

# **MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)**

## **TEST OBJECTIVES FIELD 058: PHYSICAL OR OTHER HEALTH IMPAIRMENT**

<b>Subarea</b>	<b>Range of Objectives</b>	<b>Approximate Test Weighting</b>
I. Understanding Students with Physical or Other Health Impairments	001–005	25%
II. Assessing Students with Physical or Other Health Impairments and Developing Individualized Programs	006–010	25%
III. Promoting Development and Learning in Students with Physical or Other Health Impairments	011–016	30%
IV. Working in the Professional Environment	017–020	20%

# **MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)**

## **TEST OBJECTIVES** **FIELD 058: PHYSICAL OR OTHER HEALTH IMPAIRMENT**

### **I. UNDERSTANDING STUDENTS WITH PHYSICAL OR OTHER HEALTH IMPAIRMENTS**

#### **001 Understand typical and atypical human growth and development.**

Includes:

- physical, motor, cognitive, language, communication, sensory, social, and emotional growth and development of individuals from birth to adulthood
- educational implications of various impairments, including autism spectrum disorder, cognitive impairment, learning disabilities, emotional impairment, hearing impairment, visual impairment, speech and language impairment, and early childhood developmental delay
- similarities and differences between individuals with and without disabilities in regard to growth and development
- effects of cultural, linguistic, and family differences on growth and development

#### **002 Understand characteristics of physical impairments.**

Includes:

- medical terminology (e.g., spasticity, dysphagia, hydrocephalus) related to physical impairments
- etiology, types, and characteristics of physical impairments (e.g., cerebral palsy, spina bifida, muscular dystrophy, congenital or acquired limb deficiencies)
- familiarity with types of specialized health-care interventions (e.g., feeding, suctioning, catheterization) typically used in educational settings for students with physical impairments
- familiarity with types of adaptive and assistive equipment (e.g., prosthetics, mobility devices, lifts)

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**003 Understand characteristics of other health impairments.**

Includes:

- medical terminology (e.g., hypoglycemia, hyperglycemia, various types of seizures) related to other health impairments
- etiology, types, and characteristics of other health impairments (e.g., asthma, diabetes, epilepsy, hemophilia, lead poisoning, leukemia)
- familiarity with types of specialized health-care interventions (e.g., monitoring blood sugar, using an inhaler) typically used in educational settings for students with other health impairments
- familiarity with types and transmission routes of infectious and communicable diseases and procedures for using universal precautions

**004 Understand characteristics of traumatic brain injury.**

Includes:

- medical terminology (e.g., coma, concussion, seizures) related to traumatic brain injury
- etiology, types, and characteristics of traumatic brain injury
- familiarity with types of specialized health-care and rehabilitation interventions (e.g., cognitive retraining; functional memory strategies; behavioral, organizational and physical strategies and supports) typically used in educational settings for students with traumatic brain injury

**005 Understand the effects of physical or other health impairments and multiple impairments on human development, learning, and postsecondary/adult life roles.**

Includes:

- effects of physical or other health impairments and multiple impairments on motor, cognitive, language, communication, sensory, social, and emotional growth and development
- additional health-care issues that may accompany physical or other health impairments and multiple impairments (e.g., depression, respiratory infection, difficulty swallowing) and common effects of various medications often prescribed for individuals with physical or other health impairments
- educational implications of physical or other health impairments and multiple impairments
- implications of physical or other health impairments and multiple impairments for various aspects of an individual's life (e.g., career, vocation, family life, social relationships, recreation)
- impact of individual students' academic and social abilities, attitudes, interests, and values on instruction and career development

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**II. ASSESSING STUDENTS WITH PHYSICAL OR OTHER HEALTH IMPAIRMENTS AND DEVELOPING INDIVIDUALIZED PROGRAMS**

**006 Understand types and characteristics of various assessment instruments and methods.**

Includes:

- basic concepts and terminology used in the assessment of students with physical or other health impairments
- types, characteristics, and methods of formal and informal assessments (e.g., standardized tests, observations, interviews, checklists)
- uses and limitations of various formal and informal assessment instruments and methods (e.g., functional assessments, task analyses, assistive technology assessments, achievement tests)

**007 Understand procedures for conducting assessments to address the individual strengths and needs of students with physical or other health impairments through the Evaluation Review process.**

Includes:

- procedures for collaborating with students, parents/guardians, other family members, general education teachers, medical service providers, administrators, related service/support providers, and others to gather background information regarding a student's medical, academic, family, and developmental history
- policies and procedures involved in the screening, prereferral, referral, assessment, and classification of students with physical or other health impairments
- procedures for determining reliable modes of response for students who do not use speech to communicate
- principles for modifying or providing accommodations for national, state, and local standardized assessments for students with physical or other health impairments
- uses of technology for conducting assessments of students with physical or other health impairments
- procedures to ensure the use of nonbiased formal and informal assessments of students from diverse backgrounds

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**008 Understand procedures for interpreting and communicating assessment results to all stakeholders through the Multidisciplinary Evaluation Team (MET) process.**

Includes:

- factors in and procedures for using assessment information to determine eligibility for special education and related services
- interpretation of results of formal and informal assessments to determine students' strengths and needs
- strategies for effectively communicating assessment results to all stakeholders (e.g., students with physical or other health impairments, parents/guardians, other family members, general education teachers, related service providers, administrators, paraprofessionals)
- culturally responsive strategies for ensuring effective communication among stakeholders involved in the assessment process
- interpretation of medical information

**009 Understand procedures for developing, implementing, monitoring, and amending Individualized Education Programs (IEPs) and other plans for students with physical or other health impairments.**

Includes:

- strategies and procedures for using assessment information to make program, placement, and service delivery decisions for students with physical or other health impairments
- strategies and procedures for planning, organizing, scheduling, and conducting IEP team meetings, including person-centered planning
- strategies and procedures for including students with physical or other health impairments in general education environments, with consideration for the continuum of services and supports
- procedures for developing, implementing, evaluating, and amending present level of performance statements, IEPs, transition plans, health-care plans, and technology plans in collaboration with students with physical or other health impairments, their parents/guardians, general education teachers, and other professionals
- strategies for incorporating adaptations and assistive technology into the educational program to provide students with full participation in and access to the general curriculum
- strategies and processes for enhancing student self-determination and family empowerment during the IEP planning process
- familiarity with general and alternative state assessments and grade-level content expectations for students with disabilities

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**010 Understand uses of ongoing assessment and evaluation in the education of students with physical or other health impairments.**

Includes:

- strategies for evaluating instruction and monitoring the progress of students with physical or other health impairments, including strategies for involving students, their parents/guardians, and families in monitoring progress
- various data-keeping systems used to record and evaluate the effectiveness of interventions (e.g., student progress or regression)
- strategies for making responsive accommodations/modifications to instruction based on student performance and continual observations and information from all stakeholders
- strategies for monitoring the effects of medications on individual performance

**III. PROMOTING DEVELOPMENT AND LEARNING IN STUDENTS WITH PHYSICAL OR OTHER HEALTH IMPAIRMENTS**

**011 Understand strategies for designing and modifying the learning environment to meet the needs of students with physical or other health impairments.**

Includes:

- strategies for designing and modifying learning environments (e.g., physical arrangement of the classroom, adaptive equipment, support services, assistive technologies, teaching methods) to meet the physical, health, cognitive, social, emotional, behavioral, communication, sensory, and motor needs of students with physical or other health impairments
- techniques for supporting students' successful inclusion into general education and various program placements and for encouraging students' active participation in individual and group activities
- appropriate body mechanics to ensure student and teacher safety when transferring, lifting, positioning, and seating students with physical or other health impairments
- strategies and techniques for positioning students that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation in academic and social environments

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**012 Understand strategies and procedures for managing the learning environment for students with physical or other health impairments.**

Includes:

- strategies for creating and sustaining a positive, safe, equitable, and supportive learning environment for students with physical or other health impairments, including students from diverse backgrounds and students who have communicable diseases
- classroom management strategies (e.g., structuring and managing consistent daily routines, coordinating activities of related service personnel) to maximize the amount of time students receive academic instruction and to facilitate students' effective use of instructional time
- uses of technology for managing the teaching and learning environment for students with physical or other health impairments
- strategies for using effective and varied behavior support and management techniques
- effects of teacher attitudes and behaviors on students and effective strategies for establishing and maintaining rapport with all students in the learning environment

**013 Understand principles and methods of planning and individualizing instruction for students with physical or other health impairments.**

Includes:

- familiarity with national, state, and local content and performance standards within the scope and sequence of general and special curricula aimed toward graduation
- strategies for identifying and prioritizing areas of the general curriculum for students with physical or other health impairments
- strategies for developing learning and instructional plans and for designing learning sequences and opportunities for students with physical or other health impairments to participate in general education and other educational settings and placements
- strategies for integrating affective, social, and life skills with academic curricula
- methods for selecting, adapting, and using research-based instructional strategies and materials to address the strengths and needs of individual students
- familiarity with types of adaptive equipment and assistive technology and strategies for adapting instructional materials

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**014 Understand strategies for promoting the communication skills and social competence of students with physical or other health impairments.**

Includes:

- strategies and techniques for supporting and enhancing students' verbal and nonverbal language and communication skills across environments, including the use of assistive communication resources and equipment
- strategies and techniques for promoting the communication skills of bilingual and English language learners who have physical or other health impairments
- appropriate expectations for the personal and social behavior of students with physical or other health impairments in given settings (e.g., classroom, workplace, community)
- strategies for preparing students to live harmoniously and productively in a culturally diverse world
- strategies for increasing students' self-awareness, self-management, self-advocacy, self-determination, self-control, self-reliance, and self-esteem

**015 Understand strategies for promoting students' acquisition of functional living skills.**

Includes:

- strategies for teaching students medical self-management procedures and integrating students' health-care plans into daily programming
- strategies for teaching activities of daily living
- strategies for teaching independent living skills and for fostering students' understanding of the rights and responsibilities associated with independent living
- strategies for promoting students' citizenship skills and participation in civic, leisure, and recreational activities
- strategies for facilitating students' maintenance and generalization of skills across learning environments
- strategies for teaching students how to procure and manage health-care and support providers

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**016 Understand strategies and procedures for supporting transitions of students with physical or other health impairments.**

Includes:

- strategies and procedures for promoting students' successful transitions in school, between schools, from school to community and work, and between agencies, medical providers, and support providers
- strategies for promoting students' vocational and career awareness and for enhancing students' work-related skills and access to employment experiences, resources, and opportunities
- strategies for preparing students to advocate for themselves (e.g., regarding transportation, barrier-free accessibility) and to seek out available services and supports in the community
- types and characteristics of agencies, networks, and organizations for students with physical or other health impairments

**IV. WORKING IN THE PROFESSIONAL ENVIRONMENT**

**017 Understanding strategies for communicating and collaborating with students with physical or other health impairments and their parents/guardians to help students achieve desired learning outcomes.**

Includes:

- family systems and the roles families play in the educational process
- typical concerns of parents/guardians and other family members of students with physical or other health impairments and effective strategies for addressing such concerns
- strategies for helping students and their families become active participants on the educational team
- culturally responsive strategies for ensuring effective communication and collaboration between the parents/guardians and families of students with physical or other health impairments, including students who are chronically or terminally ill, and service providers in educational, public, and private agencies

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**018 Understanding strategies for establishing partnerships with other school personnel and community agencies to enhance learning opportunities for students with physical or other health impairments.**

Includes:

- knowledge of the roles and responsibilities of various school and community-based personnel (e.g., general education teachers, medical providers, school nurses, speech-language pathologists, physical therapists, occupational therapists, social workers, paraprofessionals) in providing an integrated and inclusive service and support system and a comprehensive educational program that facilitates access and full participation for students with physical or other health impairments
- strategies for communicating, consulting, and collaborating (e.g., team problem solving, co-teaching) with general education teachers and other service/support providers about instructional methods, technology, and adaptations for students with physical or other health impairments
- knowledge of the roles and responsibilities of the teacher of students with physical or other health impairments in regard to seeking assistance from and collaborating with other professionals and families to support student learning (e.g., consultation, case management)
- strategies and procedures for training, supervising, and providing feedback to paraprofessionals and volunteers (e.g., peer supports)
- strategies for educating students and their families to advocate for and secure support services

**019 Understanding the historical, social, and legal foundations of education for students with physical or other health impairments.**

Includes:

- historical and philosophical foundations of special education and the field of physical or other health impairments
- issues in research related to physical, neurological, and other health impairments
- the rights and responsibilities of stakeholders (e.g., students, parents/guardians, other family members, teachers, other professionals, schools) regarding the education of students with physical or other health impairments
- federal and state statutes, rules, regulations, policies, and procedures relevant to the education and the provision of specialized health care for students with physical or other health impairments
- compliance, mediation, alternative dispute resolution, and due process procedures

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**020 Understanding the professional, ethical, and legal roles and responsibilities of the teacher of students with physical or other health 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 physical or other health impairments, protocols and procedures to help students participate in school and community activities) 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, guiding professional growth, and developing a personal philosophy of education
- the importance of upholding high standards of professional competence, good judgment, and integrity when conducting instructional and other professional activities, including complying with all applicable laws, rules, regulations, 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 physical or other health impairments
- strategies for advocating effectively for students with physical or other health impairments and their families to maximize students' quality-of-life potential