



59 Emotional Impairment



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PART 1: General Information About the MTTC Program and Test Preparation

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 MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample 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 that follows the sample 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 sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

| Subarea | Approximate Percentage of Questions on Test |
|--|---|
| Understanding Students with Emotional Impairments | 28% |
| Assessing Students with Emotional Impairments and Developing Individualized Programs | 27% |
| Promoting Development and Learning in Students with Emotional Impairments | 30% |
| Working in the Professional Environment | 15% |

UNDERSTANDING STUDENTS WITH EMOTIONAL IMPAIRMENTS

Understand typical and atypical human growth and development.

Includes:

- physical, sensory, motor, cognitive, language, communication, social, and emotional growth and development of individuals from birth to adulthood
- educational implications of characteristics of various disabilities
- similarities and differences between individuals with and without disabilities in regard to growth and development

Understand major theories of educational psychology as they relate to emotional impairments.

Includes:

- theories of child and adolescent psychology and personality development
- various theoretical approaches and research-based models in the field of emotional impairments, including models that describe deviance
- basic psychiatric and educational terminology related to the identification, etiology, diagnosis, and classification of emotional impairments (e.g., resistance, phobia, anxiety, inattentiveness, opposition)

Understand factors that affect development and learning in students with emotional impairments.

Includes:

- the effects of various factors (e.g., childhood trauma, physical and emotional abuse, neglect and dependency, mental health disorders, the legal system, socioeconomic background) upon the lives and behavior of students with emotional impairments and their families
- the effects of additional disabilities upon development and learning in students with emotional impairments
- the roles families/guardians and residential environment play in the development and learning of students with emotional impairments
- the potential impact of differences in values, languages, and customs that can exist between home and school
- the uses and possible side effects of various types of medication (e.g., stimulant, antidepressant, tranquilizer) in relation to students' learning, development, and daily living

EMOTIONAL IMPAIRMENT

Understand the effects of emotional impairments on human development, learning, and transition to postsecondary/adult life roles.

Includes:

- the effects of emotional impairments on psychomotor, cognitive, social, emotional, and language and communication development
- major behavioral and social characteristics of individuals with emotional impairments
- ways in which emotional impairments influence personal productivity, academic performance, interpersonal relationships, self-control, and self-determination
- the implications of emotional impairments for aspects of an individual's life (e.g., education, career, vocation, family life, social relationships, recreation)

ASSESSING STUDENTS WITH EMOTIONAL IMPAIRMENTS AND DEVELOPING INDIVIDUALIZED PROGRAMS

Understand types and characteristics of various assessment instruments and methods.

Includes:

- basic concepts and terminology used in assessment, including specialized terminology used in the formative and summative assessment(s) of students with emotional impairments
- types, characteristics, and methods of formal and informal assessments (e.g., observations, adaptive behavior scales, ecological assessments, behavior rating scales, interviews, inventories)
- uses and limitations of various formal and informal assessment instruments and methods (e.g., achievement tests, task analyses, functional assessments, progress monitoring)

Understand procedures for conducting assessments to address the individual strengths and needs of students with emotional impairments.

Includes:

- procedures for collaborating with students, parents/guardians, general education teachers, administrators, related service providers, and others to gather background information on a student's academic, medical, family, and developmental history
- policies and procedures involved in the screening, prereferral, referral, assessment, and classification of students with emotional impairments
- procedures for collecting direct and indirect data on the academic, social, and emotional functioning of students with emotional impairments
- principles and procedures for modifying or adapting national, state, and local standardized assessments for students with emotional impairments
- uses of technology for conducting assessments of students with emotional impairments
- procedures to ensure the use of nonbiased formal and informal assessments of students from diverse backgrounds

Understand procedures for interpreting and communicating assessment results to all stakeholders.

Includes:

- the interpretation of results of formal and informal assessments of students with emotional impairments
- factors and procedures involved in diagnosing emotional impairments
- strategies for effectively communicating assessment results to all stakeholders (e.g., students with emotional impairments, their parents/guardians, general education teachers, administrators, related service providers)
- procedures for preparing assessment reports on students with emotional impairments based on behavioral-ecological information
- issues related to the definition and identification of students with emotional impairments, including factors that influence the overrepresentation of students from diverse backgrounds in programs for students with emotional impairments
- culturally responsive strategies for ensuring effective communication among stakeholders involved in the assessment process

Understand procedures for developing, implementing, monitoring, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with emotional impairments.

Includes:

- procedures for using assessment information to determine eligibility for special education and related services
- strategies and procedures for planning, organizing, scheduling, and conducting IEP team meetings
- strategies and procedures for using assessment information to make program, placement, and service delivery decisions for students with emotional impairments, including students from diverse backgrounds
- characteristics, advantages, and disadvantages of various placement options and the continuum of services for students with emotional impairments
- the concept of least restrictive environment for students with emotional impairments
- procedures for developing, implementing, evaluating, and amending IEPs, IFSPs, and transition plans in collaboration with students with emotional impairments, their parents/guardians, general education teachers, and other professionals

Understand procedures for developing, implementing, monitoring, and amending behavioral intervention plans for students with emotional impairments.

Includes:

- components of functional behavioral assessments and behavioral intervention plans and strategies for using the results of functional behavioral assessments to develop behavioral intervention plans
- strategies and procedures for developing, monitoring, implementing, evaluating, and modifying supports and behavioral intervention plans to meet the needs of students with emotional impairments
- strategies for coordinating behavioral interventions among stakeholders (e.g., students' parents/guardians, general and special education teachers, related service providers) involved in the implementation of Individualized Education Programs (IEPs)

EMOTIONAL IMPAIRMENT

Understand uses of ongoing assessment in the education of students with emotional impairments.

Includes:

- strategies for evaluating instruction and monitoring the progress of students with emotional impairments, including strategies for involving students and their parents/guardians in monitoring progress
- strategies for assessing the ongoing effectiveness of academic and behavioral interventions in a variety of contexts (e.g., classroom, lunchroom, small and large group instruction)
- strategies for making responsive adjustments to instruction based on continual observations and student performance
- strategies for using performance data and information from all stakeholders to make or suggest modifications in learning environments
- the interpretation of assessment data to evaluate students' affective, social, and cognitive progress, determine students' needs, and revise Individualized Education Programs (IEPs)

PROMOTING DEVELOPMENT AND LEARNING IN STUDENTS WITH EMOTIONAL IMPAIRMENTS

Understand strategies for planning and managing the learning environment for students with emotional impairments.

Includes:

- proactive strategies for designing and modifying learning environments (e.g., teaching methods, physical arrangement of the classroom, support services, assistive technologies) to meet the cognitive, social, emotional, and communication needs of students with emotional impairments
- classroom management strategies, including structuring and managing daily routines (e.g., transition times between lessons or classes), to optimize students' time on task and facilitate students' effective use of instructional time
- techniques for supporting students' successful integration into various program placements and for encouraging students' active participation in individual and group activities
- effects of teacher attitudes and behaviors on all students and effective strategies for establishing and maintaining rapport with all students
- uses of technology for planning and managing the teaching and learning environment for students with emotional impairments

Understand strategies for developing and implementing effective behavioral interventions for students with emotional impairments.

Includes:

- types, characteristics, strengths, and limitations of various behavioral interventions and reinforcement techniques for students with emotional impairments
- strategies for developing and implementing interventions to improve the behavior of students with emotional impairments (e.g., positive behavioral supports)
- the principle of using the least intrusive behavior-management strategy consistent with the needs of students with emotional impairments
- strategies for planning and implementing individualized reinforcement systems and environmental modifications at levels appropriate to the intensity of the behavior of students with emotional impairments
- strategies for crisis prevention and intervention

Understand principles and methods of curriculum development and instructional planning for students with emotional impairments.

Includes:

- familiarity with national, state, and local content and performance standards and the scope and sequence of general and special curricula
- strategies for prioritizing areas of the general curriculum for students with emotional impairments and for developing, sequencing, implementing, and evaluating individualized learning goals
- research-based strategies for adapting and modifying general education curricula and pedagogy for students with emotional impairments
- strategies for integrating affective, social, and life skills with academic instruction and behavior management for students with emotional impairments
- strategies for developing and selecting instructional content, materials, and resources that are responsive to students' differences (e.g., race, class, culture, religion, gender, orientation, and language)
- strategies for preparing lesson plans and creating, selecting, and organizing materials to implement daily lesson plans
- model programs that have been effective for students with emotional impairments
- sources of specialized materials for students with emotional impairments

EMOTIONAL IMPAIRMENT

Understand principles and methods of individualizing instruction for students with emotional impairments.

Includes:

- methods for selecting, adapting, and using research-based instructional strategies and materials to address the strengths and needs of individual students
- advantages and limitations of instructional strategies and practices for teaching students with emotional impairments
- strategies for integrating student-initiated learning experiences into ongoing instruction
- strategies for facilitating students' maintenance and generalization of skills across learning environments
- methods for teaching students with emotional impairments to use self-assessment, study skills, learning strategies, and other cognitive strategies to identify and meet their own needs
- strategies for incorporating instructional and assistive technology into students' educational programs and uses of assistive technology devices to increase, maintain, or improve the capabilities of students with emotional impairments

Understand strategies for promoting the communication skills and social competence of students with emotional impairments.

Includes:

- strategies and techniques to enhance students' ability to express their wants, needs, and feelings appropriately; to follow and give directions; and to organize and convey information
- strategies and techniques for working with students with emotional impairments pertaining to issues of language, race, class, culture, religion, gender, and orientation
- social skills that students with emotional impairments need to develop (e.g., working cooperatively, initiating and engaging in conversations) to be successful in educational and other environments
- appropriate expectations for the personal and social behavior of students with emotional impairments in given settings (e.g., classroom, lunchroom, workplace, community)
- strategies for enhancing students' self-awareness, self-management, self-control, self-esteem, and self-determination
- strategies for teaching students with emotional impairments problem-solving and conflict-resolution skills
- strategies for preparing students to advocate for themselves and to seek out available services in the community

Understand strategies and procedures for supporting life transitions of students with emotional impairments.

Includes:

- strategies to promote life skills for taking care of self and others
- strategies for fostering students' understanding of the responsibilities associated with human sexuality, family life, and parenting
- techniques for developing students' citizenship skills and participation in civic, leisure, and recreational activities
- strategies for promoting students' career awareness and for enhancing students' work-related skills and access to employment experiences, resources, and opportunities
- strategies and procedures to promote successful transitions in school, between schools, from school to community and work, and between service options or agencies for students with emotional impairments in various life situations (e.g., hospitalization, foster care, juvenile justice, mental health facilities)
- resources, services, networks, and organizations for students with emotional impairments

WORKING IN THE PROFESSIONAL ENVIRONMENT**Understand strategies for communicating and collaborating with students with emotional impairments and their parents/guardians to help students achieve desired learning outcomes.**

Includes:

- family systems and the roles families play in the educational process
- concerns of parents/guardians of students with emotional impairments and effective strategies for addressing such concerns
- resources (e.g., parent/guardian education programs, behavioral management guides) that address severe behavioral problems and facilitate communication between students with emotional impairments and their parents/guardians
- strategies for teaching parents/guardians of students with emotional impairments to use appropriate behavior management and counseling techniques
- strategies for planning and conducting collaborative conferences with students with emotional impairments and their parents/guardians
- strategies for helping students with emotional impairments and their parents/guardians become active participants on the educational team (e.g., during the evaluation and assessment process, during the development and implementation of individualized programs)
- culturally responsive strategies for ensuring effective communication and collaboration between the parents/guardians of students with emotional impairments and service providers in educational, public, and private agencies
- the potential impact of differences in values, languages, and customs that can exist between home and school

EMOTIONAL IMPAIRMENT

Understand strategies for establishing partnerships with other school personnel and community agencies to enhance learning opportunities for students with emotional impairments.

Includes:

- the roles and responsibilities of various school personnel (e.g., teachers, administrators, other related service personnel) in providing a comprehensive educational program
- strategies for communicating, consulting, and collaborating (e.g., co-planning, co-teaching) with teachers and other service providers about instructional methods, technology, and accommodations
- the roles and responsibilities of the teacher of students with emotional impairments in regard to seeking assistance from and collaborating with other professionals to support student learning
- strategies and procedures for supervising and working with teachers' aides, volunteers, and paraprofessionals
- types and characteristics of agencies, networks, and organizations for students with emotional impairments and their families and strategies for working effectively with representatives of such entities to secure assessment, counseling, educational, advocacy, and transitional services

Understand the historical, social, and legal foundations of education for students with emotional impairments.

Includes:

- historical and philosophical foundations of special education and the field of emotional impairments
- policy issues regarding emotional impairments that affect identification; service delivery; outcomes; placement; and academic, affective, and behavioral interventions
- the rights and responsibilities of stakeholders (e.g., students, parents/guardians, teachers, other professionals, schools) in regard to the education of students with emotional impairments
- familiarity with the legal, judicial, and educational systems serving students with emotional impairments
- legal standards and issues in the education of students with emotional impairments (e.g., procedural safeguards; manifestation determination; discipline; eligibility; due process; referral, assessment, and placement policies and procedures)
- federal and state statutes, regulations, rules, and guidelines relevant to the education of students with emotional impairments

Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with emotional impairments.

Includes:

- resources (e.g., professional organizations and journals, online resources) to enhance one's professional knowledge (e.g., current research-validated practices, knowledge of philosophies and skills related to the education of students with emotional impairments) and engage in lifelong professional growth and development
- strategies for engaging in reflection and self-assessment activities for the purposes of identifying one's cultural biases and differences, improving instruction, and guiding professional growth
- the importance of upholding high standards of professional competence and integrity when conducting instructional and other professional activities, including complying with all applicable laws, policies, and procedures (e.g., related to evaluation requirements, mandated reporting, and behavior management)
- following legal and ethical guidelines for maintaining confidentiality when creating, maintaining, releasing, and transferring records regarding students with emotional impairments
- strategies for advocating effectively for students with emotional impairments, their families, and the special education program in general

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following students most likely has an emotional impairment characterized by phobias?
 - A. A 14-year-old female has dropped out of several after-school activities she once enjoyed, and she seems persistently sad.
 - B. An 11-year-old male often stays home from school with stomach-aches because he is afraid he will be called on during class and embarrass himself.
 - C. A six-year-old female often steals lunch money and school supplies from classmates, and she is frequently noncompliant with teacher requests.
 - D. A nine-year-old male always makes sure that the items on his school desk are arranged in a particular order before he can begin working on assignments.
2. Which of the following evaluation methods would be most helpful for a teacher of students with emotional impairments to use in planning instruction and monitoring progress?
 - A. annual state-mandated test results
 - B. functional behavioral assessments (FBAs)
 - C. individual standardized intelligence test results
 - D. curriculum-based assessments
3. Ms. Robinson is a teacher of students with emotional impairments who works with high school students in a resource room. The students' ages range from 14 to 18, and they have varying academic abilities. Ms. Robinson has assigned each student a time, twice a week, to take an individual computerized test in math skills. This activity is likely to be most useful to Ms. Robinson for which of the following purposes?
 - A. monitoring each student's progress over time
 - B. reinforcing students' abilities to sustain attention
 - C. assigning each student's grades for the marking period
 - D. assessing the effectiveness of students' technological skills

EMOTIONAL IMPAIRMENT

4. According to research, which of the following factors contributes most toward the overrepresentation of students from diverse backgrounds in programs for students with emotional impairments?
 - A. Behavioral and cognitive styles are often misinterpreted by educational professionals.
 - B. Not enough background information is available on students' academic and developmental histories.
 - C. There is a lack of early intervention services.
 - D. More time is needed to allow for students' assimilation into the school environment.
5. A multidisciplinary evaluation team (MET) has recommended that a fifth grader is eligible for special education services because of an emotional impairment. The student's assessment information most likely indicated which of the following?
 - A. academic difficulties not attributable to methods of instruction and progress monitoring
 - B. discrepancies between cognitive functioning and academic performance
 - C. academic difficulties not attributable to intellectual, sensory, or medical factors
 - D. discrepancies regarding behavior in school, at home, and in the community
6. Lakisha is a second grader who recently qualified for special education services with an emotional impairment. Following her evaluation, an Individualized Education Program (IEP) and behavioral intervention plan were developed. Lakisha is placed in a resource room for academic instruction in collaboration with the teacher of students with emotional impairments, participates in general education nonacademic activities with paraprofessional support, and receives small-group counseling with the school social worker. Which of the following would be the most effective way for the IEP team to determine whether they need to make ongoing modifications to Lakisha's learning environment?
 - A. measuring baseline data of targeted behaviors against data collected by teachers after the implementation of services
 - B. comparing grades from classroom tests, quizzes, and homework assignments before and after services are implemented
 - C. measuring targeted behaviors using an adaptive behavior rating scale filled out by teachers following implementation of services
 - D. comparing the initial assessment results with the results of a standardized achievement screening test given after services are implemented

7. Use the information below to answer the question that follows.

Lydia is a sixth-grade student with an emotional impairment who attends a general education class with resource room support. Lydia presents as a very anxious student who exhibits extreme perfectionism. Although her scores on formal evaluations of reading and math are in the above-average range, she struggles to complete assignments because she reviews her work repeatedly for errors. Even though she is a prolific writer of stories at home, at school she is barely able to write half a page, and the writing assignments she turns in are always incomplete and full of erasures.

Which of the following would likely be the best strategy for helping Lydia work productively on writing assignments at school?

- A. providing her with a timer to motivate her to keep moving ahead as she works on writing assignments
- B. permitting her to do writing assignments in an environment in which she feels relaxed and comfortable (e.g., school library, beanbag chair)
- C. designing individualized writing assignments that she will be able to complete with a minimum of effort
- D. providing her with a self-selected reward (e.g., free time, reading a chapter in a favorite book) when she has completed a writing assignment

EMOTIONAL IMPAIRMENT

8. Which of the following is a major policy issue related to the education of students with emotional impairments?

- A. A significant decrease in the prevalence of emotional impairments is threatening federal and state funding of programs that address this disability.
- B. Dropout rates for students with emotional impairments are among the highest across disability categories.
- C. Public funding is being used to support popular educational interventions for emotional impairments that lack adequate research.
- D. Increasing public pressure to identify students with emotional impairments has caused an upsurge in special education referrals.

Use the information below to answer the six questions that follow.

Lester is a second-grade student with an emotional impairment that manifests in rigid and repetitive behaviors, obsessions, and aggressiveness toward peers. He has a coexisting neurological disorder (Tourette syndrome), symptoms of which include motor and vocal tics (e.g., facial grimacing, involuntarily shouting out obscenities). He also exhibits attentional deficits. Lester takes an antidepressant medication to decrease the intensity and frequency of his tics, stabilize his mood, and reduce his obsessive thought patterns and compulsive behaviors.

A multidisciplinary evaluation team (MET) recommended Lester as eligible for special education services at the beginning of second grade. He was placed in a general education classroom with pullout services and in-class support from a part-time paraprofessional. Intelligence testing indicated cognitive functioning in the average range. Achievement testing showed strengths in phonics and basic reading skills and weakness in math calculation. It is now late spring of his second-grade year, and Lester's Individualized Education Program (IEP) team is conducting the annual review of his IEP. Team members include the general education teacher, the teacher of students with emotional impairments, Lester's parents, a school counselor, a school psychologist, and a school administrator.

Excerpts from Lester's School Records:

Adaptive Behavior:

Lester's repetitive and rigid behaviors are time consuming and interfere with both his social and academic functioning. For Lester, certain things must always be done in exactly the same way. For example, when walking up or down the school stairway, Lester steps on the checkerboard squares of the floor in a specific pattern. If the pattern is disrupted, he goes back to the beginning and starts over. He also engages in repetitive behaviors (e.g., flicking the lights off and on 22 times when he enters the classroom). He becomes anxious if made to stop. When Lester gets anxious, his grimacing and shouting-out behaviors increase in frequency and intensity, and he becomes increasingly noncompliant. Lester's strengths include likeability among adults, a good sense of humor and enjoyment of sarcasm, a desire to please, and a love of reading.

Social Behavior:

Lester is aggressive toward his peers; he hits them and grabs things from them. He once picked a student up out of a chair that he (Lester) wanted to sit in. He has trouble with sharing and taking turns. Lester requires especially close supervision during less structured times, such as recess and lunch. Lester is generally avoided by his peers.

Academic Functioning:

Lester has trouble following oral directions and focusing on his work. In math, calculation makes Lester very anxious because of his frequent errors, often leading to grimacing, shouting out, and off-task behaviors. Lester takes great pride in his reading. He is especially motivated by setting concrete goals (e.g., reading a given number of stories in a week) that allow him to measure his own success.

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9. When Lester was first determined eligible for special education services, his parents were surprised and distressed. They had felt that Lester was merely an unusually active child. They eventually agreed to his IEP, but they have never been very communicative with the school, despite repeated outreach efforts by Lester's IEP team. His parents have commented more than once that the IEP was not their idea and that Lester's progress is the school's responsibility. Which of the following best explains why educators should continue to encourage the parents' increased involvement in Lester's schooling?

A. Lester's parents are the people who know him best and are therefore in a position to offer unique insights that will help his teachers meet his needs.

B. Lester's parents are the experts regarding instructional strategies for him because they are the people who have seen him develop since birth.

C. Lester's parents are his legal guardians and are thus the people whose consent must be obtained in regard to his educational programming.

D. Lester's parents are the people most likely to be able to persuade him to modify his more extreme behaviors because they are the adults closest to him.

10. During the IEP meeting, the team discusses how best to foster Lester's integration into the third-grade classroom environment. Which of the following would likely be the best strategy the third-grade teacher could use to promote this integration at the beginning of the school year?

A. conducting a class meeting devoted to explaining behavior rules and the consequences of noncompliance

B. organizing the students' desks in clusters of four to help ensure that Lester does not become isolated

C. positioning herself near Lester throughout the day in order to intervene immediately if conflicts arise

D. after obtaining parental permission, educating the class about the symptoms and behaviors associated with Lester's condition

11. To address Lester's difficulty attending to his work, his time on task will be charted during morning work time. For every 10 minutes that Lester remains attentive to his work, he will receive a star. If he earns four out of six stars before snack time, he may exchange the stars for a reward of his choice. Which of the following would typically be the *next* step?

- A. increasing the number of stars that Lester must earn to obtain a reward
- B. having Lester monitor his own behavior and award himself stars
- C. lengthening the number of minutes needed for Lester to earn a star
- D. intensifying the value of the reward Lester may earn with his stars

12. The team discusses how to reduce Lester's level of anxiety when the teacher assigns students to do calculation problems at their desks. Which of the following strategies would likely be most effective for this purpose?

- A. giving Lester alternative assignments in mathematical problem-solving that involve little or no calculation
- B. reducing the length of time that Lester must work on the problems and letting him read for the rest of the period
- C. having Lester work on the calculations with a peer buddy who is proficient in the skill being practiced
- D. reducing the number of problems for Lester and allowing him to check his work with a calculator

EMOTIONAL IMPAIRMENT

13. Lester's IEP team is discussing goals for him related to social skills. Which of the following goals should most likely receive the highest priority at this time?

- A. using conventions of politeness, such as saying *please* and *thank you*
- B. refraining from repetitive or ritualistic behaviors in public settings
- C. eliminating the use of sarcasm in his interactions with other people
- D. using verbal rather than physical means to communicate with his peers

14. The team wants to develop a response for supporting Lester at times when he is feeling extremely anxious and/or his tics are becoming unusually severe. Which of the following would likely be the best plan for addressing this need?

- A. establishing a safe, supervised area where Lester can choose to go at such times
- B. ensuring that a paraprofessional is on call to remove Lester from the classroom at such times
- C. arranging with Lester's parents to come to school and pick him up at such times
- D. exempting Lester from the assignment that is causing the anxiety

Use the information below to answer the six questions that follow.

Keith is a 13-year-old eighth grader who has an emotional impairment. He has been in the custody of the Department of Human Services (DHS) since reports of suspected physical abuse by his parents were substantiated. Keith lives in foster care and receives community mental health services for emotional and behavioral issues. School has been difficult for Keith academically, behaviorally, and socially. Since fourth grade, Keith has had an Individualized Education Program (IEP) and behavioral intervention plan to address learning, behavior, and social skills.

Over the past summer, Keith moved into his fifth foster home and was enrolled in the local middle school. He attends Ms. Ali's self-contained classroom for students with emotional impairments. At the beginning of the school year Keith was superficially charming and cooperating, winning the attention of peers and staff alike. After less than a month in eighth grade, Keith is now exhibiting new and disturbing behaviors. For example, he has been caught stealing items from classmates' backpacks and lockers. Ms. Ali found Keith stealing money from her handbag, which had been locked in her desk. Keith denies both incidents. When Ms. Ali spoke with Ms. Noonan, Keith's foster mother, about these incidents, Ms. Noonan reported behavior of even greater concern to her—Keith was found abusing the family cat and attempting to start a fire in the bathroom. At school, Keith's classmates have been teasing him, and he has responded with increased physical aggression (e.g., punching, hitting).

A functional behavioral assessment (FBA) was conducted to determine the cause of Keith's physical aggression. Ms. Ali has called an emergency IEP team meeting to discuss these recent new behaviors and determine the best course of action. The team consists of Keith, Ms. Ali, Ms. Noonan, a general education teacher, the school social worker, the school psychologist, a school administrator, and Keith's caseworker with the DHS. Ms. Ali begins the meeting with an overview of Keith's family and school history.

Family History:

Very little is known about Keith's family of origin. He has two sisters, ages 9 and 11. The children have all been in the custody of DHS for about five years. They were physically abused by their parents, with whom they no longer have any contact. Keith currently lives in his fifth foster home placement with Ms. Noonan.

School History:

In Keith's early elementary school years, he often came to school late and tired, looking as if he had just woken up. He struggled to acquire basic academic skills in reading, writing, and math. In second grade, Keith began receiving Title I services for reading. Third grade was a turning point for Keith. His behavior became more externalized (e.g., pushing and shoving peers, swearing at adults, noncompliance, irritable), which interfered further with his school performance. Keith often refused to read, write, or do math assignments, saying loudly, "I told you, I hate math!" Various behavioral interventions and classroom management strategies were tried without success. As Keith started fourth grade, he was evaluated by a multidisciplinary evaluation team (MET). The IEP team determined Keith eligible for special education services due to an emotional impairment. Test results suggested his cognitive abilities were in the average range, and yet his academic abilities fell nearly three years below grade level. An IEP and behavioral intervention plan were implemented, and Keith was placed in a self-contained classroom for students with emotional impairments.

The school psychologist interviewed Keith two days before the emergency IEP team meeting. An excerpt of this interview follows.

Excerpt from Keith's Interview with the School Psychologist:

School Psychologist (SP): "Hi, Keith! I'm Mr. Kline the school psychologist. How are you today?"

Keith (K): "Good morning Mr. Kline, it is really nice to meet you [shakes hands]. I know who you are . . . I've seen you around school."

SP: "Keith, tell me why you think we're getting together today."

K: "I don't have a clue. I'm just glad to be out of that class."

SP: "Tell me more about that Keith . . . Why is it you're glad to be out of Ms. Ali's class?"

K: "It's boring, . . . a total waste of my time."

SP: "Well then, tell me about the things you like to do in school."

K: "Nothin', . . . school's boring, I just told you."

SP: "Then tell me what interests you have outside of school. What do you and your friends like to do?"

K: "Friends? I don't have any friends. I do like playing with Ms. Noonan's cat though. Yeah, I take really good care of that cat."

15. According to Abraham Maslow's psychological theory, which of the following best explains why Keith has been stealing?

- A. Keith was unable to achieve balance among his needs (e.g., sense of belonging and competence).
- B. Keith did not have ample opportunity as a child to learn how to make choices.
- C. Keith did not have his basic needs met as a young child (e.g., safety and security).
- D. Keith was unable to maximize his learning potential to achieve academic success.

16. Which of the following is the strongest indicator that Keith has been physically abused as a young child?

- A. learning difficulties in reading and writing
- B. disrespecting adult authority figures
- C. using superficial charm to obtain the trust of others
- D. mistreating the foster family's cat without remorse

17. As a student like Keith enters adolescence, his history of physically aggressive behavior most commonly results in the student's:

- A. attending a vocational program rather than a college preparatory program.
- B. developing a mood disorder.
- C. becoming more easily distracted.
- D. dropping out of high school before graduation.

18. Keith's emotional impairment most likely makes it difficult for Keith to develop interpersonal relationships due to his:

- A. inability to empathize with others.
- B. inflated expectations of others.
- C. sense of learned helplessness.
- D. limited need for belonging.

19. Keith refuses to attempt reading or writing assignments, and he demonstrates significant academic skill deficits in both of these areas. Which of the following strategies should Ms. Ali try *first* in attempting to engage Keith in reading and writing activities?

- A. lowering her expectations of Keith regarding reading and writing instruction
- B. providing explicit and direct instruction in reading and writing at Keith's ability level
- C. eliminating reading and writing from Keith's schedule until his behavior is more stable
- D. increasing Keith's special education support with a one-to-one paraprofessional during reading and writing instruction

20. Which of the following procedures would be the best strategy for Ms. Ali to recommend to the team for the purpose of addressing Keith's physically aggressive behavior toward classmates?

- A. Amend Keith's behavioral intervention plan to address the results of the FBA.
- B. Conduct a manifestation determination to suspend Keith from school.
- C. Reconsider Keith's foster home placement.
- D. Report Keith to the police department for fighting in school.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

| Item Number | Correct Response | Objective |
|-------------|------------------|---|
| 1. | B | Understand major theories of educational psychology as they relate to emotional impairments. |
| 2. | D | Understand types and characteristics of various assessment instruments and methods. |
| 3. | A | Understand procedures for conducting assessments to address the individual strengths and needs of students with emotional impairments. |
| 4. | A | Understand procedures for interpreting and communicating assessment results to all stakeholders. |
| 5. | C | Understand procedures for developing, implementing, monitoring, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with emotional impairments. |
| 6. | A | Understand uses of ongoing assessment in the education of students with emotional impairments. |
| 7. | B | Understand strategies for planning and managing the learning environment for students with emotional impairments. |
| 8. | B | Understand the historical, social, and legal foundations of education for students with emotional impairments. |
| 9. | A | Understand factors that affect development and learning in students with emotional impairments. |
| 10. | D | Understand strategies for planning and managing the learning environment for students with emotional impairments. |
| 11. | C | Understand strategies for developing and implementing effective behavioral interventions for students with emotional impairments. |
| 12. | D | Understand principles and methods of individualizing instruction for students with emotional impairments. |
| 13. | D | Understand strategies for promoting the communication skills and social competence of students with emotional impairments. |
| 14. | A | Understand strategies for establishing partnerships with other school personnel and community agencies to enhance learning opportunities for students with emotional impairments. |
| 15. | C | Understand major theories of educational psychology as they relate to emotional impairments. |
| 16. | D | Understand factors that affect development and learning in students with emotional impairments. |
| 17. | D | Understand the effects of emotional impairments on human development, learning, and transition to postsecondary/adult life roles. |
| 18. | A | Understand the effects of emotional impairments on human development, learning, and transition to postsecondary/adult life roles. |
| 19. | B | Understand principles and methods of curriculum development and instructional planning for students with emotional impairments. |
| 20. | A | Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with emotional impairments. |