

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

## **TEST OBJECTIVES FIELD 059: EMOTIONAL IMPAIRMENT**

<b>Subarea</b>	<b>Range of Objectives</b>	<b>Approximate Test Weighting</b>
I. Understanding Students with Emotional Impairments	001–004	28%
II. Assessing Students with Emotional Impairments and Developing Individualized Programs	005–010	27%
III. Promoting Development and Learning in Students with Emotional Impairments	011–016	30%
IV. Working in the Professional Environment	017–020	15%

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**Effective after September 1, 2008**

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

## **TEST OBJECTIVES FIELD 059: EMOTIONAL IMPAIRMENT**

### **I. UNDERSTANDING STUDENTS WITH EMOTIONAL IMPAIRMENTS**

**001 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

**002 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)

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**003 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

**004 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)

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**II. ASSESSING STUDENTS WITH EMOTIONAL IMPAIRMENTS AND DEVELOPING INDIVIDUALIZED PROGRAMS**

**005 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)

**006 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

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**007 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

**008 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

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**009 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)

**010 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)

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**III. PROMOTING DEVELOPMENT AND LEARNING IN STUDENTS WITH EMOTIONAL IMPAIRMENTS**

**011 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

**012 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

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**013 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

**014 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

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**015 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

**016 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

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**IV. WORKING IN THE PROFESSIONAL ENVIRONMENT**

**017 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

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**018 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

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**019 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

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**020 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