

## Special Education: Application of Core Principles Across Categories of Disability (0352)

### Test at a Glance

Test Name	Special Education: Application of Core Principles Across Categories of Disability		
Test Code	0352		
Time	1 hour		
Number of Questions	50		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Curriculum	10	20%
	II. Instruction	10	20%
	III. Assessment	10	20%
	IV. Managing the Learning Environment	10	20%
	V. Professional Roles/Issues/Literature	10	20%

### About This Test

The Special Education: Application of Core Principles Across Categories of Disability test is designed for examinees who plan to teach in a special education program at any grade level from preschool through grade 12. The 50 multiple-choice questions assess the knowledge and understanding needed to apply the basic principles of special education in a wide variety of settings for students with disabilities. The knowledge and skills assessed were determined by special educators to be necessary for safe and effective practice and needed at the time of entry into the profession. Some of the questions are based on a case study related to the teaching of students with disabilities. 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. Curriculum

- How to modify and adapt the regular curriculum
- How to use specialized programs and materials
- Ways to address diversity in the classroom
- Ways to use technology

### II. Instruction

- How to implement the IEP
- How to select and use the appropriate strategies and methods (for example, direct instruction, cooperative learning, task analysis, applied behavior analysis, learning styles)
- Ways to select and implement the format and components of instruction (for example, individualized instruction, small group instruction, large group instruction, modeling, demonstration, questioning, reinforcement, drill and practice)
- How to implement instruction in specific areas (for example, academics, social skills, vocational skills, self-care and daily living skills, study and organizational skills, learning strategies)

### III. Assessment

- How to modify, construct, or select and conduct nondiscriminatory and appropriate formal and informal assessment procedures
- How to interpret standardized and specialized assessment results
- How to use evaluation results for various purposes, including monitoring instruction and IEP/ITP development
- How to prepare written reports and communicate findings to others

### IV. Managing the Learning Environment

- Behavior management, including behavior analysis—identification and definition of antecedents, target behavior, and consequent events; data-gathering procedures (such as anecdotal data, frequency methods, and interval methods); and selecting and using behavioral interventions
- Classroom organization/management, including providing the appropriate physical-social environment for learning (for example, 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)

### V. Professional Roles/Issues/Literature

- The teacher's role as a multidisciplinary team member
- Ways to consult/collaborate with others, in school and outside
- Ways to work with teaching assistants in the classroom
- Ways to participate in transition planning
- How to use professional literature and research

## 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 Improvement Act (Public Law 108-446) will be referred to as IDEA. An individualized education program will be referred to as IEP.

1. A 13-year-old student with a severe degree of mental retardation has a verbal expressive vocabulary of a few isolated words. Which of the following augmentative communication systems can most immediately be used in a community setting with the student?
  - (A) Sign language
  - (B) Cued speech
  - (C) A communication board using pictures
  - (D) A communication board using the alphabet and number system
2. Computer-assisted instruction has been shown to be an important teaching method for students with mental retardation for all of the following reasons EXCEPT:
  - (A) The computer requires little teacher intervention, freeing the teacher to prepare upcoming lessons.
  - (B) The computer can be programmed to immediately deliver feedback on the correctness of a response.
  - (C) The computer can be programmed to provide as much repetition as a student needs.
  - (D) Computer graphics and sound can maintain a student's motivation and attention to task.
3. To best assure the transfer of word attack skills to newspaper reading, a middle school teacher of students with mild mental retardation should
  - (A) prepare teacher-made newspaper articles for the students to read
  - (B) select articles from the local newspaper for students to read
  - (C) develop writing exercises using words from newspaper articles
  - (D) prepare worksheet exercises based on single sentences from newspaper articles
4. Which of the following is an example of functional language training for children who are nonverbal?
  - (A) Rewarding the child for making a vocalization approximating a sound made by the teacher
  - (B) Rewarding the child for any vocalization made while looking at the teacher
  - (C) Drilling on bilabial sounds so the student can say "mama"
  - (D) Drilling the child on pointing to the sink when he or she wants a drink of water
5. A well-made teacher-developed test is generally preferred to a standardized achievement test when measuring learning mastery because it
  - (A) is more likely to yield a true score
  - (B) has higher interrater reliability
  - (C) allows greater comparison of students to each other
  - (D) has better content validity

6. Which of the following best describes an ecological inventory?
- (A) An analysis of the curriculum of a given school system
  - (B) A compilation of specific behavioral management needs of a child with disabilities
  - (C) A synthesis of the past educational achievements of a child with disabilities
  - (D) A compilation of life skills needed by a child with disabilities in present or future settings
7. A student with behavior problems is being taught to interact appropriately with peers on the playground. The playground supervisor provides the teacher with feedback on the student's behavior after every recess. The student earns points for acceptable behavior. When an infraction has occurred during recess, the student loses points. This contingent withdrawal of reinforcers is referred to as
- (A) negative reinforcement
  - (B) discrimination learning
  - (C) response cost
  - (D) generalization training
8. Tomas, a student in a first-grade class, is the only child standing quietly in the bus line. His teacher asks Tomas to show the other children how to stand quietly in line. Many of the students imitate Tomas' behavior. Which of the following behavior management techniques did the teacher use?
- (A) Modeling
  - (B) Shaping
  - (C) Extinction
  - (D) The Premack principle
9. As mandated in IDEA, the IEP team must consider the need for transition services for each student before she or he leaves school. If it is determined that transition services are needed, which of the following represents the most critical task for the team involved in preparing the transition plan?
- (A) Adopting a transition plan previously drafted by officials of the state department of education, the vocational rehabilitation agency, and the local school district
  - (B) Getting information regarding postschool educational services, community living options, and employment, from adult agency personnel
  - (C) Providing written information for the family and student to review and suggesting a placement for postsecondary special services
  - (D) Conducting meetings at which family and student goals are determined, along with personnel responsibilities, information to be collected, a time frame for providing information, and the resources needed to meet each goal
10. For a special education teacher, which of the following is the best example of collaborative goal setting?
- (A) Developing IEP goals with the regular classroom teacher and then presenting the completed goals to the students' parents
  - (B) Reaching a consensus on goals by consulting with parents and the multidisciplinary team
  - (C) Allowing parents to choose from goals designed by the multidisciplinary team
  - (D) Encouraging students to select goals for IEP inclusion from teacher-approved lists

## Answers

1. The best answer is C. A communication board using pictures is most likely to be effective given the severity of the student's disability and the limited nature of the student's current language skills.

2. The correct answer is A; you are to choose the false statement. Effective computer-assisted instruction tends to require as much teacher monitoring and intervention as other types of individualized student work.

3. The best answer is B, since one component of successful transfer of learning is the similarity between the situation in which a skill is learned and the situation to which it is to be applied.

4. The best answer is D, since functional language training involves giving the child a means of influencing and interacting with the environment. Teaching the child to make sounds or imitate words in isolation does not fulfill the goal of functional language training.

5. The best answer is D. "Learning mastery" generally refers to those lessons taught in the classroom. A teacher-developed test is more likely than a standardized achievement test to assess students' mastery of those lessons and, therefore, to have better content validity.

6. The best answer is D. An ecological inventory is designed to determine those skills needed by a particular individual in his or her current and future environments.

7. The correct answer is C. Response cost refers to the removal or withdrawal of reinforcing stimuli upon the performance of an undesirable behavior.

8. The correct answer is A. Modeling is a process by which an observer learns a response or behavior by watching and imitating the behavior of another.

9. The best answer is D. Transition to postschool life will be most effective when the goals of the student and his or her family are considered, when all responsible agencies work together to develop a plan for the student, and when specific tasks toward the goals are scheduled, monitored, and completed.

10. The best answer is B, since collaborative goal setting requires the sharing of ideas among all those involved with the student — educators, parents, related services providers, etc. It is not appropriate in collaborative goal setting for one person or group to present previously prepared goals to the student and his or her family. There must be collaboration among all concerned to develop appropriate goals for the student.



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