

Illinois Licensure Testing System

STUDY GUIDE

Learning Behavior
Specialist I (155)

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

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Illinois State Board of Education

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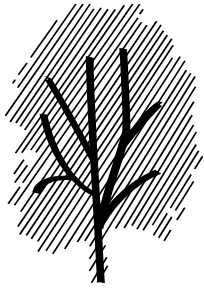
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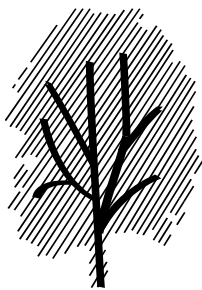
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General Information About the Illinois Licensure Testing System

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 Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which 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 the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, 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 Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ILTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

LEARNING BEHAVIOR SPECIALIST I TEST OBJECTIVES

- I. Foundations and Characteristics
- II. Assessing Students and Developing Individualized Programs
- III. Planning and Delivering Instruction
- IV. Managing the Learning Environment and Promoting Students' Social Interaction and Communication Skills
- V. Working in a Collaborative Learning Community
- VI. Professional Conduct, Leadership, and Growth

SUBAREA I—FOUNDATIONS AND CHARACTERISTICS

0001 Understand processes of human development and factors, including disability, that affect development and learning.

For example:

- Demonstrate knowledge of the similarities and differences among the cognitive, physical, sensory, cultural, social, and emotional development and needs of individuals with and without disabilities.
- Demonstrate knowledge of communication theory, language development, and the role of language, communication modes, and communication patterns in learning for individuals with and without disabilities.
- Demonstrate knowledge of typical and atypical motor development.
- Demonstrate knowledge of the effects on behavior and learning of family, community, and a child's and family's cultural and environmental milieu.

0002 Understand various types of disabilities and the characteristics of students with special needs.

For example:

- Demonstrate knowledge of major genetic and environmental etiologies of cognitive, sensory, emotional, and physical disabilities.
- Demonstrate knowledge of differential characteristics, including levels of severity and multiple disabilities, of individuals with disabilities across the age range.
- Demonstrate knowledge of basic functions of the body's systems in relation to common medical conditions and health impairments affecting individuals with disabilities.
- Demonstrate knowledge of the effects of sensory disabilities on language development and cognition, including the effects on cultural development and familial structures.
- Demonstrate knowledge of resources that provide information on exceptional conditions.

0003 Understand the significance of disabilities for human development and learning.

For example:

- Demonstrate knowledge of the effect of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical and sensory disabilities on learning.
- Demonstrate knowledge of the effect of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical and sensory disabilities on behavior.
- Recognize the uses and effects of classes of medications (e.g., stimulant, antidepressant, seizure) on individuals' educational, cognitive, physical, sensory, and emotional behaviors.
- Demonstrate knowledge of the unique effect of two or more disabilities (e.g., deaf/blind, social/emotional disorder and language disorder) on learning and behavior.

SUBAREA II—ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED PROGRAMS

0004 Understand types and characteristics of assessment instruments and methods.

For example:

- Demonstrate knowledge of the role of assessment as an educational process.
- Demonstrate knowledge of terminology used in assessment.
- Demonstrate knowledge of procedures for using assessment to identify students' learning characteristics and modes of communication, monitor student progress, and evaluate learning strategies and instructional approaches.
- Demonstrate knowledge of methods and strategies for assessing students' skills within curricular areas, including academic, social, and vocational.
- Demonstrate knowledge of ways to assess reliable methods of response in individuals who lack typical communication and performance abilities.
- Demonstrate knowledge of the strengths and limitations of various formal and informal assessment tools.
- Demonstrate knowledge of legal provisions, regulations, and guidelines regarding the assessment of individuals with disabilities.

0005 Understand procedures and criteria for implementing assessment activities that are appropriate for the individual needs of students with disabilities.

For example:

- Apply knowledge of procedures for gathering background information regarding students' academic history and methods for creating and maintaining accurate records for use in selecting, adapting, or developing appropriate assessments for students with disabilities.
- Apply knowledge of the principles and procedures for identifying students' educational priorities by developing and conducting an individualized inventory of the student's home, community, social and vocational environments, and integrated curriculum needs.
- Apply knowledge of the principles and procedures for modifying or adapting formal nationally standardized, state, and local assessments, including the Illinois Alternative Assessment.
- Apply knowledge of considerations and procedures used in assessing the extent and quality of an individual's accessibility to and progress through the general education curriculum.
- Apply knowledge of methods for adapting formal assessment devices to accommodate a student's typical mode of communication and response and of considerations for matching appropriate assessment procedures to purposes of assessment.
- Demonstrate knowledge of the influences of disabilities, culture, and language on the assessment process.

0006 Understand procedures and strategies for assessing the educational strengths and needs of students with disabilities for the purpose of designing and evaluating instruction.

For example:

- Apply knowledge of principles for interpreting information from formal and informal assessment instruments, developing individualized assessment strategies, and evaluating the results of instruction.
- Demonstrate knowledge of strategies for assessing learning environments, for designing and implementing functional assessments of individuals' behavior within those environments, and for matching necessary supports to individual learners' needs.
- Demonstrate knowledge of models of reading diagnosis that include student proficiency with print conventions, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and self-monitoring which assist in determining individual students' reading strengths and needs and independent, instructional, and frustrational reading levels.
- Apply knowledge of how to use assessment data and information from teachers, other professionals, individuals with disabilities, and parents to determine appropriate modifications in learning environments, curriculum, and instructional strategies.

0007 Understand how to interpret and communicate assessment results.

For example:

- Apply knowledge of strategies for collaborating with families and other professionals in conducting individual assessments and reporting assessment results.
- Apply knowledge of strategies for interpreting reading diagnostic information and explaining it to classroom teachers, parents, and other specialists to plan instructional programs.
- Apply knowledge of guidelines for referring students to appropriate specialists when more in-depth information about a child's needs is required for making educational decisions.

0008 Understand procedures for developing and implementing Individualized Education Programs (IEPs), Individual Family Service Plans (IFSPs), and transition plans.

For example:

- Demonstrate knowledge of issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds.
- Apply knowledge of strategies for collaborating with individuals with disabilities, parents, teachers, and other school and community personnel to develop and implement individualized plans (e.g., IEPs, IFSPs, transition plans) appropriate to the age and skill level of the student.
- Apply knowledge of the continuum of placements and services within the context of the least restrictive environment when making educational recommendations for students.
- Demonstrate knowledge of the concept of longitudinal transition plans and considerations and procedures for using knowledge of a student's cognitive, communication, physical, cultural, social, and emotional characteristics in transition planning.
- Demonstrate knowledge of methods for using the characteristics of the learner, Illinois Learning Standards, general curriculum, and adaptation strategies to develop lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.

SUBAREA III—PLANNING AND DELIVERING INSTRUCTION

0009 Understand strategies for creating learning experiences that make content meaningful to all students.

For example:

- Demonstrate knowledge of cognitive, thinking, and learning processes and how these processes can be stimulated and enhanced.
- Demonstrate knowledge of the Illinois Learning Standards and components of effective, research-supported instructional strategies and practices for teaching the scope and sequence of the Illinois Learning Standards in the academic, social, transitional, and vocational curricular domains.
- Demonstrate knowledge of ways to use a variety of explanations and multiple representations of concepts that capture key ideas and help students develop conceptual understandings.
- Apply knowledge of methods for stimulating student reflection on prior knowledge, linking new ideas to already familiar ideas and experiences, and enhancing a reinforcer's effectiveness in instruction.
- Demonstrate knowledge of procedures for facilitating learning (e.g., errorless learning, teacher-delivered instruction, prompts, discrimination learning).
- Apply knowledge of strategies for teaching study skills and the use of technology and for integrating a study-skills curriculum and the use of technology into the delivery of academic instruction.

0010 Understand the principles of instructional design and planning for students with disabilities.

For example:

- Apply knowledge of guidelines for the evaluation, selection, development, adaptation, and use of relevant, age-appropriate instructional content, methods, materials, resources, technologies, and strategies that respond to the context of the general curriculum and to developmental, cultural, linguistic, gender, and learning style differences.
- Apply knowledge of principles for designing, implementing, and evaluating instructional programs that promote successful transitions for individuals with disabilities; prepare them to live harmoniously and productively in a diverse world; and enhance their social participation in family, school, and community activities.
- Demonstrate knowledge of short- and long-range plans that are consistent with curriculum goals, learner diversity, and learning theory.
- Apply knowledge of strategies for integrating in the least restrictive environment academic instruction, affective education, and behavior management for individual learners and groups of learners and for facilitating the maintenance and generalization of skills across learning environments.
- Demonstrate knowledge of issues, resources, and techniques for using instructional time effectively and efficiently while facilitating the integration of related services into the instructional program.
- Demonstrate familiarity with the principle of partial participation as it applies to students with disabilities and its use in planning instruction for all students.
- Demonstrate knowledge of the integration of students with disabilities into and out of specialized settings (e.g., psychiatric hospitals, residential treatment centers).

0011 Understand strategies and techniques used to support the development of communication, social competency, and life skills for students with disabilities.

For example:

- Apply knowledge of effective instructional strategies that assist individuals with disabilities in developing and self-monitoring academic and social skills; self-awareness, self-control, self-reliance, self-esteem, self-determination; and the ability to manage their own behavior.
- Apply knowledge of effective instructional strategies and behavioral interventions designed to create learning experiences and to facilitate the acquisition and development of social skills.
- Apply knowledge of instruction of language arts or math skills for developing curricula and instructional programs relevant to life-skill domains (i.e., domestic, recreational/leisure, vocational, and community).
- Apply knowledge of strategies for increasing communication use, spontaneity, and generalization and for creating varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication.
- Demonstrate knowledge of systematic instructional programs for teaching self-care skills and for facilitating mobility, including head and trunk control, sitting, crawling, standing, walking, and wheelchair use.
- Demonstrate knowledge of the essential components of a social-skills curriculum.

0012 Understand principles and methods involved in individualizing instruction for students with disabilities.

For example:

- Apply knowledge of principles and strategies for planning, organizing, and implementing in the least restrictive environment educational programs appropriate to the cognitive, linguistic, and physical needs of individuals with disabilities.
- Apply knowledge of methods for developing longitudinal, outcome-based curricula for individual students, prioritizing skills, choosing chronologically age-appropriate materials, emphasizing functionality, using instruction in natural settings, and promoting interactions between students with and without disabilities.
- Identify considerations and procedures for evaluating, selecting, developing, and adapting instructional strategies, curricular materials, and technologies that are developmentally and functionally valid, based on an individual's age, skill level, and cognitive, communication, physical, cultural, social, and emotional characteristics.
- Demonstrate knowledge of the effects of second-language acquisition on communication patterns of individuals with disabilities.
- Demonstrate knowledge of cultural perspectives related to effective instruction for students with disabilities.
- Apply knowledge of methods for analyzing individual and group performance to design instruction and for adapting materials to meet learners' current needs in the cognitive, social, emotional, and physical domains at the appropriate level of development in the least restrictive environment.

0013 Understand the scope, sequence, and concepts of the general education program.

For example:

- Demonstrate familiarity with the scope, sequence, practices, and curricular materials used in general education.
- Apply knowledge of methods for evaluating general curricula to determine the scope and sequence of the academic content areas of language arts and math.
- Demonstrate knowledge of the use and adjustment of appropriate language intervention strategies across age and skill levels.
- Demonstrate knowledge of the concepts of reading and language arts and the importance of teaching emerging literacy skills (e.g., concepts of print, phonemic awareness, fluency).
- Demonstrate knowledge of the differences between reading skills and strategies, the role each plays in reading development, and reading intervention strategies and support systems for meeting the needs of diverse learners across age and skill levels.
- Demonstrate knowledge of the concepts of mathematics (e.g., numeration, geometry, measurement, statistics/probability, problem solving, algebra).
- Demonstrate knowledge of career education and vocational/technical education programs.

SUBAREA IV—MANAGING THE LEARNING ENVIRONMENT AND PROMOTING STUDENTS' SOCIAL INTERACTION AND COMMUNICATION SKILLS

0014 Understand how to create a positive learning environment that promotes and supports the participation of all learners.

For example:

- Demonstrate knowledge of the effects of teacher attitudes and behaviors on all students.
- Demonstrate knowledge of the process for inventorying instructional environments to determine whether adaptations to the environment must be made to meet a student's individual needs.
- Demonstrate knowledge of common environmental barriers that hinder accessibility and learning.
- Apply knowledge of strategies for facilitating a learning community in which individual differences are respected.
- Recognize personal attitudes and biases that affect the acceptance of individuals with disabilities.
- Demonstrate knowledge of the effects cultural and gender differences can have on communication in the classroom.
- Demonstrate knowledge of universal design and its application to accommodate a diverse student population.

0015 Understand procedures for structuring and managing the learning environment.

For example:

- Demonstrate knowledge of basic classroom management theories and methods and ways in which technology can assist with creating and managing the learning environment.
- Apply knowledge of strategies and techniques for arranging and modifying the learning environment (e.g., materials, equipment, spatial arrangements, daily routines, transitions) to facilitate development, interaction, and learning according to students' needs.
- Apply knowledge of theories of individual and group motivation and behavior, and methods for monitoring and analyzing changes in behavior and performance across settings, curricular areas, and activities.
- Demonstrate knowledge of ways to identify expectations for student behavior in various settings and to select specific management techniques for individuals with disabilities.
- Apply knowledge of methods for identifying, using, and evaluating a hierarchy of appropriate reinforcers and evaluating their effectiveness for individuals with disabilities.
- Apply knowledge of correct uses of transfers (e.g., floor to sitting, sitting to floor, chair to chair) and procedures for handling and positioning and of methods for managing specialized health care needs at school (e.g., gastrostomies, ventilator-assisted breathing, blood glucose testing).
- Demonstrate knowledge of scientifically valid procedures for helping individuals achieve bowel and bladder control.

0016 Understand the development and implementation of behavior interventions for students with disabilities.

For example:

- Apply knowledge of principles for developing, implementing, and evaluating the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities.
- Apply knowledge of principles for selecting target behaviors to be changed and conducting a functional assessment of the target behavior.
- Demonstrate knowledge of strategies for managing a range of behavior problems, decreasing self-abusive behaviors and promoting conflict resolution and strategies for crisis prevention and crisis intervention.
- Apply knowledge of appropriate, nonaversive, least intrusive management procedures that can effectively address spontaneous behavioral problems.
- Apply knowledge of appropriate ways to collaborate with other educators and parents in the use of specific academic or behavior management strategies and counseling techniques.
- Demonstrate knowledge of the relationship between communicative intent and problem behavior.

0017 Understand principles for selecting, creating, and using specialized materials, equipment, and assistive technology for individuals with disabilities.

For example:

- Apply knowledge of the guidelines involved in the selection and use of augmentative or alternative communication devices and systems (i.e., sign language, electronic devices, picture and symbol systems, language boards) for use with students with disabilities.
- Apply knowledge of sources for and uses of basic adaptive equipment and assistive technology, when applicable, to create, arrange, and maintain a positive environment that facilitates learning and interaction.
- Demonstrate knowledge of approaches to adapting environments to meet the specific learning and developmental needs of individuals.
- Demonstrate knowledge of strategies for integrating assistive and instructional technology to facilitate students' individual needs (e.g., eating, dressing, grooming, bowel and bladder control, independent living, mobility).
- Demonstrate knowledge of assistive technologies that facilitate the acquisition of academic knowledge and/or the completion of academic tasks.

SUBAREA V—WORKING IN A COLLABORATIVE LEARNING COMMUNITY

0018 Understand the role of the special education teacher in the collaborative learning community.

For example:

- Demonstrate knowledge of the collaborative and consultative roles of special educators working with parents, general educators, other professionals, and paraprofessionals to integrate individuals with disabilities into general education and community settings.
- Apply knowledge of strategies for collaborating with others and creating situations in which that collaboration will enhance student learning.
- Demonstrate knowledge of the types and importance of information generally available from family, school officials, the legal system, and community service agencies.
- Demonstrate knowledge of factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel in a culturally responsive program.
- Apply knowledge of the social, intellectual, political, and cultural influences on language use (e.g., jargon, second language).
- Demonstrate knowledge of collaborative skills and conflict-resolution strategies.

0019 Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with disabilities.

For example:

- Apply knowledge of strategies for collaborating with classroom teachers (e.g., co-teaching, teaming, co-planning), paraeducators, and other school personnel to integrate individuals with disabilities into various social and learning environments.
- Apply knowledge of considerations (e.g., privacy, confidentiality), approaches, and ethical practices for communicating with general educators, administrators, paraeducators, and other school personnel, as appropriate, about characteristics and needs of individuals with disabilities and the effects of disabilities on learning, and ways to use that knowledge to develop an effective learning climate within the school.
- Apply knowledge of strategies for coordinating activities of related service personnel to maximize instructional time for individuals with disabilities and to ensure that related services are integrated into individuals' daily activities and schedule.
- Demonstrate knowledge of techniques and strategies for training, planning, and directing activities for and monitoring, evaluating, and providing feedback to paraeducators, volunteers, and peer tutors.
- Demonstrate knowledge of roles and responsibilities of school-based medical and related service personnel in identifying, assessing, and providing services to individuals with disabilities.

0020 Understand how to promote positive school-home relationships.

For example:

- Demonstrate knowledge of typical concerns of families of individuals with disabilities, including families transitioning into and out of the special education system, and of appropriate strategies for planning and conducting collaborative conferences with families 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 collaborating with parents to integrate individuals with disabilities into various social and learning environments.
- Demonstrate knowledge of family systems theory; variations in beliefs, traditions, values, family dynamics, and family structures across cultures; and the effects of the relationships among child, family, and schooling.
- Apply knowledge of considerations (e.g., privacy, confidentiality), approaches, and ethical practices for providing parents/guardians/ surrogates with information about students with disabilities.
- Demonstrate knowledge of effective strategies and practices to facilitate good working relationships with families (e.g., regular communication, trust, respect).

0021 Understand how to encourage school-community interactions that enhance learning opportunities for students with disabilities.

For example:

- Apply knowledge of strategies for collaborating with community members to integrate individuals with disabilities into various social and learning environments.
- Demonstrate awareness of resources, strategies, networks, organizations, and unique services, including possible local, state, and federal funding agencies and financial sources for secondary aged students, that work with individuals with 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 individuals with disabilities.
- Demonstrate knowledge of the roles of schools, early childhood settings, and other agencies relative to young children and families within the larger community context.
- Apply knowledge of considerations (e.g., privacy, confidentiality), approaches, and ethical practices for providing community members with information about students with disabilities.

0022 Understand the principles and procedures for providing community-based educational experiences.

For example:

- Apply knowledge of methods and strategies for providing community-referenced instruction, identifying and prioritizing objectives for skills training within the community, and identifying available community recreational/leisure activities.
- Apply knowledge of methods for identifying vocational and community options and placements, including supported and competitive employment, appropriate to the age and skill level of an individual student.
- Apply knowledge of a variety of ways of assessing entrance-level skill requirements of a potential site for a vocational placement and matching individual needs with appropriate community placements, including supported and competitive employment models.
- Demonstrate familiarity with the rationale for career education across the preschool to post-secondary age span.

SUBAREA VI—PROFESSIONAL CONDUCT, LEADERSHIP, AND GROWTH

0023 Understand the roles of teachers as professionals and leaders.

For example:

- Demonstrate knowledge of the importance of the teacher's serving as a role model and of the ethical responsibility to advocate for the least restrictive environment and appropriate services for students.
- Apply knowledge of opportunities for and the benefits of engaging in professional activities, including participation in professional organizations, that benefit professional colleagues as well as individuals with disabilities and their families.
- Recognize the scope of the teacher's practice and the benefits of seeking additional resources and assistance, as needed, to meet the needs of individual students.
- Demonstrate knowledge of consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
- Apply knowledge of attitudes and behaviors that demonstrate a commitment to developing the highest educational and quality-of-life potential for individuals with disabilities.

0024 Understand the practices and purposes of reflection, self-evaluation, and continuing education.

For example:

- Demonstrate familiarity with the continuum of lifelong professional development activities that can help one's methods remain current regarding research-validated practice.
- Demonstrate familiarity with concepts and methods of inquiry for reflecting on one's own practice to improve instruction and guide professional growth.
- Apply knowledge of the benefits of and strategies for mentoring and self-evaluation methods for making ongoing adjustments to assessment and intervention techniques, as needed, to improve services to students.
- Apply knowledge of how to formulate and communicate a personal philosophy of special education, including its relationship to the general education curriculum and the concept of least restrictive environment.
- Demonstrate knowledge of personal and cultural biases and differences that affect one's teaching and interactions with others.

0025 Understand historical, legal, and ethical issues relevant to special education.

For example:

- Apply knowledge of techniques for promoting and maintaining a high level of integrity and exercising objective professional judgment in the practice of the profession consistent with the requirements of the law, rules and regulations, local district policies and procedures, and professional ethical standards.
- Apply knowledge of attitudes and actions that demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
- Apply knowledge of signs of emotional distress, child abuse, and neglect and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- Demonstrate understanding of historical, legal, and philosophical foundations of and historical and current issues and trends in special education.
- Demonstrate knowledge of current legislation, regulations, policies, litigation, and ethical issues (e.g., due process, assessment, behavior management, discipline, transition, supplemental services and supports, specialized health care, assistive technology) related to the provision of educational services to individuals with all types of disabilities across the age range.
- Demonstrate knowledge of the rights and responsibilities of parents, students, teachers, other professionals, and schools as they relate to an individual's learning needs and educational program.
- Demonstrate knowledge of types of student records (e.g., medical, academic, progress-monitoring data) and their appropriate use and maintenance (e.g., storage, transfer, destruction).

LEARNING BEHAVIOR SPECIALIST I PRACTICE TEST QUESTIONS

1. Which of the following factors is most frequently linked with the development of social-emotional disorders in children?
 - A. chronic physical illnesses
 - B. pressure to conform with peer-group expectations
 - C. traumatic brain injury
 - D. abuse and/or neglect by caregivers

2. Which of the following elements of conversational behavior would be most difficult for an adolescent with a language disorder?
 - A. recognizing personal space
 - B. taking turns
 - C. maintaining eye contact
 - D. asking questions

3. Of the following, the most important purpose of instructional assessment should be to:
 - A. enable teachers to be continually aware of each student's standing in relation to the rest of the class.
 - B. serve as a motivational tool to prompt students to increase their effort in the classroom.
 - C. guide teachers' decision making regarding how best to promote optimal levels of learning and achievement.
 - D. serve as a basis for the teacher's annual performance evaluation.

4. A linguistically diverse group of young students has been learning the meaning of the words *inside* and *outside*. When the teacher assesses the students' understanding of the words, which of the following modes of response would be the most equitable for the children to use?
 - A. drawing a picture of the outside of their classroom
 - B. discussing both of the words in small groups
 - C. writing a list of objects that are inside the classroom
 - D. physically demonstrating the meaning of the words

5. A general educator has referred a student for special education assessment because the student exhibits frequent off-task and disruptive behavior. The teacher suspects that the child has Attention Deficit Hyperactivity Disorder (ADHD). To determine whether the child has this condition, the prereferral intervention team must seek assessment information from:
- A. the school nurse.
 - B. the school social worker.
 - C. a physician.
 - D. a special education teacher.
6. Julia is a 14 year old with a moderate-to-severe intellectual disability. One of the long-range transition plan goals for Julia is that she will be able to work in a community setting and be paid an hourly wage. Which of the following would be an appropriate intermediate objective in helping Julia attain this goal?
- A. Julia will learn to complete a task by giving herself verbal prompts.
 - B. Julia will master reading and math skills at the fourth grade level.
 - C. Julia will be able to sort objects into three groups by shape and color.
 - D. Julia will learn to read and interpret written directions for a task.
7. Will, a high school student with Attention Deficit Hyperactivity Disorder (ADHD), is having difficulty taking notes during history lectures. To help Will improve his skills in this area, the special educator should *first* teach him how to:
- A. identify the most important information.
 - B. write notes using a system of shorthand symbols.
 - C. ask the teacher open-ended questions.
 - D. apply mnemonic devices to sets of facts.
8. When planning instruction related to career development for students with disabilities, a special education teacher should be guided by which of the following principles?
- A. Work-related learning experiences are most successful when they occur in the classroom.
 - B. Students with disabilities need fewer work-related learning experiences compared to students without disabilities.
 - C. Participation in work-related learning experiences should begin during the student's senior year of high school.
 - D. Participation in a broad range of work-related experiences helps students make appropriate career choices.

9. A special educator wants to ensure that a high school student with an intellectual disability is acquiring reading skills that will promote her ability to live independently in the community. Which of the following would be the most important question to ask *first* when considering this issue?
- A. Based on her personal preferences and future plans, what are the student's reading needs likely to be?
 - B. How likely is it that the student will ever be able to read beyond the first or second grade level?
 - C. Is the student likely to live alone, or will she probably live with someone who can provide reading assistance?
 - D. Are information sources besides written material likely to be readily available to the student?

10. In an inclusive setting, which of the following grouping patterns is most likely to result in positive learning experiences while facilitating interactions between students with and without disabilities?
- A. whole-class instruction
 - B. ability-based small groups
 - C. group drill-and-practice
 - D. cooperative learning groups

11. Twelve-year-old Gina, a student with a disability, is included in a sixth grade classroom. Gina does not have many friends, and her teacher has recently noticed Gina being teased and bullied by a small group of girls in the class. Under these circumstances, the teacher should recognize the importance of:
- A. abiding by Gina's feelings with regard to how or whether to speak to the girls doing the teasing and bullying.
 - B. ensuring that the girls doing the teasing and bullying understand that it is hurtful and must stop immediately.
 - C. giving the students involved a chance to work out their conflicts without adult intervention.
 - D. using indirect strategies, such as grouping practices, to improve the situation over time.

12. Keisha is a 14 year old who has a learning disability. Keisha has begun putting less and less effort into school, and her teachers are concerned that she may be at risk for dropping out entirely. Which of the following would likely be the most effective strategy for the special educator to suggest to Keisha's teachers?
- A. Periodically make encouraging remarks to her and praise her for any work she actually completes.
 - B. Assign her to learning groups with other at-risk students who will not outperform her and can offer moral support.
 - C. Give her assignments that are motivational and challenging and that offer opportunities for success.
 - D. Avoid giving her assignments that require the application of analytical or other higher-order thinking skills.
13. A sixth grader with special needs displays a nonaggressive, unexpected, but inappropriate behavior in class. To address the student's behavior, which of the following interventions should the teacher try *first*?
- A. acknowledging the message of the behavior (e.g., "You are having a hard time concentrating on your work.")
 - B. giving the student a short timeout within the classroom (e.g., "Please step to the back of the classroom until you have your behavior under control.")
 - C. advising the student of consequences (e.g., "Please return to your assignment so that you will not be removed from the class.")
 - D. telling the student to leave the classroom (e.g., "Please report to the office.")
14. A child with physical disabilities needs to develop head and arm control. Which of the following pieces of adaptive equipment would best help the student achieve this goal?
- A. an environmental control switch
 - B. a wedge
 - C. splints
 - D. a head pointer

15. During an Individualized Education Program (IEP) team meeting, the team members disagree about the most appropriate placement for a student with autism. Which of the following actions should the team facilitator take to help the group reach consensus?
- A. Summarize information and ask the participants questions to clarify their positions.
 - B. Select one member's recommendation and determine strategies for pursuing it.
 - C. Allow the administrator to determine appropriate placement.
 - D. Recommend that the current placement be maintained.
16. A special educator is coordinating physical and occupational therapy (P.T. and O.T.) services for a student with severe and multiple disabilities who attends some general education classes. Which of the following strategies could the special educator use most effectively to ensure that the goals of these related services are integrated into the student's daily activities?
- A. assigning a paraprofessional to work one-on-one with the student on P.T. and O.T. goals
 - B. incorporating correct positioning and use of adaptive equipment into classroom routines
 - C. scheduling the therapists to work with the student on alternating days
 - D. providing a copy of the student's therapy schedule to the student's family and all relevant school personnel
17. Which of the following actions, if taken by a special educator, would violate the privacy of a child with special needs?
- A. sending parents/guardians articles from popular magazines and professional journals that describe effective parenting techniques
 - B. giving families a list of the names and phone numbers of other families who have children who receive special education services
 - C. asking families to contribute home-made craft items to be sold at a fundraising event to benefit the school
 - D. notifying parents/guardians of proposed legislation that might adversely affect the school's special education services
18. Most typically, volunteers working as advocates for the parents/guardians of a child who may be in need of special education services are allowed to do which of the following?
- A. Provide an independent assessment of the child's educational needs.
 - B. Sign consent forms authorizing a release of information.
 - C. Make informed decisions about the child's placement and program.
 - D. Answer questions and provide advice about processes related to special education.

19. At a faculty meeting, a change in class scheduling is proposed that the special educator fears will disrupt some services for students with special needs. Which of the following would be the teacher's most appropriate response in this situation?
- A. Raise the issue during the meeting so that the unique needs of this population of students will be taken into account.
 - B. Plan to contact the parents of students who may be affected and encourage them to express their concerns to the administration.
 - C. Avoid voicing any objections until there has been enough time to assess whether a significant number of students is likely to be affected.
 - D. Speak with the school's other special education professionals after the meeting to find out if the proposal causes them similar concerns.
20. After a meeting with the parents of a student with an intellectual disability, a special educator is feeling frustrated. The teacher does not understand why the parents refuse to admit that now is the time for their child to begin developing important job-related skills. Which of the following questions should the special educator ask *first* when reflecting on this issue?
- A. How can I best help the parents understand that their attitude may undermine their child's work ethic?
 - B. Should I enlist the help of a school administrator or guidance counselor in addressing the parents' attitude?
 - C. Are my assumptions about the student's future aims and needs the same as the parents' assumptions?
 - D. Will a bit more patience and effort on my part enable me to overcome the parents' resistance?

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	D	Understand various types of disabilities and the characteristics of students with special needs.
2.	B	Understand the significance of disabilities for human development and learning.
3.	C	Understand types and characteristics of assessment instruments and methods.
4.	D	Understand procedures and criteria for implementing assessment activities that are appropriate for the individual needs of students with disabilities.
5.	C	Understand how to interpret and communicate assessment results.
6.	A	Understand procedures for developing and implementing Individualized Education Programs (IEPs), Individual Family Service Plans (IFSPs), and transition plans.
7.	A	Understand strategies for creating learning experiences that make content meaningful to all students.
8.	D	Understand the principles of instructional design and planning for students with disabilities.
9.	A	Understand strategies and techniques used to support the development of communication, social competency, and life skills for students with disabilities.
10.	D	Understand principles and methods involved in individualizing instruction for students with disabilities.
11.	B	Understand how to create a positive learning environment that promotes and supports the participation of all learners.
12.	C	Understand procedures for structuring and managing the learning environment.
13.	A	Understand the development and implementation of behavior interventions for students with disabilities.
14.	B	Understand principles for selecting, creating, and using specialized materials, equipment, and assistive technology for individuals with disabilities.
15.	A	Understand the role of the special education teacher in the collaborative learning community.
16.	B	Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with disabilities.
17.	B	Understand how to promote positive school-home relationships.
18.	D	Understand how to encourage school-community interactions that enhance learning opportunities for students with disabilities.
19.	A	Understand the roles of teachers as professionals and leaders.
20.	C	Understand the practices and purposes of reflection, self-evaluation, and continuing education.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. 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 each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

Passing Score

To pass a content-area 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 number of multiple-choice questions you answered correctly.

Subarea Scores

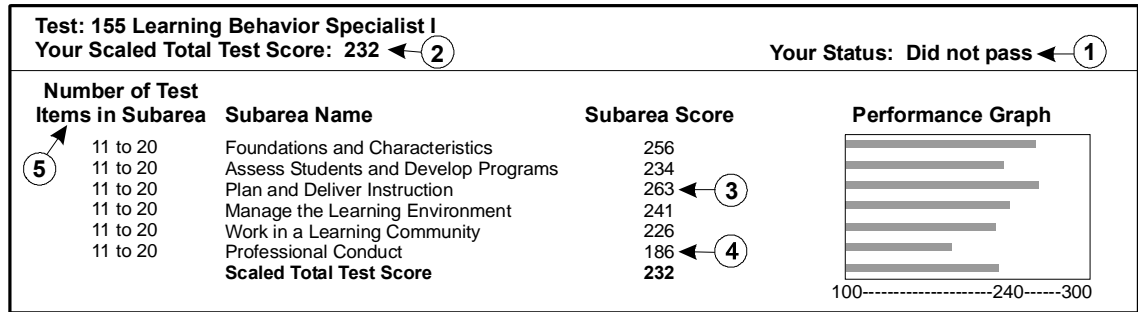
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores 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 a Learning Behavior Specialist I test score report is provided below.



According to the above sample, the examinee did not pass the Learning Behavior Specialist I test ①, because the examinee's total test score of 232 ② is below the passing score of 240.

The examinee did better on the Plan and Deliver Instruction section ③ of the test than on the Professional Conduct section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.