

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 063: LEARNING DISABILITIES

Subarea	Range of Objectives	Approximate Test Weighting
I. Understanding Students with Learning Disabilities	001–005	22%
II. Assessing Students with Learning Disabilities and Developing Individualized Programs	006–009	17%
III. Teaching and Modifying Instruction and Curricula for Students with Learning Disabilities	010–019	44%
IV. Working in the Professional Environment	020–023	17%

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Effective After September 1, 2007

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 063: LEARNING DISABILITIES

I. UNDERSTANDING STUDENTS WITH LEARNING DISABILITIES

001 Understand the manifestations of learning disabilities across the age span.

Includes:

- cognitive, linguistic, physical, social, and emotional growth and development of individuals with learning disabilities from birth to adulthood
- effects of learning disabilities on physical, sensory, motor, cognitive, language, social, and/or emotional development and functioning
- implications of learning disabilities on aspects of an individual's life (e.g., education, career, vocation, recreation, interpersonal relationships)
- differences between learning disabilities and other types of disabilities

002 Understand factors that affect development and learning.

Includes:

- sociocultural, linguistic, and environmental factors influencing learning disabilities
- interplay between cognition and psychosocial functioning
- neurobiological and medical factors that may affect the development and learning of students with learning disabilities
- impact of comorbid or coexisting conditions on students with learning disabilities
- uses and possible side effects of various types of medication (e.g., stimulant, antidepressant, antiseizure) in relation to students' learning, development, and daily living

003 Understand types and characteristics of receptive and expressive language disorders associated with learning disabilities.

Includes:

- types, characteristics, and etiologies of receptive language and expressive language disorders
- types, characteristics, and etiologies of integrative language disorders
- implications of various types of language disorders on development and learning

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004 Understand types and characteristics of perceptual, memory, and reasoning disorders associated with learning disabilities.

Includes:

- types, characteristics, and etiologies of perceptual disorders associated with learning disabilities (e.g., related to auditory and visual discrimination, perceptual speed, and sequencing)
- types, characteristics, and etiologies of memory disorders associated with learning disabilities (e.g., difficulties in organizing, classifying, storing, retrieving, and interpreting information; difficulties with long-term, short-term, and active-working memory, with recognition, and with recall)
- types, characteristics, and etiologies of reasoning disorders associated with learning disabilities (e.g., difficulties with concept formation and problem solving; difficulties in making judgments, comparisons, calculations, and decisions; difficulties related to metacognition)
- implications of various types of perceptual, memory, and reasoning disorders on development and learning

005 Understand types and characteristics of behavioral, social, and emotional disorders associated with learning disabilities.

Includes:

- types, characteristics, and etiologies of behavioral, social, and emotional disorders associated with learning disabilities
- knowledge of disorders of attention and hyperactivity often associated with learning disabilities
- implications of various types of behavioral, social, and emotional disorders on development and learning

**TEST OBJECTIVES
FIELD 063: LEARNING DISABILITIES**

II. ASSESSING STUDENTS WITH LEARNING DISABILITIES AND DEVELOPING INDIVIDUALIZED PROGRAMS

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

Includes:

- basic concepts and terminology used in assessment, including specialized terminology used in the assessment of students with learning disabilities
- types, characteristics, and methods of formal and informal assessments (e.g., intelligence tests, behavior-rating scales, performance assessments)
- processes for creating, selecting, and evaluating assessment instruments and assessment methods
- uses and limitations of various formal and informal assessment instruments and assessment methods (e.g., intelligence tests, achievement tests, task analyses, functional assessments)

007 Understand procedures for conducting assessments to address the individual strengths and needs of students with learning disabilities.

Includes:

- procedures for collaborating with students, parents/guardians, general education teachers, related service providers, and others to gather background information on students' academic, medical, and family history
- screening, prereferral, referral, and classification procedures
- procedures for the early identification of young children who may be at risk for disabilities, including those who may have learning disabilities
- principles and procedures for modifying or adapting national, state, and local standardized assessments
- uses of assistive technology for administering assessments
- procedures for developing, selecting, adapting, and modifying various assessment instruments and strategies for students with diverse characteristics and needs (e.g., related to culture, language, nature and severity of disabilities)
- procedures to ensure the use of nonbiased formal and informal assessments, including assessments of students from culturally and linguistically diverse backgrounds

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

Includes:

- interpretation of results of informal and formal assessments of students with learning disabilities
- factors and procedures involved in diagnosing learning disabilities
- strategies for effectively communicating assessment results to stakeholders (e.g., students with learning disabilities, parents/guardians, general education teachers, administrators, related service providers)
- knowledge of culturally responsive strategies for ensuring effective communication among stakeholders involved in the assessment process

009 Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with learning disabilities.

Includes:

- procedures for using assessment information to determine eligibility for special education and related services
- strategies for using assessment information to make program, placement, and service delivery decisions for students with learning disabilities
- understanding of assessment bias and issues relative to disproportionate representation of students with learning disabilities
- knowledge of the characteristics, advantages, and disadvantages of various program and related service options
- procedures for developing, implementing, and amending comprehensive, longitudinal individualized programs (e.g., IEPs, IFSPs, transition plans) in collaboration with students with learning disabilities, parents/guardians, general education teachers, and other related service providers
- familiarity with national, state, and local content and performance standards
- strategies for developing, implementing, monitoring, and evaluating individualized goals

**TEST OBJECTIVES
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III. TEACHING AND MODIFYING INSTRUCTION AND CURRICULA FOR STUDENTS WITH LEARNING DISABILITIES

010 Understand strategies for planning and managing the learning environment for students with learning disabilities.

Includes:

- strategies for designing and modifying learning environments (e.g., teaching methods, support services, assistive technologies) to meet the physical, cognitive, socioemotional, and communication needs of students with learning disabilities
- classroom management strategies, including developing 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' integration into various program placements and for encouraging students' active participation in individual and group activities
- knowledge of the effect of teacher attitude and behavior on all students
- effective strategies for establishing and maintaining rapport with all students
- strategies for preparing students to live productively in a culturally diverse world
- uses of technology for planning and managing the learning environment for students with learning disabilities

TEST OBJECTIVES
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011 Understand principles and methods of individualizing instruction for students with learning disabilities.

Includes:

- knowledge of ways in which learning disabilities may affect students' progress in the general education curriculum
- methods for selecting, adapting, and using research-based instructional methods and materials to address the strengths and needs of students with learning disabilities
- strategies for developing and selecting instructional content, materials, and resources that are responsive to all students
- strategies for teaching students with learning disabilities how to use and maintain assistive technology
- methods for teaching learning strategies and study skills to help students with learning disabilities acquire academic content
- strategies for teaching students with learning disabilities to prepare for and take tests
- strategies for teaching students with learning disabilities how to use self-assessment, problem-solving, and other cognitive strategies to identify and meet their own needs
- strategies for facilitating students' maintenance and generalization of skills across learning environments

012 Understand strategies for promoting the receptive and oral expressive language skills of students with learning disabilities.

Includes:

- knowledge of the sequence of acquisition of receptive language skills
- strategies for developing students' ability to interpret and process verbal and nonverbal communication
- knowledge of the sequence of acquisition of expressive language skills
- strategies for promoting students' skills in phonology, morphology, semantics, syntax, pragmatics, and fluency
- strategies for promoting effective oral communication
- knowledge of augmentative and assistive communication devices
- strategies for monitoring students' progress in developing receptive language skills and oral expressive language skills

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013 Understand strategies for promoting emergent literacy skills in students with learning disabilities.

Includes:

- skills and concepts related to emergent literacy skills (e.g., phonemic awareness, concepts of print, sound-symbol relationships)
- principles of and methods for teaching prereading skills and phonological awareness to students with learning disabilities, including students who are English language learners
- research-supported practices that promote students' early reading success
- strategies for conducting ongoing assessment of students' progress in developing emergent literacy skills

014 Understand strategies for promoting reading skills in students with learning disabilities.

Includes:

- types and characteristics of reading difficulties associated with learning disabilities
- research-supported methods of teaching reading skills to students with learning disabilities
- instructional strategies for developing students' decoding, word recognition, vocabulary, fluency, and reading comprehension skills
- instructional strategies for teaching comprehension in content area reading
- strategies for using assistive technology to support students' reading
- strategies for conducting ongoing assessment of students' progress in reading

**TEST OBJECTIVES
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015 Understand strategies for promoting written expression in students with learning disabilities.

Includes:

- types and characteristics of written language difficulties associated with learning disabilities
- research-supported methods of teaching writing skills to students with learning disabilities, including students who are English language learners
- strategies for improving students' spelling, vocabulary usage, sentence structure, paragraph development, organizational skills, and composition skills
- strategies for using assistive technology to support students' writing
- strategies for conducting ongoing assessment of students' progress in writing

016 Understand strategies for promoting mathematical performance in students with learning disabilities.

Includes:

- types and characteristics of mathematical reasoning, application, and calculation difficulties associated with learning disabilities
- research-supported methods of teaching basic math skills to students with learning disabilities
- strategies for improving students' computation, reasoning, and problem-solving skills in mathematics
- strategies for using assistive technology to support students' mathematical performance
- strategies for conducting ongoing assessment of students' progress in mathematics

TEST OBJECTIVES
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017 Understand strategies for promoting the social competence of students with learning disabilities.

Includes:

- strategies for designing instructional programs to enhance students' social skills across environments
- strategies for integrating social skills development with academic curricula
- strategies for enhancing students' self-confidence, independence, self-advocacy skills, decision-making ability, and sense of responsibility and personal ownership of tasks and goals
- strategies for promoting students' ability to manage personal interactions, establish positive relationships with peers and adults, work cooperatively with peers and others, and understand expectations in various social situations

018 Understand strategies for developing and implementing effective behavioral interventions for students with learning disabilities.

Includes:

- types, characteristics, strengths, and limitations of various behavioral interventions
- strategies for developing and implementing behavioral interventions in given situations
- components of positive behavior support
- strategies for crisis prevention and intervention
- strategies for developing and implementing supports and behavioral intervention plans to meet the needs of students with learning disabilities
- strategies for coordinating behavioral interventions among stakeholders (e.g., students' parents/guardians, general education teachers, related service providers) involved in the implementation of Individualized Education Programs (IEPs)
- strategies for recognizing when behavioral intervention plans are not working and for making changes to such plans

**TEST OBJECTIVES
FIELD 063: LEARNING DISABILITIES**

019 Understand strategies for promoting the functional living skills of students with learning disabilities.

Includes:

- strategies for evaluating, selecting, and adapting instructional materials, assistive technologies, and community resources to promote functional living skills, vocational/career competence, independent and community living skills, citizenship skills, and participation in civic, leisure, and recreational activities of students with learning disabilities
- strategies for integrating life skills with academic curricula
- strategies for promoting successful transitions of students with learning disabilities (e.g., between teachers, grade levels, school, and service options)
- strategies for developing and implementing appropriate goals, activities, programs, and supports to promote students' transition into employment and/or postsecondary education

IV. WORKING IN THE PROFESSIONAL ENVIRONMENT

020 Understand strategies for communicating and collaborating with students with learning disabilities and their families to help students achieve desired learning outcomes.

Includes:

- understanding the impact of learning disabilities on family systems and the roles families play in the educational process
- strategies for helping students with learning disabilities and their parents/guardians become active participants on the educational team (e.g., during assessment, collaborative conferences, and the development and implementation of an individualized program)
- culturally responsive strategies for ensuring effective communication and collaboration among families of students with learning disabilities, school personnel, and representatives of community agencies

TEST OBJECTIVES
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021 Understand how to establish partnerships with other school personnel and community agencies to enhance learning opportunities for students with learning disabilities.

Includes:

- knowledge of the roles and responsibilities of various school personnel (e.g., general education teachers, speech and language pathologists, occupational therapists, social workers) in providing a comprehensive educational program for students with learning disabilities
- effective strategies of consultation and collaboration (e.g., co-planning, co-teaching) for working with other teachers and school staff to provide instruction for students with learning disabilities
- strategies and procedures for supervising and working with teachers' aides, volunteers, and paraprofessionals
- strategies for collaborating with general education teachers and related service providers in instructional methods, technology, and accommodations for students with learning disabilities
- types and characteristics of agencies, networks, and organizations for students with learning disabilities and their families and strategies for working effectively with representatives of such entities to secure advocacy, educational, and transitional services for students with learning disabilities

022 Understand the historical, social, and legal foundations of education for students with learning disabilities.

Includes:

- historical and philosophical foundations of special education and the field of learning disabilities
- rights and responsibilities of stakeholders (e.g., students, parents/guardians, teachers, other professionals, schools) related to the education of students with learning disabilities
- legal standards and issues in the education of students with learning disabilities (e.g., procedural safeguards; eligibility; due process; referral, assessment, and placement policies and procedures)
- legal and ethical guidelines in regard to maintaining confidentiality when communicating about students with learning disabilities

TEST OBJECTIVES
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023 Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with learning disabilities.

Includes:

- knowledge of resources (e.g., professional organizations and journals, online resources, conferences, workshops, mentors) for enhancing one's own professional knowledge (e.g., current research-validated practices, knowledge of philosophies and skills related to the education of students with learning disabilities) and engaging in lifelong professional growth and development
- knowledge of the importance of upholding high standards of competence, good judgment, 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)