, simple, and concrete. It focuses directly on the behavior and breaks the desired behavior down into small, manageable steps, each building on the previous one.

Reinforcement schedule Reinforcement should initially be continuous to encourage the behavior. Each appropriate behavior should earn a token. As the behavior becomes more consistent, the schedule could become intermittent and the rewards more substantial. (For example, Sarah's parents could reward her with a special outing.) This should promote permanent changes.

## PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

The following is a sample of the type of prompt to which you will be asked to respond.

**Assignment 3** is intended to assess your understanding of "Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Behavior Intervention Specialist test framework. The test objectives for that subarea are listed below Assignment 3. Your response to Assignment 3 should relate to those test objectives.

Using your knowledge of professional development and mentoring for special educators, write an essay in which you:

- describe two elements of mentoring relationships that promote the professional development of special educators;
- explain why each of the elements you described would be beneficial for this purpose; and
- explain why mentorship is an effective tool to support the development of special educators as learners and teachers.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Assignment 3 is written to assess understanding in Subarea III, "Communication, Collaboration, and Professionalism," which consists of the objectives listed below.*

*Understand the use of effective communication techniques and the role of the special educator in the learning community.*

*Understand strategies for promoting collaborative home-school relationships.*

*Understand teaching as a profession and standards of professional conduct.*

*Understand reflection and the pursuit of professional growth.*

### **SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3**

The sample below is an example of a strong response to the practice constructed-response assignment.

Mentors are an invaluable support to entry-level educators in any field, but particularly in special education. Special education is an unusually complex teaching field and utilizes an enormous array of strategies and techniques. It involves particularly vulnerable populations, is highly regulated, and requires coordination and integration of a large number of professionals and stakeholders.

One of the most powerful of all formation tools is example. For an inexperienced special educator, a mentor can both serve as a professional role model and a model of sound specific practices. Observing the way a successful special educator interacts with students and other professional colleagues (for example: school psychologist, occupational therapist, speech language pathologist) can be of great value to a neophyte who must learn the whole professional culture. Constructive relationships with parents are also especially important for special educators, and the mentor can model these.

The mentor could also suggest and demonstrate teaching strategies that have worked well: ways to adapt curriculum or instruction to fit a student's special needs, techniques to modify a student's problem behavior, or ways to interact productively with other members of the professional team. A new teacher may have studied many of these strategies but there are subtleties and insights that come only with experience. Access to the tried and true strategies of a veteran would be invaluable to the new educator.

Second, a mentor can provide specific guidance and feedback on the new teacher's own fledgling efforts. Everyone who is new to an endeavor often refines his or her skills through trial and error. An inexperienced special educator may be highly enthusiastic about an activity or a strategy but may have unrealistic expectations about how well it might work, or may underestimate or overlook many logistical details. (For example, any kind of field trip with a special education populations requires meticulous planning and preparation--transportation, scheduling, parental permission, accommodation of special needs.) By trouble-shooting the idea for such an activity with a veteran, the new teacher can minimize or avoid many potential pitfalls. With the counsel of a trusted mentor, a new special educator could try out ideas and receive feedback and suggestions before implementing them. The mentor could also observe the new teacher and offer suggestions for improvement.

It is crucial that the mentor and the new educator are matched with care. Some educators may not be compatible and may not share similar visions of their role in the education of students with special needs. If the pairing is appropriate and both teachers approach the relationship with mutual respect, the result can be safe, nonthreatening constructive criticism and ideas for alternative approaches. In an environment of trust, new ideas can be expressed and refined without risk. This will foster generativity and initiative, which will benefit the veteran teacher, the new teacher, and most importantly, the students.

## CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS SECTION

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This section includes the following:

- Description of the task
- Sample test directions for the case study constructed-response assignments
- Practice case study that consists of three constructed-response assignments (one for each subarea)
- Sample responses for each subarea

On the actual test, examinees will be given a different case study and constructed-response assignments from the ones provided as samples in this study guide.



## DESCRIPTION OF THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS TASK

This section of the test will consist of one case study followed by three constructed-response assignments. The case study provides a hypothetical scenario, typically about a particular student, and provides background information in the form of test results, teacher reports, home surveys, notes from parents/guardians, and excerpts from professional evaluations or other information.

The three constructed-response assignments will address a different subarea of the test as follows:

<b>Assignment</b>	<b>Subarea</b>
1	I. Foundations, Characteristics, and Assessment
2	II. Planning and Delivering Instruction and Managing the Learning Environment
3	III. Communication, Collaboration, and Professionalism

Each case study constructed-response assignment will have two or more charges that may require you to do one or more of the following tasks:

- identify the strengths and needs of the hypothetical student according to assessment results and other background information provided;
- identify and describe a successful learning environment and instructional models, strategies, or modifications relevant to the hypothetical scenario;
- identify individuals and issues needing to be addressed in the hypothetical student's Individualized Education Program (IEP) meeting; or
- describe individual or team collaboration strategies and explain why you think the strategies would be effective.

An excellent response to each constructed-response assignment would demonstrate thorough knowledge and understanding of the subject matter for the specific test subarea. The examinee would fully achieve the purpose of the assignment by responding appropriately to all aspects of the assignment. The examinee would apply subject-matter knowledge to the specific assignment in a substantial, accurate, and appropriate manner. The examinee would also provide sound supporting evidence and high-quality examples that are relevant to the particular assignment, and demonstrate an ably reasoned, comprehensive understanding of the topic.

The constructed-response assignments are designed to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria.

## SAMPLE TEST DIRECTIONS FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS

### DIRECTIONS FOR SECTION TWO: CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the test consists of a case study followed by **three** constructed-response assignments. The case study provides a hypothetical scenario relevant to an educator in your field. You will be asked to respond to the scenario in three assignments. You will be asked to provide a response of up to two pages for each of the three assignments.

Read the case study and each assignment carefully before you begin to write. Think about how you will organize your responses.

You may use the blank space on the unlined page following each assignment to make notes, write an outline, or otherwise prepare your responses. However, your final responses must be written in Answer Document E as follows:

Case Study Assignment	Answer Document E
1	Pages 15–16
2	Pages 17–18
3	Pages 19–20

Responses that are written in the test booklet will not be scored.

Your responses will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT-MATTER KNOWLEDGE:** accuracy and appropriateness in the application of the subject-matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field and of the **specific test subarea** upon which the assignment is based. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than to recite factual information.

The constructed-response assignments are intended to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Be sure to write about the assigned topic and use multiple paragraphs.

Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

A response will be considered unscorable if it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.

Turn the page to begin Section Two.

## PRACTICE CASE STUDY

This case study focuses on a student named Casey. Casey is a second grader who is 8 years, 3 months old. She attends her local elementary school. Casey has behavioral issues and has failed to make effective academic progress. Casey has been failing to meet expectations since the beginning of the school year, when she moved into the school district. Her classroom teacher referred her for a Full and Individual Evaluation in February after classroom interventions did not produce positive results.

Use the information that follows from Casey's case file to answer the three assignments that appear at the end of this case study. **Be sure to read the entire case file and all three assignments before you begin your responses.**

### Excerpt from Special Education Referral:

Casey has been failing to meet behavioral and academic expectations in class. Her classroom teacher reports that Casey's overall demeanor in the class has been negative since the end of the first quarter. Casey has been unwilling to work on improving her reading skills. She can be quite loud when she is unhappy. She disrupts her classmates when she becomes upset and interferes with their learning.

### Excerpt from Interview with Casey's Classroom Teacher:

Casey has been having a difficult time in class. In activities other than art, Casey has difficulty following my directions. Her attention wanders, and she is easily distracted by other students and other factors in the classroom environment. When she is not paying attention, she needs several reminders to return to her work. She will also try to engage the other students in distractions. Casey can be a functional member of the class, but only when the class paraprofessional or I devote more than an average amount of attention to her.

### Excerpt from Interview with Casey's Parents:

We don't know what to do with Casey. At one moment she can be the sweetest child you know, and then the next minute she will be biting her little brother. Thankfully, he has more self-control than she does! She cries every morning when we put her on the school bus, and she says that she hates her teacher and the other kids in her class. When she brings work home from school, she throws it away. Casey spends a lot of time alone in her room. She likes to draw and color pictures. We really want her to stay in her second grade class so that she can get to know some of the kids better. She has had trouble making friends in her new school.

**Excerpt from Interview with the Paraprofessional in Casey's Classroom:**

Casey's effort varies from day to day. While I feel that she and I have a very good relationship, Casey is often withdrawn and unable to express when she is having trouble in class. Sometimes, she seems really sad, but other times she will laugh and giggle. Reading continues to be the area she struggles with the most, and she will often refuse to study with me even with strong incentives. Casey responds to the individual attention she receives, but often seems frustrated when I have to work with other students in class.

**Excerpt from Psychological Evaluation:**

**Age: 8 years, 2 months**

In most nonverbal areas, Casey's functional levels are equivalent to those of a child who is three to four years old. Performance on these measures tends to reflect the ability to integrate and synthesize complex information and to deal quickly with novel, social, or problem-solving situations. Her skills in these areas contrast greatly with her verbal abilities, which may lead people to believe that she understands more than she does.

<b>Wechsler Intelligence Scale for Children—Third Edition (WISC-III)</b>			
<b>Verbal</b>		<b>Performance</b>	
<b>Subtest</b>	<b>Scaled Score</b>	<b>Subtest</b>	<b>Scaled Score</b>
Information	14	Picture Completion	7
Similarities	13	Picture Arrangement	5
Arithmetic	11	Block Design	4
Vocabulary	13	Object Assembly	3
Comprehension	12	Coding	6
Digit Span	12	Symbol Search	5
		Mazes	4

	<b>Standard Score</b>
Verbal IQ	115
Performance IQ	70
Full Scale IQ	92

**Age: 8 years, 3 months**

<b>Behavior Assessment System for Children (BASC)</b>
Results from the Parent Rating Scale and the Teacher Rating Scale indicate that Casey has attention problems, difficulty with social skills, and possible depression.

**Excerpt from Functional Behavior Assessment:**

Casey tends to become upset when she is asked to complete an assignment involving reading, such as reading a page in a book or completing a worksheet. When asked to do such an assignment, she cries loudly and screams. Casey is also easily distracted by brightly colored objects such as the bulletin boards and mobiles hanging in the classroom. She often stares at these objects rather than working on assignments.

**Excerpt from Administrator's Report:**

Several parents of other children in Casey's class have complained about her disruptive behaviors. They are concerned that their children are progressing more slowly in the second grade curriculum compared with children in other second grade classrooms. We arranged for a paraprofessional to be assigned to Casey's class, but this intervention has not solved the problem. Casey needs to be in a different setting.

**Excerpt from Casey's Health Record:**

**Age: 8 years, 2 months**

**Medications:** None

**Health Alerts:** None

**Physical Impairments:** None

**Family Medical History:** Both Casey's mother and uncle have been diagnosed with depression.

## PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

**Case Study Assignment 1** is intended to assess your understanding of "Foundations, Characteristics, and Assessment," which is the first subarea of the Learning Behavior Specialist II: Behavior Intervention Specialist test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Write an essay in which you analyze specific information from Casey's case file. In your essay:

- identify Casey's strengths and needs in the areas of cognitive, physical, and social-emotional development, citing evidence from Casey's case file to support your observations; and
- explain ways that Casey's disability or disabilities affect and interrelate with her development, learning, and communication skills.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Case Study Assignment 1 is written to assess understanding in Subarea I, "Foundations, Characteristics, and Assessment," which consists of the objectives listed below.*

*Understand the foundations of special education.*

*Understand the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual.*

*Understand instruments and methods of assessment and terminology related to behavior and assessment.*

*Understand interpretation and communication of assessment results.*

## **SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1**

The sample below is an example of a strong response to the practice case study constructed-response assignment.

Casey's strengths include her verbal skills (Verbal IQ is 115); her general good health; her interest in art and drawing.

Casey's needs include limited nonverbal skills, as evidenced by her scores on performance measures; distractibility and lack of perseverance; poor impulse control and emotional instability, as indicated by her frequent mood changes; poor interactions with both peers and adults. These needs are noted by her classroom teacher and paraprofessional, the special education teacher, and her parents. Her disruptive behavior has become so severe that parents of other children have complained.

Casey's disabilities and the behavioral manifestations of them are potentially serious limitations to her continued learning and development. Because she is so resistant to improving her reading, she is at risk for continued gaps in learning in various content areas. Her antisocial and uncooperative behavior is likely to cause increased friction with peers, which will inhibit her ability to develop appropriate relationships and communication skills. Her difficulty in sustaining attention and persevering on task will deny her the satisfaction of independent accomplishments.

If these patterns persist, Casey's behaviors are likely to become more entrenched and self-reinforcing, causing greater and greater social and academic gaps. These gaps will potentially increase her isolation, her unhappiness, and her lack of acceptance by peers.

## PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

**Case Study Assignment 2** is intended to assess your understanding of "Planning and Delivering Instruction and Managing the Learning Environment," which is the second subarea of the Learning Behavior Specialist II: Behavior Intervention Specialist test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

Write an essay in which you discuss specific aspects of Casey's instructional program. In your essay:

- describe two important characteristics of a successful learning environment for Casey and explain why each characteristic you described would be effective in promoting Casey's development and learning;
- describe two strategies that you would include in a positive behavior management plan for Casey and explain why each strategy you described would be effective; and
- explain how you would implement and evaluate the effectiveness of a positive behavior management plan for Casey.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Case Study Assignment 2 is written to assess understanding in Subarea II, "Planning and Delivering Instruction and Managing the Learning Environment," which consists of the objectives listed below.*

*Understand the creation of instructional opportunities adapted to diverse learners.*

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

*Understand the application of positive behavioral intervention strategies to planning for instruction.*

*Understand how individual and group motivation and behavior are used to create a positive learning environment.*

*Understand the functions and purpose of instructional strategies and behavioral support plans.*



## **SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2**

The sample below is an example of a strong response to the practice case study constructed-response assignment.

A successful learning environment for Casey should be structured and somewhat predictable and should be as free of distractions as possible. Because Casey has difficulty staying on task, expectations must be clear and straightforward and enforcement must be firm and consistent. A structured environment, with established rules, regular routines and orderly transitions, will reduce opportunities for Casey to slip off task and encourage her success. Further, Casey's environment should be as free of distractions as possible. Distractions are seductive to Casey; she finds it almost impossible to resist them, and once her attention is derailed it is difficult for her to get back on track. She needs an uninterrupted, calm, orderly sequence of tasks and activities, with a single focus at a time.

A positive behavior management plan for Casey would include attention from both teacher and peers for appropriate behaviors. One effective strategy might be a small group activity in which each group member has an essential role, with support and guidance from the teacher or a peer for Casey to ensure that she carries out her role successfully. This would give Casey a positive interaction with a small group of peers, which would enhance her status and bolster her confidence.

Another possible strategy would be to assign Casey and other students in the class various tasks as helpers to assist the teacher. This would give Casey a positive experience as one who helps others rather than one who receives assistance. It would provide models of desirable behaviors such as cooperation, following instructions, and helpfulness.

One way to evaluate the effectiveness of Casey's behavior management plan is to use existing classroom evaluation measures. If Casey completes individual and group assignments, remains on task, and reduces her disruptive behavior, her achievement as measured by test and project grades should improve. Another indicator of success is increased acceptance and inclusion by peers. Interactions with peers could be recorded using a behavioral checklist; progress could be tracked on a daily or weekly basis.

Charting and awarding points for successful completion of tasks is another way to implement Casey's plan and evaluate her progress. This could be done initially by the teacher or aide; then Casey could gradually be taught to monitor her own progress.

## PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

**Case Study Assignment 3** is intended to assess your understanding of "Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Behavior Intervention Specialist test framework. The test objectives for that subarea are listed below Assignment 3. Your response to Assignment 3 should relate to those test objectives.

Write an essay in which you discuss specific issues related to the implementation of Casey's educational program. In your essay:

- identify two significant issues that should be addressed in Casey's Individualized Education Program (IEP);
- identify four individuals who should be part of Casey's IEP team and describe the goals and responsibilities of these individuals with respect to the implementation of Casey's program; and
- for each issue you identified, describe two ways the four individuals could collaborate in their efforts to address each issue and explain why you think each would be effective for this purpose.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Case Study Assignment 3 is written to assess understanding in Subarea III, "Communication, Collaboration, and Professionalism," which consists of the objectives listed below.*

*Understand the use of effective communication techniques and the role of the special educator in the learning community.*

*Understand strategies for promoting collaborative home-school relationships.*

*Understand teaching as a profession and standards of professional conduct.*

*Understand reflection and the pursuit of professional growth.*

## **SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3**

The sample below is an example of a strong response to the practice case study constructed-response assignment.

Two important issues that should be included in Casey's IEP are:

development of her academic skills, with a particular emphasis on reading improvement of her ability to focus on task, resist distractions, and cooperate with classroom activities

Among those on Casey's IEP team should be

Special education teacher: coordinate a baseline assessment using a Behavior Rating Scale or similar instrument; suggest specific strategies and interventions for the general education teacher to implement, particularly related to positive behavioral interventions

Classroom teacher: explain the goals and rationale to Casey; teach her how to carry out the various strategies; monitor and reinforce progress; enlist cooperation and support of classmates; maintain communication with parents

Parents: reinforce with Casey the importance of her effort and cooperation; maintain good communication with the classroom teacher; keep informed about Casey's progress and any adjustments that are made to her program; provide information about Casey's response to school-related issues manifested at home

Counselor: establish rapport with Casey; be available to her for individual discussion of progress, issues, or problems; elicit Casey's feelings and thoughts about her program and about school in general

With respect to the first issue, academic improvement, the classroom teacher could work with the parents to develop appropriate home-based activities such as reading, crafts, or models, that will augment the activities done at school. This communication and collaboration would provide continuity and cohesiveness and encourage Casey to focus on her goals. The classroom teacher and the special education teacher could work together to provide realistic instructional materials and activities that will increase the likelihood that Casey will be successful. This would increase Casey's confidence and independence, and reduce her frustration.

With respect to the second issue, improvement of attention and focus, the counselor could share with parents and classroom teacher the feelings Casey expresses in individual sessions, both positive and negative. This would help them understand Casey's perspective and enhance their ability to respond in constructive rather than adversarial ways. The classroom teacher and parents could share information about disciplinary and behavior intervention practices that worked well or poorly at home and in school. This would improve the consistency of the adult response to Casey's behavior and increase the predictability of consequences for inappropriate behavior.

## EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section is designed to provide you with an explanation of the scoring process for the constructed-response assignments for the LBS II: Behavior Intervention Specialist test.

### THE SCORING PROCESS

Responses to the constructed-response assignments will be rated on a four-point scoring scale (see page 2-34). Within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 is an undeveloped response, while a score point of 4 is assigned to a response that is very well developed. Specific performance characteristics (see below) describe the elements typically found in responses at each of the four score points, although any particular response may be either more or less developed in respect to any specific elements.

Each category of the four-point scale will comprise a range of ability across that particular score. Thus, among the most competent constructed responses, there will be those that represent a "high 4" (the best) as well as those that represent a "low 4" (clearly superior responses, but they are not quite as well constructed as the "high 4"). This range of ability holds true within each of the other three points on the scoring scale.

Each response will be read and scored by two scorers; the sum of the two scores will be the examinee's total score for each constructed-response assignment. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third scorer. For example, a total score of 6 would result from the assignment of a "3" and a "3" from each of two scorers; it could not result from assigned scores of a "2" and a "4" because the scores differ by more than one point.

### PERFORMANCE CHARACTERISTICS

The performance characteristics for each score point for the LBS II: Behavior Intervention Specialist constructed-response assignments are organized according to four major performance features: (1) purpose, (2) subject-matter knowledge, (3) support, and (4) rationale. Each of these performance characteristics is described in more detail below. Detailed characterizations of the score point features are described in the scoring scale on page 2-34.

#### **Purpose**

*The extent to which the response achieves the purpose of the assignment.*

Each assignment defines a number of specific tasks and asks the examinee to write an essay addressing those tasks. Purpose involves the extent to which the examinee's response fulfills the tasks enumerated in the assignment.

**Subject-Matter Knowledge**

*Accuracy and appropriateness in the application of the subject-matter knowledge specified in the LBS II: Behavior Intervention Specialist test framework.*

Application of subject-matter knowledge involves the extent to which the content of the examinee's response to the assignment demonstrates a practical command of the professional knowledge and skills detailed in the relevant sections of the LBS II: Behavior Intervention Specialist test framework.

**Support**

*Quality and relevance of supporting details.*

Quality of support depends on the specificity, relevance, quantity, and accuracy of evidence cited in support of the examinee's response to the assignment. Support may involve giving detailed descriptions, explanations, and examples.

**Rationale**

*Soundness of argument and degree of understanding of the subject matter.*

The soundness of an argument depends on the correctness of the basic premises from which the argument proceeds and the validity of the logic by which conclusions are derived from those basic premises. Examinees demonstrate how well they understand the subject matter of their responses by presenting sound arguments for the statements they make.

## SCORING SCALE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

Score Point	Score Point Description
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of subject-matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject-matter knowledge.</li> <li>• The supporting evidence is general; there are some relevant examples.</li> <li>• The response reflects a general understanding of the topic; some reasoning is evident.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate, application of subject-matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject-matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<p><b>The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, or lacking a sufficient amount of original work to score.</b></p>
<b>B</b>	<p><b>There is no response to the assignment.</b></p>

## OVERVIEW

The score report indicates whether or not you passed the LBS II: Behavior Intervention Specialist test. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the LBS II: Behavior Intervention Specialist test is designed to reflect the level of knowledge and skills required to perform effectively at an advanced level in the job of an educator in Illinois.

### Passing Score

The LBS II: Behavior Intervention Specialist test is scored on a scale from 100 to 300. To pass the 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 scores you received on the six constructed-response assignments.

### Constructed-Response Assignment Scores

One score is indicated for your performance on the three stand-alone assignments and one score is also indicated for your performance on the three case study assignments. These scores are presented on the same scale as the total test score.

Performance indicators are provided in regard to your performance on each of the six constructed-response assignments. These 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 LBS II test score report is provided below.

Number of Test Items in Subarea (6)		Subarea Name	Component Score	Performance Indicators	Performance Characteristics Not Mastered*
<b>Test: 156 LBS II: Behavior Intervention Specialist</b> <b>Your Scaled Total Test Score: 220</b> ← ② <b>Your Status: Did not pass</b> ← ①					
③	1	<b>Stand-Alone Assignments:</b>	222		
	1	Foundations, Characteristics, & Assessmt		++ ← ⑤	2, 3 ← ⑥
	1	Plan and Deliver Instruction		++++ ← ④	
	1	Comm., Collaboration, & Professionalism		++	1, 4
		<b>Case Study Assignments:</b>	215		
	1	Foundations, Characteristics, & Assessmt		+ ← ⑧	1, 4 ← ⑨
	1	Plan and Deliver Instruction		+++ ← ⑦	
	1	Comm., Collaboration, & Professionalism		++	2

\*Performance characteristics not mastered are only provided if you do not pass the test.

According to the above sample, the examinee did not pass the LBS II: Behavior Intervention Specialist test ①. The examinee's total scaled score was 220 ②, which is below the passing scaled score of 240. The score report indicates that there were six items on the test ③.

For the stand-alone assignments, the examinee did better on the Plan and Deliver Instruction assignment ④ than on the Foundations, Characteristics, and Assessment assignment ⑤. The response that the examinee provided for the Foundations, Characteristics, and Assessment assignment was weak in features 2 (subject-matter knowledge) and 3 (support) ⑥.

For the case study assignments, the examinee did better on the Plan and Deliver Instruction assignment ⑦ than on the Foundations, Characteristics, and Assessment assignment ⑧. The response that the examinee provided for the Foundations, Characteristics, and Assessment assignment was weak in features 1 (purpose) and 4 (rationale) ⑨.

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read and scored by two scorers; the sum of the two scores is the total score assigned to the response. This score is then converted to the scaled score that is reported on your score report. Scaled scores are reported on a range from 100 to 300. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.