

Teaching Students with Emotional Disturbance (0370)

Test at a Glance

Test Name	Teaching Students with Emotional Disturbance		
Test Code	0370		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. General Knowledge of Exceptionalities	12	10%
	II. Characteristics of Students with Emotional Disturbances	18	15%
	III. Assessment, Evaluation, and Placement	18	15%
	IV. Instructional Procedures and Methods	30	25%
	V. Classroom Management	30	25%
	VI. Legal and Ethical Considerations	12	10%

About this test

The Teaching Students with Emotional Disturbance test is designed for prospective teachers of students with emotional disturbances and for prospective consultants to teachers of students with emotional disturbances. The 120 multiple-choice questions assess knowledge of basic facts and principles and the ability to relate that knowledge to descriptions of hypothetical real-life situations. The questions relate to students during the preschool, elementary, and secondary school years. The test content is appropriate for examinees who have completed bachelor's degree programs relevant to the focus of the test.

The six content categories cover general knowledge of exceptionalities; characteristics of students with emotional disturbances; assessment, evaluation, and placement; instructional procedures and methods; classroom management; and legal and ethical considerations.

Teaching Students with Emotional Disturbance (O370)

Topics Covered

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

I. General Knowledge of Exceptionalities

- Definitions of exceptionalities
- Behavioral, cognitive, and physical characteristics of students with exceptionalities
- History of the education of exceptional students
- Legislation and litigation related to the education of exceptional students
- Normalization and mainstreaming as concepts
- Classification systems, including the effects of labeling
- Continuum of services provided exceptional students

II. Characteristics of Students with Emotional Disturbances

- Definitions of various behavior disorders
- Etiology or causes of emotional disturbances, including physical, family/community, school
- Related student characteristics: cognitive, behavioral, social characteristics
- Theoretical models
- Relationship between the severity of disorders and the continuum of services

III. Assessment, Evaluation, and Placement

- Screening and referral techniques, including the role of the classroom teacher and anecdotal records as data sources

- Knowledge of commonly used techniques and test batteries: social, emotional, and personality measures; academic aptitude and achievement measures; general intellectual ability instruments
- Interpretation of test scores: percentiles, stanines, grade equivalents, age scores, standard scores
- Administration procedures for both informal assessments and formal standardized tests
- The assessment requirements of PL 94-142 and subsequent federal legislation
- Relationship between assessment results and the individualized education program (IEP)

IV. Instructional Procedures and Methods

- Designing the physical environment
- Selecting curricula consistent with assessment results and the IEP
- Diagnosing specific student strengths and weaknesses
- Writing goals and behavioral objectives based on assessment information
- Choosing and adapting instructional materials and equipment
- Choosing appropriate instructional techniques
- Planning and/or scheduling an instructional program
- Using resources such as health professionals, support groups, parents, and other resources

V. Classroom Management

- Communicating with students, parents, and classroom teachers
- Transitioning students to less or more restrictive environments
- Identification and definition of target behaviors
- Data-gathering procedures, including anecdotal data
- Choosing consequences for behavior, such as reinforcement and punishment
- Schedules of reinforcement
- Shaping behaviors
- Teaching students self-control
- Generalization, including building student generalization of social behaviors into the IEP
- Approaches to counseling and therapy, including active listening, play therapy, and role playing

VI. Legal and Ethical Considerations

- Federal laws, such as the Rehabilitation Act of 1973, PL 94-142 and subsequent related laws, as well as relevant litigation, including case law related to the education of students with exceptionalities
- Ethical issues, including confidentiality
- Protection and advocacy issues, such as the teacher's role as advocate and the formal structure of the protection and advocacy system

Sample Test Questions

The sample questions that follow illustrate the types 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 statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Which of the following best exemplifies the concept of normalization?
 - (A) A young adult with moderate mental retardation cares for himself in a trailer adjacent to his parents' home.
 - (B) A young adult with normal hearing practices a day of silence to understand what life is like for a deaf sibling.
 - (C) A young adult who is clinically depressed works on a suicide hotline.
 - (D) A young adult with visual impairments is equipped with a Braille typewriter.
2. Which of the following perspectives on the origin of disordered behavior focuses on the interrelationships between the student and the environmental stimuli?
 - (A) Psychodynamic
 - (B) Medical
 - (C) Ecological
 - (D) Psychoeducational
3. Success in most workplaces for postsecondary emotionally disturbed adolescents and young adults is primarily influenced by the degree to which the individual has
 - (A) achieved basic reading and writing skills
 - (B) obtained an education in the liberal arts
 - (C) practiced learned social skills
 - (D) attained specific technical skills
4. In addition to attention deficits, attention-deficit hyperactivity disorder (ADHD) is specifically marked by which two of the following characteristics?
 - I. Poor self-esteem
 - II. Impulsivity
 - III. Disorganized thinking
 - IV. Inappropriate overactivity
 - V. Uncooperativeness
 - (A) I and III
 - (B) II and IV
 - (C) III and V
 - (D) IV and V
5. Which of the following types of tests would be most appropriate for assessing daily living skills?
 - (A) Academic achievement tests
 - (B) Tests of adaptive behavior
 - (C) Tests of general intelligence
 - (D) Perceptual development tests
6. Under the Individuals with Disabilities Education Act, which of the following criteria must be met before a student is classified as severely emotionally disturbed?
 - I. The condition must be observed over a long period of time.
 - II. The condition must adversely affect the student's educational performance.
 - III. The student must previously have been diagnosed as socially maladjusted.
 - (A) I only
 - (B) I and II only
 - (C) II and III only
 - (D) I, II, and III

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Answers

1. Normalization is the utilization of means that are as culturally normative as possible in order to establish and/or maintain personal behaviors and characteristics which are as culturally normative as possible. A primary means of attaining normalization is to integrate children and adults with disabilities into families or family-like groups living within a conventional community. The correct answer, therefore, is A.

2. Ecology is the study of the relationships between organisms and their environment. Choice C, therefore, is the correct answer.

3. A certain amount of knowledge and skills is typically required to obtain employment. However, since most workplaces require interaction with others, such as supervisors, co-workers and/or clients, ability to utilize social skills is of primary importance in keeping the obtained job. The correct answer is C.

4. In addition to attention deficits, the defining characteristics of attention-deficit hyperactivity disorder (ADHD) are impulsivity and inappropriate overactivity. Therefore, the correct answer is B.

5. Daily living requires skill in making adjustments to successfully meet life's experiences. Although academic knowledge, intelligence, and perceptual ability may contribute to the ability to make adjustments, an assessment of any one of these attributes would not be sufficient to assess daily living skills. However, an assessment of adaptive behavior calls on the individual to utilize his or her abilities that are individually or in combination appropriate to meet the requirements of specified life experiences. Therefore, B is the correct answer.

6. Federal law specifies that the characteristics must be observed over a long period of time and to a marked degree, which adversely affects educational performance. However, federal law does not require that the student previously be diagnosed as socially maladjusted. Choice B is the correct answer.

7. When a student is having difficulty with carrying out a mathematical computation, the student must be making an error or errors at some point in the computation. In order to remediate the student's difficulty, the teacher must identify where the error or errors are being made. One method of conducting such an error analysis is to observe the student working through the computation. The correct answer is A.

8. A student who has been diagnosed as having delusions and physically aggressive behavior is in need of a learning environment in which there is constant supervision by professionals with expertise in educating individuals with serious emotional disturbances. Therefore, D is the correct answer.

9. Shaping occurs by reinforcing successive approximations of desired behavior. At first, a response that only remotely resembles the desired response is reinforced and then only refinements in the response are reinforced until the desired behavior is achieved. The correct answer is D.

10. A fixed-ratio reinforcement schedule is one in which a specific constant number of correct responses leads to reinforcement. Therefore, B is the correct answer.

11. The Individuals with Disabilities Education Act requires that IEPs be reviewed and, if needed, revised annually. Choice B is the correct answer.

12. The Individuals with Disabilities Education Act specifies the categories of exceptionality covered, and gifted and talented is not among those specified. The correct answer is C.