
ILLINOIS LICENSURE TESTING SYSTEM

**FIELD 162: LEARNING BEHAVIOR SPECIALIST II:
TRANSITION SPECIALIST**

TEST FRAMEWORK

May 2002

Copyright © 2012 by the Illinois State Board of Education

Permission is granted to make copies of this document for noncommercial use by educators.

Illinois Licensure Testing System

FIELD 162: LEARNING BEHAVIOR SPECIALIST II: TRANSITION SPECIALIST

TEST FRAMEWORK

May 2002

Subarea	Range of Objectives
I. Foundations, Characteristics, and Assessment	01–05
II. Planning and Delivering Instructional Content and Managing the Learning Environment	06–08
III. Maintaining Effective Communication, Collaboration, and Professionalism	09–12

ILLINOIS LICENSURE TESTING SYSTEM

FIELD 162: LEARNING BEHAVIOR SPECIALIST II: TRANSITION SPECIALIST

TEST FRAMEWORK

Foundations, Characteristics, and Assessment
Planning and Delivering Instructional Content and Managing the Learning Environment
Maintaining Effective Communication, Collaboration, and Professionalism

SUBAREA I—FOUNDATIONS, CHARACTERISTICS, AND ASSESSMENT

0001 Understand the effects of disabilities on the cognitive, physical, emotional, social, and communication development of an individual.

For example:

- Demonstrate knowledge of implications of student characteristics and disabilities with respect to postschool outcomes, environments, and support needs.
- Apply strategies for using knowledge of a student's cognitive, communicative, physical, cultural, social, and emotional characteristics in planning and delivering instruction and in transition planning.
- Demonstrate knowledge of school and postschool services available to specific populations of individuals with disabilities.
- Apply strategies for accessing information on exceptional conditions when planning educational or transitional programs.
- Apply guidelines for recommending referrals to appropriate specialists when more in-depth information about a child's needs is required for making educational decisions.

**FIELD 162: LEARNING BEHAVIOR SPECIALIST II:
TRANSITION SPECIALIST
TEST FRAMEWORK**

0002 Understand the philosophical and historical foundations of special education.

For example:

- Demonstrate knowledge of theoretical and applied models of transition and the history of national transition initiatives (e.g., Americans with Disabilities Act [ADA], Carl D. Perkins Act).
- Demonstrate familiarity with research on student outcomes and effective transition practices (e.g., outcome-based education, leisure and community involvement).
- Apply knowledge of how to formulate and articulate a personal philosophy of special education, including its relationship to the general curriculum and the concept of least restrictive environment.
- Analyze philosophical issues and considerations related to the continuum of placement and services within the context of least restrictive environment when considering educational recommendations for students.

0003 Understand the legal foundations of special education.

For example:

- Recognize the functions and goals of transition-related legislation in the fields of special and vocational education, rehabilitation, labor, and civil rights.
- Identify and describe the roles of federal, state, and local legislation and implications for providing transition services at the local level.
- Apply knowledge of ways to conduct professional activities of assessment and diagnosis, and provide instruction consistent with the requirements of law, rules and regulations, and local district policies and procedures (e.g., Individualized Education Program [IEP], Individualized Transition Plan [ITP]).

0004 Understand instruments and approaches used in the educational assessment process.

For example:

- Demonstrate knowledge of formal and informal career and vocational assessment approaches (e.g., portfolios, surveys, norm-referenced, alternative assessments).
- Demonstrate knowledge of formal and informal approaches for identifying students' interests and preferences related to postschool goals and educational experiences.
- Analyze issues, considerations, and limitations related to the use of a variety of socially and culturally appropriate formal and informal career, transition, and vocational assessment procedures.

**FIELD 162: LEARNING BEHAVIOR SPECIALIST II:
TRANSITION SPECIALIST
TEST FRAMEWORK**

0005 Understand the interpretation and use of assessment results to support transition planning.

For example:

- Apply strategies for interpreting the results of career and vocational assessment for individuals, families, and professionals.
- Apply procedures for matching skills and interests of the student to skills and demands required by vocational or employment settings, community residential situations, and other community participation options.
- Recognize methods for designing and implementing program evaluation procedures to assess and improve the effectiveness of transition education and services, including evaluation of students' postschool outcomes, in collaboration with individuals with disabilities and agencies.

**SUBAREA II—PLANNING AND DELIVERING INSTRUCTIONAL CONTENT AND
MANAGING THE LEARNING ENVIRONMENT**

0006 Understand procedures for designing instruction based on knowledge of the discipline, students, community, and curriculum goals.

For example:

- Identify and describe job-seeking and job retention skills identified by employers as essential for successful employment.
- Demonstrate understanding of vocational education methods and curricula (e.g., self-advocacy).
- Demonstrate familiarity with the range of postschool options within specific outcome areas.
- Demonstrate familiarity with transition planning strategies that facilitate information collection and input from appropriate participants.
- Identify a variety of outcomes and instructional options specific to the community for each postschool outcome area.

**FIELD 162: LEARNING BEHAVIOR SPECIALIST II:
TRANSITION SPECIALIST
TEST FRAMEWORK**

0007 Understand how to create instructional opportunities adapted to diverse learners.

For example:

- Apply criteria for identifying, in conjunction with the student and family, appropriate educational program planning team members.
- Apply procedures for evaluating and adapting students' educational programs with respect to measurable postschool goals and alignment of those goals with instructional activities.
- Apply strategies for monitoring student, family, and agency participation in transition planning and implementation.
- Demonstrate familiarity with procedures used to ensure the inclusion of specific transition-related goals in a student-centered educational program plan.

0008 Understand methods for creating an active and positive learning environment.

For example:

- Demonstrate familiarity with methods for providing work-based and community-based education for individuals with disabilities.
- Demonstrate familiarity with methods for linking appropriate academic content to transition-related goals.
- Apply strategies for identifying and facilitating appropriate modifications within work, residential, vocational training, and other community environments.
- Apply strategies for assessing and developing natural support systems to facilitate transition to specific postschool environments.
- Apply procedures for developing residential, work-based, and other community-based educational programs for individuals with exceptional learning needs.

**FIELD 162: LEARNING BEHAVIOR SPECIALIST II:
TRANSITION SPECIALIST
TEST FRAMEWORK**

**SUBAREA III—MAINTAINING EFFECTIVE COMMUNICATION, COLLABORATION, AND
PROFESSIONALISM**

0009 Understand socially and culturally effective communication techniques.

For example:

- Demonstrate familiarity with methods and strategies for increasing families' knowledge and skills about transition-related issues and topics, including transition-focused educational program development.
- Demonstrate knowledge of procedures and requirements for referring students to community service agencies.
- Apply strategies for involving individuals with disabilities in all levels of collaborative transition program planning and evaluation.
- Demonstrate knowledge of methods for increasing collaborative transition service delivery through interagency agreements and collaborative funding.

0010 Understand methods for fostering collaboration and supportive interaction among professionals, parents, paraprofessionals, and students.

For example:

- Apply strategies for systematically identifying family service needs related to transition outcomes and helping families connect with support networks.
- Apply strategies for involving individuals with disabilities, families, and community agencies in formulating transition-related policy.
- Recognize methods for assessing and using student support systems to facilitate the postschool transition of individuals with disabilities.

**FIELD 162: LEARNING BEHAVIOR SPECIALIST II:
TRANSITION SPECIALIST
TEST FRAMEWORK**

0011 Understand methods for developing interagency relationships to promote transitional services for students with disabilities.

For example:

- Apply methods of collaborating with and participating in transition-focused interagency coordinating bodies.
- Apply procedures for identifying future postschool service needs using transition planning documents in conjunction with relevant agencies.
- Demonstrate familiarity with procedures for providing transition-focused technical assistance and professional development in collaboration with all relevant transition stakeholders (e.g., family members, community agency personnel).
- Apply procedures for developing coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families.
- Apply strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transition services for individuals with disabilities.

0012 Understand the profession of teaching and standards for professional conduct.

For example:

- Demonstrate understanding of the scope and role of a transition specialist.
- Demonstrate understanding of the scope and role of agency personnel related to transition-focused education and services.
- Analyze issues and considerations related to the capacity and operating constraints of community organizations involved in transition-focused education services.