



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

**058 Physical or
Other Health Impairment**

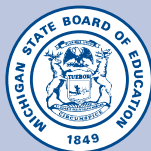


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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Understanding Students with Physical or Other Health Impairments	25%
Assessing Students with Physical or Other Health Impairments and Developing Individualized Programs	25%
Promoting Development and Learning in Students with Physical or Other Health Impairments	30%
Working in the Professional Environment	20%

UNDERSTANDING STUDENTS WITH PHYSICAL OR OTHER HEALTH IMPAIRMENTS

Understand typical and atypical human growth and development.

Includes:

- physical, motor, cognitive, language, communication, sensory, social, and emotional growth and development of individuals from birth to adulthood
- educational implications of various impairments, including autism spectrum disorder, cognitive impairment, learning disabilities, emotional impairment, hearing impairment, visual impairment, speech and language impairment, and early childhood developmental delay
- similarities and differences between individuals with and without disabilities in regard to growth and development
- effects of cultural, linguistic, and family differences on growth and development

Understand characteristics of physical impairments.

Includes:

- medical terminology (e.g., spasticity, dysphagia, hydrocephalus) related to physical impairments
- etiology, types, and characteristics of physical impairments (e.g., cerebral palsy, spina bifida, muscular dystrophy, congenital or acquired limb deficiencies)
- familiarity with types of specialized health-care interventions (e.g., feeding, suctioning, catheterization) typically used in educational settings for students with physical impairments
- familiarity with types of adaptive and assistive equipment (e.g., prosthetics, mobility devices, lifts)

Understand characteristics of other health impairments.

Includes:

- medical terminology (e.g., hypoglycemia, hyperglycemia, various types of seizures) related to other health impairments
- etiology, types, and characteristics of other health impairments (e.g., asthma, diabetes, epilepsy, hemophilia, lead poisoning, leukemia)
- familiarity with types of specialized health-care interventions (e.g., monitoring blood sugar, using an inhaler) typically used in educational settings for students with other health impairments
- familiarity with types and transmission routes of infectious and communicable diseases and procedures for using universal precautions

Understand characteristics of traumatic brain injury.

Includes:

- medical terminology (e.g., coma, concussion, seizures) related to traumatic brain injury
- etiology, types, and characteristics of traumatic brain injury
- familiarity with types of specialized health-care and rehabilitation interventions (e.g., cognitive retraining; functional memory strategies; behavioral, organizational and physical strategies and supports) typically used in educational settings for students with traumatic brain injury

Understand the effects of physical or other health impairments and multiple impairments on human development, learning, and postsecondary/adult life roles.

Includes:

- effects of physical or other health impairments and multiple impairments on motor, cognitive, language, communication, sensory, social, and emotional growth and development
- additional health-care issues that may accompany physical or other health impairments and multiple impairments (e.g., depression, respiratory infection, difficulty swallowing) and common effects of various medications often prescribed for individuals with physical or other health impairments
- educational implications of physical or other health impairments and multiple impairments
- implications of physical or other health impairments and multiple impairments for various aspects of an individual's life (e.g., career, vocation, family life, social relationships, recreation)
- impact of individual students' academic and social abilities, attitudes, interests, and values on instruction and career development

ASSESSING STUDENTS WITH PHYSICAL OR OTHER HEALTH IMPAIRMENTS AND DEVELOPING INDIVIDUALIZED PROGRAMS

Understand types and characteristics of various assessment instruments and methods.

Includes:

- basic concepts and terminology used in the assessment of students with physical or other health impairments
- types, characteristics, and methods of formal and informal assessments (e.g., standardized tests, observations, interviews, checklists)
- uses and limitations of various formal and informal assessment instruments and methods (e.g., functional assessments, task analyses, assistive technology assessments, achievement tests)

Understand procedures for conducting assessments to address the individual strengths and needs of students with physical or other health impairments through the Evaluation Review process.

Includes:

- procedures for collaborating with students, parents/guardians, other family members, general education teachers, medical service providers, administrators, related service/support providers, and others to gather background information regarding a student's medical, academic, family, and developmental history
- policies and procedures involved in the screening, prereferral, referral, assessment, and classification of students with physical or other health impairments
- procedures for determining reliable modes of response for students who do not use speech to communicate
- principles for modifying or providing accommodations for national, state, and local standardized assessments for students with physical or other health impairments
- uses of technology for conducting assessments of students with physical or other health impairments
- procedures to ensure the use of nonbiased formal and informal assessments of students from diverse backgrounds

Understand procedures for interpreting and communicating assessment results to all stakeholders through the Multidisciplinary Evaluation Team (MET) process.

Includes:

- factors in and procedures for using assessment information to determine eligibility for special education and related services
- interpretation of results of formal and informal assessments to determine students' strengths and needs
- strategies for effectively communicating assessment results to all stakeholders (e.g., students with physical or other health impairments, parents/guardians, other family members, general education teachers, related service providers, administrators, paraprofessionals)
- culturally responsive strategies for ensuring effective communication among stakeholders involved in the assessment process
- interpretation of medical information

Understand procedures for developing, implementing, monitoring, and amending Individualized Education Programs (IEPs) and other plans for students with physical or other health impairments.

Includes:

- strategies and procedures for using assessment information to make program, placement, and service delivery decisions for students with physical or other health impairments
- strategies and procedures for planning, organizing, scheduling, and conducting IEP team meetings, including person-centered planning
- strategies and procedures for including students with physical or other health impairments in general education environments, with consideration for the continuum of services and supports
- procedures for developing, implementing, evaluating, and amending present level of performance statements, IEPs, transition plans, health-care plans, and technology plans in collaboration with students with physical or other health impairments, their parents/guardians, general education teachers, and other professionals
- strategies for incorporating adaptations and assistive technology into the educational program to provide students with full participation in and access to the general curriculum
- strategies and processes for enhancing student self-determination and family empowerment during the IEP planning process
- familiarity with general and alternative state assessments and grade-level content expectations for students with disabilities

Understand uses of ongoing assessment and evaluation in the education of students with physical or other health impairments.

Includes:

- strategies for evaluating instruction and monitoring the progress of students with physical or other health impairments, including strategies for involving students, their parents/guardians, and families in monitoring progress
- various data-keeping systems used to record and evaluate the effectiveness of interventions (e.g., student progress or regression)
- strategies for making responsive accommodations/modifications to instruction based on student performance and continual observations and information from all stakeholders
- strategies for monitoring the effects of medications on individual performance

PROMOTING DEVELOPMENT AND LEARNING IN STUDENTS WITH PHYSICAL OR OTHER HEALTH IMPAIRMENTS

Understand strategies for designing and modifying the learning environment to meet the needs of students with physical or other health impairments.

Includes:

- strategies for designing and modifying learning environments (e.g., physical arrangement of the classroom, adaptive equipment, support services, assistive technologies, teaching methods) to meet the physical, health, cognitive, social, emotional, behavioral, communication, sensory, and motor needs of students with physical or other health impairments
- techniques for supporting students' successful inclusion into general education and various program placements and for encouraging students' active participation in individual and group activities
- appropriate body mechanics to ensure student and teacher safety when transferring, lifting, positioning, and seating students with physical or other health impairments
- strategies and techniques for positioning students that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation in academic and social environments

Understand strategies and procedures for managing the learning environment for students with physical or other health impairments.

Includes:

- strategies for creating and sustaining a positive, safe, equitable, and supportive learning environment for students with physical or other health impairments, including students from diverse backgrounds and students who have communicable diseases
- classroom management strategies (e.g., structuring and managing consistent daily routines, coordinating activities of related service personnel) to maximize the amount of time students receive academic instruction and to facilitate students' effective use of instructional time
- uses of technology for managing the teaching and learning environment for students with physical or other health impairments
- strategies for using effective and varied behavior support and management techniques
- effects of teacher attitudes and behaviors on students and effective strategies for establishing and maintaining rapport with all students in the learning environment

Understand principles and methods of planning and individualizing instruction for students with physical or other health impairments.

Includes:

- familiarity with national, state, and local content and performance standards within the scope and sequence of general and special curricula aimed toward graduation
- strategies for identifying and prioritizing areas of the general curriculum for students with physical or other health impairments
- strategies for developing learning and instructional plans and for designing learning sequences and opportunities for students with physical or other health impairments to participate in general education and other educational settings and placements
- strategies for integrating affective, social, and life skills with academic curricula
- methods for selecting, adapting, and using research-based instructional strategies and materials to address the strengths and needs of individual students
- familiarity with types of adaptive equipment and assistive technology and strategies for adapting instructional materials

Understand strategies for promoting the communication skills and social competence of students with physical or other health impairments.

Includes:

- strategies and techniques for supporting and enhancing students' verbal and nonverbal language and communication skills across environments, including the use of assistive communication resources and equipment
- strategies and techniques for promoting the communication skills of bilingual and English language learners who have physical or other health impairments
- appropriate expectations for the personal and social behavior of students with physical or other health impairments in given settings (e.g., classroom, workplace, community)
- strategies for preparing students to live harmoniously and productively in a culturally diverse world
- strategies for increasing students' self-awareness, self-management, self-advocacy, self-determination, self-control, self-reliance, and self-esteem

Understand strategies for promoting students' acquisition of functional living skills.

Includes:

- strategies for teaching students medical self-management procedures and integrating students' health-care plans into daily programming
- strategies for teaching activities of daily living
- strategies for teaching independent living skills and for fostering students' understanding of the rights and responsibilities associated with independent living
- strategies for promoting students' citizenship skills and participation in civic, leisure, and recreational activities
- strategies for facilitating students' maintenance and generalization of skills across learning environments
- strategies for teaching students how to procure and manage health-care and support providers

PHYSICAL OR OTHER HEALTH IMPAIRMENT

Understand strategies and procedures for supporting transitions of students with physical or other health impairments.

Includes:

- strategies and procedures for promoting students' successful transitions in school, between schools, from school to community and work, and between agencies, medical providers, and support providers
- strategies for promoting students' vocational and career awareness and for enhancing students' work-related skills and access to employment experiences, resources, and opportunities
- strategies for preparing students to advocate for themselves (e.g., regarding transportation, barrier-free accessibility) and to seek out available services and supports in the community
- types and characteristics of agencies, networks, and organizations for students with physical or other health impairments

WORKING IN THE PROFESSIONAL ENVIRONMENT

Understanding strategies for communicating and collaborating with students with physical or other health impairments and their parents/guardians to help students achieve desired learning outcomes.

Includes:

- family systems and the roles families play in the educational process
- typical concerns of parents/guardians and other family members of students with physical or other health impairments and effective strategies for addressing such concerns
- strategies for helping students and their families become active participants on the educational team
- culturally responsive strategies for ensuring effective communication and collaboration between the parents/guardians and families of students with physical or other health impairments, including students who are chronically or terminally ill, and service providers in educational, public, and private agencies

Understanding strategies for establishing partnerships with other school personnel and community agencies to enhance learning opportunities for students with physical or other health impairments.

Includes:

- knowledge of the roles and responsibilities of various school and community-based personnel (e.g., general education teachers, medical providers, school nurses, speech-language pathologists, physical therapists, occupational therapists, social workers, paraprofessionals) in providing an integrated and inclusive service and support system and a comprehensive educational program that facilitates access and full participation for students with physical or other health impairments
- strategies for communicating, consulting, and collaborating (e.g., team problem solving, co-teaching) with general education teachers and other service/support providers about instructional methods, technology, and adaptations for students with physical or other health impairments
- knowledge of the roles and responsibilities of the teacher of students with physical or other health impairments in regard to seeking assistance from and collaborating with other professionals and families to support student learning (e.g., consultation, case management)
- strategies and procedures for training, supervising, and providing feedback to paraprofessionals and volunteers (e.g., peer supports)
- strategies for educating students and their families to advocate for and secure support services

Understanding the historical, social, and legal foundations of education for students with physical or other health impairments.

Includes:

- historical and philosophical foundations of special education and the field of physical or other health impairments
- issues in research related to physical, neurological, and other health impairments
- the rights and responsibilities of stakeholders (e.g., students, parents/guardians, other family members, teachers, other professionals, schools) regarding the education of students with physical or other health impairments
- federal and state statutes, rules, regulations, policies, and procedures relevant to the education and the provision of specialized health care for students with physical or other health impairments
- compliance, mediation, alternative dispute resolution, and due process procedures

Understanding the professional, ethical, and legal roles and responsibilities of the teacher of students with physical or other health 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 physical or other health impairments, protocols and procedures to help students participate in school and community activities) 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, guiding professional growth, and developing a personal philosophy of education
- the importance of upholding high standards of professional competence, good judgment, and integrity when conducting instructional and other professional activities, including complying with all applicable laws, rules, regulations, 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 physical or other health impairments
- strategies for advocating effectively for students with physical or other health impairments and their families to maximize students' quality-of-life potential

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following families is using a disciplinary strategy that has been shown to promote children's development of responsible self-regulation?
 - A. Family A, which employs coaxing and concrete rewards to encourage the children to obey family rules
 - B. Family B, which explains the reasons for family rules and applies logical consequences for disobedience
 - C. Family C, which achieves obedience by emphasizing the power difference between parent and child
 - D. Family D, which directs the children's attention to role models who show the desired level of obedience
2. A student who has dysphagia related to a physical impairment will require interventions targeted at promoting the student's:
 - A. ability to swallow liquids and solids safely.
 - B. ability to walk with an even and secure gait.
 - C. use of adaptive equipment to hold writing utensils.
 - D. use of an augmentative communication device.
3. Which of the following types of seizure is characterized by sudden falling to the ground, rigid muscle tone followed by muscular jerking, and shallow or temporarily suspended breathing?
 - A. simple partial seizure
 - B. generalized tonic-clonic seizure
 - C. complex partial seizure
 - D. absence seizure
4. Teachers must employ universal precautions under which of the following circumstances?
 - A. when administering first aid to a student with a cut
 - B. when drinking from the students' drinking fountain
 - C. when washing a student's hands after lunch
 - D. when hugging a student who is upset

PHYSICAL OR OTHER HEALTH IMPAIRMENT

5. Which of the following students would benefit the most from behavioral strategies involving systematic desensitization?
- A. Kara, who has a severe hearing loss and is easily frustrated when not included by peers in conversations
 - B. Michael, who is returning to school following a traumatic brain injury and is easily distracted by environmental sights and sounds
 - C. Erika, who is returning to school following a limb amputation and is learning to use a prosthesis
 - D. Josh, who experiences frequent seizures due to epilepsy and often misses much of the teacher's instruction during class
6. A teacher of students with physical or other health impairments wishes to determine whether a student is ready to begin learning a new math concept. The teacher's best strategy for this purpose would be to conduct which of the following?
- A. a review of the student's math portfolio
 - B. an informal diagnostic assessment
 - C. a standardized achievement test
 - D. an informal math interview
7. An elementary school student with cerebral palsy and a mild cognitive impairment uses a picture communication board. The teacher of students with physical or other health impairments is most likely to administer a vocabulary test to this student in which of the following ways?
- A. allowing the student to communicate using word-prediction computer software
 - B. adapting the student's communication board to include speech output
 - C. providing the student with voice recognition software in order to respond to test items
 - D. adapting the student's current communication board to include test content
8. A teacher of students with physical or other health impairments is reviewing the school records of a new student with diabetes. The most recent medical report indicates that the student has needed in-school intervention for hypoglycemia. The teacher's best interpretation of this information for members of the student's team would be to explain that the student may need to be provided with frequent snacks to prevent:
- A. petit mal seizures.
 - B. low blood sugar.
 - C. allergic skin reactions.
 - D. high blood pressure.

9. Which of the following elements should be included in a middle school student's Present Level of Academic Achievement and Functional Performance?
- A. a recommendation regarding placement of the student in the least restrictive environment (LRE)
 - B. a description of related services that will be provided to the student
 - C. a statement of how the disability affects the student's progress in the general education curriculum
 - D. a list of the student's goals related to post-secondary school activities
10. Which of the following assessment practices would best help a teacher of students with physical or other health impairments monitor the academic progress of a student with multiple impairments?
- A. reviewing a portfolio of the student's work at the end of every month
 - B. asking the student to offer a self-assessment every two weeks
 - C. administering quizzes in the content areas at the end of every week
 - D. documenting daily observations of the student in the classroom
11. When helping position a student who wears full-length leg braces in a chair, it is most important to stabilize the student's:
- A. pelvis.
 - B. back.
 - C. knees.
 - D. neck.
12. In a kindergarten setting, which of the following types of equipment would allow a student with limited hand function and mobility to independently use a battery-operated toy?
- A. an augmentative communication device
 - B. an adapted keyboard
 - C. a closed-caption television
 - D. an adapted switch

PHYSICAL OR OTHER HEALTH IMPAIRMENT

13. A second-grade student uses a wheelchair. Which of the following strategies would best maximize the student's ability to participate in classroom activities?
- A. scheduling academic-related instruction in the morning
 - B. assigning a one-on-one aide to assist with the wheelchair
 - C. arranging for the student to sit as close as possible to the teacher's desk
 - D. organizing the physical environment for accessibility
14. A teacher of students with physical or other health impairments makes arrangements for students to have regular interactions with adults with similar impairments who are leading independent, productive lives. Which of the following would likely be the most important role for such individuals to play in their interactions with students?
- A. serving as teachers of specific functional living or work-related skills
 - B. serving as mentors to share their experiences and encourage students' development of self-determination and self-esteem
 - C. serving as academic tutors in areas of the curriculum related to their own areas of expertise
 - D. serving as advocates for students in their interactions with potential employers
15. A teacher of high school students with physical or other health impairments wants to help students develop skills that will enable them to procure health-care and support providers during post-secondary transition. Which of the following would be the teacher's best strategy for promoting students' skills in this area?
- A. requesting that families begin having students make at least one phone call a week to obtain information of some kind
 - B. giving each student a folder of generic scripts to follow when seeking to obtain various types of services or support
 - C. arranging for students to meet with professionals from local agencies to discuss the issues and processes involved in obtaining such services
 - D. providing students and their families with a comprehensive list of relevant local agencies and the services they offer

16. A teacher of high school students with physical or other health impairments wants to help students develop skills that will enable them to take control of their own lives after leaving school. Which of the following would be the teacher's best strategy for achieving this objective?
- A. providing students with ongoing opportunities to practice self-assertiveness in authentic situations
 - B. arranging for students to receive instruction in a wide variety of formal and informal settings
 - C. encouraging students to increase their participation in school clubs and other extracurricular activities
 - D. pairing each student with a buddy with whom to discuss future goals and ways to achieve them
17. A teacher of students with physical or other health impairments will soon meet for the first time with the parents of a student whose cultural background differs from the teacher's. The teacher wants to ensure effective communication during the meeting. The teacher's best strategy in this regard would be to:
- A. contact the parents beforehand to ask if they would prefer to meet in a less formal setting than the school environment.
 - B. plan to start the meeting by asking the parents to offer a brief summary of their child's educational history.
 - C. contact the parents beforehand to express pleasure at the opportunity to meet them and inquire about any topics they would like to address.
 - D. plan to start the meeting with a brief game-like activity to establish a comfortable, relaxed atmosphere.

PHYSICAL OR OTHER HEALTH IMPAIRMENT

18. A teacher of students with physical or other health impairments is planning to establish a program in which student volunteers act as peer supports for students with physical or other health impairments. A volunteer would likely require the greatest amount of training and adult guidance in order to perform which of the following tasks?
- A. taking notes for a student during a lesson
 - B. manipulating materials based on a student's input
 - C. gathering instructional materials for a student
 - D. practicing a new concept or skill with a student
19. The parents/guardians of any student receiving special education have a legal right to:
- A. participate fully in the development of their child's individualized education program (IEP).
 - B. specify the instructional approaches that will be used to teach their child.
 - C. determine what constitutes the least restrictive environment (LRE) for their child.
 - D. select the school personnel who will conduct evaluations of their child.
20. Which of the following is an ethical responsibility of a teacher in regard to the parents/guardians of students with physical or other health impairments?
- A. giving the parents/guardians daily briefings on the student's academic activities
 - B. documenting any conversations at school with the parents/guardians
 - C. providing the family's contact information to agencies that may be able to provide needed services
 - D. maintaining the confidentiality of personal information

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	B	Understand typical and atypical human growth and development.
2.	A	Understand characteristics of physical impairments.
3.	B	Understand characteristics of other health impairments.
4.	A	Understand characteristics of other health impairments.
5.	B	Understand characteristics of traumatic brain injury.
6.	B	Understand types and characteristics of various assessment instruments and methods.
7.	D	Understand procedures for conducting assessments to address the individual strengths and needs of students with physical or other health impairments through the Evaluation Review process.
8.	B	Understand procedures for interpreting and communicating assessment results to all stakeholders through the Multidisciplinary Evaluation Team (MET) process.
9.	C	Understand procedures for developing, implementing, monitoring, and amending Individualized Education Programs (IEPs) and other plans for students with physical or other health impairments.
10.	D	Understand uses of ongoing assessment and evaluation in the education of students with physical or other health impairments.
11.	A	Understand strategies for designing and modifying the learning environment to meet the needs of students with physical or other health impairments.
12.	D	Understand strategies for designing and modifying the learning environment to meet the needs of students with physical or other health impairments.
13.	D	Understand strategies and procedures for managing the learning environment for students with physical or other health impairments.
14.	B	Understand strategies for promoting the communication skills and social competence of students with physical or other health impairments.
15.	C	Understand strategies for promoting students' acquisition of functional living skills.
16.	A	Understand strategies and procedures for supporting transitions of students with physical or other health impairments.
17.	C	Understanding strategies for communicating and collaborating with students with physical or other health impairments and their parents/guardians to help students achieve desired learning outcomes.
18.	D	Understanding strategies for establishing partnerships with other school personnel and community agencies to enhance learning opportunities for students with physical or other health impairments.
19.	A	Understanding the historical, social, and legal foundations of education for students with physical or other health impairments.
20.	D	Understanding the professional, ethical, and legal roles and responsibilities of the teacher of students with physical or other health impairments.