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**ILLINOIS LICENSURE TESTING SYSTEM**

**FIELD 155: LEARNING BEHAVIOR SPECIALIST I**  
**TEST FRAMEWORK**

**May 2002**

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**Illinois Licensure Testing System**  
**FIELD 155: LEARNING BEHAVIOR SPECIALIST I**  
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**May 2002**

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# ILLINOIS LICENSURE TESTING SYSTEM

## FIELD 155: LEARNING BEHAVIOR SPECIALIST I

### TEST FRAMEWORK

Foundations and Characteristics  
Assessing Students and Developing Individualized Programs  
Planning and Delivering Instruction  
Managing the Learning Environment and Promoting Students' Social Interaction  
and Communication Skills  
Working in a Collaborative Learning Community  
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.

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**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.

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**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.

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**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.

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**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.

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**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.



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**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.

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**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).

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.



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**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.

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**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.

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**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.

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**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.

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**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.

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**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).