

# ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS®



## STUDY GUIDE

### 22 Special Education: Cross-Category

**This AEPA test was replaced by a NES test.  
Examinees may continue to find this study guide useful as they  
prepare for the NES, as the previous AEPA test may have  
covered objectives and content similar to the NES test.**

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## **PART 1: GENERAL INFORMATION ABOUT THE AEPA® AND TEST PREPARATION**

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Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

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



## PART 2: FIELD-SPECIFIC INFORMATION

### Field 22: Special Education: Cross-Category

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#### INTRODUCTION

This section includes a list of the test objectives, practice questions, and an answer key for the selected-response questions.

**Test objectives.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

**Practice questions.** The practice questions for the selected-response and performance assignment sections included in this section are designed to give you an introduction to the nature of the questions included in the AEPA® tests. The practice questions represent the various types of 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 strength or weakness or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. A sample response is provided immediately following the written performance assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

**Preparation resources.** The list of preparation resources has been compiled to assist you in finding relevant materials as you prepare to take the Special Education: Cross-Category test. This list is to be considered not as complete, but as representative of the kinds of resources currently available. There may be other materials that may be helpful to you in preparing to take the test.

You may also wish to consult a representative from an Arizona educator preparation program in your area regarding other potential resources specific to this field. Keep in mind that the use of these materials does not guarantee successful performance on the test.

# TEST OBJECTIVES

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## Field 22: Special Education: Cross-Category

### SUBAREAS:

1. Understanding Students with Special Needs
2. Assessing Students and Developing Individualized Education Programs (IEPs)
3. Promoting Student Development and Learning
4. Working in a Collaborative Learning Community

### UNDERSTANDING STUDENTS WITH SPECIAL NEEDS

#### 0001 Understand typical learning processes and the significance of various disabilities for learning.

For example: processes by which learning occurs; applications of learning theories; factors that may affect learning, including socioeconomic, heritage-based, and language differences; effects of various disabilities on learning; factors that may impede learning (e.g., abuse/neglect, substance abuse, medications, physiological factors); factors that may facilitate learning in students with special needs; and teaching strategies that are responsive to students' needs and take advantage of their strengths.

#### 0002 Understand types and characteristics of emotional disabilities.

For example: major behavioral and social characteristics of students with emotional disabilities; definitions and identifying criteria associated with students with emotional disabilities; and the implications of various types of behavioral, social, and emotional disabilities for students' educational development.

#### 0003 Understand the effects of emotional disabilities on human development and learning.

For example: the influence of emotional disabilities on psychomotor, cognitive, social, emotional, and language development; ways in which emotional disabilities influence personal productivity, interpersonal/intrapersonal effectiveness, communication skills, self-control, and self-monitoring; and the effects of emotional disabilities on adult life roles (e.g., learning, daily living, employment, family life).

#### 0004 Understand types and characteristics of specific learning disabilities.

For example: types (e.g., oral or written expression, basic reading skills, reading or listening comprehension, mathematics calculation or reasoning) and characteristics (e.g., perception and memory disorders; difficulties with concept formation, processing, and problem solving) of specific learning disabilities; and differences between specific learning disabilities and other types of impairments.

#### 0005 Understand the effects of specific learning disabilities on human development and learning.

For example: the influence of specific learning disabilities on psychomotor, cognitive, social, emotional, and language development; and the implications of various types of specific learning disabilities on students' educational development.

**0006 Understand types and characteristics of mild, moderate, and severe mental retardation.**

For example: major cognitive, behavioral, and social characteristics of individuals with mental retardation; the concepts of intellectual functioning and adaptive behavior; known causes of, contributing factors related to, and prevention of mental retardation; and definitions and criteria associated with types and levels of mental retardation.

**0007 Understand the effects of mild, moderate, and severe mental retardation on human development and learning.**

For example: the influence of mental retardation on orthopedic (physical), sensory, motor, adaptive, cognitive, language, social, and emotional development; learning characteristics of students with mental retardation and ways to address these characteristics; and the implications of mental retardation on students' educational opportunities and adult life roles (i.e., domestic, recreation/leisure, community, and employment).

**0008 Understand types and characteristics of orthopedic (physical) and other health impairments.**

For example: types of orthopedic (physical) disabilities and health impairments and their characteristics; terms related to orthopedic (physical) disabilities and health impairments; the educational implications for students with orthopedic (physical) or other health impairments; and prenatal, perinatal, and postnatal causes of orthopedic (physical) disabilities and health impairments.

**0009 Understand the effects of orthopedic (physical) and other health impairments on human development and learning.**

For example: the effects of orthopedic (physical) disabilities and health impairments on psycho-motor, cognitive, social, emotional, and language development; the implications of various types of orthopedic (physical) and health impairments on students' educational development; and the effects of orthopedic (physical) and health impairments on adult life roles (e.g., learning, daily living, employment, family life).

**ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)****0010 Understand types and characteristics of assessment instruments and methods.**

For example: basic terminology used in assessment; types, characteristics, and methods of formal and informal assessment; principles of and procedures for creating, selecting, and evaluating educational assessment instruments and methods, including those used in prereferral situations; and advantages, disadvantages, and limitations of various assessment instruments and methods.

**0011 Understand assessment procedures of the multidisciplinary evaluation team for evaluating individual differences and making placement and programming decisions for students with disabilities.**

For example: roles and functions of members of the multidisciplinary evaluation team; components of a full and individual evaluation used to determine eligibility for and placement within special education and related services; ethical practices and legal provisions regarding impartial assessment; procedural requirements for conducting an evaluation; interpretation and use of assessment data to plan a student's educational program and placement; awareness of students' behavior, communication, and assistive technology needs; the impact of various backgrounds and linguistic differences on evaluation and placement decisions in special education; and appropriate application and interpretation of scores.

**0012 Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with emotional disabilities.**

For example: principles and procedures for screening, assessing, evaluating, and diagnosing students with emotional disabilities.

**0013 Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with specific learning disabilities.**

For example: principles and procedures for screening, assessing, evaluating, and diagnosing students with specific learning disabilities.

**0014 Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with mental retardation.**

For example: principles and procedures for screening, assessing, evaluating, and diagnosing students with mental retardation.

**0015 Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with orthopedic (physical) or other health impairments.**

For example: principles and procedures for screening, assessing, evaluating, and diagnosing the strengths and needs of students with orthopedic (physical) or other health impairments.

**0016 Understand the uses of ongoing assessment in the education of students with special needs.**

For example: procedures for using and maintaining ongoing classroom assessment; methods for determining learning styles and strengths; application of assessment data to modify a student's educational program; and the interpretation of assessment data to evaluate students' academic progress, determine students' needs, revise IEPs, and modify programming.

**0017 Understand procedures for developing and implementing Individualized Education Programs (IEPs) for students with special needs.**

For example: roles and functions of IEP team members; factors and procedures in gathering information, creating and maintaining records, determining appropriate placements, and developing IEPs for students with special needs; components of an IEP; and evaluation of students' progress with respect to IEP goals.

**PROMOTING STUDENT DEVELOPMENT AND LEARNING**

**0018 Understand how to establish a positive and productive learning environment for all students.**

For example: ways that disabilities may affect students' progress in the general education curriculum; factors in the learning environment that affect students' self-esteem and attitudes toward learning; strategies for modifying learning environments to address various student needs; and individual and group management strategies and intervention techniques for achieving instructional management goals (e.g., maintaining standards of behavior, maximizing time spent in learning).

**0019 Understand approaches and techniques used to improve students' reading skills.**

For example: types and characteristics of reading difficulties associated with various disabilities; principles of and methods for teaching prereading skills, phonological awareness, decoding, word recognition, reading comprehension, and print integration skills; various approaches to reading instruction (e.g., skills-based, whole-language, combined approaches); and promoting appreciation for reading.

**0020 Understand strategies and techniques used to promote students' written expression.**

For example: types and characteristics of written language difficulties associated with various disabilities; and principles and methods for improving students' spelling, grammar, mechanics, word usage, and syntax and for teaching students how to convey ideas logically and how to communicate to different audiences.

**0021 Understand strategies and techniques used to promote students' math skills.**

For example: types and characteristics of mathematical reasoning and calculation difficulties associated with various disabilities; and principles and methods for improving students' computation, reasoning, problem-solving, and measurement skills and application of math skills.

**0022 Understand strategies and techniques used to promote students' acquisition of academic skills.**

For example: ways the presence of disabilities may affect students' progress in the general curriculum; various approaches for content area instruction; strategies for integrating reading, writing, and mathematics instruction into daily routines; and strategies for developing students' academic study skills.

**0023 Understand strategies and techniques used to promote students' acquisition of functional skills.**

For example: components of a functional curriculum; techniques for designing and implementing functional skills instruction (e.g., observation, task analysis, establishing behavioral outcomes, teaching in context, community-based instruction); strategies for teaching functional skills in the major domains (e.g., self-help skills, daily living skills); and techniques for promoting skill transfer and generalization.

**0024 Understand strategies and techniques used to improve students' independent learning skills.**

For example: principles and techniques for promoting students' self-confidence, independence, decision making, responsibility, and personal ownership of tasks and goals; ways to help students apply self-management strategies; techniques for responding to the motivational characteristics of individual students; and strategies and activities for helping students to organize and manage time, develop productive routines, seek help when needed, follow instructions, work independently, choose and use technology, persevere at tasks, manage frustration and change, manage leisure time, and participate in problem-solving, decision-making, and conflict resolution processes.

**0025 Understand the development and implementation of behavior interventions.**

For example: types, characteristics, strengths, and limitations of various behavior intervention approaches; conducting functional behavior assessments to determine the purposes of given behaviors; strategies and techniques for developing and implementing supports and systematic behavior intervention plans for students with special needs (e.g., using behavioral contracts, teaching new behaviors to replace problem behaviors); appropriate ways of involving family members in behavior intervention plans; strategies for recognizing when plans are not working and making changes; and the importance of coordinating behavior intervention approaches among persons involved in the implementation of IEPs.

**0026 Understand strategies and techniques used to improve students' transition to adult life roles.**

For example: strategies and techniques that promote care for self and others, positive health and fitness habits, and travel and mobility routines; strategies for increasing students' understanding of the responsibilities associated with friendship, human sexuality, family life, and parenting; strategies for promoting students' ability to advocate for themselves and obtain assistance as necessary (e.g., from family, government agencies, consumer organizations, advocacy groups); sensitivity to ways that various backgrounds may affect students' attitudes toward and strategies for self-advocacy; and techniques for promoting independent and community living skills, citizenship skills, and participation in civic, leisure, and recreational activities.

**0027 Understand principles of and procedures for supporting students' transition from school to employment and/or post-secondary education and training.**

For example: techniques and settings for promoting career and vocational awareness, exploration, and preparation; strategies for providing work experience and career planning services to students; and appropriate goals, objectives, activities, benchmarks, programs, and support to promote transition into employment and/or post-secondary education.

**WORKING IN A COLLABORATIVE LEARNING COMMUNITY****0028 Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with special needs.**

For example: consultation, collaboration, and communication skills and strategies for working with other school staff and support service providers, including general education teachers, to solve problems and promote student achievement; and strategies for effectively providing services in a variety of educational contexts (e.g., coordinating instruction with other teaching professionals).

**0029 Understand how to promote strong school-home relationships.**

For example: strategies for establishing and maintaining communication with families from a variety of backgrounds; how to recognize and overcome barriers to communication with families; how to work collaboratively with families to promote their participation in planning and implementing their children's education; and how to provide information, training, support, counseling, and referrals to families whose children have special needs.

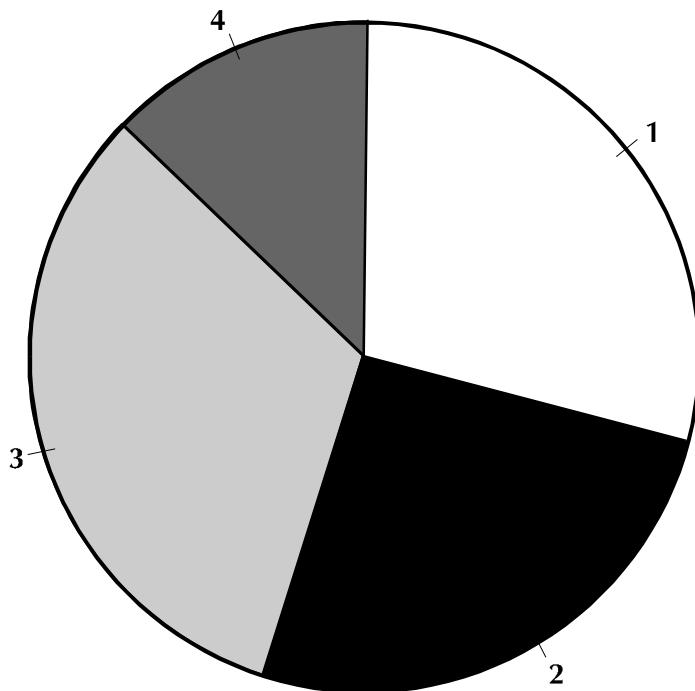
**0030 Understand how to encourage school-community interactions that enhance learning opportunities for students with special needs.**

For example: strategies for accessing and working effectively with agencies and services that can help meet the needs of students with special needs.

**0031 Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.**

For example: the historical and philosophical foundations of special education; ways in which approaches to special education have changed over time; legal and ethical issues in special education (e.g., confidentiality, personal involvement with students and families, student discipline and suspension); roles and responsibilities of teachers; mediation techniques; and application of special education related laws (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA], the Individuals with Disabilities Education Act [IDEA]), regulations, and guidelines (e.g., regarding identification, referral, evaluation, eligibility, program development, delivery of services, procedural safeguards).

**DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM**



**Approximate Percentage  
of Selected-Response  
Items on Test Form**

<b>Subarea</b>		<b>Approximate Percentage of Selected-Response Items on Test Form</b>
<input type="checkbox"/>	1. Understanding Students with Special Needs	29%
<input type="checkbox"/>	2. Assessing Students and Developing Individualized Education Programs (IEPs)	26%
<input type="checkbox"/>	3. Promoting Student Development and Learning	32%
<input type="checkbox"/>	4. Working in a Collaborative Learning Community	13%

# PRACTICE QUESTIONS

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## Field 22: Special Education: Cross-Category

1. In general, which of the following environmental factors is likely to have the greatest effect on an elementary school student's educational progress?
  - A. the degree to which learning opportunities are available to the student outside of school
  - B. the number of siblings in the student's family
  - C. the degree to which the student interacts with peer role models in settings outside the school
  - D. the birth order position of the student in his or her family
2. Carmita is a fifth grader with a learning disability in reading. She has recently developed anxiety related to her reading disability. If Carmita's anxiety is left untreated, it is most likely to affect her learning by causing her to:
  - A. become increasingly motivated to overcome her reading disability by doing extra assignments.
  - B. develop task avoidance behaviors in relation to reading-related assignments due to a lack of self-confidence.
  - C. develop overconfidence in her academic strengths in order to compensate for her reading disability.
  - D. become increasingly aggressive and hostile toward her reading teacher out of frustration.
3. Mr. Chino is a special education teacher who works in a fourth-grade inclusion classroom. He bases his instructional practices on Lev Vygotsky's sociocultural theory of learning. Which of the following would an observer expect to see in Mr. Chino's classroom?
  - A. Mr. Chino presenting a structured lesson followed by a quiz in order to provide students with immediate feedback on their performance
  - B. Mr. Chino asking students to demonstrate their knowledge by having them work individually on different projects in a variety of mediums
  - C. Mr. Chino dividing the students into small groups to work on projects while he visits each group asking questions and assisting as needed
  - D. Mr. Chino repeating a lesson component until every student has mastered the concepts before moving on to introduce new material

4. Tyler is an eighth-grade student who insists on washing his hands repeatedly after touching a doorknob. He becomes very upset (e.g., yelling at the teacher, pacing back and forth) if not allowed to do so. Tyler is displaying behaviors most closely associated with individuals who are diagnosed with which of the following emotional disabilities?

A. post-traumatic stress disorder (PTSD)  
B. generalized anxiety disorder  
C. bipolar disorder  
D. obsessive-compulsive disorder (OCD)

5. Which of the following sets of behaviors would most likely be exhibited by an adolescent diagnosed with depression?

A. bullying, truancy, a tendency toward lying to authority figures, and vandalism  
B. an inability to think logically, disorganized speech patterns, and experiences of delusions and hallucinations  
C. irritability, sadness, feelings of worthlessness, and a loss of interest in activities  
D. impulsivity, an inability to sustain attention and cooperate with others, and frequent engagement in risky behaviors

6. According to research, which of the following circumstances is most likely to lead to an adult life marked by unemployment, poverty, and substance abuse?

A. a history of early childhood separation anxiety, school phobia, a shy and timid temperament, and use of psychological services  
B. a history of a seizure disorder, ongoing pharmaceutical interventions, and frequent school absences resulting in home-based tutoring services  
C. a history of learning disabilities, bipolar disorder, oppositional defiant disorder, and dropping out of high school  
D. a history of an early identified gifted ability in math, no access to gifted programming, and learning disabilities in reading and writing diagnosed in middle school

7. Ricardo is a 25-year-old man who was diagnosed at age 14 with obsessive-compulsive disorder. This emotional disability would most likely affect his adult employment in which of the following ways?

- A. Ricardo may experience time-consuming ritualistic behaviors that make him chronically late and unable to meet deadlines.
- B. Ricardo may be unable to participate in large groups or give presentations due to extreme shyness.
- C. Ricardo may have difficulty establishing appropriate relationships with co-workers due to an argumentative conversational style.
- D. Ricardo may have a history of unemployment and incarceration due to a pattern of lying and stealing from employers.

8. According to the Individuals with Disabilities Education Improvement Act (IDEA), which of the following conditions is considered to be a specific learning disability?

- A. attention-deficit/hyperactivity disorder (ADHD)
- B. cerebral palsy
- C. autism spectrum disorder (ASD)
- D. dyslexia

9. Summer is a six-year-old first grader whose hearing is within the normal range. Her general education teacher has observed that Summer does not follow spoken directions, often appears confused during large- and small-group activities, is participating less in class, and is withdrawing from academic activities and social relationships. This set of behaviors is most frequently associated with individuals who have a specific learning disability in which of the following areas?

- A. reading comprehension
- B. oral expression
- C. listening comprehension
- D. abstract reasoning

10. Which of the following is a common characteristic of students with a specific learning disability in basic reading skills?

- A. delays in the acquisition of speech and receptive language
- B. deficits in recognizing and identifying the sounds of spoken language
- C. delays in retrieving previously learned verbal information
- D. deficits in expressive language and ability to communicate

11. Students with specific learning disabilities often have metacognitive deficits that interfere with learning tasks. This type of deficit is most likely responsible for the learning problems of a student who:

- A. is unable to concentrate and persist with a task until it is complete.
- B. uses the same operation for every math problem and is unable to evaluate whether the operation is leading to sensible answers.
- C. experiences difficulty working collaboratively with peers on a task and is unable to use effective social skills.
- D. is unable to use phonics skills to sound out unfamiliar words in a written text.

12. A fifth-grade student with a learning disability associated with aphasia would likely have the most difficulty with which of the following activities?

- A. completing a series of mathematical calculations on paper
- B. retrieving words when speaking during a class discussion
- C. remaining seated during a presentation by a guest speaker
- D. performing gross-motor activities during a physical education class

13. Humberto is a third grader with a specific learning disability in written expression who was recently determined eligible for special education services. The special education teacher would most likely recommend instructional strategies to help strengthen Humberto's cognitive development in which of the following areas?

- A. organization of ideas and working memory
- B. attention and concentration
- C. self-regulation and intrinsic motivation
- D. concrete and abstract reasoning

14. A special diet can prevent mental retardation in infants who are born with which of the following conditions?

- A. anoxia
- B. fetal alcohol syndrome (FAS)
- C. hydrocephalus
- D. phenylketonuria (PKU)

15. Marcos is a high school student with mental retardation who is preparing to make the transition from school to adult life. His transition team has determined that Marcos will need the support of a job coach for the first six months after he leaves school. He will be sharing an apartment with another individual with mental retardation, and he will need assistance with managing his budget on a monthly basis during the six-month period. Marcos has learned cooking, shopping, cleaning, and hygiene skills and is self-sufficient in those areas. The level of support that Marcos will require could be best described as:

A. extensive.  
B. pervasive.  
C. limited.  
D. intermittent.

16. Kami is a 20-year-old high school student with moderate mental retardation. She has an Individualized Education Program (IEP) that provides functional academic and daily living skills instruction in a special education classroom and vocational training in the community. Kami also participates with her aide in general education art, music, and physical education classes. Which of the following best describes the most likely implications of Kami's moderate mental retardation for her adult life roles?

A. Kami will require support and supervision for noncompetitive, semiskilled employment and semi-independent living.  
B. Kami will require minimal support to be able to live and work independently in the community.  
C. Kami will require close supervision and support to live in a group home and to learn simple, rote vocational tasks.  
D. Kami will require a setting that provides a maximum amount of support to assist her with all aspects of daily living.

17. A 12-year-old student with mild mental retardation would most likely be able to demonstrate which of the following skills?

- A. completing mathematical word problems with one variable
- B. reading approximately at a second-grade level
- C. multiplying two-digit numbers
- D. memorizing a short story

18. Orin is an eight-year-old third grader diagnosed with Down syndrome and associated moderate mental retardation. Which of the following best describes how Orin's speech-language skills are likely to be affected by his disability?

- A. Orin will stutter when responding to his teacher's questions.
- B. Orin will avoid making eye contact when engaging in conversations with his classmates.
- C. Orin will have difficulty with articulation.
- D. Orin will perseverate on a topic of personal interest during class discussions.

19. Which of the following circumstances is known to be a direct cause of Down syndrome?

- A. the child's ingestion of significant amounts of lead during the first years of life
- B. a chromosomal disorder that affects embryonic development
- C. the mother's ingestion of significant amounts of alcohol during pregnancy
- D. a folic acid deficiency that affects fetal development

20. Which of the following symptoms would a student diagnosed with absence seizures most likely exhibit during a seizure?

- A. staring and excessive blinking
- B. dizziness and nausea
- C. muscle stiffness and contractions
- D. irritability and confusion

21. Elida is a 10-year-old fifth grader who is undergoing treatment for acute leukemia. Her treatment consists of a combination of chemotherapy and radiation therapy. Before the onset of her illness, Elida was an active class participant and an A/B student. The classroom teacher is meeting with Elida's parents, the school nurse, and the special education teacher to develop a 504 Plan to facilitate her school performance. Which of the following best describes the educational implications of Elida's leukemia and treatment that her team needs to consider?

A. Elida will likely require the use of assistive technology devices in order to demonstrate her knowledge and perform her best academically.

B. The classroom environment will likely need to be modified to support Elida's full access and participation in activities.

C. Elida will likely require a shortened school day and reduced work load due to fatigue and frequent absences.

D. The teacher's grading standards will likely need to be lowered in order to enable Elida to continue to achieve academic success.

22. Lily is an 11-year-old sixth grader who was recently diagnosed with diabetes. She, her family, and teacher are learning to manage her treatment, which includes insulin injections, monitoring blood sugar levels, diet, and exercise. In which of the following other areas of Lily's development is her diabetes likely to affect her most?

A. psychomotor functioning and fine-motor skills

B. receptive and expressive language

C. academic achievement and level of school success

D. self-esteem and relationships with peers

23. Elena is a 12-year-old seventh grader who has a severe form of juvenile rheumatoid arthritis. Although Elena appears to be healthy, she experiences stiff and painful joints and tends to become easily fatigued during the school day. These symptoms are most likely to affect Elena's academic performance by limiting her ability to:

A. concentrate on assigned tasks.

B. participate during group discussions.

C. understand abstract concepts.

D. generalize previously learned skills.

24. Mr. Washington, a first-grade teacher, is concerned that one of his students, Lian, is having difficulty acquiring basic reading skills. Lian has trouble recognizing letters, reciting the alphabet, and reading basic sight words. Mr. Washington shares his concerns with the special education teacher. Which of the following procedures would be most appropriate for the special education teacher to recommend as part of the prereferral process for Lian?

- A. The school counselor should meet with Lian's parents to obtain a comprehensive developmental history.
- B. Mr. Washington should administer an informal diagnostic reading inventory to Lian in order to assess specific problem areas.
- C. The school psychologist should use projective techniques with Lian to determine the presence of underlying emotional issues.
- D. The special education teacher should administer a norm-referenced achievement test to Lian to determine her learning abilities.

25. Cody is a sixth grader who has been receiving push-in special education services for a learning disability in math. Ms. Dodero, his general education teacher, has become concerned about Cody's lack of progress in math and science as well as his increasing noncompliance with teacher directions, incomplete assignments, and refusal to follow classroom rules. Ms. Dodero consults with the special education teacher who recommends that the multidisciplinary evaluation team (MET) conduct a functional behavioral assessment. The greatest advantage of this method of assessing Cody is that it will help the team:

- A. define Cody's behavior, identify its cause and purpose, and develop a behavior intervention plan.
- B. determine the specific academic skills Cody needs to develop in order to behave more appropriately at school.
- C. provide documentation for the school to use in hiring additional staff to help manage Cody's behavior.
- D. diagnose Cody as having an emotional impairment as the cause of his inappropriate behavior.

26. Which of the following types of informal assessments would give the most information about a middle school student's progress in developing writing skills over a period of time?

- A. teacher-made essay test
- B. portfolio assessment
- C. classroom observation
- D. ecological assessment

27. Which of the following steps should a multidisciplinary evaluation team (MET) take *first* when conducting formal assessments of students from various backgrounds?

- A. Select screening measures to use in identifying students' specific learning needs that require further evaluation.
- B. Involve students' parents by having them complete a developmental inventory in their primary language.
- C. Conduct a group achievement test to compare students' results with those of classmates.
- D. Ensure that students' parents/guardians receive, understand, and sign an informed consent form in their primary language.

28. Over several months, a third-grade student in a general education classroom has displayed a marked decline in appropriate behavior and academic performance. The student has been referred for an evaluation. Which of the following questions must the multidisciplinary evaluation team (MET) consider when determining whether this student is eligible for special education services?

- A. Are the lessons and assessments being used in the classroom too difficult for the student?
- B. Is the student's behavior having a negative impact on classmates' learning?
- C. Does the student have a disability that is adversely affecting school performance?
- D. Has the student experienced similar difficulties in previous grades?

29. A multidisciplinary evaluation team (MET) has received a referral for Stefano, a sixth grader. Stefano's teacher and parents made the referral because of their concerns about his increasing inability to control his temper. He has become argumentative and noncompliant, and he has withdrawn from interpersonal relationships and activities. Stefano puts forth minimal effort to complete his classwork and avoids homework assignments. Given these referral concerns, which of the following procedures would be most appropriate for the team to use in assessing Stefano?

A. monitoring the frequency and duration of the troublesome behaviors over the next several months using teacher-made behavioral checklists

B. analyzing samples of Stefano's written classwork across subject areas to determine if there is a pattern of errors that reflects specific learning difficulties

C. asking the school psychologist to interview Stefano and have him participate in group counseling sessions to obtain an impression of how he interacts with others

D. gathering information about Stefano's potential to learn, level of achievement, and social-emotional functioning

30. Rosa is a 15-year-old high school student who is suspected of having depression. Her teachers observe in Rosa a marked lack of motivation and interest in school, inability to concentrate, social withdrawal, sadness, and irritability. Which of the following evidence would be crucial for Rosa's teachers to document in order for a diagnosis of depression to be made?

A. the length of time during which the emotional and behavioral symptoms have been observed in Rosa

B. the extent to which Rosa's level of academic performance falls below grade level in one or more academic subjects

C. the frequency of Rosa's non-compliant behaviors, including unexcused absences and truancy violations

D. the existence of verbal and physical acts of aggression committed by Rosa against peers and adults

31. Manuel is a third grader who recently performed below his grade level on a group-administered standardized mathematics achievement test. These results, in addition to failing grades and poor classroom performance in math, led Manuel's teacher to refer him for an individualized comprehensive evaluation. Which of the following assessment procedures would be most appropriate for the multidisciplinary evaluation team (MET) to use *first* with Manuel?

- A. a clinical mathematics interview with Manuel to determine his qualitative reasoning abilities
- B. an individually administered standardized test to compare Manuel's individual mathematics scores with his scores from the group test
- C. an individually administered questionnaire to gain insight about Manuel's interests in mathematics
- D. an informal criterion-referenced test to determine Manuel's specific strengths and weaknesses in mathematics skills

32. Which of the following informal classroom assessments is most appropriate for assessing a student's auditory discrimination?

- A. asking the student to follow multistep verbal commands to complete a puzzle
- B. asking the student to recall the exact order of a number series presented orally
- C. showing the student two unrelated words and asking him or her to pronounce the words
- D. having the student classify pairs of recorded sounds as the same or different

33. The primary purpose of making a diagnosis when assessing a student who is suspected of having learning disabilities is to:

- A. label the student with a specific learning disability so that general education teachers know that they must provide modified instruction.
- B. document that the student is eligible for special education instruction and services based on specific learning strengths and needs.
- C. collect background information upon which to measure the success of any special education instruction and services provided to the student.
- D. determine the underlying cause of the student's learning disability so that proper treatment can be provided.

34. The most effective way to determine the academic strengths and needs of a middle school student with mild mental retardation is to include which of the following components in the assessment procedure?

- A. a functional behavioral assessment
- B. a norm-referenced test
- C. a curriculum-based assessment
- D. an adaptive behavior checklist

35. According to federal regulations and best practices, which of the following areas must be evaluated during the assessment process in order to determine the level of support needed by a student diagnosed with mental retardation?

- A. community participation
- B. motivation to learn
- C. emotional functioning
- D. adaptive behavior

36. Paco is an elementary school student who has spastic cerebral palsy and a learning disability in reading. He receives both push-in and pull-out special education services as well as related services from an occupational therapist and speech-language pathologist. Paco is due for a three-year reevaluation, and his special education teacher is responsible for assessing Paco's current educational strengths and needs. Which of the following guidelines is the most important for the special education teacher to follow when reevaluating Paco?

A. Begin Paco's assessment at least two grade levels lower than his current placement to establish an accurate baseline.

B. Consider Paco's mode of communication and his ability to access assessment materials.

C. Select different standardized tests from those used in Paco's last evaluation to increase the reliability of current results.

D. Determine Paco's motivation and willingness to participate in the assessment process.

37. Mei is a seventh grader who has severe asthma. Because of her asthma, Mei visits the school nurse three or four times a day and is frequently absent from school for several days at a time or longer if hospitalized. Her seventh-grade teachers are concerned about Mei's lack of academic progress and, in collaboration with her parents, have referred her for a comprehensive individual evaluation. Which of the following sources of information would be most important for the multidisciplinary evaluation team (MET) to consult in diagnosing Mei's learning strengths and needs?

A. results from behavioral observations and behavior rating scales conducted in each of Mei's classes

B. data collected from a review of Mei's school records of absences and grades

C. records of Mei's developmental history, including medical diagnosis and treatment

D. results from a portfolio review in each of Mei's classes and interviews with her teachers

38. A special education teacher is preparing to conduct an assessment of a second grader's educational strengths and needs. The student's general education teacher and parents made the referral due to concerns that the student may have attention-deficit/hyperactivity disorder (ADHD). Which of the following procedures used by the special education teacher would most likely increase the accuracy of this student's assessment results?

- A. providing a variety of tangible rewards to the student for exhibiting appropriate and cooperative behavior
- B. engaging the student in testing sessions following periods of unstructured physical activity such as recess
- C. scheduling several short testing sessions rather than one long session to maximize the student's interest and motivation
- D. beginning the testing with items written for children at the preschool level to increase the student's likelihood of success

39. Lizandra is a fourth-grade student with learning disabilities who receives push-in services in reading from Mr. Romero, a special education teacher. Mr. Romero notices that in her daily reading group Lizandra is demonstrating increased oral reading fluency and is able to recall details and events from a story accurately. Which of the following steps should Mr. Romero take *first* to determine whether Lizandra is ready for more advanced reading material?

- A. Meet with Lizandra's parents and general education teacher to discuss Lizandra's current performance and to gather additional information regarding their observations of her reading behaviors.
- B. Administer an informal reading inventory, which will provide information regarding Lizandra's current instructional reading and comprehension levels.
- C. Invite Lizandra to participate in a more challenging reading group on a trial basis, and take anecdotal notes while observing her performance.
- D. Request that the school psychologist or reading specialist administer a formal standardized reading test, which will provide information regarding Lizandra's general range of reading abilities.

**40. Use the information below to answer the question that follows.**

Mr. Duval, a third-grade special education teacher in an inclusion classroom, conducts individual interviews with his students at the beginning of the school year. A sample of the types of questions he typically asks during these interviews is shown below.

- Do you think that you are good at learning new things?
- Is there a subject that you feel you are especially good at?
- What do you like to do outside of school for fun?
- Do you read outside of school? If so, what do you like to read?

Mr. Duval could most appropriately use the information obtained during these interviews for which of the following purposes?

- A. to determine what type of behavior management system is likely to be most effective based upon a student's personality type
- B. to provide insight into whether or not a student is likely to make sufficient academic progress
- C. to gain insight into a student's strengths and interests for the purpose of individualizing instruction
- D. to determine whether a student is likely to need counseling or support services from other staff members

41. Ms. Espinoza is a special education teacher in a middle school. At the beginning of the school year, she asks each of her students to fill out a learning style inventory. Ms. Espinoza notices that Douglas, a sixth grader with learning disabilities, scored high in the category of bodily-kinesthetic intelligence. Given this information, Ms. Espinoza could best support Douglas's learning by involving him in which of the following types of activities?

A. group presentations that include demonstrations and role-playing using props or models

B. individual projects that require critical thinking skills and thoughtful reflection

C. group projects that require collaborative problem solving and discussion

D. individual projects that include the creation of graphs and charts to demonstrate concepts

42. All Individualized Education Programs (IEPs) must include which of the following informational components?

A. a statement of the assessment procedures and modifications that were used with the student in past academic years

B. a list of current research articles that have been published about the student's particular disability

C. a statement of personal academic and social goals for the upcoming school year written by the student

D. a description of the student's current level of academic achievement and functional performance

43. An Individualized Education Program (IEP) team is meeting to design and implement a student's IEP. The school principal attends the meeting as the local educational agency (LEA) representative. Which of the following is the primary responsibility of the school principal in this capacity?

A. interpreting the evaluation results for the student's parents during the IEP meeting

B. ensuring that the school provides all of the services required by the student's IEP

C. mediating any disagreements that may arise among members of the student's IEP team

D. explaining to the student's parents their rights and responsibilities in the IEP process

44. At the end of the school year, a team is meeting to develop an annual Individualized Education Program (IEP) for Alejandro, a second-grade student with severe mental retardation. Alejandro has attended general education classes for the past two years while receiving supplementary aids and services within the classroom. He has made very limited progress toward meeting his functional academic and social IEP goals. Which of the following questions would be most important for the team to consider in making a decision about the most appropriate placement for Alejandro during the next school year?

A. Which placement would provide Alejandro with the least restrictive environment while enabling him to make satisfactory educational progress?

B. Does Alejandro's school have the funds necessary to provide him with additional services within a general education classroom?

C. Is there a third-grade teacher in Alejandro's school who has had experience teaching students with mental retardation in an inclusion setting?

D. Which placement would provide Alejandro with a classroom setting with the smallest ratio of students to teachers?

45. Donavon, a third-grade student with autism spectrum disorder (ASD), shows little or no interest in people or his surroundings. He is preoccupied with a collection of plastic fantasy figures, which he plays with wherever he goes. Donavon's special education teacher frequently needs to redirect his attention from his figures to his partially or carelessly completed assignments. Which of the following intervention techniques is likely to be most effective for maximizing the time Donavon spends on learning?

A. establishing time and place rules for Donavon to use his figures during the school day

B. talking to Donavon about developing other interests besides his figures

C. asking Donavon's parents to keep his figures at home

D. withholding Donavon's figures from him each day until he completes all assigned tasks thoroughly

46. A seventh-grade social studies teacher is planning a lesson on current events using a national newspaper. Students will read selected articles and then participate in a class discussion. Several students in the class have learning disabilities related to reading comprehension. Which of the following modifications to this lesson would be most appropriate for facilitating the participation of students with learning disabilities?

- A. grouping students with learning disabilities together to read the news articles at their own pace
- B. assigning fluent readers as tutors to explain the content of the news articles to their classmates with learning disabilities
- C. dividing students into small heterogeneous groups to read the news articles aloud and discuss them together
- D. reading the news articles aloud to the class and having each student write a summary independently

47. Ms. Ryer is special education teacher who works in a fourth-grade inclusion classroom. Many of her students struggle with reading. In an effort to promote the concept of reading for pleasure, Ms. Ryer asks the entire class to participate in ten minutes of sustained silent reading each day after lunch. During this time, students can read a favorite book from home or choose a book from the library. Ms. Ryer also makes a variety of age- and reading-level-appropriate books and magazines available to students. Which of the following additional actions should Ms. Ryer take to help ensure that sustained silent reading time is as effective as possible in encouraging students to read for pleasure?

- A. Make sure that students are seated quietly at their desks before beginning sustained silent reading time.
- B. Have a different student read aloud quietly to her each day during sustained silent reading time.
- C. After sustained silent reading time, have students summarize in a journal what they have read.
- D. Serve as a role model by reading books of her choice during sustained silent reading time.

48. Whitney is an eight-year-old third grader with a learning disability in reading comprehension. She is able to read grade-level material fluently with 98 percent accuracy, but she is unable to recall essential information from a story she has just read. Whitney is a visual learner who enjoys drawing and painting. Based on these characteristics, which of the following strategies would likely be most effective for a special educator to use in teaching Whitney to retain information she has recently read?

A. arranging for Whitney to listen to the story on tape before she reads it

B. showing Whitney how to fill in a story map while she reads

C. asking Whitney to read each assigned story more than once

D. pairing Whitney with another student to act out the story after she reads it

49. Mr. Tome is a special education teacher in an elementary school. He is teaching a lesson to a small group of emergent readers. Mr. Tome writes the word *play* on the board and asks students to say other words that rhyme with *play*. As students make suggestions, he writes each word on the board and prompts all of the students to say the word aloud. This activity is likely to be most effective for developing students' skills in which of the following areas?

A. phonological awareness

B. concepts of print

C. vocabulary knowledge

D. reading fluency

50. Use the information below to answer the question that follows.

A special education teacher creates the following activity for his third-grade students to complete:

Directions: Read each pair of sentences. Then fill in the blank in the second sentence with an appropriate word.

1. Marie is wearing her new shoes today. Yesterday, Marie \_\_\_\_\_ her old shoes.
2. Thomas is writing a letter to his pen pal today. Yesterday, Thomas \_\_\_\_\_ a letter to his aunt.
3. Carlos is going to the grocery store with his grandmother today. Yesterday, Carlos \_\_\_\_\_ to the grocery store with his father.
4. Alaina is seeing a movie with her brother today. Yesterday, Alaina \_\_\_\_\_ a movie with her best friend.

This type of activity would be most useful for promoting students' understanding of:

- A. irregular verb forms.
- B. plural nouns.
- C. comparative adjectives.
- D. uses of adverbs.

51. Tara, a seven-year-old second grader with learning disabilities, performs poorly on weekly spelling tests. Tara's special education teacher completes an error analysis of her work and determines that she consistently makes errors with either medial vowel sounds or consonant clusters. Which of the following would likely be the most effective intervention for the special education teacher to use in addressing Tara's spelling difficulties?

- A. Have Tara use each of the weekly spelling words in her journal writing.
- B. Provide Tara with direct instruction in spelling rules and common, reliable letter patterns.
- C. Ask Tara to say and spell each word aloud before writing it.
- D. Discuss the errors with Tara and remind her frequently to check her work for such errors.

52. Maurice is a sixth grader with Asperger syndrome who attends an inclusion language arts class. He is very creative and can tell a highly detailed story orally. However, when he is asked to write a story, he becomes frustrated because his handwriting is illegible to others. On several occasions, he has refused to complete writing assignments. Maurice's language arts teacher asks his special education teacher for advice regarding how to address this situation. Which of the following strategies would likely be the most effective for the special education teacher to recommend *first*?

- A. having Maurice complete his writing assignments for homework if he does not complete them in class
- B. teaching Maurice how to create an outline before beginning a writing assignment
- C. providing Maurice with additional time to complete in-class writing assignments
- D. allowing Maurice to use a word processing program to produce writing assignments

53. A special education teacher provides math instruction to high school students with learning disabilities. Whenever the teacher presents a new math concept, she makes sure to review it again with the class in the days immediately following. She also assigns in-class practice activities, during which she closely monitors students as they work. For students with learning disabilities in mathematics, such monitoring is especially important in order to:

- A. correct students' possible misconceptions and make sure they are not reinforced.
- B. reduce the amount of time the teacher devotes to whole-class instruction.
- C. discourage students from copying one another's work.
- D. limit the amount of time students need to spend checking their own work.

54. A special education teacher will be teaching a math computation skill to a small group of elementary students with mental retardation. The teacher can most effectively promote learning if she understands that these students:

- A. will learn best if the teacher starts the lesson by explaining in detail how the skill will be useful in their daily lives.
- B. will profit most from a combination of direct instruction and extensive opportunities to practice the skill.
- C. will learn best if the teacher starts the lesson by assuring the class that the skill is no more difficult than other skills they have learned.
- D. will profit most from discovery learning that includes ongoing opportunities for divergent thinking.

55. Clive is a fifteen-year-old tenth grader with a learning disability in mathematics. He receives math lessons from Ms. Suazo, his special education teacher. Clive has developed an expectation of failure and gives up readily when confronted with problems he considers too difficult. Ms. Suazo could best help Clive develop greater confidence and higher expectations for his own performance in math by using which of the following strategies?

- A. ensuring that Clive is presented for the most part with math problems that he can solve quickly and easily
- B. establishing a reward system that will allow Clive to engage in a self-selected activity after completing an agreed-upon math task
- C. praising Clive highly for his efforts in math, whether or not they result in correct solutions
- D. designing math instruction that is challenging to Clive at a level that will allow him to establish a pattern of success

56. A special education teacher works with a group of middle school students with high-functioning autism spectrum disorder (ASD). Which of the following approaches to content-area instruction would likely be most effective with these students?

- A. thematic units related to students' interests
- B. direct instruction using basal texts
- C. daily drill-and-practice of basic facts
- D. independent study on teacher-assigned topics

57. Mr. Landers is a special education teacher who works in a middle school resource room. One of his students, Sierra, is a seventh grader with a learning disability in reading comprehension. Mr. Landers has been teaching Sierra a reading comprehension strategy to use in understanding informational texts. She has successfully used this strategy with Mr. Landers in the resource room for a few weeks, and he would like her to generalize this strategy to her general education classes. Which of the following would likely be the most effective *first* step for Mr. Landers to take in helping Sierra generalize the reading comprehension strategy to her other classes?

A. Write out a detailed description of how to use the strategy for Sierra to bring with her and refer to during her general education classes.

B. Schedule a meeting to revise Sierra's Individualized Education Program (IEP) to include the use of the strategy in her general education classes.

C. Arrange to attend Sierra's general education classes with her for one day, and prompt her to use the strategy in various situations.

D. Meet with Sierra's general education teachers to discuss the strategy and to brainstorm how they can each incorporate its use in class.

58. Andrea is a fourth grader with attention-deficit/hyperactivity disorder (ADHD) who attends an inclusion class. A few weeks into the school year, Andrea's special education teacher receives a phone call from her parents. They discuss Andrea's difficulty with completing homework assignments and set up a meeting to discuss their concerns. During the meeting, Andrea's parents report that she is having difficulty concentrating on her homework assignments, and they ask for suggestions. Before Andrea's special education teacher can make a recommendation, it is most important for her to determine which of the following?

A. Have Andrea's parents tried using a tangible reward system with her?

B. Does Andrea have a quiet area in which she can work with limited distractions?

C. How much assistance do Andrea's parents give her with homework each night?

D. At what time of day is Andrea most likely to be doing her homework?

59. The father of Regina, a 17-year-old student with mild mental retardation, tells the special education teacher that he is going to have to increase his hours at work. This change means that Regina will have to let herself into the house after school and take care of herself for about an hour until her father gets home. The father wants to make sure that Regina understands how to keep herself safe during this time. Which of the following responses by the teacher would best meet this need?

A. arranging for Regina to watch videos that illustrate common safety hazards in the home (e.g., frayed electrical cords, wet floors, broken glass)

B. taking advantage of safety-related activities at school such as fire drills to promote Regina's development of safety-related behaviors and attitudes

C. working with Regina and her father to develop a set of rules, create a checklist of tasks for her (e.g., locking the door), and make sure that she knows how to access help

D. inviting fire, police, and other professionals to Regina's class to discuss home safety principles, demonstrate key safety practices, and answer students' questions

60. In preparation for teaching a student with multiple disabilities how to purchase a snack from a vending machine, a special education teacher completes the entire process herself, noting each step along the way. She then further breaks down each step to enable the student to learn the process in manageable increments. In this situation, the teacher is using which of the following instructional strategies or techniques?

A. behavior modification

B. task analysis

C. partial participation

D. applied behavior analysis

61. Alfonso is a sixth grader with mild mental retardation who receives services in a general education classroom. The sixth-grade teacher includes cooperative learning among her regular instructional strategies. The teacher wants to use the cooperative group format to foster Alfonso's self-confidence and personal ownership of learning tasks. Which of the following would be the teacher's best strategy for achieving this goal?

A. making sure that every group member has a specific role and the appropriate level of support to perform that role

B. establishing a grading system in which a group's grade depends on each member's participation

C. assigning a presentation at the end of every project in which each group member reports on one aspect of the group's activities

D. creating groups at the beginning of the year whose membership will remain constant throughout the year

62. Noor, a student with a learning disability, attends a middle school inclusion classroom. Noor has a hard time focusing on assignments because she is easily distracted by routine classroom events (e.g., a student walking to the teacher's desk, someone sharpening a pencil, two students holding a quiet discussion). The general education teacher asks Noor's special education teacher for advice on how to address this issue. Which of the following would be the special education teacher's best suggestion?

A. "Send Noor to the resource room once you have finished giving a lesson and the class is starting to work on individual assignments."

B. "Institute classroom rules that will eliminate the kinds of distractions that are making it difficult for Noor to do her work."

C. "Set up some study carrels and help Noor develop the habit of working at one when she is having difficulty concentrating."

D. "Establish a system whereby Noor will earn a reward for concentrating on her work for an agreed-upon amount of time."

63. A special education teacher wants to help a 12-year-old student with moderate mental retardation become more independent in managing his schoolwork. Which of the following would likely be the teacher's most effective *initial* strategy for this purpose?

- A. asking the student every Monday to create a calendar of the assignments he has due in the upcoming week
- B. having the student check off assigned tasks on a chart after completing each one
- C. asking the student every Monday to select one new academic skill to master by the end of the week
- D. having the student estimate how much time each of his daily assignments is likely to take

64. Camille is a kindergarten student with pervasive developmental disorder (PDD). Camille's kindergarten teacher reports that she has been exhibiting tantrums in the classroom, her outbursts seem to be increasing in frequency and intensity, and they occur during a variety of activities. The kindergarten teacher asks the consulting special education teacher for assistance in developing a plan for Camille to promote positive behavior. Which of the following actions would be the most appropriate *first* step for the special education teacher to take in this situation?

- A. Conduct a functional behavioral assessment in order to generate a hypothesis concerning the events that trigger Camille's tantrums and the consequences of the behavior that may serve to reinforce the problem behavior.
- B. Suggest that the kindergarten teacher implement a communication system with Camille's parents, informing them of her behavior each day and requesting that they provide positive reinforcement at home for appropriate behavior at school.
- C. Conduct an interview with Camille to gather information regarding her interests both inside and outside the classroom, and then use this information to choose appropriate reinforcers to reward positive behavior.
- D. Create a written behavioral intervention plan for Camille that outlines behavioral goals, proposed interventions aimed at reinforcing appropriate behaviors, and a timeline for implementation.

65. Sara is a fifth grader who often disrupts peers during her general education science class. Sara's special education teacher collaborates with the science teacher to develop a behavioral intervention to reduce the number of incidents of disruptive behavior. The teachers observe that Sara finds sitting with her friends at lunchtime rewarding. Her teachers then decide that Sara will begin science class with five star stickers placed on an index card. Each time that she disturbs another student, a star is crossed off. At the end of class, Sara must have at least two stars left in order to eat lunch with her friends. In this situation, Sara's teachers are using which of the following types of behavioral interventions?

- A. token economy
- B. positive reinforcement
- C. preventive discipline
- D. response cost

66. Dustin is an 18-year-old student who has mild mental retardation and a severe bilateral hearing loss. At the end of the school year, he is scheduled to move into a supported-living apartment run by a local agency for individuals with disabilities. He will require several adaptive devices, including a TDD and a bed that shakes to wake him. As the end of the school year approaches, Dustin begins expressing concerns on a daily basis to his special education teacher that he thinks the agency will not provide the devices he needs. Which of the following responses would be most appropriate for his special education teacher to give Dustin in this situation?

- A. reassuring Dustin that the agency is required to provide the devices for him
- B. guiding Dustin in using the Internet to research the types and costs of various adaptive devices in the event that he needs to purchase them himself
- C. providing Dustin with brochures from various resources that commonly assist individuals with disabilities in obtaining adaptive services and products
- D. arranging for Dustin to meet with a representative of the agency to discuss his concerns

67. Mr. Munez is a special education teacher who works in a self-contained classroom with high school students who have moderate mental retardation. He would like to promote students' ability to choose nutritious foods. Which of the following strategies would likely be the most effective for accomplishing this goal?

- A. asking the school's health educator to speak with the students about the benefits of eating healthy foods
- B. presenting lessons regularly in which students practice preparing healthy snacks for themselves
- C. asking students to survey each other about the types of foods they commonly eat for meals and snacks
- D. arranging for students to take a tour of the school's cafeteria to see how their lunches are prepared

68. Ms. Lente is a high school special education teacher who is preparing a civics lesson on voting for the students in her self-contained class. One of the instructional objectives of this lesson is to develop students' understanding of the voting process. Which of the following would be the most effective instructional strategy for Ms. Lente to use in achieving this objective?

- A. simulating an election with the students and having them participate in a mock vote
- B. giving students an assignment to conduct Internet research on various candidates running for local elections
- C. having students interview their parents/guardians about their participation in past elections
- D. having students watch a video that focuses on an individual's right to vote and then discussing the contents of the video with them

69. Luisa is a 16-year-old student who has mild mental retardation. She tells her special education teacher that she would like to obtain a job during the summer. Her parents are supportive of this goal and ask her teacher to assist her in this process. Which of the following would likely be the most effective *first* step for Luisa's teacher to take in this situation?

- A. Contact local business owners to discuss Luisa's strengths and needs in the work environment.
- B. Provide opportunities for Luisa to role-play various situations that commonly occur in the workplace.
- C. Obtain various types of job applications for Luisa to practice filling out.
- D. Determine Luisa's strengths and interests through observation and an informal inventory.

70. Evita is a 17-year-old student with a moderate traumatic brain injury (TBI) from a bicycle accident. As part of a school-to-work program, Evita works a few hours each week at a grocery store bagging items and helping with cleaning the front of the store. The store's manager recently called Evita's special education teacher with concerns regarding how Evita sometimes makes rude comments about customers' purchases while she is bagging their items. Which of the following strategies would likely be most effective for Evita's special education teacher to use in addressing this situation?

- A. role-playing with Evita socially acceptable conversations with customers and keeping in regular contact with the store's manager regarding her progress
- B. encouraging the store's manager to take away Evita's responsibilities that involve direct interactions with customers until she becomes more accustomed to the workplace
- C. asking the store's manager to pair Evita with an experienced cashier on a routine basis who can be responsible for limiting her conversations with customers
- D. collaborating with the store's manager to write a list of workplace rules for Evita to take with her and refer to whenever she is working at the store

71. Ms. Guarez is a special education teacher who works in a self-contained classroom at a middle school. She has been assigned to supervise a paraprofessional who will be working with her during the upcoming school year. Which of the following would be the most appropriate and effective way for Ms. Guarez to establish a positive working relationship with the paraprofessional?

A. On the first day of school, provide the paraprofessional with a detailed job description, and state that evaluations will be based on the paraprofessional's ability to fulfill the described duties.

B. For the first few weeks of school, have the paraprofessional observe in the classroom, and then ask the paraprofessional to choose two or three students to assist on a regular basis.

C. At the beginning of the school year, set up a schedule of regular, monthly meetings to provide the paraprofessional with general feedback about ongoing job performance.

D. Before the school year begins, meet with the paraprofessional to build rapport and to define the anticipated roles and duties of the teacher and paraprofessional.

72. Which of the following would be the most effective procedure for coordinating the work of teachers and support personnel who are participating in a behavior management program for a particular student?

A. Make available to all involved staff members a series of videotapes explaining the implementation of classroom behavior management programs.

B. Distribute to all staff members involved in the program detailed written information about the procedures to be followed.

C. Assign staff members who are involved in the program to observe and record the student's behavior during the same time period.

D. Routinely convene team meetings in which all involved staff members discuss the progress of the behavior management program.

73. Paula, an eighth grader with learning disabilities, has just been mainstreamed for math, science, and social studies. Paula's mother is concerned because Paula, who is normally honest and a hard worker, has been attempting to hide math assignments. When confronted, Paula asks to be transferred back to the resource room for instruction. Paula's mother feels that Paula needs to stay in the regular math class "so that she will learn not to give up easily." Which of the following is the best initial response for the teacher to make to Paula's mother?

- A. Meet with Paula and her mother to discuss what has been happening.
- B. Compile standardized test data on Paula's math skills and send copies home with explanatory comments.
- C. Meet with Paula's mother and give her an opportunity to talk about her concerns.
- D. Arrange for Paula's mother to meet with the math teacher in order to better understand Paula's math skills.

74. Ms. Lopez is a special education teacher who works with David, a fifth grader with an emotional disability. During a parent-teacher conference, Ms. Lopez and David's parents discuss the various behavioral strategies that have been used with him in the classroom and at home. After discussing each of the strategies, they agree that they should be consistent in using the same strategies with him whenever possible. Which of the following actions by Ms. Lopez would likely be most effective for promoting consistency between the behavioral strategies used at school and at home?

- A. providing David's parents with a list of several Web sites related to effective behavioral interventions specifically for children with emotional impairments
- B. inviting David's parents to observe him in the classroom for the course of a school day and providing time to discuss their observations after school
- C. establishing a notebook for David that is sent home and returned to school each day in which Ms. Lopez and his parents write questions, comments, and observations
- D. scheduling a monthly parent-teacher conference for David's parents to learn about any changes made to his school routine and new strategies to support these changes

75. Victoro is a first-grade student who was recently diagnosed with muscular dystrophy. During a parent-teacher conference, his parents tell the special education teacher that they feel overwhelmed and distressed by his diagnosis. Which of the following would be the most appropriate approach for the special education teacher to take in helping Victoro's parents cope with their concerns?

- A. establishing weekly meetings with Victoro's parents to monitor the progression of his disability
- B. providing Victoro's parents with professional research articles about his condition
- C. suggesting that Victoro's parents reexamine their assumptions about his future
- D. referring Victoro's parents to a support group for parents of children with similar disabilities

76. Ms. Chen teaches middle school students with learning disabilities. Many of her students demonstrate at-risk behaviors (e.g., aggression, absenteeism), and Ms. Chen feels strongly that they would benefit from an enrichment program like the one in the neighboring district. The neighboring district's program is fully funded by community resources and features classes and activities (e.g., computer programming, basketball, theater) conducted by local professionals. Ms. Chen has received approval from her district to pursue this idea. Which of the following steps should Ms. Chen take *first* in her efforts to make this idea a reality?

- A. Write an opinion piece for the local newspaper proposing such a program and inviting citizens to respond.
- B. Create a list of local businesses and civic organizations to target for donations of time, money, or personnel to staff the program.
- C. Meet with the organizers of the neighboring district's program to learn from their experience of setting up a successful program.
- D. Survey her students to determine whether they would be interested in taking part in such a program if it were available to them.

77. A job coach is working with Tina, a high school student with Down syndrome. Tina is very reliant on the job coach for direction. For example, she frequently asks, "What do I do next?" after completing a task. Tina's employer recently contacted her special education teacher with concerns that Tina does not seem to know what to do when the job coach is not there. The special education teacher would like to help Tina become more independent at her job site. Which of the following strategies would likely be most effective for the teacher to use for this purpose?

- A. collaborating with the job coach to create a checklist for Tina to follow at work
- B. asking the employer to remind Tina about her specific responsibilities at the beginning of each work session
- C. role-playing with Tina how to ask other employees for assistance when the job coach is not available
- D. requesting that the job coach make a list of job-related tasks that Tina could practice performing at school

78. Which of the following statements best describes the primary significance of the Individuals with Disabilities Education Improvement Act (IDEA) to the field of special education?

- A. No students, regardless of their disabilities, will be excluded from participation or denied benefits under any educational program or activity available in their state of residence.
- B. All students, regardless of their disabilities, must attend an appropriate school, as dictated by their state of residence, until the age of sixteen.
- C. No students, regardless of their disabilities, will be denied access to the best public school facilities and programs available within a 30-mile radius of their home.
- D. All students, regardless of their disabilities, must receive a free and appropriate public education in the least restrictive environment possible.

79. An evaluation team determines that the special educational needs of a student would be most appropriately met through enrollment in a private facility. Which of the following parties is responsible for tuition and associated fees?

- A. the student's parents
- B. social service agencies
- C. the public school system
- D. private foundation sources

80. A fourth-grade student receives special education services to address learning disabilities in math calculation and reasoning. The student attends an inclusion class full time with a special education teacher serving as a consultant to the general education teacher. Which of the following best describes the special education teacher's primary role in this situation?

- A. to collaborate with the student and general education teacher on the achievement of Individualized Education Program (IEP) goals
- B. to act as the education liaison among the school, the student, the general education teacher, and the student's parents
- C. to develop an alternative math curriculum to meet the needs of the student within the inclusion classroom
- D. to provide the student with individual tutoring in math while the general education teacher instructs the rest of the class

Below are the directions for the Special Education: Cross-Category performance assignment.

### **DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT**

This section of the test consists of a performance assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of approximately 2–3 pages on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in Written Response Booklet B.**

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The performance assignment is intended to assess subject knowledge content and skills, not writing ability. However, your response must be communicated clearly enough to permit scorers to make a valid evaluation of your response according to the criteria listed above. Your response should be written for an audience of educators in this field. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Below is the scoring scale for the Special Education: Cross-Category performance assignment.

**SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE**

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b> <ul style="list-style-type: none"><li>• The purpose of the assignment is fully achieved.</li><li>• There is a substantial, accurate, and appropriate application of subject matter knowledge.</li><li>• The supporting evidence is sound; there are high-quality, relevant examples.</li><li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li></ul>
<b>3</b>	<b>The "3" response reflects an adequate knowledge and understanding of the subject matter.</b> <ul style="list-style-type: none"><li>• The purpose of the assignment is largely achieved.</li><li>• There is a generally accurate and appropriate application of subject matter knowledge.</li><li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li><li>• The response reflects an adequately reasoned understanding of the topic.</li></ul>
<b>2</b>	<b>The "2" response reflects a limited knowledge and understanding of the subject matter.</b> <ul style="list-style-type: none"><li>• The purpose of the assignment is partially achieved.</li><li>• There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge.</li><li>• The supporting evidence is limited; there are few relevant examples.</li><li>• The response reflects a limited, poorly reasoned understanding of the topic.</li></ul>
<b>1</b>	<b>The "1" response reflects a weak knowledge and understanding of the subject matter.</b> <ul style="list-style-type: none"><li>• The purpose of the assignment is not achieved.</li><li>• There is little or no appropriate or accurate application of subject matter knowledge.</li><li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li><li>• The response reflects little or no reasoning about or understanding of the topic.</li></ul>
<b>U</b>	<b>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b>
<b>B</b>	<b>There is no response to the assignment.</b>

## **Practice Performance Assignment**

**81. Read the information below; then complete the exercise that follows.**

A general education teacher asks a special education teacher for advice about a mainstreamed student with mental retardation who is extremely distractible and has a hard time focusing on his schoolwork in class.

Using your knowledge of students with mental retardation and ways to promote effective learning, write an essay in which you:

- describe one effective technique that the special education teacher could use to gain further information about the problem identified by the general education teacher;
- discuss two strategies that would help the student learn to manage his own behavior more effectively; and
- explain why the strategies you have suggested would be effective.

**Sample Performance Assignment Response: Score Point 4**

If a general education teacher sought advice about this student's distractibility, it would be important for the special education teacher to gather more information about the student's specific behaviors. In this case, observing the student in the general education classroom would be an extremely effective method the special education teacher could use to gain further information because it would provide the special education teacher with first-hand objective information. The special education teacher should ask the classroom teacher whether and when this type of observation would be appropriate and convenient. By asking in advance, the special education teacher is taking steps to maintain a collaborative relationship with the other teacher. The observation should be conducted in the most natural and nonthreatening situation possible. Both teachers need an accurate assessment of the student's behaviors and any environmental factors that might be prompting them, so that they can work together to develop an effective plan to meet the student's needs.

While the teacher can take steps to monitor and direct the student's behavior, it is also important that the student learn strategies that he can use to manage his own behavior and function more effectively in the classroom. One technique that could be effective for promoting self-management would be to prompt him with questions rather than directions when he is off-task. For example, instead of ordering him to sit down at his desk and get back to work, the teacher could ask him questions such as, "Where should you be sitting right now?" and "What should you be doing right now?" These kinds of questions can help him learn to reflect on his own behavior instead of just learning to do what he is told. The teacher can also prompt the student to ask himself similar questions under certain circumstances, for example, if he starts to leave his desk, he could learn to ask himself, "Why am I getting up right now?" and to think about whether he has a good reason for doing so.

A second technique the teacher could use to help him manage his own behavior would be to provide him with a way of reducing distractions when he is having trouble concentrating. For instance, the teacher could set up a desk that is somewhat secluded where the student could go if he is having trouble concentrating. The teacher could ask the student if he would like to work there, or suggest that he go work there, or the student could choose to go there himself.

Both of these techniques are likely to be effective because they would prompt the student to think about his own behavior while providing him with support from the teacher in making appropriate decisions about how to behave. They give the student opportunities and specific actions to take to control his own behavior, while ensuring that the teacher helps him to do so.

# ANSWER KEY

## Field 22: Special Education: Cross-Category

Question Number	Correct Response	Objective
1.	A	Understand typical learning processes and the significance of various disabilities for learning.
2.	B	Understand typical learning processes and the significance of various disabilities for learning.
3.	C	Understand typical learning processes and the significance of various disabilities for learning.
4.	D	Understand types and characteristics of emotional disabilities.
5.	C	Understand types and characteristics of emotional disabilities.
6.	C	Understand the effects of emotional disabilities on human development and learning.
7.	A	Understand the effects of emotional disabilities on human development and learning.
8.	D	Understand types and characteristics of specific learning disabilities.
9.	C	Understand types and characteristics of specific learning disabilities.
10.	B	Understand types and characteristics of specific learning disabilities.
11.	B	Understand the effects of specific learning disabilities on human development and learning.
12.	B	Understand the effects of specific learning disabilities on human development and learning.
13.	A	Understand the effects of specific learning disabilities on human development and learning.
14.	D	Understand types and characteristics of mild, moderate, and severe mental retardation.
15.	C	Understand types and characteristics of mild, moderate, and severe mental retardation.
16.	A	Understand the effects of mild, moderate, and severe mental retardation on human development and learning.
17.	B	Understand the effects of mild, moderate, and severe mental retardation on human development and learning.
18.	C	Understand the effects of mild, moderate, and severe mental retardation on human development and learning.
19.	B	Understand types and characteristics of orthopedic (physical) and other health impairments.
20.	A	Understand types and characteristics of orthopedic (physical) and other health impairments.
21.	C	Understand types and characteristics of orthopedic (physical) and other health impairments.
22.	D	Understand the effects of orthopedic (physical) and other health impairments on human development and learning.
23.	A	Understand the effects of orthopedic (physical) and other health impairments on human development and learning.
24.	B	Understand types and characteristics of assessment instruments and methods.
25.	A	Understand types and characteristics of assessment instruments and methods.

*(continued on next page)*

<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
26.	<b>B</b>	Understand types and characteristics of assessment instruments and methods.
27.	<b>D</b>	Understand assessment procedures of the multidisciplinary evaluation team for evaluating individual differences and making placement and programming decisions for students with disabilities.
28.	<b>C</b>	Understand assessment procedures of the multidisciplinary evaluation team for evaluating individual differences and making placement and programming decisions for students with disabilities.
29.	<b>D</b>	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with emotional disabilities.
30.	<b>A</b>	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with emotional disabilities.
31.	<b>D</b>	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with specific learning disabilities.
32.	<b>D</b>	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with specific learning disabilities.
33.	<b>B</b>	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with specific learning disabilities.
34.	<b>C</b>	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with mental retardation.
35.	<b>D</b>	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with mental retardation.
36.	<b>B</b>	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with orthopedic (physical) or other health impairments.
37.	<b>D</b>	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with orthopedic (physical) or other health impairments.
38.	<b>C</b>	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with orthopedic (physical) or other health impairments.
39.	<b>B</b>	Understand the uses of ongoing assessment in the education of students with special needs.
40.	<b>C</b>	Understand the uses of ongoing assessment in the education of students with special needs.
41.	<b>A</b>	Understand the uses of ongoing assessment in the education of students with special needs.
42.	<b>D</b>	Understand procedures for developing and implementing Individualized Education Programs (IEPs) for students with special needs.
43.	<b>B</b>	Understand procedures for developing and implementing Individualized Education Programs (IEPs) for students with special needs.
44.	<b>A</b>	Understand procedures for developing and implementing Individualized Education Programs (IEPs) for students with special needs.
45.	<b>A</b>	Understand how to establish a positive and productive learning environment for all students.

*(continued on next page)*

<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
46.	<b>C</b>	Understand how to establish a positive and productive learning environment for all students.
47.	<b>D</b>	Understand approaches and techniques used to improve students' reading skills.
48.	<b>B</b>	Understand approaches and techniques used to improve students' reading skills.
49.	<b>A</b>	Understand approaches and techniques used to improve students' reading skills.
50.	<b>A</b>	Understand strategies and techniques used to promote students' written expression.
51.	<b>B</b>	Understand strategies and techniques used to promote students' written expression.
52.	<b>D</b>	Understand strategies and techniques used to promote students' written expression.
53.	<b>A</b>	Understand strategies and techniques used to promote students' math skills.
54.	<b>B</b>	Understand strategies and techniques used to promote students' math skills.
55.	<b>D</b>	Understand strategies and techniques used to promote students' math skills.
56.	<b>A</b>	Understand strategies and techniques used to promote students' acquisition of academic skills.
57.	<b>D</b>	Understand strategies and techniques used to promote students' acquisition of academic skills.
58.	<b>B</b>	Understand strategies and techniques used to promote students' acquisition of academic skills.
59.	<b>C</b>	Understand strategies and techniques used to promote students' acquisition of functional skills.
60.	<b>B</b>	Understand strategies and techniques used to promote students' acquisition of functional skills.
61.	<b>A</b>	Understand strategies and techniques used to improve students' independent learning skills.
62.	<b>C</b>	Understand strategies and techniques used to improve students' independent learning skills.
63.	<b>B</b>	Understand strategies and techniques used to improve students' independent learning skills.
64.	<b>A</b>	Understand the development and implementation of behavior interventions.
65.	<b>D</b>	Understand the development and implementation of behavior interventions.
66.	<b>D</b>	Understand strategies and techniques used to improve students' transition to adult life roles.
67.	<b>B</b>	Understand strategies and techniques used to improve students' transition to adult life roles.
68.	<b>A</b>	Understand strategies and techniques used to improve students' transition to adult life roles.
69.	<b>D</b>	Understand principles of and procedures for supporting students' transition from school to employment and/or post-secondary education and training.
70.	<b>A</b>	Understand principles of and procedures for supporting students' transition from school to employment and/or post-secondary education and training.
71.	<b>D</b>	Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with special needs.

*(continued on next page)*

<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
72.	<b>D</b>	Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with special needs.
73.	<b>C</b>	Understand how to promote strong school-home relationships.
74.	<b>C</b>	Understand how to promote strong school-home relationships.
75.	<b>D</b>	Understand how to promote strong school-home relationships.
76.	<b>C</b>	Understand how to encourage school-community interactions that enhance learning opportunities for students with special needs.
77.	<b>A</b>	Understand how to encourage school-community interactions that enhance learning opportunities for students with special needs.
78.	<b>D</b>	Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.
79.	<b>C</b>	Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.
80.	<b>A</b>	Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.

# PREPARATION RESOURCES

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## Field 22: Special Education: Cross-Category

The resources listed below may help you prepare for the AEPA® test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

### Online Sources:

*Arizona Department of Education Exceptional Student Services*  
[www.azed.gov/ess](http://www.azed.gov/ess)

*Arizona Department of Education, Functional Standards*  
[www.azed.gov/standards/functionalstandards.asp](http://www.azed.gov/standards/functionalstandards.asp)

*Council for Exceptional Children*  
[www.cec.sped.org](http://www.cec.sped.org)

*Learning Disabilities Association of America*  
[www.ldonline.org](http://www.ldonline.org)

*National Dissemination Center for Children with Disabilities*  
[www.nichcy.org](http://www.nichcy.org)

### Journals:

*Journal of Emotional and Behavioral Disorders*, Pro-Ed, Inc.

*Journal of Learning Disabilities*, Pro-Ed, Inc.

*Teaching Exceptional Children*, Council for Exceptional Children.

### Other Sources:

Beirne-Smith, M., Patton, J.R., & Kim, S. *Mental Retardation*, 7th ed. Upper Saddle River, NJ: Prentice Hall, 2006.

Cullinan, D. *Students with Emotional and Behavioral Disorders: An Introduction for Teachers and Other Helping Professionals*, 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2007.

Hallahan, D. P., & Kauffman, J. M. *Exceptional Learners: An Introduction to Special Education*, 10th ed. Boston, MA: Allyn & Bacon, 2006.

Hallahan, D. P., Lloyd, J. W., Kauffman, J. M., Weiss, M. P., & Martinez, E. A. *Learning Disabilities: Foundations, Characteristics, and Effective Teaching*, 3rd ed. Boston, MA: Allyn & Bacon, 2005.

Heward, W. L. *Exceptional Children: An Introduction to Special Education*, 8th ed. Upper Saddle River, NJ: Prentice Hall, 2006.

Jennings, J.H., Caldwell, J., & Lerner, J.W. *Reading Problems: Assessment and Teaching Strategies*, 5th ed. Boston, MA: Allyn & Bacon, 2006.

Kauffman, J. M. *Characteristics of Emotional and Behavioral Disorders of Children and Youth*, 8th ed. Upper Saddle River, NJ: Prentice Hall, 2005.

Mercer, C. D., & Pullen, P. C. *Students with Learning Disabilities*, 6th ed. Upper Saddle River, NJ: Prentice Hall, 2005.

Pierangelo, R., & Giuliani, G. *Learning Disabilities: A Practical Approach to Foundations, Assessment, Diagnosis, and Teaching*. Boston: Allyn & Bacon, 2006.

Strichart, S. S., & Mangrum II, C. T. *Teaching Learning Strategies and Study Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs*, 3rd ed. Boston: Allyn & Bacon, 2002.

Turnbull, A., & Turnbull, H. R. *Exceptional Lives: Special Education in Today's Schools*, 5th ed. Upper Saddle River, NJ: Prentice Hall, 2007.

Wehman, P. *Life Beyond the Classroom: Transition Strategies for Young People with Disabilities*, 4th ed. Baltimore, MD: Paul H. Brookes Publishing Co., 2006.

Wehman, P., & Kregel, J. (Eds.). *Functional Curriculum for Elementary, Middle, & Secondary Age Students with Special Needs*, 2nd ed. Austin, TX: Pro-Ed, 2003.