

Education of Exceptional Students: Mild to Moderate Disabilities (0542)

Test at a Glance

Test Name	Education of Exceptional Students: Mild to Moderate Disabilities		
Test Code	0542		
Time	1 hour		
Number of Questions	5 constructed-response questions		
Format	Questions requiring the application of special education knowledge to teaching situations		
	Content Categories	Number of Questions	Percentage of Total Score
	I. Assessment	1–2	25–42%
	II. Curriculum and Instruction	1–2	25–42%
	III. Structuring and Managing the Learning Environment	1–2	25–42%

About This Test

The Education of Exceptional Students: Mild to Moderate Disabilities test is designed for examinees who plan to teach in a special education program for students with mild to moderate disabilities at any grade level from preschool through grade 12. The constructed-response questions assess the examinee’s ability to apply the principles of special education to situations that a teacher is likely to encounter in teaching students with mild to moderate disabilities.

Topics Covered

I. Assessment

- Demonstrate knowledge of specialized policies regarding screening, pre-referral strategies, referral, and placement procedures for individuals with mild to moderate disabilities
- Demonstrate knowledge of assessment for eligibility: instruments and methods, both formal and informal (e.g., ecological inventories; portfolio, functional, and assistive-technology assessments) used to determine eligibility for special education services, with consideration given to
 - modality preferences
 - levels of support and/or independence
 - accommodations for test-taking situations
 - cultural and linguistic diversity
- Demonstrate knowledge of assessment for instruction:
 - how to design and adapt assessments, both formal and informal, to use in developing instruction for individuals with mild to moderate disabilities, with consideration given to
 - modality preferences
 - levels of support and/or independence
 - accommodations in test-taking situations
 - cultural and linguistic diversity
 - how to utilize assessment information in developing instruction for individuals with mild to moderate disabilities in both specialized and general-education settings in both
 - academic domains (e.g., mathematics, reading, writing, social studies, science, art, music, vocational) and
 - behavioral domains (e.g., social skills, listening skills, communication skills, self-management skills, pre-vocational skills)

II. Curriculum and Instruction

- Demonstrate knowledge of how to evaluate, select, and develop curriculum materials appropriate for individuals with mild to moderate disabilities, with sensitivity to cultural and linguistic diversity and adaptations and accommodations for individuals with mild to moderate disabilities

- Demonstrate knowledge of how to use local, community, and state resources to assist in developing programs for individuals who are likely to make progress in the general curriculum
- Demonstrate knowledge of how to write appropriate IEP goals and objectives for students with mild to moderate disabilities in
 - academic domains (including vocational)
 - behavioral domains
- Demonstrate knowledge of how to plan instruction based on IEP's, including developing appropriate lesson plans for individuals and groups with mild to moderate disabilities, in
 - academic domains (including vocational)
 - behavioral domains

III. Structuring and Managing the Learning Environment

- Demonstrate knowledge of behavior management
 - how to implement systematic behavior management plans, using
 - observation
 - recording
 - charting
 - establishment of timelines
 - hierarchies of interventions
 - schedules of reinforcement
 - how to select target behaviors to be changed and identify the critical variables affecting the target behavior
- Demonstrate knowledge of problem-solving and conflict resolution
- Demonstrate knowledge of how to integrate related services into the instructional settings of students with mild to moderate disabilities
- Demonstrate knowledge of how to collaborate with others (including both personnel and families) in planning and providing instruction for students with mild to moderate disabilities

Sample Test Questions

This section presents sample questions and sample responses along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. The examinee does not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses. Readers will assign scores based on the following scoring guide.

SCORING GUIDE

3

Demonstrates a thorough understanding of the topic

- Shows a thorough understanding of the most significant aspects of any stimulus material presented
- Responds appropriately to all parts of the question
- Where an explanation is required, provides a strong explanation that is well supported by relevant evidence
- Demonstrates a strong knowledge of subject matter, concepts, theories, facts, procedures, or methodologies relevant to the question

2

Demonstrates a basic understanding of the topic

- Shows a basic understanding of the most significant aspects of any stimulus material presented
- Responds appropriately to most parts of the question
- Where an explanation is required, provides an explanation that is sufficiently supported by relevant evidence
- Demonstrates a sufficient knowledge of subject matter, concepts, theories, facts, procedures, or methodologies relevant to the question

1

Demonstrates a lack of understanding of the topic

- Shows a lack of understanding or misunderstanding of the most significant aspects of any stimulus material presented
- Fails to respond appropriately to most parts of the question
- Where an explanation is required, provides a weak explanation that is not well supported by relevant evidence
- Demonstrates a weak knowledge of subject matter, concepts, theories, facts, procedures, or methodologies relevant to the question

0

This score is reserved for blank papers, off-topic or completely inaccurate responses, or responses that merely rephrase the question.

Directions: Two constructed-response questions follow. CAREFULLY READ AND FOLLOW THE SPECIFIC DIRECTIONS FOR EACH QUESTION. If the question has more than one part, be sure to answer each part of the question. At a test administration, you will write your answers to constructed-response questions in the space provided in the answer book.

Question 1 (Suggested time—15 minutes)

Teaching Scenario

By mid-October, Catherine’s third grade teacher has become concerned because Catherine has great difficulty reading grade-level materials. Her written work is largely illegible and contains sentence fragments and numerous spelling errors. Catherine does not initiate conversations, does not make eye contact, and never raises her hand to volunteer in class. Catherine does perform well on some math work that does not require interactions with other children or adults. The teacher has decided to refer Catherine for a special education evaluation.

Task

1. List THREE types of data that the teacher should collect PRIOR to making a referral.
2. Explain the value of collecting each of these types of data. In your explanation, be sure to relate the types of data to Catherine’s reading, writing, and social behavior.

Sample Response That Received a Score of 3:

Types of data:

1. anecdotal info concerning social interactions
2. writing sample
3. reading evaluation - IRI to determine reading level

Explanation of value

1. Catherine is not socializing appropriately in the classroom. Anecdotal info must be collected to evaluate Catherine’s behavior in a variety of situations such as the playground, cafeteria, gym class. A checklist could be used to measure Catherine’s behavior in these situations. Field notes could also be gathered and used to discuss Catherine’s behavior.
2. Writing samples should be analyzed to see patterns in Catherine’s spelling errors - i.e., does she need help with CVCe words, CVC words, etc. An analysis of the writing samples would also show Catherine’s use of fragments vs. whole sentences.
3. Catherine may be uncomfortable in class because of a low reading level. An Informal Reading Inventory could be used to determine Catherine’s reading level. The IRI could also show problems with decoding that could be related to Catherine’s poor spelling ability.

Sample Response That Received a Score of 1:

Types of data:

- writing sample
- running records

Explanation of value

It is important to collect a writing sample b/c it allows the teach to examine growth in a child’s writing and the child’s strength’s & weaknesses. It is also helpful in making a referral to an occupational therapist. It also the teacher to examine if common errors are repeating in writing.

Question 2 (Suggested time—15 minutes)

Teaching Scenario

Pete, age 12, has been diagnosed with a mild cognitive impairment and placed in a general fifth-grade class with in-class support from a special education teacher. Pete is able to identify individual coins and their values, but when given a group of mixed coins with different values, he is unable to calculate their total value, either mentally or with paper and pencil.

Task

Design a lesson plan that the special education teacher can use to help Pete acquire the ability to calculate the value of a group of mixed coins, on paper. Include in your answer

- a measurable objective;
- step-by-step teaching/learning procedures using direct instruction method; and
- an evaluation procedure that will demonstrate that the objective has been met.

Sample Response That Received a Score of 3:

Objective:

- Pete will be able to identify groups of coins with different values.
- Pete will learn to use a calculator to calculate coin values.
- Pete will be able to identify groups of coins using textual cues which will be systematically faded.
- Pete will be able to make purchases in a makeshift candy store with his coins.

Procedure:

Intro

- Review of individual coins (identification/value)
- Game introduced to review coin value.

Dev. Activity

- Textual cues (i.e., 5¢) placed on coins. Begin by adding 2 different coins together. (i.e., 5¢ + 10¢ =) (A calculator will be introduced to assist with calculations.)
- Systematically introduce an extra coin to the sequence (i.e., 5¢ + 10¢ + 25¢ = ____)
- Textual cues (labels on coins) will be faded.
- Calculator can still be used.

Evaluation:

- A makeshift candy store in the classroom will be introduced. Pete will be able to make purchases. (Calculator can be used)
- Once Pete has made acquisition on adding the values of his coins, textual cues on the coins can be faded.
- Probe to see if Pete has maintained the value/identification of the coins.
- Evaluate by asking Pete for specific amounts of money.
- Allow him to make purchases independently vary the amts. that each item is sold for.
- Incorporate this skill into next lesson/community

Sample Response That Received a Score of 1:

Objective:

Pete must recognize individual coins and add each type 80%

Procedure:

Give Pete piles of each type to work with and a peer

Evaluation:

Set up a coin machine to see if Pete can match the coins and fit each type into the machine. Can he add up each type?



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