

Special Education: Knowledge-Based Core Principles (0351)

Test at a Glance

Test Name	Special Education: Knowledge-Based Core Principles		
Test Code	0351		
Time	1 hour		
Number of Questions	60		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Understanding Exceptionalities	15	25%
	II. Legal and Societal Issues	8	13%
	III. Delivery of Services to Students with Disabilities	37	62%

About This Test

The Special Education: Knowledge-Based Core Principles test is designed for examinees who plan to teach in a special education program at any grade level from preschool through grade 12. The 60 multiple-choice questions assess the examinee's knowledge of the basic principles of special education. Extensive knowledge of individual specialty areas, such as education of students with visual impairments or hearing impairments, is not required.

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. Understanding Exceptionalities

- Theories and principles of human development and learning, including research and theories related to human development; theories of learning; social and emotional development; language development; cognitive development; and physical development, including motor and sensory
- Characteristics of students with disabilities, including medical/physical; educational; social; and psychological
- Basic concepts in special education, including definitions of all major categories and specific disabilities; causation and prevention of disability; the nature of behaviors, including frequency, duration, intensity, and degrees of severity; and classification of students with disabilities, including classifications as represented in IDEA and labeling of students
- 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 for various purposes, including monitoring instruction and IEP development; and how to prepare written reports and communicate findings to others
- Placement and program issues (including continuum of services; mainstreaming; integration; inclusion; least restrictive environment; non-categorical, categorical, and cross-categorical programs; related services; early intervention; community-based training; transition of students into and within special education placements; postschool transitions; and access to assistive technology)
- Curriculum and instruction, including the IEP process; instructional development and implementation (for example, instructional activities, curricular materials, resources and equipment, working with classroom personnel, tutoring and the use of technology); teaching strategies and methods (for example, direct instruction, cooperative learning, diagnostic-prescriptive method); instructional format and components (for example, individualized instruction, small- and large-group instruction, modeling, drill and practice); and areas of instruction (such as academics, study and learning skills, social, self-care, and vocational skills)
- Management of the learning environment, including behavior management (for example, behavior analysis—identification and definition of antecedents, target behavior, and consequent events, data-gathering procedures, selecting and using behavioral interventions); classroom organization/management (for example, providing the appropriate physical-social environment for learning — expectations, rules, consequences, consistency, attitudes, lighting, seating, access, and strategies for positive interactions, transitions between lessons and activities); grouping of students; and effective and efficient documentation (such as parent/teacher contacts and legal records)

II. Legal and Societal Issues

- Federal laws and landmark legal cases related to special education (for example, IDEA 2004, Section 504, ADA, Rowley re: program appropriateness, Tatro re: related services, Honig re: discipline)
- Issues related to school, family, and/or community, such as teacher advocacy for students and families, including advocating for educational change and developing student self-advocacy; family participation and support systems; public attitudes toward individuals with disabilities; and cultural and community influences

III. Delivery of Services to Students with Disabilities

- Conceptual approaches underlying the delivery of services to students with disabilities (for example, medical, psychodynamic, behavioral, cognitive, sociological, eclectic)
- Professional roles and responsibilities of teachers of students with disabilities (for example, teacher as a collaborator with other teachers, parents, community groups, and outside agencies); teacher as a multi-disciplinary team member; teacher's role in selecting appropriate environments and providing appropriate services to students; knowledge and use of professional literature, research (including classroom research), and professional organizations and associations; and reflecting on one's own teaching

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, the Individuals with Disabilities Education Act will be referred to as IDEA. An individualized education program will be referred to as IEP.

- Which of the following techniques is likely to be most successful in helping learners with mental retardation to retain previously acquired skills?
 - Scheduling frequent peer tutoring sessions
 - Acknowledging appropriate behavior regularly
 - Providing periodic review of lessons
 - Allowing longer independent practice periods
- Which of the following is most clearly an example of a student using inappropriate syntax?
 - Saying, "I see football game"
 - Saying, "Wa wa" as a substitute for water
 - Saying, "Me sister shoes new happy"
 - Saying, "He dranked his milk"
- Which of the following conditions is frequently attributable to Trisomy 21?
 - Down syndrome
 - Phenylketonuria (PKU)
 - Klinefelter syndrome
 - Turner syndrome
- According to IDEA, when parents and schools disagree over education issues for a child with a disability, either party can request a
 - mediator
 - due process hearing
 - new teacher for the student
 - court date
- Which of the following placement practices is required by federal law?
 - Full inclusion
 - Mainstreaming
 - Least restrictive environment
 - Resource room
- According to IDEA, which of the following is a mandated responsibility of the school in servicing a student who has been identified as having a disability?
 - Guaranteeing that the student is placed in a regular classroom in the student's home school
 - Paying for an independent educational evaluation of the student upon request by the parent
 - Notifying the parent following the placement of the student in a special education program
 - Guaranteeing appropriate access to and confidentiality of the student's records
- The most useful information for developing the long-range goals and short-term objectives on an IEP is likely to come from using the results of which of the following types of assessment?
 - Norm-referenced tests and adaptive behavior scales
 - Criterion-referenced tests and behavioral checklists
 - Norm-referenced tests and language samples
 - Developmental scales and group achievement tests
- Which of the following best describes the group of special education students for whom transition plans must be developed as part of the IEP process?
 - Students of all ages
 - Students between the ages of 18 and 21
 - Students aged 14 through school completion
 - Students who will graduate from high school and be placed in a sheltered workshop
- An IEP must include which of the following components?
 - The current level of student performance
 - A record of past student performance
 - A description of the student's intellectual functioning
 - Suggestions for parental involvement

Answers

1. The best answer is C. Once a skill has been mastered, the teacher can best assure its retention by providing additional meaningful learning situations in which the student can recall and use the skill.

2. The best answer is C, since using appropriate syntax involves following rules for the correct arrangement of word sequences.

3. The correct answer is A. There are several possible causes of Down syndrome, with the most common being Trisomy 21, the failure of one pair of parental chromosomes to separate at conception.

4. The best answer is B. According to IDEA, either a parent or the public educational agency may initiate a hearing on the identification, evaluation, or educational placement of a student with a disability.

5. The correct answer is C. IDEA states that each student must be placed in the least restrictive environment in which the unique needs of that student can be met. Choice A, B, or D may be the least restrictive environment for a given student, but that must be determined on an individual basis.

6. The correct answer is D, as both confidentiality of and access to students' records are addressed in IDEA.

7. The best answer is B. Criterion-referenced tests compare a student's performance to a specified level of mastery or achievement. Behavioral checklists may be used to gather various types of information about the student's current performance in a given area. Both assess specific information about a particular student, and therefore can be useful in developing IEP goals and objectives.

8. The correct answer is C, as stated in IDEA.

9. The correct answer is A, as stated in IDEA.



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