

Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbance (0371)

Test at a Glance

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| Test Name | Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbance | | |
| Test Code | 0371 | | |
| Time | 1 hour | | |
| Number of Questions | 50 | | |
| Format | Multiple-choice questions | | |
| | Content Categories | Approximate Number of Questions | Approximate Percentage of Examination |
| | I. Factors Other than Direct Instruction that Influence the Education of Students with Behavioral Disorders/Emotional Disturbance | 10 | 20% |
| | II. Delivery of Services to Students with Behavioral Disorders/Emotional Disturbance | 40 | 80% |

About This Test

The Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbance test is designed for examinees who plan to teach students with behavioral disorders and/or emotional disturbance, at any grade level from preschool through grade 12. The 50 multiple-choice questions assess the knowledge and understanding of the principles and other factors related to the teaching of students with behavioral disorders and/or emotional disturbance. Some of these questions are based on a case study of about 500 words that relates to the teaching of students with behavioral disorders and/or emotional disturbance.

This test may contain some questions that will not count toward your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Factors Other than Direct Instruction that Influence the Education of Students with Behavioral Disorders/Emotional Disturbance

- Basic concepts, including characteristics of students with behavioral disorders/emotional disturbance, such as psychological characteristics (for example, neuroses, psychoses, anxiety, depression); affective characteristics (for example, social-emotional development, interpersonal skills); adaptive/maladaptive behavioral characteristics (for example, self-injurious behavior, eating disorders, substance abuse, aggression, social maladjustment, conduct disorders, delinquency); the relationship between behavior disorders/emotional disturbance and distractibility, hyperactivity, and impulsivity; and causation and prevention (for example, environmental factors, cultural factors, genetic factors, neurological factors)
- Definitions/terminology related to behavioral disorders/emotional disturbance (for example, federal definition [IDEA]; professional organizations' definitions [DSM CEC])
- Assessment, including how to modify, construct, or select and conduct nondiscriminatory and appropriate informal and formal assessment procedures, how to interpret standardized and specialized assessment results, how to use evaluation results in IEP/ITP development, and how to prepare written reports and communicate findings to others
- Placement and program issues, including ways to apply a continuum of alternative placements and related services (for example, early intervention, support systems, least restrictive environment, REI, main-streaming, integration, and inclusion); how to participate in the IEP/ITP processes in a manner that is responsive to cultural and community influences; how to identify, develop, or adapt and use appropriate instructional materials; how to work with classroom personnel and external resources; how to display awareness of students' abilities and aptitudes and use appropriate alternative methods for instruction, evaluation, and grading (for example, through peer-group tutoring and instructional techniques)

II. Delivery of Services to Students with Behavioral Disorders/Emotional Disturbance

- Conceptual approaches (medical, psychodynamic, behavioral, sociological, cognitive, and eclectic)
- Professional roles/issues/literature, such as public attitudes toward individuals with behavioral disorders/emotional disturbance; the teacher's role as promoter of advocacy (for example, helping parents become advocates for their children, developing student self-advocacy, advocating for students' families and for educational change); the teacher's responsibility in cases of suspected abuse or neglect; the use of professional literature/organizations and formal published research for improving classroom practice and reflecting on one's own teaching; influences of teacher attitudes and expectations on student achievement and behavior; and ways to work with health-related service and social service providers

- Curriculum and instruction, including determining current levels of performance, determining instructional needs, identifying appropriate related services and modifications of standard educational practice, establishing effective data collection; preparing legally correct IEP/ITP instructional goals and objectives; selecting chronologically and developmentally age-appropriate instructional activities and materials; using appropriate planning and sequencing of instructional strategies; using data-based decision-making to select from varied teaching strategies and methods, including direct instruction, cooperative learning, task analysis, diagnostic-prescriptive methods, and applied behavior analysis; and using varied instructional formats and components, including motivation, modeling, drill and practice, demonstration, corrective feedback, and reinforcement with individuals and with small and large groups, as appropriate
- How to manage the learning environment, including using behavior management, behavior analysis (such as identification and definition of antecedents, target behavior, consequent events); data-gathering procedures; selecting and using behavioral interventions (for example, approaches to changing behaviors, such as behavioral, cognitive-behavioral, and affective, degrees of intrusiveness); using classroom organization/management; providing the appropriate physical-social environment for learning (such as expectations, rules, consequences, consistency, attitudes, lighting, seating, access, strategies for positive interactions); planning transitions between lessons and activities; grouping students; and maintaining effective and efficient documentation (such as parent/teacher contacts and legal records)

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

Note: In this test, EBD will be used to refer to the general category of classifications used to identify students with either emotional or behavioral disorders. In cases in which a specific diagnosis is relevant to the question, that classification or label will be used. An individualized educational program will be referred to as an IEP and the Individuals with Disabilities Education Improvement Act (Public Law 108-446) or its reauthorizations will be referred to as IDEA.

1. A school is considering adopting a “get tough” policy that enables it to expel students whose behavior is disruptive and/or violent. Which of the following best describes the relationship between this school’s policy and IDEA?
 - (A) It is consistent with the requirements of IDEA.
 - (B) This practice probably is illegal for many students covered by IDEA.
 - (C) IDEA does not address administrative policies concerning students who are disruptive and/or violent.
 - (D) IDEA permits the expulsion of disruptive and/or violent students only if they lack the intellectual capacity to do schoolwork.
2. On school party days, two third-grade students with EBD get so excited that their behavior becomes very difficult to manage. The third-grade general education teacher has asked the special education teacher not to send these students to the class on the days of school parties because the students are so disruptive. Which of the following would be the best way for the special education teacher to deal with this problem?
 - (A) Urge the general education teacher to make allowances for these students’ behaviors in these kinds of situations.
 - (B) Agree to allow the students with emotional/behavioral disorders to remain in the special education classroom with a member of the nonprofessional staff during parties.
 - (C) Advise the students that they will not be allowed to go to school parties and offer them the option to stay home from school on those days.
 - (D) Help the general education teacher write a contract for each boy describing the required behavior, the criterion, the conditions, and the reinforcer.
3. Which of the following is NOT an important consideration in the process of evaluating a student for evidence of EBD?
 - (A) The referring teacher
 - (B) The age of onset of the problem behavior
 - (C) The setting in which the problem behavior is exhibited
 - (D) The treatment to be used
4. If a teacher aide is assigned to assist in a classroom for students with EBD, which of the following guidelines would best help the aide to assist students who are doing independent work?
 - (A) Give the students frequent encouragement to get them to complete their work on their own.
 - (B) Provide continuous feedback to students as they work.
 - (C) Show students how to complete their tasks, doing some of the work for them if they delay.
 - (D) Limit assistance to that help needed to keep students working on their own.

5. Maria, a student with EBD, has just been placed in a regular mathematics class. Two days in a row, when given a math worksheet, Maria has looked at it for a few minutes, pushed it aside, and put her head down on her desk. Which of the following does the teacher need to do before giving Maria more math worksheets in class?
- (A) Ask one of the other students to work with Maria on one of the rejected worksheets.
 - (B) Set up a bonus point system with Maria to encourage her to do her math work.
 - (C) Allow Maria to take her math work home to see if she can complete it when not under pressure.
 - (D) Talk with Maria and evaluate whether the math assignments are appropriate for her.
6. Which of the following guidelines being stated by a teacher is an example of a dependent group contingency?
- (A) "As soon as each student makes it through an entire home economics class without one reprimand for disruptive behavior, we will prepare lunch for the class."
 - (B) "If each student meets his or her self-monitoring goal on Tuesday, the whole class can skip a homework assignment."
 - (C) "Each student who finishes her or his homework during the allotted fifteen-minute homework drill will receive a coupon for a fast-food restaurant."
 - (D) "Each time Johanna earns 10 points for completing academic tasks, the entire class will be rewarded with five minutes of free time."

Answers

1. Based on case law, the best response is B. Under EHA (PL94-142) and its amendments, the courts have established that schools may not expel students with disabilities without due process if the behavior causing the expulsion proceedings is related to their disabilities. The provisions of EHA and IDEA that have been cited as relevant are those that call for education in the least restrictive environment and those related to placement decisions, with expulsion being viewed by the courts as an unplanned change in placement not in the student's best educational interests. Choices A, C, and D, therefore, are incorrect.
2. All choices except D, the best answer, allow the EBD students to be "excluded" from important school events with their peers. No matter how severe their behavior has been in the past, EBD students have the right to be included in current educational activities. It is the EBD teacher's role to do more than just "try to persuade" the mainstream or general education teacher to include the EBD students. It is also the responsibility of the special and the general education teachers to collaborate in assisting the EBD students' success in this situation.
3. Choices A, B, and C are all considerations in the evaluation process. The correct response, D, is a part of the educational plan that is developed based on the completion of the evaluation process.
4. Independent work periods are intended to help students learn to use their time well and strengthen their problem-solving skills. Students need to strike a balance between receiving needed assistance and coming to depend too heavily on adult intervention; thus, the best response is D.
5. The best response is D. The teacher must first determine if the math assignments are appropriate for Maria before any of the other strategies might be effective.
6. Choice D, the correct response, fits the guidelines for dependent group contingencies. The peer performance of certain group members determines the consequence received by the entire group. Choices A and B represent an interdependent group contingency. In this strategy, each student must reach a prescribed level of behavior before the entire group receives a consequence. Choice C represents an independent group contingency. In this variation, the same consequence is applied to individual group members.



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