
ILLINOIS LICENSURE TESTING SYSTEM

FIELD 156: LEARNING BEHAVIOR SPECIALIST II: BEHAVIOR INTERVENTION SPECIALIST

TEST FRAMEWORK

May 2002

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Subarea	Range of Objectives
I. Foundations, Characteristics, and Assessment	01–04
II. Planning and Delivering Instruction and Managing the Learning Environment	05–09
III. Communication, Collaboration, and Professionalism	10–13

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Foundations, Characteristics, and Assessment
Planning and Delivering Instruction and Managing
the Learning Environment
Communication, Collaboration, and Professionalism

SUBAREA I—FOUNDATIONS, CHARACTERISTICS, AND ASSESSMENT

0001 Understand the foundations of special education.

For example:

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

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

For example:

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

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

For example:

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

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0004 Understand interpretation and communication of assessment results.

For example:

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

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

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

For example:

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

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

For example:

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

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

For example:

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

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

For example:

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

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

For example:

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

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SUBAREA III—COMMUNICATION, COLLABORATION, AND PROFESSIONALISM

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

For example:

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

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0011 Understand strategies for promoting collaborative home-school relationships.

For example:

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

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

For example:

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

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0013 Understand reflection and the pursuit of professional growth.

For example:

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