

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES

FIELD 058: PHYSICALLY OR OTHERWISE HEALTH IMPAIRED

Subarea	Approximate Percentage of Questions on Test
Human Development and Students with Special Educational Needs	13%
Characteristics of Physical and Health Impairments Assessment	12%
Program Development and Instruction	50%
Professional Knowledge and Legal Issues	13%

HUMAN DEVELOPMENT AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Understand normal human development from birth to adulthood.

Includes characteristics and the sequence of physical, sensory, and motor development; characteristics and the sequence of cognitive and language development; social and emotional characteristics; and developmental issues of primary importance from birth to adulthood.

Understand normal human motor development (0–2 years).

Includes prenatal reflex patterns; and the progression of gross motor development, fine motor development, and sensorimotor integration.

Analyze the effects of physical, biological, and environmental factors on human development.

Includes the effects of physical, biological, and environmental factors on cognitive development, language development, social and emotional development, and physical and sensorimotor development.

Understand the characteristics of students with mental impairments, emotional impairments, and learning disabilities.

Includes levels and characteristics of and educational implications for students with mental impairments, students with emotional impairments, and students with specific learning disabilities.

Understand the characteristics of students with speech, language, hearing, and visual impairments.

Includes speech, language, hearing, and visual impairments and their characteristics; the causes of speech, language, hearing, and visual impairments; and the educational implications for students with speech, language, hearing, and visual impairments.

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Effective until September 1, 2009

TEST OBJECTIVES
FIELD 058: PHYSICALLY OR OTHERWISE HEALTH IMPAIRED

CHARACTERISTICS OF PHYSICAL AND HEALTH IMPAIRMENTS

Understand types and characteristics of physical impairments.

Includes types of physical impairments and their characteristics; terms related to physical impairments; the educational implications for students with physical impairments; and prenatal and postnatal causes of physical impairments.

Understand the characteristics of cerebral palsy.

Includes common handicapping conditions and health problems; terms related to cerebral palsy; the educational implications for students with cerebral palsy; and prenatal, perinatal, and postnatal causes of cerebral palsy.

Analyze the effects of cerebral palsy on human development and functioning in the community.

Includes the effects of cerebral palsy on communication and cognitive development; on social and emotional development; and on school, community, recreation, vocational, and domestic functioning.

Understand types and characteristics of health impairments.

Includes types of health impairments and their characteristics; terms related to health impairments; the educational implications for students with health impairments; and prenatal and postnatal causes of health impairments.

Analyze the effects of physical and health impairments on human development and functioning in the community.

Includes the effects of physical and health impairments on communication and cognitive development; on social and emotional development; and on school, communal, recreational, vocational, and domestic functioning.

ASSESSMENT

Understand basic principles and requirements of assessment in special education.

Includes state and federal requirements related to screening, referral, and assessment; the rights of students and parents in relation to assessment procedures; the multidisciplinary team approach to assessment in special education; and procedures for addressing and correcting violations of rights in relation to assessment.

TEST OBJECTIVES
FIELD 058: PHYSICALLY OR OTHERWISE HEALTH IMPAIRED

Understand formal assessment procedures and instruments.

Includes types, characteristics, and uses of formal assessment instruments; criteria for evaluating formal assessment instruments for use with students with physical and/or health impairments; principles and procedures for selecting and adapting formal assessment instruments; and advantages and disadvantages of formal assessment instruments for students with physical impairments.

Understand methods of informal assessment.

Includes methods, characteristics, and uses of informal assessment; principles and procedures for selecting or creating informal assessment methods; advantages and disadvantages of informal assessment methods; and methods of assessment in natural environments.

Understand the application of assessment results for the development and revision of Individualized Education Programs (IEPs).

Includes the application of data from formal and informal assessments to the development of IEPs; and the application of continuous assessment data to the development and revision of IEPs.

Apply continuous classroom assessment procedures.

Includes procedures for maintaining continuous classroom assessment; methods for using continuous classroom assessment procedures; and the interpretation of data from continuous classroom assessment methods.

PROGRAM DEVELOPMENT AND INSTRUCTION

Understand procedures involved in a comprehensive evaluation.

Includes components of a comprehensive evaluation used to determine eligibility for special education and related services; requirements and procedures for conducting a comprehensive evaluation; and the application of the multidisciplinary approach to conducting an evaluation.

Understand the development of Individualized Education Programs (IEPs) for students with physical and health impairments.

Includes members of the multidisciplinary evaluation team and the individualized educational planning committee and their roles; appropriate annual goals and short-term instructional objectives for an IEP; information that must be specified in an IEP and requirements for reviewing and revising an IEP; and the rights of students and parents in the development of an IEP.

TEST OBJECTIVES
FIELD 058: PHYSICALLY OR OTHERWISE HEALTH IMPAIRED

Understand the implementation of Individualized Education Programs (IEPs) for students with physical and health impairments.

Includes appropriate activities and curriculum components to meet given IEP objectives; procedures for evaluating progress toward IEP objectives and goals; appropriate ways of communicating with persons involved in the implementation of an IEP; and requirements for modifying and updating an IEP.

Analyze the continuum of alternative placements and programs available to students with physical and health impairments.

Includes school and community placement options for students with physical and health impairments; community-based services and their characteristics; the range of employment opportunities for students with physical and health impairments; and the advantages and disadvantages of placement options and programs within the continuum of services.

Understand the provision of ancillary and related services to students with physical and health impairments.

Includes the roles of ancillary and related service personnel, and para-professionals who may be involved in educational programs for children with physical and health impairments; integrated approaches for the provision of ancillary and related services; and local, state, and federal support services available to students with physical and health impairments.

Understand the implementation of least restrictive environment for students with physical and health impairments.

Includes areas where interactions with non-handicapped peers can take place; appropriate activities for developing and implementing appropriate goals and activities with non-handicapped students; and the determination of a student's least restrictive educational environment.

Apply instructional principles and procedures for students with physical and health impairments.

Includes appropriate nondiscriminatory methods for determining each student's learning style; the adaptation of instruction to meet each student's needs; criteria for selecting age-appropriate and nondiscriminatory materials for each student; and the appropriate sequence of activities to meet IEP objectives.

Apply task analysis.

Includes methods of documenting entry behavior; the process of breaking down and sequencing a task into a series of subskills; procedures for establishing mastery criteria for a task; and appropriate applications of task analysis for instructional purposes.

TEST OBJECTIVES
FIELD 058: PHYSICALLY OR OTHERWISE HEALTH IMPAIRED

Understand appropriate techniques for developing cognitive and academic skills of students with physical and health impairments.

Includes appropriate techniques for developing cognitive skills and functional academic skills.

Understand appropriate techniques for developing the communication skills of students with physical and health impairments.

Includes appropriate techniques for developing receptive language skills and expressive language skills; and appropriate methods for augmentative communication skills.

Apply appropriate techniques for developing the social skills of students with physical and health impairments.

Includes appropriate techniques for developing interpersonal skills; techniques for developing age, socially, and culturally appropriate behaviors for various situations; and appropriate techniques for developing communication skills.

Apply methods for developing the fine-motor skills of students with physical and health impairments.

Includes techniques, materials, and equipment for developing fine-motor skills.

Apply methods for developing the gross-motor skills of students with physical and health impairments.

Includes techniques, materials, and equipment for developing gross-motor skills; and techniques for mobility training in the natural environment.

Apply techniques for teaching daily living skills to students with physical and health impairments.

Includes appropriate techniques and sequences of activities for teaching daily living skills.

Understand procedures for teaching vocational skills to students with physical and health impairments.

Includes techniques and settings for providing vocational training; and the appropriate sequence of vocational training objectives and activities.

Understand procedures for planning and implementing transitional programs for students with physical impairments.

Includes transition-related goals and services for students who are moving between educational program options and for students who are leaving public education; and non-school-related resources that may be needed to facilitate a student's transition.

TEST OBJECTIVES
FIELD 058: PHYSICALLY OR OTHERWISE HEALTH IMPAIRED

Understand procedures for communicating with and counseling students with physical and health impairments.

Includes common concerns of students; appropriate methods for reporting information to students; local and state agencies and services that assist with the counseling of students and their families; and factors involved in counseling students with physical and health impairments.

Understand direct instructional practices and techniques.

Includes cuing techniques; reinforcement procedures and schedules; and methods to promote generalization and maintenance of skill acquisition.

Understand the development and implementation of individual behavior management programs.

Includes procedures for developing a behavior management program for students; appropriate procedures for implementing individual behavior management programs; appropriate ways of involving family members in the development and implementation of individual behavior management programs; and procedures for revising individual behavior management programs based on progress.

Understand appropriate ways of adapting a classroom to meet the needs of a student with a physical or health impairment.

Includes appropriate techniques for managing a classroom effectively; features that contribute to the safety, comfort, and usefulness of a classroom; and classroom factors that may affect learning or the physical management of students and their equipment.

Understand emergency and routine health services.

Includes appropriate procedures to follow during a medical emergency; routine health services performed in schools; warning signs that may indicate medical emergencies; and the application of medical assessment data pertinent to the student's needs.

Understand the feeding and eating problems of students with physical and health impairments.

Includes characteristics of feeding and eating dysfunction; appropriate techniques to address individual feeding and eating problems; and adaptive feeding devices.

Understand positioning, lifting, and handling techniques for students with physical impairments.

Includes types and characteristics of lifting, positioning, and handling aids; proper lifting, positioning, and handling techniques; and proper safety precautions to use when lifting, positioning, and handling students with physical and health impairments.

TEST OBJECTIVES
FIELD 058: PHYSICALLY OR OTHERWISE HEALTH IMPAIRED

Understand adaptive devices and equipment used by students with physical impairments.

Includes types, characteristics, and functions of ambulatory aids and wheelchairs; types and characteristics of communication devices; and types and characteristics of devices to aid in independent functioning.

PROFESSIONAL KNOWLEDGE AND LEGAL ISSUES

Understand the rights of students with special educational needs and the rights and responsibilities of their parents, teachers, administrators, and other advocates.

Includes the rights of students with special educational needs; the rights and responsibilities of parents; and the rights and responsibilities of teachers, administrators, and other advocates.

Apply procedures and processes for consulting with school personnel and other professionals.

Includes appropriate procedures for consulting with regular education personnel; and appropriate methods for reporting information to teachers and other professionals.

Understand methods of communicating with and counseling the families of students with physical and health impairments.

Includes appropriate ways of helping parents to understand child development and the special needs of their child; appropriate ways to discuss a student's educational program and progress, including assessment results, with family members; appropriate ways of helping parents with children who are terminally ill; and appropriate methods of coordinating techniques used in the school with those used at home.

Demonstrate sensitivity to cultural differences among students and their families.

Includes cultural similarities and differences that exist among various racial, ethnic, religious, and socioeconomic groups; the impact of cultural group differences on student learning and behavior; and the impact of cultural differences on student placement decisions in special education.

Understand current research on physical and health impairments.

Includes key historical trends in the education of the physically handicapped and health impaired; sources of current research on physical and health impairments; and recent research findings on physical and health impairments and their application to the educational setting.

TEST OBJECTIVES
FIELD 058: PHYSICALLY OR OTHERWISE HEALTH IMPAIRED

Understand federal laws and regulations concerning the delivery of special education and related services.

Includes federal laws and regulations governing special education and related services; major components of PL 94-142 and Section 504 of the Vocational Rehabilitation Act of 1973; and federal laws and their application to situations involving special education.

Apply Michigan state laws and regulations concerning the delivery of special education and related services.

Includes Michigan state laws and regulations concerning the delivery of special education and related services; the preparation and responsibilities of special education and related service personnel; and Michigan state laws and regulations and their application to situations involving special education.