

Illinois Licensure Testing System

STUDY GUIDE

Learning Behavior
Specialist II:
Multiple Disabilities
Specialist (160)

**This test is now delivered
as a computer-based test.**

**See www.il.nesinc.com for
current program information.**

Illinois State Board of Education

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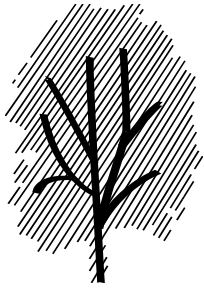
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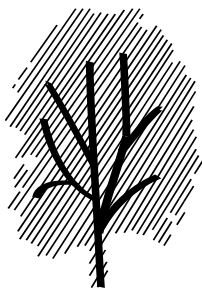
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General Information About the Illinois Licensure Testing System

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 the scoring scale, 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: Multiple Disabilities Specialist test.

Objective Statement

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

Descriptive Statements

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

LBS II: MULTIPLE DISABILITIES 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 impact of multiple disabilities on students' development.

For example:

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

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

For example:

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

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

For example:

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

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

For example:

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

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

For example:

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

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

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

For example:

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

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

For example:

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

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

For example:

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

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

For example:

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

SUBAREA III—COMMUNICATION, COLLABORATION, AND PROFESSIONALISM

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

For example:

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

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

For example:

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

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

For example:

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

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

For example:

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

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:

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

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 Instructional Content 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: Multiple Disabilities 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 the impact of multiple disabilities on students' development, write an essay in which you:

- describe a hypothetical learner by age and specific disabilities, which may include physical, emotional, sensory, cognitive, and/or other neurological disabilities;
- analyze two effects multiple disabilities and their interactions will likely have on the cognitive development of the learner you described; and
- analyze two effects multiple disabilities and their interactions will likely have on the physical development of the learner you described.



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 impact of multiple disabilities on students' development.

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

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

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

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

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.

Matthew is a four and one-half year old boy with Down syndrome. He has both gross and fine motor impairments: low muscle tone, decreased strength, and increased looseness in the ligaments at the joints. Matthew's gross motor difficulties include walking with a wide gait and extremely poor posture and balance; he often falls or bumps into things. His fine motor difficulties include dropping objects frequently and inhibit his ability to use his hands for tasks such as pushing buttons or holding a crayon. Matthew also has weak oral motor skills and difficulty with rotational chewing. He sucks and swallows his food rather than chewing it, and also drools.

Matthew seeks sensory stimulation by deliberately bumping into walls. He uses primarily sensory methods of playing with toys: mouthing, banging, or shaking them. Matthew also practices vocal stimming, humming tunelessly. He has difficulty with focus and attention and moves quickly from activity to activity. Matthew's attention difficulties are exacerbated by his motor and sensory challenges: his difficulty controlling his trunk and upper body makes sitting for more than a few minutes difficult, and his vocal stimming interferes with his outward attention. Matthew appears to have a moderate intellectual disability. His hearing and vision are normal.

Matthew's speech and language skills are impaired. His receptive language skills are stronger than his expressive skills. He can listen to a short picture book and follow one- and two-step verbal directions. However, his vocalization is limited to bilabial sounds such as /b/ and /m/. He can use some American Sign Language and some picture symbols to communicate.

Due to the impaired communication skills caused by his speech disabilities, Matthew is likely to have difficulty progressing beyond concrete learning that can be gained through direct sensory interaction with the environment. Matthew's ability to communicate by using American Sign Language is likely to be limited by his poor fine motor coordination, since he will be able to produce only gross approximations of the signs. Matthew's rate of learning is also likely to be slowed by his difficulty maintaining attention and persisting in activities. His gross and fine motor difficulties will limit his ability to participate in educational activities.

continued

Due primarily to his gross and fine motor challenges, Matthew is likely to have difficulty developing fully independent physical self-care skills, such as dressing, toileting, and eating with utensils. He is likely to have difficulty learning to open and shut drawers, turn on and off lights, or operate a television set without help. Due to his poor balance and posture, Matthew will probably have difficulty learning to sit for more than a few minutes at a classroom desk or in a group on the floor. Difficulty walking and sitting is likely to discourage physical activity; lack of physical exercise will further reduce strength and coordination and promote weight gain.

Matthew's poor balance and coordination, combined with impulsivity and lack of safety awareness, will put him at increased risk for accidents and make it necessary to monitor his environment closely for safety.

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: Multiple Disabilities 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 the use of community-based instruction to meet the needs of students with multiple disabilities, write an essay in which you:

- describe a hypothetical learner by age and specific disabilities, which may include physical, emotional, sensory, cognitive, and/or other neurological disabilities;
- describe two instructional needs of the learner you described that could be met using community-based instruction;
- describe how you would use community-based instruction to meet the two instructional needs of the learner you described, and explain why community-based instruction would be effective; and
- describe one strategy you would use to provide the learner you described with community-based instruction about vocational opportunities, and explain why that strategy would be effective.



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 principles of instructional design and planning for students with multiple disabilities.

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

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

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

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.

Amanda is a sixteen-year-old, eleventh grade student with both Asperger's Syndrome (AS) and Attention Deficit Disorder (ADD). Her overall intelligence and receptive language are average; her expressive language is below average. She tends to interpret jokes or sarcasm literally and often fails to supply adequate context when making remarks or explaining information.

Amanda uses basic social skills but often interrupts people and makes off-topic remarks in unstructured, social conversations. Changes in routine make Amanda extremely anxious.

Although Amanda tends to act quickly and impulsively, she is able to maintain focus on activities that she can perform competently and that interest her. Sometimes she continues unnecessary, repetitive actions even after completing a task. Amanda is extremely distractible and requires a quiet, orderly environment.

Amanda's fine motor skills are below average. She has poor handwriting, but her keyboard skills are adequate for school assignments. She has low muscle tone and is moderately clumsy in performing gross motor activities.

One need that could be met through community-based instruction is the need to develop social skills required in the workplace. To help Amanda develop these skills, she could be placed in a job internship that would give her opportunities to interact with supervisors and co-workers. Before placing Amanda in a community setting, school staff could give Amanda practice role-playing typical workplace interactions. School staff could also work with the community organization selected for the job internship placement to identify an individual to mentor Amanda at the work site. School staff could communicate frequently with Amanda's mentor during the placement to provide advice, if needed, and to monitor her progress.

Another need is to reduce Amanda's impulsive behavior. This could also be addressed through a community-based job internship placement. Specific work procedures and routines could be defined and reinforced. This structure and accountability in an actual job site would help Amanda regulate her behavior. An on-site job mentor could give Amanda intensive, repeated, step-by-step training to help her follow work procedures successfully. With support from school staff, the mentor could also develop written instructions in a clear, easy to read visual format that could help Amanda follow through on tasks. The mentor could also post visual cues to work tasks and procedures to help Amanda stay focused, remind her when to switch tasks, and reduce impulsive behavior.

This kind of structured and supported internship would be effective because it would yield information that would improve the match between Amanda's skills and preferences and her job placement. The better the match, the more likely Amanda will persevere and find satisfaction at her job.

To implement this strategy, an adult services coordinator could work with Amanda to identify potential placements, analyze how they fit Amanda's interests and needs, and arrange for them to visit two or three sites before selecting a placement. The adult services coordinator could also identify a work site mentor to help Amanda perform successfully. During the placement, the coordinator could communicate frequently with Amanda's mentor as well as with Amanda herself about her progress. After the job internship placement was over, the adult services coordinator could help Amanda formulate additional goals for vocational exploration.

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: Multiple Disabilities 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 how to create and support school-community interactions that enhance learning opportunities for students with multiple disabilities, write an essay in which you:

- identify and describe the roles and responsibilities of two professional groups or community organizations in providing services to students with multiple disabilities;
- describe two considerations or ethical practices for providing community members with information about students with multiple disabilities; and
- describe two strategies you could use to collaborate with community members in integrating students with multiple disabilities into various social and learning environments, and explain why each of these strategies would be effective.



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

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

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

Understand benefits of reflection and strategies for achieving 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.

The Arc is a private, nonprofit national organization with state and local chapters throughout the United States for people with intellectual disabilities and related developmental disabilities. Arc chapters provide early intervention and advocacy services, as well as recreational activities. For adults, they often provide supported community residence facilities, training in independent living skills, and vocational training and placement.

Head Start is a federally-funded program that provides comprehensive child development programs for children from birth through age five who are living below the official poverty line. Children aged three to five with single and multiple disabilities who qualify for special education services under the Individuals with Disabilities Education Act (IDEA), may also receive free integrated educational services through Headstart. Under IDEA, the Local Education Agency (LEA) is responsible for evaluating the needs of children aged three to five with disabilities and assuring that they receive a free and appropriate education. The LEA may contract with Headstart to be the educational provider, or the family may elect to use Headstart rather than LEA services.

When investigating community services available to individuals with multiple disabilities, school personnel must maintain strict confidentiality about specific students. The school may not disclose any identifying information such as name, age, or sex without written consent from the parent or guardian or, for persons over eighteen years old, from the individual.

Written consent is also required for student participation in any community programs, field trips, or other activities that are not part of the regular school routine. School staff may not allow students to be photographed, interviewed, or quoted without such consent.

One strategy a school multiple disabilities specialist could use to collaborate with community organizations would be to identify organizations to place volunteers in the school to work with the students. These organizations might include church groups, high school service clubs, fraternal service organizations, and other civic organizations. Volunteers could serve in a variety of functions: playground assistants, reading buddies, mobility assistants, and tutors. Another strategy would be to identify community volunteer projects and activities that would include tasks appropriate for students with multiple disabilities. For example, students might work with other volunteers to clean up a park, to sort food at a food bank, or to sort and organize clothing at a thrift shop.

continued

The multiple disabilities specialist would need to assure that both students and community organization members have clear expectations and guidelines for their work together. In order to arrange for students with multiple disabilities to participate in activities within the community, the multiple disabilities specialist would need to work with the community organizations involved to identify potential barriers to students' participation and identify what accommodations those organizations could reasonably make.

Both of these strategies would be effective because they would provide opportunities to interact with diverse groups of people. The first strategy would provide additional resources to support and augment the school resources and expose students to different approaches. The second would integrate students with disabilities into the larger community and allow them to contribute to a team-based project. They would benefit from the camaraderie and shared sense of mission such projects generate, and would experience the gratification that comes from contributing to a larger effort.

CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS SECTION

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 each address a different subarea of the test as follows:

Assignment	Subarea
1	I. Foundations, Characteristics, and Assessment
2	II. Planning and Delivering Instructional Content 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 Derrick. Derrick is a second grader who is 8 years, 5 months old. Derrick was born with cerebral palsy and an associated visual impairment. He attends a general education class where he receives services from several professionals. Derrick recently participated in a Full and Individual Evaluation as part of his three-year reevaluation.

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

Excerpt from Clinical Low Vision Report:

Age: 8 years, 4 months

Acuity: 20/400, both eyes with best correction

Prescribed: illuminated stand magnifier and closed-circuit television (CCTV) for reading, bioptic telescope system (BTS) for distance viewing

Recommended for Classroom: high illumination of reading materials, 18 to 24 point font for any written materials

Communication Summary:

(based upon special education teacher's observations in Derrick's school)

Receptive Language: Derrick comprehends spoken language at age level. He is able to interpret gestures and read near grade level.

Expressive Language: Derrick has difficulty speaking. He uses picture symbols, gestures, a speech synthesizer, and a communication board.

Excerpt from Derrick's Health Record:

Age: 8 years, 4 months

Medical Diagnosis: cerebral palsy (CP): spastic quadriplegia causing moderate functional impairments

Medications: Botox™ injections once every three months to relax muscles

Trileptal™ 300 mg oral suspension administered twice daily through a syringe for partial seizures

Health Alert: simple partial seizure disorder

Orthopedic or Mobility Devices: motorized wheelchair, prone stander Patient should work with physical therapist to practice mobility using a walker and braces.

Vision: permanent severe myopia, referred to low vision clinic for follow-up

Hearing: within normal limits

Excerpt from Derrick's Current IEP:

Accommodations: Avoid loud noises and sudden movements in the classroom.
Allow frequent rest periods.
Schedule the most physically demanding activities early in the school day.
Provide augmentative communication and assistive technology.
Encourage the use of low vision devices. Materials may be read aloud to student.
Provide positioning and handling supports.

Related Services: Physical Therapy—three times per week, 30 minutes per session
Occupational Therapy—three times per week, 30 minutes per session
Speech-Language Therapy—three times per week, 30 minutes per session
1:1 aide—five hours per day

Excerpt from Interview with Derrick's Mother:

Derrick was born eight weeks prematurely, and he spent the first two-and-a-half months of his life in the hospital. It was a very stressful period for our family. At the time he was born, Derrick's sister was three, and his brother was two. My husband left us shortly after Derrick came home, and we ended up moving in with my mother. I work during the day, and she watches the kids when they get home from school. When Derrick was about six months old, his doctor diagnosed him with CP. Shortly after that, I also learned that he has a visual impairment. Derrick started receiving early-intervention services when he was about nine months old. We had all kinds of therapists coming in and out of our home to help Derrick. When he was three years old, I enrolled him in a preschool for children with special needs. He has been educated in an inclusive setting since kindergarten. I'm having second thoughts about his placement because the kids are starting to make fun of Derrick in second grade. He has a really hard time speaking, so he uses a speech synthesizer. Derrick works with so many specialists that I'm afraid he's not learning anything academically. He does have a lot of needs: he needs help eating, dressing, toileting, and moving. I want his teachers and classmates to know how bright Derrick is. He loves to read and be read to at home. I really want to see him succeed. I believe that he would be better off in a self-contained special education classroom where he could receive more attention from a teacher. Having a full-time aide just isn't enough.

Excerpt from Psychological Evaluation:

Derrick was evaluated by the school district's psychologist. He was cooperative and attentive during testing.

Wechsler Intelligence Scale for Children—Third Edition (WISC-III)		Age: 8 years, 4 months	
Derrick used a magnifier during the test. The performance scale was determined to be inappropriate to use with Derrick. Digit Span was substituted for the Arithmetic Subtest.			
Verbal		Performance	
Subtest	Scaled Score	Subtest	Scaled Score
Information	13	Picture Completion	N/A
Similarities	12	Picture Arrangement	N/A
Arithmetic	N/A	Block Design	N/A
Vocabulary	13	Object Assembly	N/A
Comprehension	11	Coding	N/A
Digit Span	11		

	Standard Score
Verbal IQ	112
Performance IQ	N/A
Full Scale IQ	N/A

Excerpt from Special Education Teacher's Report:

Derrick currently receives instruction in a general education classroom. An educator of students with visual impairments consults with his classroom teacher regarding the use of his low vision aids. Derrick also receives a number of related services. He is currently working with a physical therapist on goals related to posture, balance, and mobility. He is beginning to learn how to walk using braces and a walker. The occupational therapist is helping Derrick with fine-motor skills and daily living skills. He wears splints on his hands to reduce muscle tone and to improve his grip. Derrick is learning how to use a switch to access a computer keyboard. He is also learning how to fasten clothing using Velcro and zippers and how to feed himself using a spoon with a special handle. The speech-language pathologist is working with Derrick to improve his articulation as well as providing instruction in using his communication board and speech synthesizer. A full-time aide assists him with eating, toileting, mobility, and communication.

Excerpt from Interview with Derrick's Second Grade Teacher:

Of all the academic subjects, reading is the one Derrick enjoys the most. He likes to look at books and listen to them on tape. He reads at about the first grade, third month level. He uses computer programs with screen magnification software for writing and math. Derrick has a great sense of humor that comes out in his writing. In math, he is adding and subtracting two-digit numbers. It has been very difficult to find time for him to focus on academics. His therapy sessions exhaust him, and he has little energy for anything else. I am most concerned about Derrick's lack of social skills. He has difficulty relating to the other children. Several of his classmates have made fun of his unpredictable movements and slurred speech. Since he had three seizures during the first month of school, his classmates are concerned about playing with Derrick because they think they may cause more seizures.

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

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

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: Multiple Disabilities 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 Derrick's case file. In your essay:

- identify Derrick's strengths and needs in the areas of cognitive, physical, and social-emotional development, citing evidence from Derrick's case file to support your response; and
- explain ways that Derrick's disabilities affect and interrelate with his 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 impact of multiple disabilities on students' development.

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

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

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

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

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.

Derrick's verbal intelligence is slightly above average as measured by his IQ score. Derrick's physical disabilities prevented obtaining a performance score. The special education teacher notes that he also has strong receptive language skills. He understands spoken language and can interpret gestures and pictures at age level. Although Derrick's disability prevents him from speaking intelligibly, the special education teacher also notes that he can use a communication board along with picture symbols, a speech synthesizer, and gestures to express himself.

According to his second-grade teacher, Derrick is reading about one year below grade level. However, both his teacher and his mother note that Derrick's enjoyment of reading is an important strength. They also both express concern that his exhaustion from therapy sessions undermines his ability to focus on academic subjects.

Derrick's hearing is normal. He is learning how to walk with braces and a walker and how to use a switch to access a computer keyboard. However, he has significant weaknesses in physical development. Both his mother and the special education teacher report that Derrick needs help eating, toileting, dressing, and moving, and has significant difficulty speaking. His health record reports that he has spastic quadriplegia, and the special education teacher's report notes that he wears splints on his hands to reduce muscle tone and improve his grip. IEP accommodations include provisions for Derrick's tendency to tire quickly. Derrick has permanent severe myopia, specified in the clinical low vision report as 20/400 in both eyes with best correction.

One of Derrick's social-emotional strengths is his sense of humor, as described in the second-grade teacher interview. The psychological evaluation describes him as cooperative and attentive during testing. However, both his mother and second-grade teacher note that children have been making fun of Derrick. The second-grade teacher describes him as having "difficulty relating to the other children."

Derrick's impaired speech is likely to inhibit development of communication skills, especially interpersonal communication with peers. Derrick may improve his self-care skills through physical and occupational therapy but is likely to require ongoing assistance. His tendency to tire easily and lose focus on his work will continue to inhibit his cognitive development, as will his low level of participation due to communication difficulties. Lack of acceptance from peers could also damage Derrick's self-confidence and undermine his motivation to learn in school.

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

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

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: Multiple Disabilities 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 Derrick's instructional program. In your essay:

- identify two potential Individualized Education Program (IEP) goals for Derrick;
- for each IEP goal you identified, describe one adaptation of materials to meet Derrick's needs, and explain why you think each of these adaptations would be effective;
- identify one strategy for promoting Derrick's self-determination skills and one strategy for providing Derrick with opportunities to develop social skills, and explain why you think each of these strategies would be effective; and
- identify two modifications that could be made to the instructional environment to accommodate Derrick's needs, and explain why you think each of these strategies would be effective in supporting Derrick's development and learning.



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 principles of instructional design and planning for students with multiple disabilities.

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

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

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

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.

One IEP goal would be for Derrick to initiate play with peers. This could be done using his communication board. The teacher should identify suitable play activities and times in advance and select a student or students who would be positive about playing with Derrick. The communication board would be programmed to allow Derrick to ask a peer to play. This would be effective because it would allow Derrick to communicate substantively with his peers. This would help them see him as a person with interests and ideas.

Another IEP goal would be for Derrick to answer more questions in class. This could be also done using his communication board. The teacher should begin with fact questions about stories so that Derrick's communication board could be programmed in advance to include the correct answer. This adaptation would be likely to increase Derrick's self-confidence and foster increased participation.

To promote Derrick's self-determination skills, his communication board should provide as many options as possible for him to express his needs, feelings, and thoughts. Including diverse expressions would allow Derrick to select an expression that closely matches the thoughts he wants to communicate. This would reduce the frustration of not being understood, and promote his ability to communicate independently and spontaneously.

A strategy for helping Derrick develop social skills would be to assign him to work with one or more peer reading buddies throughout the year. A reading buddy could read aloud from a picture book while Derrick reads silently, and Derrick could use his communication board to discuss the book with the reading buddy. The teacher should also provide a list of discussion questions and assure that Derrick's communication board is programmed to include key vocabulary from the books read. This would be effective because it provides a defined, but flexible structure and builds on Derrick's interest in reading. Alternating reading buddies would allow Derrick to interact with a variety of different personalities.

The instructional environment could be modified to ensure that Derrick has the best possible access to visual presentations. This could include preferential seating and use of large print materials. The teacher should also provide verbal descriptions of information presented visually. This would allow Derrick to follow and participate with the rest of the class. Another modification could be to shorten the length of assignments to accommodate Derrick's slower pace and his tendency to tire easily. This would allow Derrick to finish his assignments and experience success.

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

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

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: Multiple Disabilities 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 Derrick's educational program. In your essay:

- identify two significant issues that should be addressed in Derrick's Individualized Education Program (IEP) meeting;
- identify four individuals who should be part of Derrick's IEP team and describe the roles and responsibilities of these individuals with respect to the implementation of Derrick's program; and
- for each issue you identified, describe two strategies the four individuals you identified could use to collaborate in their efforts to address the issue, and explain why you think each strategy 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 how to promote strong school-home relationships and establish partnerships with other members of the school community to enhance learning opportunities for students with multiple disabilities, including those from diverse backgrounds.

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

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

Understand benefits of reflection and strategies for achieving 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.

Derrick's IEP meeting should address his social difficulties with peers and the very limited time and energy he spends on academic activities.

In addition to Derrick's mother and his classroom teacher, his IEP team should include an occupation therapist, physical therapist, speech-language pathologist, and special education teacher. The occupational therapist helps Derrick improve small motor skills used for daily living activities, and helps identify suitable adaptations of materials and the environment to accommodate for Derrick's poor vision. The physical therapist helps Derrick increase muscle strength and learn to use braces and a walker to walk and designs seating adaptations which might reduce Derrick's fatigue and improve his posture. The speech-language pathologist helps Derrick improve his articulation and use of augmentative communication devices and improve his communication skills for socialization and play. The special education teacher helps design modifications to Derrick's academic program and coordinates services of the other providers.

To address Derrick's social difficulties, the four specialized providers on his IEP team should collaborate to develop play activities within his motor and communication abilities. The occupation therapist and the physical therapist might suggest adapted versions of activities such as playing a computer game or tossing a beanbag. The speech language pathologist and the special education teacher would be able to suggest realistic communication alternatives, including programming Derrick's communication board. Another strategy would be to place Derrick in group therapy sessions with a cooperative, playful focus. These would be effective because they would provide reachable goals for Derrick and would allow him to interact with peers.

To increase the amount of time and energy Derrick spends on academic activities, the four specialized providers could reduce the number of pull-out therapy sessions that Derrick receives. Some sessions could be provided jointly; for example, the occupational therapist and the speech-language pathologist could collaborate in helping Derrick work with a keyboard to express his thoughts. Support services could be integrated within regular academic activities in the classroom. These strategies would give Derrick more time for academic activities. Another strategy is to analyze factors such as seating and posture, scheduling of daily activities, the number, duration, and quality of rest periods, and Derrick's patterns of energy and fatigue to try to match the energy demands of an activity to Derrick's capacity. This would allow Derrick to budget his energy to participate in more demanding activities when he is stronger.

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: Multiple Disabilities Specialist test.

THE SCORING PROCESS

Responses to the constructed-response assignments will be rated on a four-point scoring scale (see page 2-36). 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: Multiple Disabilities 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 2-36.

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: Multiple Disabilities 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: Multiple Disabilities 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
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject-matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject-matter knowledge. • The supporting evidence is general; there are some relevant examples. • The response reflects a general understanding of the topic; some reasoning is evident.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject-matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject-matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	<p>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.</p>
B	<p>There is no response to the assignment.</p>

OVERVIEW

The score report indicates whether or not you passed the LBS II: Multiple Disabilities 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: Multiple Disabilities 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: Multiple Disabilities 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*
Test: 160 LBS II: Multiple Disabilities Specialist Your Scaled Total Test Score: 220 ← ② Your Status: Did not pass ← ①					
③	1	Stand-Alone Assignments:	222		
	1	Foundations, Characteristics, & Assessmt		++ ← ⑤	2, 3 ← ⑥
	1	Plan and Deliver Instruction		++++ ← ④	
	1	Comm., Collaboration, & Professionalism		++	1, 4
		Case Study Assignments:	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: Multiple Disabilities 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.