



New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

32 Special Education



Table of Contents

An Overview of the Testing Program	1
Test Development Process	2
Characteristics of the Assessments	2
Test Administration	4
Score Reports	4
Test Scores	5
How to Prepare for the Assessments	6
Plan Your Course of Study	6
The Day of the Test: Helpful Hints	7
Preparing for the Test Administration	7
Test-Taking Tips	7
An Introduction to the New Mexico Content	
Knowledge Assessment of Special Education.....	10
Test Framework	11
Sample Test Directions	22
Sample Selected-Response Questions	23
Answer Key for the Sample Selected-Response Questions.....	29

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An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment of Special Education

The New Mexico Content Knowledge Assessments™ are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Special Education test is intended for individuals seeking an initial license or an endorsement in Special Education.

The Special Education test consists of 100 selected-response questions.



Test Framework

Understanding Students with Disabilities
Assessing Students with Disabilities and Developing Individualized Plans
Promoting Development and Learning in Students with Disabilities
Working in the Professional Environment

SUBAREA I—UNDERSTANDING STUDENTS WITH DISABILITIES

0001 Understand typical and atypical human development.

For example:

- demonstrate knowledge of typical and atypical human growth and development in the physical, sensory, motor, cognitive, language, social, and emotional domains
- demonstrate knowledge of the effects of various disabilities on physical, sensory, motor, cognitive, language, social, and emotional development and functioning
- recognize similarities and differences between individuals with and individuals without disabilities with regard to human growth and development

0002 Understand the characteristics and needs of individuals with disabilities.

For example:

- identify types, etiologies, and general characteristics of various disabilities
- recognize the physical, sensory, motor, cognitive, language, social, and emotional needs associated with various disabilities
- demonstrate knowledge of typical, delayed, and disordered communication patterns among individuals with disabilities
- demonstrate familiarity with learning styles commonly associated with various disabilities

0003 Understand factors that affect human development and learning.

For example:

- recognize the roles that families and environment play in the development and learning of individuals with and individuals without disabilities
- demonstrate knowledge of the effects of different learning environments, classroom management strategies, and intervention techniques on students' development and learning
- demonstrate knowledge of the effects of cultural, linguistic, and socioeconomic differences on learning and development and identify strategies for addressing such differences
- demonstrate knowledge of cultural, linguistic, environmental, and physiological factors that can affect reading and language arts development
- demonstrate knowledge of the medical and health issues that commonly affect students with disabilities and how these issues affect students' learning
- demonstrate familiarity with the uses and effects, including possible side effects, of various types of medications (e.g., stimulant, antidepressant, antiseizure) in relation to students' learning, development, and functioning

0004 Understand the effects of disabilities on human development and learning.

For example:

- demonstrate knowledge of the effects of various disabilities on learning and behavior throughout an individual's life span (e.g., on education, career, vocation, social relationships, recreation)
- recognize the impact of physical and mental health–related disabilities on individuals, their families, and society
- recognize the impact of delayed language development and listening comprehension on students' learning
- recognize the impact of various disabilities on auditory and information-processing skills and on expressive language skills

SUBAREA II—ASSESSING STUDENTS WITH DISABILITIES AND DEVELOPING INDIVIDUALIZED PLANS

0005 Understand types and characteristics of various assessments.

For example:

- recognize basic concepts and terminology used in assessment (e.g., reliability, norm referenced, criterion referenced, formative, summative)
- recognize the types, characteristics, uses, and limitations of various formal and informal assessments (e.g., standardized tests, observations, vocational assessments, checklists)
- demonstrate knowledge of strengths and limitations of specific assessment instruments used to evaluate students with disabilities

0006 Understand procedures for conducting assessment activities to address the individual needs of students with disabilities.

For example:

- demonstrate knowledge of screening, referral, eligibility, and reevaluation procedures, including procedures for the early identification of young children who may have disabilities
- demonstrate knowledge of strategies and procedures for collaborating with parents/guardians, classroom teachers, related service providers, and others to gather background information on students' academic, medical, social-emotional, and family history
- demonstrate knowledge of strategies and procedures for developing, selecting, adapting, modifying, and administering nondiscriminatory formal and informal assessments for students with diverse characteristics and needs (e.g., related to culture, language, nature and severity of disabilities, communication and response modes)
- demonstrate knowledge of strategies and procedures for using ecological assessments, portfolio assessments, individualized inventories, task analyses, and functional assessments (e.g., behavioral, social, communication) to accommodate the unique strengths and needs of students with disabilities
- demonstrate knowledge of environmental factors (e.g., lighting, noise) that can affect the assessment of students with disabilities

0007 Understand strategies for interpreting and communicating assessment results.

For example:

- interpret the results of formal and informal assessments and recommend appropriate services and interventions based on these results
- demonstrate knowledge of strategies for using formal and informal assessments to evaluate the effectiveness of instruction and monitor students' progress
- recommend modifications and accommodations to the curriculum based upon assessment results
- apply knowledge of strategies for communicating assessment results to all stakeholders (e.g., students with disabilities, their parents/guardians, general education teachers, administrators, service providers)
- demonstrate knowledge of culturally and linguistically responsive strategies for ensuring effective communication among stakeholders involved in the assessment process

0008 Understand procedures for developing, implementing, and amending individualized educational plans (IEPs), individualized family service plans (IFSPs), and transition plans.

For example:

- recognize the composition of individualized educational planning teams as well as the roles and responsibilities of the various members of such teams
- demonstrate knowledge of strategies and procedures for using assessment information to make appropriate eligibility, program, service delivery, and placement recommendations for students with disabilities, including students from culturally and linguistically diverse backgrounds
- demonstrate knowledge of procedures and strategies for facilitating students' participation in the general education curriculum and the statewide general assessment system
- demonstrate knowledge of the characteristics, advantages, and disadvantages of the continuum of placements and services available to students with disabilities
- recognize appropriate rationales for determining a student's least restrictive environment and demonstrate knowledge of procedures for facilitating a student's placement in the least restrictive environment
- demonstrate knowledge of strategies and procedures for developing, implementing, evaluating, and amending comprehensive, longitudinal individualized plans (e.g., IEPs, IFSPs, transition plans) in collaboration with students with disabilities, their parents/guardians, general education teachers, and other service providers
- demonstrate knowledge of strategies for incorporating instructional and assistive technologies into IEPs and apply knowledge of procedures for selecting and implementing assistive technologies, devices, and services to facilitate students' educational achievement, communication, mobility, and active participation in educational activities and routines

SUBAREA III—PROMOTING DEVELOPMENT AND LEARNING IN STUDENTS WITH DISABILITIES

0009 Understand strategies for managing the learning environment to create a safe, supportive, and inclusive classroom climate that promotes the development and learning of students with disabilities.

For example:

- apply knowledge of strategies for creating a safe, supportive, and positive classroom climate that fosters respect for diversity and positive interactions among all students
- demonstrate knowledge of strategies for preparing students to live harmoniously and productively in a culturally diverse world, including strategies for creating a learning environment that enables students to retain and appreciate their own and others' linguistic and cultural heritages
- analyze the ways in which teacher attitudes and behaviors may affect individuals with and without disabilities (e.g., establishing and maintaining rapport, motivation)
- demonstrate knowledge of strategies for addressing common barriers to accessibility and acceptance faced by students with disabilities
- demonstrate knowledge of how to design and adapt physical and learning environments to promote students' active participation, academic success, self-advocacy, and independence
- demonstrate knowledge of classroom management strategies, including structuring and managing daily routines (e.g., transitions between lessons or classes) to optimize students' time on task and facilitate students' effective use of instructional time
- demonstrate knowledge of how to use technology for planning and managing the teaching and learning environment
- demonstrate knowledge of how to use and physically maintain various assistive technology devices
- recognize types and transmission routes of infectious diseases and demonstrate knowledge of universal safety precautions for avoiding the transmission of such diseases

0010 Understand principles and methods of curriculum development and instructional planning for students with disabilities.

For example:

- demonstrate knowledge of national, state, and local content and performance standards (e.g., New Mexico Content Standards and Benchmarks) and strategies for aligning classroom assessment and instruction with such performance standards
- demonstrate knowledge of specialized materials, curricula, and resources for students with disabilities (e.g., computers and related technologies, alternate curricula)
- demonstrate knowledge of strategies for sequencing, implementing, and evaluating students' progress toward individualized learning goals
- recognize strategies for collaborating with students and their families to develop instructional, behavioral, social, career, and independent living goals
- demonstrate knowledge of strategies for selecting, evaluating, adapting, and creating instructional materials and technological products to match student readiness, interest, and learning preferences
- recognize strategies for identifying bias in curriculum materials and for adapting instruction appropriately
- demonstrate knowledge of how to adapt or create learning plans for students with disabilities (e.g., sensory, physical, cognitive, behavioral) in a variety of settings (e.g., classroom, resource room, community)
- demonstrate knowledge of strategies for designing and implementing appropriate lesson plans for individual students and for varied learning groups directed toward the needs and/or interests of students and the goals of the lesson

0011 Understand principles of and methods for individualizing instruction for students with disabilities.

For example:

- demonstrate knowledge of strategies for selecting, adapting, and using research-based instructional methods and materials to address the strengths and needs of diverse learners and to ensure students' access to the general curriculum
- apply knowledge of current research findings regarding individual differences (e.g., linguistic backgrounds, developmental levels, type and severity of disabilities, gender) in relation to learning
- apply knowledge of strategies for teaching students with disabilities how to use self-assessment, problem solving, metacognitive skills, and other cognitive strategies to identify and meet their own needs
- demonstrate knowledge of strategies for collaborating with families, colleagues, and other professionals to facilitate students' use and independent management of assistive technologies in various settings (e.g., school, home, work)
- demonstrate knowledge of strategies for modifying classroom tests and for helping students with disabilities learn how to prepare for and take tests (e.g., development of learning strategies, study skills, and test-taking strategies)
- apply knowledge of how to modify instruction, adapt materials, and provide feedback based on formative assessment and student feedback (e.g., by modifying pacing, scaffolding instruction, providing organizational cues, integrating student-initiated learning experiences into ongoing instruction, and using multiple approaches to content)
- demonstrate knowledge of strategies for helping students with disabilities maintain and generalize skills across learning environments

0012 Understand strategies and techniques for promoting emergent literacy skills in students with disabilities.

For example:

- demonstrate an understanding of the foundations of reading and language arts development, including how children learn to communicate (e.g., speak, read, write, listen)
- demonstrate knowledge of various skills and concepts related to emergent literacy (e.g., phonemic awareness, concepts of print, sound-symbol relationships)
- demonstrate knowledge of principles of and methods for teaching prereading skills and phonological awareness to students with disabilities, including students who are English Language Learners
- demonstrate knowledge of research-supported practices that promote students' early reading success
- demonstrate knowledge of strategies for conducting ongoing assessment of students' progress in developing emergent literacy skills

0013 Understand strategies and techniques for promoting reading skills in students with disabilities.

For example:

- recognize the characteristics of proficient and nonproficient readers and demonstrate knowledge of the types and characteristics of reading difficulties associated with various disabilities
- demonstrate knowledge of principles of and methods for teaching reading skills to students with disabilities, including students who are English Language Learners
- demonstrate knowledge of instructional strategies for developing students' decoding, word recognition, vocabulary, fluency, and reading comprehension skills (e.g., explicit, systematic phonics instruction; vocabulary development through authentic literature and students' experiences; direct instruction in comprehension skills, such as predicting, summarizing, and critical thinking)
- demonstrate familiarity with the uses of a variety of reading materials (e.g., children's literature, nonfiction, technological media) and strategies for evaluating texts based on quality, cultural and linguistic appropriateness, and students' identified needs
- demonstrate knowledge of instructional strategies for teaching comprehension and study skills for reading content-area texts
- demonstrate knowledge of strategies for using assistive and instructional technology to support students' reading
- demonstrate knowledge of strategies for conducting ongoing assessment of students' reading skills to diagnose students' instructional needs, modify instruction appropriately, and document students' progress

0014 Understand strategies and techniques for promoting written expression skills in students with disabilities.

For example:

- demonstrate knowledge of the types and characteristics of written language difficulties associated with various disabilities
- demonstrate knowledge of the relationship between oral and written language and of strategies for creating opportunities for students to consider, respond to, and discuss spoken and written materials
- demonstrate knowledge of language structures (e.g., semantics, syntax, pragmatics)
- demonstrate knowledge of principles of and methods for teaching writing skills to students with disabilities, including students who are English Language Learners
- demonstrate knowledge of instructional strategies (e.g., teaching how to write for different audiences and purposes; providing grammar instruction within authentic contexts; teaching writing processes, such as drafting, revising, and editing) for improving students' spelling, vocabulary usage, grammar, sentence structure, paragraph development, organizational skills, and composition skills
- demonstrate knowledge of strategies for using assistive and instructional technology to support students' writing
- demonstrate knowledge of strategies for conducting ongoing assessment of students' progress in developing writing skills

0015 Understand strategies and techniques for promoting the development of communication, social, and life skills in students with disabilities.

For example:

- demonstrate knowledge of how to support and enhance the communication skills (e.g., developing vocabulary, self-monitoring oral language) of students with disabilities, including students who are English Language Learners
- recognize the importance of implementing communication methods to address students' level of language proficiency and their cultural and linguistic differences
- demonstrate knowledge of strategies for providing instruction to students with disabilities in the use of augmentative and alternative communication systems
- recognize social skills needed for educational and other environments (e.g., giving and receiving meaningful feedback, engaging in conversations) and demonstrate knowledge of how to design instructional programs that enhance social participation across environments
- demonstrate knowledge of strategies for enhancing the self-awareness, self-management, self-control, self-esteem, self-advocacy, self-determination, and independence of students with disabilities
- demonstrate knowledge of strategies, methods, and resources for designing and implementing life skills curricula (e.g., independent living, career, vocation, leisure, recreation), including strategies for developing life skills curricula that are responsive to students' cultural and ethnic backgrounds, and methods for integrating life skills curricula into the general curriculum
- demonstrate knowledge of strategies and procedures for enabling students with disabilities to make successful transitions (e.g., from early intervention programs to public school; between teachers, grade levels, and school and service options; into postschool environments)

0016 Understand strategies for developing and implementing positive behavioral supports and interventions for students with disabilities.

For example:

- identify individualized expectations for the personal and social behavior of students with disabilities in given settings and recognize ways to support students' successful integration into various program placements
- demonstrate knowledge of strategies and procedures for conducting functional behavior assessments
- demonstrate knowledge of how to use performance data and information from all stakeholders to modify the learning environment to manage behaviors
- demonstrate knowledge of strategies for collaborating with others to develop, implement, and evaluate behavior management programs
- demonstrate knowledge of the principle of using the least intrusive behavior management strategy consistent with the needs of individual students with disabilities
- demonstrate knowledge of various reinforcement techniques and strategies for planning, developing, and implementing individualized behavior intervention plans, including reinforcement systems and environmental modifications
- demonstrate knowledge of how to integrate academic instruction with behavior management, including knowledge of nonaversive techniques for controlling targeted behavior and maintaining the attention of students with disabilities
- demonstrate knowledge of strategies for crisis prevention, intervention, and management
- demonstrate knowledge of ethics, laws, rules, and procedural safeguards related to planning and implementing behavior management and discipline for students with and students without disabilities
- demonstrate knowledge of procedures for developing, reviewing, evaluating, and amending behavior management and intervention strategies

SUBAREA IV—WORKING IN THE PROFESSIONAL ENVIRONMENT

0017 Understand strategies for communicating and collaborating with students with disabilities and their families to help students achieve desired learning outcomes.

For example:

- demonstrate awareness of culturally responsive strategies for ensuring effective communication and collaboration among families of students with disabilities, school personnel, and representatives of community agencies
- demonstrate knowledge of family systems and the roles of families in the educational process
- recognize the potential impact of differences in values, languages, and customs between the home and school
- demonstrate familiarity with typical concerns of parents/guardians of students with disabilities and recognize effective strategies for addressing such concerns, including providing parents/guardians with information about community and state resources available to them
- demonstrate knowledge of strategies for helping students with disabilities and their parents/guardians become active participants on the educational team (e.g., in assessment, the development and implementation of individualized programs, and transition planning)

0018 Understand strategies for communicating and collaborating with school staff members, related service providers, and community agencies to help students with disabilities achieve desired learning outcomes.

For example:

- recognize how to communicate effectively with school personnel about the characteristics and needs of students with disabilities
- demonstrate knowledge of legal and ethical guidelines for maintaining confidentiality when communicating with school personnel about students with disabilities
- recognize the various roles and responsibilities of school personnel, related service providers, and community agencies in implementing individualized educational plans
- recognize the roles and responsibilities of the special education teacher in regard to seeking assistance from and collaborating with other professionals to support student learning
- demonstrate knowledge of various models and strategies of consultation and collaboration (e.g., coteaching, consultant teaching) and of their implementation
- demonstrate knowledge of strategies for coaching general education teachers and other service providers in instructional methods, technology, and accommodations for students with disabilities
- recognize the roles and responsibilities of paraeducators (e.g., related to instruction, intervention, and direct services) and demonstrate knowledge of strategies and procedures for observing, evaluating, and providing feedback to paraeducators
- recognize effective strategies for collaborating with school personnel, service providers, and community agencies to integrate students with disabilities into various settings and to plan and implement successful transitions
- demonstrate knowledge of strategies for evaluating the effectiveness of collaborative activities (e.g., data-based decision making)

0019 Understand the historical, social, and legal foundations of the field of special education.

For example:

- demonstrate knowledge of the historical and philosophical foundations of special education, including classic research studies, current research, major contributors, and important legislation (e.g., Individuals with Disabilities Education Improvement Act [IDEA], Section 504 of the Rehabilitation Act, Americans with Disabilities Act [ADA], No Child Left Behind Act [NCLB])
- demonstrate knowledge of current issues and trends in the field of special education (e.g., full inclusion, standards-based reforms, access to new technologies, person-centered planning)
- demonstrate knowledge of definitions and issues in the identification of students with disabilities, including factors influencing the overrepresentation of students from culturally and linguistically diverse backgrounds in programs for students with disabilities
- demonstrate knowledge of the rights and responsibilities of stakeholders (e.g., students, parents/guardians, teachers, other professionals, schools) in relation to the education of students with disabilities
- demonstrate knowledge of laws, litigation, policies, and ethical principles related to referral, assessment, eligibility, and placement within a continuum of services for students with disabilities (e.g., due process, procedural safeguards, least restrictive environment)

0020 Understand the professional, ethical, and legal roles and responsibilities of the special educator.

For example:

- demonstrate knowledge of how to use resources (e.g., professional organizations and journals, online resources, workshops, conferences, mentors) to enhance one's professional knowledge (e.g., current research-validated practices, information about the characteristics and needs of students with disabilities) and engage in lifelong professional growth and development
- recognize effective strategies for engaging in reflection and self-assessment activities for the purposes of identifying one's cultural biases and differences, improving instruction, and guiding professional growth
- demonstrate familiarity with basic computer and technology operations, concepts, and uses (e.g., generating and manipulating data, evaluating software and hardware, basic troubleshooting strategies, uses of imaging and audiovisual devices)
- apply knowledge of the Council for Exceptional Children (CEC) Code of Ethics and the New Mexico Code of Ethics of the Education Profession
- apply knowledge of how to uphold 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., in regard to local, state, and federal monitoring and evaluation requirements; the provision of specialized health care in the educational setting; mandated reporting; and uses of technology, information, and software resources)
- recognize strategies for advocating effectively for individual students with disabilities, their families, and the special education program
- recognize appropriate procedures for creating, maintaining, releasing, and transferring records regarding students with disabilities, including following legal and ethical guidelines for maintaining confidentiality



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Special Education is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of New Mexico?
- A. Albuquerque
 - B. Las Cruces
 - C. Santa Fe
 - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. (A) (B) ● (D)

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Special Education. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0002

Understand the characteristics and needs of individuals with disabilities.

1. Which of the following learning styles is most commonly an area of strength in individuals who have Down syndrome?
 - A. visual
 - B. kinesthetic
 - C. aural
 - D. verbal

Competency 0004

Understand the effects of disabilities on human development and learning.

2. The development of learned helplessness in students with mental retardation is most often associated with:
 - A. repeated experiences of failure despite one's best efforts.
 - B. a general indifference to the opinions of others.
 - C. social-emotional deficits that interfere with motivation.
 - D. an innate lack of curiosity or interest in one's surroundings.

Competency 0005

Understand types and characteristics of various assessments.

3. A fifth grader with a learning disability in mathematics calculation attends a general education classroom with resource room support. Shortly after the fifth grade begins a new math unit, a discrepancy between the student's performance on classwork and homework becomes apparent. When asked about this, the student replies, "Oh, my parents help me out by showing me my mistakes and explaining how to fix them." Based on this information, which of the following types of informal assessments would be most appropriate for the special education teacher to use to understand the difficulties the student is having?
 - A. a dynamic assessment in which the special education teacher holds an interactive dialogue with the student, models how to solve the problems, and asks the student to perform the calculations out loud
 - B. a portfolio assessment in which the special education teacher and the student compare samples of the student's classwork and homework to identify areas of strength and need
 - C. a task analysis in which the special education teacher breaks down the math problems step by step in order to determine where the student is making errors and how to prevent them in the future
 - D. a direct assessment of the student's specific strengths and needs to allow the special education teacher to modify either the math curriculum or the instructional strategies of the general education teacher

Competency 0008

Understand procedures for developing, implementing, and amending individualized educational plans (IEPs), individualized family service plans (IFSPs), and transition plans.

4. Which of the following best describes the primary reason for providing a continuum of services for students with disabilities?
 - A. to require service providers to meet the needs of individual students in a general education setting
 - B. to ensure collaboration between educators in implementing instructional strategies
 - C. to group students for instruction according to their individual academic strengths and needs
 - D. to provide the flexibility of meeting individual student learning needs in a range of educational settings

Competency 0011

Understand principles of and methods for individualizing instruction for students with disabilities.

5. A student with cerebral palsy has just enrolled in a high school. The student uses a communication board with speech output as her primary means of communication. Her individualized educational plan (IEP) specifies that she will receive academic instruction in a resource room and attend inclusion classes for physical education, art, music, and computer lab. The special education teacher wants to ensure that the student uses her communication board effectively in all of her classes. Which of the following would be the teacher's most effective strategy for achieving this goal?
 - A. conducting unscheduled visits in the classrooms to evaluate student-teacher interactions with the communication board
 - B. training the teachers in the use of the communication board and providing ongoing guidance and support
 - C. providing each teacher with a copy of the manual that explains how to operate the communication board and troubleshoot common problems
 - D. asking the teachers to fill out a checklist periodically on the student's level of participation in their classes

Competency 0012

Understand strategies and techniques for promoting emergent literacy skills in students with disabilities.

6. A special educator teaches kindergartners with disabilities and developmental delays in a self-contained classroom. Which of the following practices would best help these children begin developing a strong foundation for emergent literacy?
- A. having the children spend twenty minutes each day watching a children's television show that features prereading activities
 - B. providing each child with a phonics activity book that can be incorporated into the family's leisure-time activities in the home
 - C. involving the children in a variety of engaging activities that prompt spontaneous communication and language play
 - D. selecting a word of the week to be the focus of language arts activities that include pronouncing the word, defining it, and sounding it out

Competency 0015

Understand strategies and techniques for promoting the development of communication, social, and life skills in students with disabilities.

7. A middle school student with an emotional impairment has expressive language deficits. The student's outward behavior includes hostile acting out, noncompliance, and aggression. When planning how to deal with these issues, the individualized educational plan (IEP) team's *first* step should be to:
- A. select strategies for extinguishing the behaviors.
 - B. pair the student with a peer who will model appropriate behaviors.
 - C. determine what the student is trying to communicate with the behaviors.
 - D. prioritize the behaviors in the order in which they should be addressed.

Competency 0016

Understand strategies for developing and implementing positive behavioral supports and interventions for students with disabilities.

8. A nonverbal student with multiple disabilities has recently had several aggressive outbursts during instructional activities. The student's individualized educational plan (IEP) team has agreed on the need to conduct a functional behavioral assessment. Which of the following should be the *first* step in this procedure?
- A. Specify what behavior will be expected of the student at school.
 - B. Interview the parents/guardians about the student's behavior at home.
 - C. Define the targeted behavior in clear and specific terms.
 - D. Identify the reinforcers likely to be most effective with the student.

Competency 0017

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

9. A new special education teacher who works in a school with a diverse student population is preparing for a group meeting with parents and guardians of students with disabilities. The teacher has created a flyer that identifies community agencies that offer a wide variety of services to families. In addition, the teacher plans to offer to help families make initial contact with agencies upon request. When the teacher is considering how best to present this information to families, it would be most important to keep which of the following in mind?
- A. Contacting agencies on behalf of families may promote an inappropriate pattern of dependence.
 - B. Some families may prefer to rely on personal support networks instead of seeking help from external sources.
 - C. Suggesting outside services may be misconstrued as an effort to transfer school responsibilities to others.
 - D. Some community agencies may not have the resources to handle a large number of inquiries all at once.

Competency 0020

Understand the professional, ethical, and legal roles and responsibilities of the special educator.

10. A new special education teacher teaches six middle school students in a self-contained classroom. One student in the class, who has low-functioning autism spectrum disorder (ASD), often engages in repetitive activities and stereotypical behaviors. Although the teacher has tried a number of research-based strategies with this student and spends considerable time thinking about how best to work with him, she realizes that she is not adequately meeting his needs. Which of the following would be the special education teacher's best *first* step in addressing this concern?
- A. Meet with an experienced special education teacher to discuss the situation and to arrange a time for him or her to observe in the classroom.
 - B. Call a meeting of the student's individualized educational plan (IEP) team to inform members that the current IEP is not working.
 - C. Keep a notebook to record the strategies used with the student and to document the student's lack of responsiveness.
 - D. Subscribe to professional journals on teaching students with ASD and seek out professional development opportunities.



Answer Key for the Sample Selected-Response Questions

1. A
2. A
3. A
4. D
5. B
6. C
7. C
8. C
9. B
10. A