

Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

Special Education Supplemental (163)



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About The Test

Test Name	Special Education Supplemental
Test Code	163
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Special Education Supplemental (163) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the Special Education Supplemental test framework. Questions on this test range from grades EC–12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Understanding Individuals with Disabilities and Evaluating Their Needs	20%	Special Education Supplemental IV–V
II.	Promoting Student Learning and Development	50%	Special Education Supplemental VI–X
III.	Foundations and Professional Roles and Responsibilities	30%	Special Education Supplemental I–III

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The Standards

Special Education Supplemental Standard I

The special education teacher understands and applies knowledge of the philosophical, historical and legal foundations of special education.

Special Education Supplemental Standard II

The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Special Education Supplemental Standard III

The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Special Education Supplemental Standard IV

The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Special Education Supplemental Standard V

The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Special Education Supplemental Standard VI

The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.

Special Education Supplemental Standard VII

The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Special Education Supplemental Standard VIII

The special education teacher understands assistive technology as defined by state and federal regulations.

Special Education Supplemental Standard IX

The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Special Education Supplemental Standard X

The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

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Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I – Understanding Individuals with Disabilities and Evaluating Their Needs

Competency 001: *The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.*

The beginning teacher:

- A. Knows characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experience.
- B. Knows how the developmental, academic, social, career and functional characteristics of individuals with disabilities relate to levels of support needed and applies knowledge of human development and disabilities to plan and implement appropriate curriculum.
- C. Knows theoretical explanations for behavioral disorders and analyzes the varied characteristics of behavioral disorders and their effect on learning.
- D. Knows the different ways that students with and without disabilities learn.
- E. Applies knowledge of human development and the effects of various types of disabilities on developmental processes in order to identify the needs of individuals with and without disabilities.
- F. Understands the effects of cultural and environmental influences (e.g., linguistic characteristics, socioeconomic issues, abuse/neglect, substance abuse) on the child and family.
- G. Understands normal, delayed and disordered communication patterns, including nonsymbolic communication, and the impact of language development on the academic and social skills of individuals with disabilities.

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- H. Knows aspects of medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation [CPR]).
 - I. Understands ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities.

Competency 002: *The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.*

The beginning teacher:

- A. Applies knowledge of basic terminology used in assessment and evaluation, the uses and limitations of various types of instruments and techniques and methods for monitoring the progress of individuals with disabilities.
- B. Understands ethical concerns related to assessment and evaluation, including legal provisions, regulations and guidelines regarding unbiased evaluation and the use of psychometric instruments and instructional assessment measures with individuals with disabilities.
- C. Identifies appropriate evaluation strategies for individual students with diverse characteristics and needs (e.g., related to culture, language, personal beliefs, nature, severity of disabilities).
- D. Applies knowledge of procedures for screening, prereferral intervention, referral and determining eligibility, including criteria used to determine eligibility.
- E. Knows how to gather background information regarding academic, medical and family history, collaborate with parents/guardians and with other professionals to conduct assessments and evaluations, document ongoing student assessment and maintain accurate records.
- F. Knows how to interpret and apply information from formal and informal assessment and evaluation instruments and procedures, including interpreting various types of scores (e.g., standard scores, percentile ranks, age/grade equivalents).
- G. Knows how to communicate assessment and evaluation results appropriately to individuals with disabilities, parents/guardians, administrators and other professionals.

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- H. Understands the reciprocal nature of assessment and instruction; applies skills for developing individualized assessment strategies to evaluate the results of instruction; and knows how to use assessment and evaluation results to design, monitor and modify instruction for individuals with disabilities.
 - I. Knows how to design and use ecological assessments, portfolio assessments, task analyses and functional assessments (e.g., behavioral, social, communication) to accommodate the unique abilities and needs of individuals with disabilities.
 - J. Applies skills for using assessment and evaluation information from various sources (e.g., teachers, other professionals, parents/guardians, individuals with disabilities) to make instructional decisions, plan effective programs for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds, and identify supports needed for integration into various program placements.

Domain II – Promoting Student Learning and Development

Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

The beginning teacher:

- A. Knows how to select, develop and apply instructional content, materials, resources and strategies that are responsive to cultural and other factors (e.g., language, religion, gender, personal beliefs, nature and severity of disability).
- B. Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition and career life skills for individuals with disabilities.
- C. Knows the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individual Education Programs (IEPs) for students with disabilities and applies skills for sequencing, implementing and evaluating individual learning objectives.
- D. Applies procedures for developing and using Individual Education Program (IEP) objectives to plan instruction for individuals with disabilities.
- E. Prepares, adapts and organizes materials to implement developmentally appropriate and age-appropriate lesson plans based on Individual Education Program (IEP) objectives for individuals with disabilities.
- F. Applies knowledge of issues, resources and appropriate strategies for teaching students with disabilities in specialized settings (e.g., alternative schools, special centers, hospitals, residential facilities), including transitions to and from school- and community-based settings.

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- G. Knows how to collaborate with other professionals to interpret and use sensory, mobility, reflex and perceptual information to create appropriate learning plans (e.g., sensory stimulation, physical positioning, lifting).
 - H. Knows how to collaborate with other professionals to plan, adapt and implement effective instruction in the least restrictive setting for individuals with disabilities.
 - I. Knows how the general or special classroom and other learning environments (e.g., home, job site, cafeteria, transportation, community) impact student learning and behavior and applies strategies for planning educational environments that promote students' learning, active participation, communication, self-advocacy, increased independence and generalization of skills.
 - J. Identifies ways in which technology can assist in planning and managing instruction for individuals with disabilities.
 - K. Knows how to use local, state and federal resources to assist in programming for individuals with disabilities.

Competency 004: The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

The beginning teacher:

- A. Applies procedures for ensuring a safe, positive and supportive learning environment in which diversities are valued and knows how to address common environmental and personal barriers that hinder accessibility for and acceptance of individuals with disabilities.
- B. Knows how to use instructional time efficiently and effectively for individuals with disabilities.
- C. Knows how to design, structure and manage daily routines, including transition time, for students in a variety of educational settings and applies procedures for monitoring behavior changes across activities and settings.
- D. Applies knowledge of basic classroom management theories, methods and techniques for individuals with disabilities, research-based best practices for effective management of teaching and learning and management procedures that are appropriate to individual needs.
- E. Identifies ways in which technology can assist in managing the teaching and learning environment to meet the needs of individual students.
- F. Knows various types of assistive technologies, devices, services and resources and their role in facilitating students' educational achievement, communication, positioning, mobility and active participation in educational activities and routines.

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- G. Knows how to make informed decisions about types and levels of assistive technologies, devices and services for students with various needs, collect and analyze information about a student's environment and curriculum to identify and monitor assistive technology needs and support the use of assistive technologies, devices and services.
 - H. Applies procedures for participating in the selection and implementation of assistive technologies, devices and services for students with various needs.
 - I. Applies procedures for coordinating activities of related services personnel and directing the activities of paraprofessionals, aides, volunteers and peer tutors.
 - J. Under the direction of related services personnel, applies knowledge of appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning and seating.

Competency 005: *The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.*

The beginning teacher:

- A. Analyzes cultural factors and perspectives that affect relationships among students, parents/guardians, schools and communities with regard to providing instruction for individuals with disabilities.
- B. Knows how to serve as a resource person for families, general education teachers, administrators and other personnel in recognizing the characteristics of and meeting the needs of individuals with learning differences in the general education classroom.
- C. Knows how to use assessment results to design, monitor and adapt instruction to enhance student learning and applies skills for selecting, adapting and using effective, research-based instructional strategies, practices and materials that are developmentally appropriate and age appropriate and that meet individual needs.
- D. Knows instructional, compensatory, enrichment and remedial methods, techniques and curriculum materials and applies strategies for modifying instruction based on the differing learning styles and needs of students.
- E. Applies knowledge of techniques for motivating students, including the effects of high teacher expectations on student motivation.
- F. Knows life-skills and self-help curricula and strategies for providing students with life-skills instruction relevant to independent or assisted living and employment.
- G. Knows how to select and use appropriate technologies to accomplish instructional objectives and applies skills for appropriately integrating technology into the instructional process.

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- H. Applies strategies for integrating affective, social and career/vocational skills with academic curricula, teaching students with disabilities to solve problems and use other cognitive strategies to meet their individual needs and facilitating maintenance and generalization of skills across learning environments.
 - I. Knows how to adapt lessons to maximize the physical abilities of individuals with specialized needs.
 - J. Knows how to integrate related services into all types of educational settings.
 - K. Knows how to provide community-referenced and community-based instruction as appropriate.
 - L. Knows how to design and implement instruction in independent living skills, vocational skills and career education for students with physical and health disabilities and how to promote the use of medical self-management procedures for students with specialized health care needs.

Competency 006: *The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.*

The beginning teacher:

- A. Applies knowledge of how culturally and/or linguistically diverse backgrounds of students impact behavior management and social skills instruction.
- B. Recognizes ways in which teacher attitudes and behaviors and personal cultural biases influence the behavior of students.
- C. Applies knowledge of ethics, laws, rules and procedural safeguards related to planning and implementing behavior management and discipline for individuals with and without disabilities.
- D. Knows theories relating to student problem behavior (e.g., noncompliance, self-stimulation, self-injury, withdrawal, aggression, defiance) and the theoretical basis of behavior management techniques (e.g., positive behavioral support, reinforcement, proactive strategies, reductive strategies that decrease negative behaviors).
- E. Develops and/or selects social skills and behavioral curricula and strategies that promote socially appropriate behavior and prepares individuals to live cooperatively and productively in society.
- F. Incorporates social skills instruction across settings and curricula and knows how to design, implement and evaluate instructional programs that enhance an individual's social participation in family, school and community activities.
- G. Identifies realistic expectations for personal and social behavior in various settings and applies procedures for increasing an individual's self-awareness, self-control, self-management, self-reliance and self-confidence.

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- H. Knows strategies for modifying learning environments (e.g., schedule, physical and instructional arrangements) to promote appropriate behaviors.
 - I. Knows the impact of language on an individual's behavior and learning and knows how the communication skills of nonspeaking/nonverbal individuals affect their behavior.
 - J. Understands functional behavior assessments and evaluations and their role in developing behavior intervention plans.
 - K. Knows strategies for crisis prevention, intervention and postvention; applies procedures for developing, implementing and evaluating individual behavior crisis-management plans in educational settings; and implements the least intensive intervention consistent with individual needs.

Competency 007: *The special education teacher understands and applies knowledge of transition issues and procedures across the life span.*

The beginning teacher:

- A. Knows how to plan, facilitate and implement transition activities as documented in Individualized Family Services Plans (IFSPs) and Individual Education Programs (IEPs).
- B. Knows how to plan for and link students' current and previous developmental and learning experiences, including teaching strategies, with those of subsequent settings.
- C. Knows programs and services available at various levels and how to assist students and families in planning for transition.
- D. Knows how to teach students skills for coping with and managing transitions.
- E. Knows sources of unique services, networks and organizations for individuals with disabilities, including career, vocational and transition support.
- F. Applies knowledge of procedures and supports needed to facilitate transitions across programs and placements.
- G. Knows how to collaborate with the student, the family and others to design and implement transition plans that meet identified student needs and ensure successful transitions.
- H. Applies skills for communicating with families about issues related to transition and strategies for helping their children make successful transitions.

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Domain III – Foundations and Professional Roles and Responsibilities

Competency 008: *The special education teacher understands the philosophical, historical and legal foundations of special education.*

The beginning teacher:

- A. Knows the historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities and current issues and trends in special education.
- B. Applies knowledge of models, theories and philosophies that provide the basis for special education practice.
- C. Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.
- D. Analyzes issues relating to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds.
- E. Understands factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for individuals with disabilities.
- F. Recognizes various perspectives (e.g., medical, psychological, behavioral, educational) regarding definitions and etiologies of disabilities.
- G. Understands cultural variations in beliefs, traditions and values and their effects on the relationships among child, family and school.
- H. Applies knowledge of the continuum of placement and services for individuals with disabilities.

Competency 009: *The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.*

The beginning teacher:

- A. Knows how to exercise objective professional judgment, maintain a high level of competence and integrity in professional practice and participate in professional activities and organizations that may benefit individuals with disabilities, their parents/guardians and/or colleagues.
- B. Knows consumer and professional organizations, publications and journals relevant to individuals with disabilities and knows how to access information on cognitive, communicative, physical, cultural, social and emotional characteristics and needs of individuals with disabilities.

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- C. Applies skills for participating effectively in identifying, diagnosing, placing and developing programming for students with disabilities, including using advocacy skills and competencies to support the education of students in least restrictive environments.
 - D. Applies knowledge of assurances and due process rights related to assessment, eligibility and placement and knows the rights and responsibilities of parents/guardians, students, teachers, other professionals and schools.
 - E. Knows legal and ethical issues (e.g., liability) relevant to working with individuals with disabilities and knows how to conduct instructional and other professional activities consistent with the requirements of laws, rules and regulations and local district policies and procedures, including complying with local, state and federal monitoring and evaluation requirements.
 - F. Knows the roles of and relationships among federal, state and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.
 - G. Applies knowledge of practices that conform to standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics.
 - H. Demonstrates awareness of personal cultural biases and differences that may affect one's teaching and knows how to demonstrate respect for the culture, gender and personal beliefs of individual students.
 - I. Applies procedures for safeguarding confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records, ensuring the confidentiality of conversations) and recognizes the importance of respecting students' privacy.
 - J. Knows laws, regulations and policies related to the provision of specialized health care in the educational setting.

Competency 010: *The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.*

The beginning teacher:

- A. Understands the collaborative roles of students, parents/guardians, teachers and other school and community personnel in planning and implementing an individualized program and applies effective strategies for working collaboratively in various contexts.
- B. Applies knowledge of factors that promote effective communication and collaboration with students, parents/guardians, teachers, paraprofessionals and other school and community personnel.
- C. Knows how to foster respectful and beneficial relationships between families and professionals in the school and community.

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- D. Knows typical concerns of families of individuals with disabilities and appropriate strategies to support families in dealing with these concerns.
 - E. Applies knowledge of strategies for encouraging and assisting parents/guardians in their role as active participants in their children’s education and applies procedures for planning and conducting collaborative conferences with parents/guardians.
 - F. Applies knowledge of effective communication in various professional contexts and knows ethical practices for confidential communication regarding individuals with disabilities.
 - G. Knows the types of information generally available from parents/guardians, school officials, the legal system and community service agencies.
 - H. Applies knowledge of the collaborative and consultative roles of special education teachers, paraprofessionals and other school personnel in integrating individuals with disabilities into general educational settings.
 - I. Knows how to collaborate with teachers in the general educational setting and other school and community personnel to integrate individuals with disabilities into various learning environments.
 - J. Knows how to serve as a resource person for families, general education teachers, administrators and other school personnel regarding the characteristics and needs of individuals with disabilities.

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Special Education Supplemental test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a Special Education Supplemental teacher.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one or more answer options. Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The Special Education Supplemental test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a map, table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

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For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Selecting all that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.
- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer choices into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

Question Formats

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four or more answer options appear below the question.

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The following question is an example of the single-question format. It tests knowledge of Special Education Supplemental Competency 007: *The special education teacher understands and applies knowledge of transition issues and procedures across the life span.*

Example

The most important reason for involving a student in the creation of goals for transition from high school is that transition goals should reflect

- A. the student's independent judgment of what is best for him- or herself.
- B. the plans and values of the student's family.
- C. the realities of the student's social and economic circumstances.
- D. the student's own aspirations and interests.

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

As you read this question, think about the process of transition planning for students with disabilities. The question requires an analysis of that planning process for a high school student and asks for the most important reason for having a student in this age range involved in the formal planning for the transition to adult life. Now look at the response options and consider which of them describes the most important reason for the student's participation in the process.

Option A suggests that a student should be involved in the transition planning process primarily to provide his or her independent judgment of what is best for him- or herself. While a student with a disability may have strong feelings about what would be best for him- or herself, that sense may or may not be accurate or complete. Secondly, transition planning is designed to be a collaborative process. The independent judgment of any individual must be incorporated with other views and other sources of information in order to create an effective transition plan. Option A can therefore be eliminated as the best response to this item.

Option B suggests that having knowledge of the plans and values of the student's family would be especially helpful for developing the transition plan for a student with a disability. The purpose of the transition plan is to help a student move from school into adult life, and that student should be the focus of the planning process. In addition, a student is unlikely to have the most accurate information about the plans of his or her family. Thus, option B would not be the most important reason for having a student involved in the transition planning process.

Option C suggests that the most important reason for a student with disabilities to participate in the transition planning process would be to help the people involved in

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transition planning recognize the realities of the student's social and economic circumstances. It is questionable whether these factors would have any legitimate role in the process of setting goals for a student's transition plan. In addition, a student might not be the best source for this type of information about his or her family. Therefore, option C would not be the most important reason for having students involved in the transition planning process.

Option D suggests that having knowledge of the student's aspirations and interests would be useful for transition planning. A student would be the best source of this type of information. The more a student can express his or her own goals and have them considered in transition planning, the more likely it will be that the student will be invested in the transition process. Any transition plan is more effective when the student involved has a sense of ownership. Thus option D, knowledge of the student's aspirations and interests, would be the most important reason for the student to be involved in transition planning.

Of the alternatives offered, only learning the student's own aspirations and interests could be considered the most important reason for a student's involvement in the transition planning process. Therefore, **the correct response is option D.**

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.

Strategy 2 Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.

Strategy 3 Use a combination of both strategies. Apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the questions first" strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

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Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

Example

Read the information below about Walter, an elementary student who has been diagnosed with Autism Spectrum Disorder; then answer the two questions that follow.

Excerpt from Psychological Evaluation Age: 9 years, 3 months

Woodcock-Johnson III Tests of Achievement (WJ III ACH)

Subtest	Standard Score
Broad Reading	93
Reading Comprehension	93
Broad Written Language	82
Broad Math	108
Listening Comprehension	106

Wechsler Intelligence Scale for Children — Fourth Edition (WISC-IV)

	Standard Score
Verbal Comprehension Index	96
Perceptual Reasoning Index	121
Working Memory Index	104
Processing Speed Index	115
Full Scale IQ	111

Excerpt from interview with Walter’s teacher

Walter has great difficulty interacting with others. He has strong receptive language skills, but he has difficulty expressing himself in writing and in speaking. He uses a computer for writing. Walter is fascinated with numbers. Sometimes it is difficult to get him to do anything but mathematics in the classroom. He also has great difficulty attending to activities and with organizational skills.

Excerpt from Walter’s current IEP

Walter should be placed in the general classroom full time.

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Now you are prepared to respond to the first of the two questions associated with this stimulus. The first question tests knowledge of Special Education Supplemental Competency 002: *The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.*

1. Based on the information in this report, which of the following would best help Walter to succeed in the general classroom?
 - A. Weekly meetings with a school social worker
 - B. A highly structured classroom environment
 - C. Daily tutoring in a resource room
 - D. A behavior intervention plan

Suggested Approach

Consider carefully the information presented in the stimulus regarding the student's strengths and needs; then read the question. Now look at the response options to consider which action or activity would best support the student in the general classroom.

Option A suggests that regular meetings with a school social worker would best help the student succeed in a general education classroom. Typically, a school social worker's role is to identify resources and make referrals that give students access to appropriate services. A school social worker would not be able to provide direct services that would help the student succeed in the classroom. Option A is not the best response to this question.

Option B suggests that a highly structured environment in the general education classroom would be most helpful to the student. A structured environment typically helps students with needs similar to this student's to compensate for difficulties they have with attending to activities and organizing materials. Thus, option B accurately describes an approach that would support the student in that setting.

Option C suggests that daily tutoring in the resource room would best help the student succeed. While the student might benefit from consultation or support from a special education teacher or paraprofessional, receiving that help in the resource room may be counterproductive to the goal of the student succeeding in the general classroom. Assistance in the general education classroom could contribute to the student's ability to succeed in that setting but tutoring in the resource room would not. Therefore, option C may be eliminated.

Option D suggests that a behavior intervention plan should be developed for this student. While the student may have difficulty interacting with others, there is no indication in the assessment results that his general behavior interferes with his learning or the learning of his classmates. A behavior intervention plan would be more appropriate for a student who is acting out in ways that are disruptive.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option D is not the best response to this item. **The correct response, therefore, is option B.**

Now you are ready to answer the next question. The second question measures Special Education Supplemental Competency 003: *The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.*

2. Which of the following goals is most appropriate to include in Walter’s IEP to improve his expressive-language skills?
- A. Walter will have multiple opportunities to make oral presentations to the class.
 - B. Walter will read grade-level texts with a classmate one-on-one.
 - C. Walter will independently write a small moment and then read it aloud to the class.
 - D. Walter will choose a story that he is familiar with and read it to a small group.

Suggested Approach

Option A suggests that providing opportunities to perform oral presentations to the class would improve Walter’s expressive-language skills. While having a student read to the class may help improve expressive language, this is primarily true when a student is comfortable and familiar with the content that is being presented. Option A is not the best response to this question.

Option B suggests that reading grade-level texts to a classmate will improve Walter’s expressive language. While the student may be reading on grade level, reading grade-level texts to a single classmate is not an appropriate goal for a student’s IEP. Option B is not the best response to this question.

Option C suggests that writing a small moment will improve a student’s expressive language. Writing a small moment is a writing technique that allows students to organize their writing and keep them focused and does not necessarily lead to improvements in expressive language. Option C is not the best response to this question.

Option D suggests that having a student choose a story that he or she is familiar with and then read it to a small group will improve expressive-language skills. Reading a story in which one is familiar with the content establishes a foundation for reading aloud so that the student is comfortable. Further, the small-group setting allows Walter to be more relaxed than if he had to read in front of the entire class. Given the student’s age, the assessment results and teacher observations, **option D is the best answer to this question** because it describes an appropriate goal for this student to improve his expressive-language skills.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

1. Matthew is a fourth-grade student with attention-deficit/hyperactivity disorder (ADHD). He has a Section 504 plan that calls for him to be placed in a structured learning environment. Which of the following modifications to the learning environment should the teacher implement first to most effectively meet Matthew's needs?
 - A. Reducing the class size to limit peer distractions
 - B. Assigning work in small groups to increase student participation
 - C. Limiting the number of instructional choices available
 - D. Implementing individual behavior management techniques

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer questions 2-4.

Ms. Garrison, a preschool teacher at a public early childhood center, informally observes a new child in her class, Josh, who has Down syndrome. She notes that Josh has delayed expressive and receptive language, difficulty climbing stairs and the ladder to go down the slide due to low muscle tone and frequently hugs other children and adults at inappropriate times. Ms. Garrison also notes that Josh will raise his hand to ask a question but will yell out his question before called on by the teacher.

COMPETENCY 002

2. Which of the following is the first step that should be taken in planning the most appropriate educational program for Josh?
- A. Creating an Individualized Education Program (IEP) for the student
 - B. Observing the student's interactions with peers in an academic situation
 - C. Conducting an independent educational evaluation of the student
 - D. Requesting intervention recommendations from school specialists

Answer and Rationale

COMPETENCY 003

3. Which of the following classroom accommodations will be most beneficial for Josh?
- A. Providing a seat with foot and back support
 - B. Allowing the student to sit on the floor
 - C. Having the student participate in rigorous daily exercises
 - D. Transporting the student in a wheelchair

Answer and Rationale

COMPETENCY 006

4. Which of the following strategies will most likely be effective in teaching Josh appropriate social behaviors?
- A. Incorporating frequent verbal reminders
 - B. Removing the student from group activities
 - C. Reading stories that model acceptable behaviors
 - D. Ignoring the inappropriate behavior

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

5. Cory, a third-grade student with a specific learning disability in mathematics, is struggling to learn the process of multiplication. His general education teacher requests suggestions from his special education teacher. Which of the following suggestions would be most helpful for Cory?
- A. Allowing more time for him to learn from the current instructional strategies
 - B. Demonstrating an alternative problem-solving method for him using a hands-on approach
 - C. Referring his teacher to the mathematics department chairperson for additional ideas
 - D. Collecting manipulatives to use with him throughout the remainder of the unit

Answer and Rationale

COMPETENCY 009

6. A local law enforcement agency presents a school with a subpoena requesting portions of a student's record. Which of the following is the subsequent action the school should take as required by law?
- A. The school should contact the family's attorney and request consent to release the records.
 - B. The school should transmit the records to the agency without parental consent.
 - C. The school should contact the parents and have them come to the campus to sign a consent form to release the records.
 - D. The school should have the principal call the requesting agency and make a final decision as to whether records should be released.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

7. A special education teacher and a general education teacher are co-teaching a general education science class containing several students with learning disabilities in reading. A primary benefit of creating heterogeneous groups for cooperative learning activities in their classroom is that students
- A. with the same instructional levels can be taught more efficiently.
 - B. can choose other students with whom they learn best.
 - C. with disabilities are included in meaningful instruction.
 - D. can be instructed according to their individual learning styles.

Answer and Rationale

COMPETENCY 005

8. The parent of a child attending a Preschool Program for Children with Disabilities (PPCD) asks the teacher for suggestions to help develop the child's preliteracy skills. It is most appropriate for the teacher to recommend that the parent engage in which of the following activities?
- A. Pointing, tracking and practicing decoding strategies when reading stories
 - B. Using graphic organizers to display story elements and promote comprehension
 - C. Developing sight word recognition with flashcards, word walls, and fun games
 - D. Reading aloud and encouraging the child to talk about books

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

9. A teacher briefly flashes a picture containing three red circles to students and then asks them to recreate the arrangement of the circles with manipulatives. The activity best assesses the students' understanding of which of the following concepts?
- A. Using one-to-one correspondence to count objects
 - B. Recognizing small numbers of objects automatically
 - C. Classifying objects according to similar attributes
 - D. Analyzing objects in terms of their geometric properties

Answer and Rationale

COMPETENCY 005

10. A first-grade student who has developmental delays forms many letters of the alphabet incorrectly. Which of the following procedures is most likely to promote the student's success in forming letters correctly?
- A. Having the student focus on learning how to write the letters in his or her name
 - B. Having the student use cues such as colored dots in forming the letters
 - C. Having the student focus only on the capital letters used most often
 - D. Having the student look at letters, say them and write them from memory

Answer and Rationale

COMPETENCY 003

11. A special education teacher is planning a unit on managing finances for high school students in a business class. To help students become more independent in managing their finances, which of the following skills is most critical to include in the unit?
- A. Knowing when to buy and sell stocks based on the market
 - B. Managing a financial portfolio to achieve long-term retirement goals
 - C. Calculating store discounts and sales tax
 - D. Planning a budget based on income and expenses

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

12. Which of the following would best assist a high school student with moderate disabilities to fulfill the transition goals of improving daily living skills and gaining satisfactory employment?
- A. Providing the student with educational opportunities for reaching maximum potential
 - B. Providing the student with critical skills through a functional curriculum related to the environment
 - C. Involving the student in educational opportunities aligned with peers
 - D. Involving the student in activities that develop critical-thinking skills

Answer and Rationale

COMPETENCY 002

13. A third-grade student with a learning disability in reading comprehension is preparing to take a teacher-made assessment. Which of the following is an allowable way to meet the student's needs?
- A. Providing highlighters for use during testing
 - B. Utilizing graphic organizers during the assessment
 - C. Giving the student unlimited time for testing
 - D. Administering the assessment in a small group

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 010

14. The special education coordinator receives a phone call from a parent who explains that her 3-year-old son, Lukas, was recently screened by a pediatrician who suspects that Lukas may have autism spectrum disorder. The parent states that she and her husband are very concerned about Lukas taking a formal assessment at the school. Which of the following statements would most likely convey to the parents the importance of having Lukas evaluated at this time?
- A. Research has shown that most children who receive help early on will be on grade level after a few years.
 - B. Lukas will benefit from an evaluation because he may qualify for necessary services that will promote learning.
 - C. The longer Lukas goes without an assessment, the harder it will be for him to relate to others.
 - D. Without a formal evaluation Lukas will be at risk for lifelong learning or social disabilities that can be complicated to treat.

Answer and Rationale

COMPETENCY 005

15. Michael is a first-grade student with a mild visual impairment that affects his spatial reasoning. Which of the following activities is most appropriate for Michael to participate in during a unit on measurement?
- A. Using his own body parts to measure various objects
 - B. Comparing the size of objects depicted in photographs
 - C. Drawing scaled pictures of objects for comparison
 - D. Estimating the lengths of objects in the classroom

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

16. A third-grade student with a learning disability in mathematics calculations has difficulty recalling basic math facts. To best help the student succeed, the teacher should
- A. provide a pocket-sized chart of basic facts as a reference guide.
 - B. encourage the memorization of basic facts through drill and practice.
 - C. allow the use of a calculator to complete basic fact calculations.
 - D. administer weekly timed assessments of basic facts.

Answer and Rationale

COMPETENCY 002

17. Sean is diagnosed at his initial Admission Review Dismissal (ARD) committee meeting with a specific learning disability in written expression. His Individualized Education Program (IEP) states that he will receive additional in-class support for writing. After several months, Sean continues to struggle with writing and is also showing evidence of reading difficulties. The most appropriate next step in addressing Sean's deficit should be to
- A. utilize text-to-speech software to develop proper sentence structure.
 - B. include a reduction in written tasks as a modification to his IEP.
 - C. have the ARD committee reconvene to discuss additional testing.
 - D. suggest ways for his parents to provide additional in-home support.

Answer and Rationale

COMPETENCY 001

18. A fifth-grade inclusion teacher prepares a lesson in which students match a numeral card with a word card naming the numeral. The lesson is most appropriate for students with which of the following disabilities?
- A. Autism spectrum disorder
 - B. Developmental delay
 - C. Intellectual disability
 - D. Learning disability

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 006

19. An initial Admission Review Dismissal (ARD) committee meeting is held for a 16-year-old student with an emotional disturbance that has led to a history of disruptive behavior with peers and task avoidance in mathematics, despite the student's overall successful academic achievement record. Which of the following interventions would be most appropriate for the ARD committee to suggest first?
- A. Giving the student extra time to complete mathematics assignments
 - B. Ignoring minor outbursts and disruptions from the student
 - C. Arranging for the student to work during class with a partner who has strong mathematics skills
 - D. Giving the student a self-monitoring checklist to use that emphasizes appropriate behaviors

Answer and Rationale

COMPETENCY 006

20. A sixth-grade general education social studies teacher has just received a new student in the class, Mi from Thailand. The teacher has noticed that the other students have been avoiding Mi for most of the day. Which of the following would be the best approach for the teacher to use in order to help Mi feel welcomed by the other students?
- A. Reprimand the students who are not speaking to Mi in an effort to make her feel accepted
 - B. Have Mi bring in some items from Thailand and allow her to answer questions regarding her culture during class
 - C. Divide the students into cooperative groups and have Mi work in a variety of groups to aid her in making friends
 - D. Encourage Mi to make friends by persuading her to speak to the other students regularly during lunch and recess

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

21. After administering the statewide student reading inventory, a third-grade teacher is concerned that a student's results demonstrate evidence of dyslexia. Which of the following assessments will best help the teacher determine if the student requires further evaluation?
- A. Recording anecdotal notes of the student's oral literacy skills
 - B. Giving the student a similar reading inventory on a weekly basis
 - C. Administering a detailed standardized test of grade-level phonics skills
 - D. Reviewing scores of classroom reading comprehension tests

Answer and Rationale

COMPETENCY 008

22. Which of the following court cases challenged the use of intelligence or aptitude tests as a sole basis for special education placement of minority children?
- A. *Mills v. Board of Education of the District of Columbia*
 - B. *Larry P. v. Riles*
 - C. *Luke S. & Han S. v. Nix*
 - D. *Tinker v. Des Moines Independent School District*

Answer and Rationale

COMPETENCY 007

23. To best support a student who is preparing for the transition from public school to postgraduation and adult life, the student's Individualized Education Program (IEP) must include an Individual Transition Plan (ITP) that
- A. outlines the transfer of parental rights to the student.
 - B. documents the termination of special education and related services.
 - C. takes into account the student's preferences and interests.
 - D. predicts postsecondary aptitude based on standardized testing results.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

24. Information from the administration of a running record can best be used to plan instruction in
- A. conventional spelling.
 - B. word identification.
 - C. oral language.
 - D. grammar usage.

Answer and Rationale

COMPETENCY 001

25. Chris, a third-grade student with cystic fibrosis, receives intermittent tube feedings during the school day. With support from the school nurse, a teacher should encourage the student to use which of the following positions to prevent reflux and to aid with digestion?
- A. Lying down on his left side with a pillow under his head
 - B. Sitting upright at a 90-degree angle with his arms above his head
 - C. Lying down on his right side with no pillow under his head
 - D. Sitting upright at a 30-degree angle with his head above the level of his stomach

Answer and Rationale

COMPETENCY 009

26. According to the Individuals with Disabilities Education Act (IDEA), who of the following have the right to file for an impartial due process hearing when members of an Annual Review Dismissal (ARD) committee fail to agree on issues regarding placement of a student?
- A. The parents of the student only
 - B. The teachers of the student only
 - C. The teachers and the parents of the student
 - D. The parents of the student and the school

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 009

27. According to the Texas Health and Safety Code, schools have a responsibility to provide care assistance to students with type 1 diabetes. Which of the following statements most accurately reflects a school's staffing responsibility in regard to such students?
- A. Schools with a part-time nurse must provide at least one licensed diabetes care assistant.
 - B. Schools with a full-time nurse must provide at least two licensed diabetes care assistants.
 - C. Schools without a full-time nurse must provide at least three unlicensed diabetes care assistants.
 - D. Schools with a full-time nurse are not required to provide unlicensed diabetes care assistants.

Answer and Rationale

COMPETENCY 010

28. Ms. Flay is the mother of Ethan, a second-grade student diagnosed with a specific learning disability. He recently qualified for special education services. Which of the following resources will best help Ms. Flay understand her rights?
- A. The Individuals with Disabilities Education Act (IDEA)
 - B. Procedural safeguards
 - C. Ethan's Individualized Education Program (IEP)
 - D. Transfer of rights

Answer and Rationale

COMPETENCY 010

29. Kara is a fourth-grade student who uses a wheelchair for mobility and has a tracheotomy. The staff member responsible for cleaning and maintaining the tracheotomy while Kara is at school is the
- A. health assistant.
 - B. senior child care assistant.
 - C. licensed practical nurse.
 - D. paraprofessional.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 010

30. Mr. Lopez is a middle school special education teacher whose job consists of meeting with general education teachers and providing them with suggestions, explanations of instructional strategies, and techniques to support students with special needs. Working directly with students is not usually part of his everyday job. The teaching model described is best known as
- A. collaborative teaching.
 - B. consultant teaching.
 - C. parallel teaching.
 - D. support teaching.

Answer and Rationale

COMPETENCY 008

31. The primary purpose of the Individuals with Disabilities Education Act (IDEA) is to provide
- A. assistance for students who fail high school.
 - B. support for all students who are at risk of failure.
 - C. special education services to students with disabilities.
 - D. support in the community for adults with disabilities.

Answer and Rationale

COMPETENCY 009

32. Which THREE of the following parties are required to be present at an Admission Review Dismissal (ARD) committee meeting?
- A. A representative from the local school district administration
 - B. The student's parent(s) or guardian(s)
 - C. A special education teacher
 - D. A representative from the state department of education

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	003	D	<p>Option D is correct because students with ADHD perform best with clear expectations and immediate feedback. They may need extra help from behavior modification plans to meet classroom expectations, such as completing work and limiting movement. Option A is incorrect because reducing class size for the needs of one student is not a feasible modification. Option B is incorrect because small-group work often provides an added distraction. Option C is incorrect because students with ADHD benefit from having choices in their instruction.</p> <p>Back to Question</p>
2	002	C	<p>Option C is correct because an independent educational evaluation may be used at the request of the parents. Option A is incorrect because before an IEP can be created, the child must be formally assessed with a full psychoeducational evaluation. Option B is incorrect because informal observation of peer interaction yields helpful information but is not the first step in planning an educational program. Option D is incorrect because recommendations from school specialists come after the full evaluation.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	003	A	<p>Option A is correct because students with low muscle tone benefit from sitting at a desk that provides back and foot support. The extra support keeps the child from becoming too quickly fatigued. Option B is incorrect because students with Down syndrome often have difficulty sitting on the floor without back support. Option C is incorrect because children with Down syndrome have low physical stamina and cannot do rigorous exercise. Option D is incorrect because students with low muscle tone need opportunities to exercise to help strengthen their muscles. Using a wheelchair for transportation would be detrimental to building muscle strength.</p> <p>Back to Question</p>
4	006	C	<p>Option C is correct because social stories are an effective way of teaching students appropriate social behaviors. Option A is incorrect because students with Down syndrome learn best with visual cues and modeling. Option B is incorrect because punishing the student by removing him from the group will not help the student learn the correct behavior. Option D is incorrect because ignoring inappropriate behavior will not change the student's behavior.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	003	B	<p>Option B is correct because a hands-on approach may help the student visualize how to process the information. Option A is incorrect because though allowing more time is an accommodation, it does not directly address the teaching problem. Option C is incorrect because the special education teacher should be the first resource for the classroom teacher with regard to students with disabilities. Option D is incorrect because the manipulatives without ideas on how to use them would not be effective in helping the teacher assist the student.</p> <p>Back to Question</p>
6	009	B	<p>Option B is correct because according to the Family Educational Rights and Privacy Act (FERPA), when a subpoena is issued, the school is required to release the student's records without further consent. Option A is incorrect because no additional consent is required by the parents. Option C is incorrect because no further consent is required by the parents in this situation. Option D is incorrect because though the principal should be notified for informational purposes, his or her consent is not required to release the student's records.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	003	C	<p>Option C is correct because heterogeneous grouping opens the general education curriculum to the special education students. It is essential to provide all students opportunities for engaging in a curriculum that allows everyone to learn from everyone else and that does not deprive any student of such opportunities. Option A is incorrect because students in heterogeneous groups most likely do not have the same instructional levels. Option B is incorrect because student choice does not always support the best learning opportunity for special education students. Option D is incorrect because instruction according to individual learning style would occur when students are grouped homogeneously by learning style.</p> <p>Back to Question</p>
8	005	D	<p>Option D is correct because reading directly to a child is the most appropriate and effective way of honing preliteracy skills. Option A is incorrect because the process of decoding moves beyond preliteracy skills. Option B is incorrect because using graphic organizers is not developmentally appropriate. Option C is incorrect because the ability to read sight words moves beyond preliteracy skills.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	005	B	<p>Option B is correct because the teacher is asking the students to subitize, which is the skill of perceiving at a glance how many objects are present in a group. Option A is incorrect because counting is learning the standard sequence of number words and creating a one-to-one correspondence between a number word and an item. Option C is incorrect because classification is grouping objects based on attributes. Option D is incorrect because geometric properties correspond to points, lines, planes and figures and how the measurements, lines and spaces relate to one another.</p> <p>Back to Question</p>
10	005	B	<p>Option B is correct because the scaffolding of connecting the dots will help the student learn to form the letters correctly. Option A is incorrect because there may be letters in his or her name that are difficult for the student to write. Option C is incorrect because this set of capital letters may contain many letters that the student has trouble forming. Option D is incorrect because the look, say and write method is to be used with students who have demonstrated that this method works for them.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	003	D	<p>Option D is correct because planning a budget is the most critical skill to learn for the goal of managing finances. Option A is incorrect because knowing when to buy and sell stocks is not a basic skill and would be too advanced. Option B is incorrect because managing a financial portfolio is not appropriate to introduce at this grade or age level. Option C is incorrect because calculating discounts and sales tax is an advanced skill without which special education students can live independently.</p> <p>Back to Question</p>
12	007	B	<p>Option B is correct because the acquisition of critical skills through a functional curriculum related to daily living and work would encompass skills such as transportation and access to the community. Option A is incorrect because although it is important that students maximize their potential, students with moderate disabilities must be taught skills that help them gain access to the community and workplace for success after school. Option C is incorrect because the law states that students with moderate disabilities must be educated with their nondisabled peers as much as possible. However, this will not fulfill the transition goal for employment and community living skills. Option D is incorrect because developing critical-thinking skills is considered a transition goal and not a strategy to reach employment and community living.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	002	B	<p>Option B is correct because using graphic organizers helps students organize content for increased understanding. Option A is incorrect because the use of highlighters would not improve the student’s comprehension. Option C is incorrect because extended time would not improve the student’s ability to comprehend the content. Option D is incorrect because administering the assessment in a small group is more appropriate for those who may need an assessment read to them or are testing with a different version of the test.</p> <p>Back to Question</p>
14	010	B	<p>Option B is correct because informing parents that research indicates the importance of early intervention may help parents to follow through. Option A is incorrect because although research indicates the importance of early intervention, there is no guarantee that most students will be on grade level after a few years, so this statement would give the parents false hope. Options C and D are incorrect because these statements are unlikely to promote the family’s trust or provide hope or incentive.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	005	A	<p>Option A is correct because one spatial development skill is to understand how objects occupy space and to understand the size of objects in relation to the human body. The child learns to use his or her own body as a measurement device. Option B is incorrect because objects in photographs may not appear at a scaled size, which would make it difficult to compare them. A tree in one picture may be as large as a man in another picture. Option C is incorrect because creating a scaled representation might be too difficult for a student with spatial reasoning difficulties. Option D is incorrect because visual estimations will be difficult for a student who is unsure of how objects occupy space.</p> <p>Back to Question</p>
16	005	A	<p>Option A is correct because providing a chart can help promote independence and the use of a reference tool, which will enable the student to move to more complex math tasks. Option B is incorrect because memorization can be a very difficult task for a student with a learning disability in math. Option C is incorrect because a portable chart is preferable to an electronic calculator for use as a basic fact reference. Using a chart is faster, plus students still have to perform some operations. Option D is incorrect because frequent timed assessments will not be a useful strategy for ensuring the success of a student who struggles with calculations. Timing the test will make it much more difficult for the student.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
17	002	C	<p>Option C is correct because the student is classified as learning disabled in written expression and is showing evidence of increased reading difficulties; therefore, it would be appropriate for the committee to reconvene to discuss testing. Option A is incorrect because using text-to-speech software will not be beneficial in addressing reading difficulties. Option B is incorrect because reducing written tasks will not address the reading difficulties that the student is experiencing. Option D is incorrect because if the school recognizes that the student is having difficulty, it is the school’s responsibility to provide the needed academic support.</p> <p>Back to Question</p>
18	001	C	<p>Option C is correct because students with an intellectual disability develop more slowly than other children. Students with intellectual disabilities learn best from concrete activities. Option A is incorrect because research indicates that there is no relationship between autism spectrum disorder and learning ability; the activity described is inappropriate for students with average or higher learning abilities. Option B is incorrect because developmental delay as defined by IDEA part B only includes children ages 3 to 9. Option D is incorrect because by definition students with learning disabilities are capable of learning grade-level content but may need accommodated instruction; the activity described is far below fifth-grade content.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
19	006	D	<p>Option D is correct because self-monitoring and evaluation strategies have been shown to be effective interventions. Option A is incorrect because the student is already exhibiting avoidance behavior and has shown the capability of completing math work; therefore, extra time would not be an appropriate intervention. Option B is incorrect because the student needs clear boundaries regarding behavior and ignoring the outbursts would not be an appropriate intervention. Option C is incorrect because the student has issues with peers, working with a partner would not be an appropriate intervention.</p> <p>Back to Question</p>
20	006	B	<p>Option B is correct because learning about Mi's culture would help students understand her, and with understanding comes acceptance. Option A is incorrect because reprimanding students would be forcing students to accept Mi, which in turn could lead the students to feeling resentful toward her. Option C is incorrect because if students do not have much knowledge about Mi or her culture, they would most likely still isolate her. Option D is incorrect because encouraging Mi to speak to the other students would not necessarily promote acceptance and would still leave her isolated.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
21	002	A	<p>Option A is correct because recording anecdotal notes of oral literacy skills is an informal assessment through which the student is monitored in authentic contexts to measure progress. Option B is incorrect because administering a reading inventory on a weekly basis is too often, as the student is unlikely to show progress in a week’s time. Option C is incorrect because the student has to go through RTIs before taking a standardized test. Option D is incorrect because reading comprehension is generally a strong point for students with dyslexia and not a commonly assessed area related to this disability.</p> <p>Back to Question</p>
22	008	B	<p>Option B is correct because the judgment in <i>Larry P. v. Riles</i> found that the intelligence test may not be the sole assessment for minority children and that the assessment must be in the child’s native language. Option A is incorrect because the judgment in <i>Mills v. Board of Education of the District of Columbia</i> found that schools must provide services regardless of the district’s ability to pay. Option C is incorrect because <i>Luke S. & Han S. v. Nix</i> ensured that assessments must be timely. Option D is incorrect because <i>Tinker v. Des Moines Independent School District</i> supported the constitutional rights of children.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	007	C	<p>Option C is correct because transition services for a student with a disability must be in the form of a coordinated set of activities that takes into account the student’s strengths, preferences and interests. Option A is incorrect because the transfer of parental rights is not necessarily a primary component of the transition plan. Option B is incorrect because documenting the termination of special education and related services is not a primary component of a transition plan. Option D is incorrect because transition planning should be considered before standardized testing results.</p> <p>Back to Question</p>
24	005	B	<p>Option B is correct because teachers make notes about miscues while administrating running records, and these miscues provide excellent information for designing instruction on word-identification skills. Options A and D are incorrect because running records assess reading accuracy, errors and fluency. They would not be appropriate for assessing spelling or grammar. Option C is incorrect because oral language refers to receptive and expressive language skills. A running record is strictly reading what is written.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	001	D	<p>Option D is correct because sitting upright with the head above stomach level aids digestion. Option A is incorrect because lying down is not the best position for aiding digestion. Option B is incorrect because although the student should be sitting upright, a 90-degree angle is not the best position because compression of the abdomen will occur, which may interfere with digestion. Option C is incorrect because lying down is not the best position for aiding in digestion. Also lying flat can increase the likelihood of reflux.</p> <p>Back to Question</p>
26	009	D	<p>Option D is correct because both parents and the school may file for an impartial due process hearing. Option A is incorrect because both parents and the school may file for an impartial due process hearing. Options B and C are incorrect because teachers cannot file for an impartial due process hearing.</p> <p>Back to Question</p>
27	009	C	<p>Option C is correct because the bill mandates that principals identify unlicensed personnel to assist with caring for students during the regular school day or while they participate in a school activity. If the school has a full-time nurse, then one unlicensed diabetes care assistant (UDCA) is required; if the school does not have a full-time nurse, then three UDCA's are required, as stated in Section 168.004(a)(2)(A) & (B) of the Texas Health and Safety Code. Options A, B and D are incorrect because the bill mandates that principals identify and provide training for unlicensed personnel to assist with caring for students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
28	010	B	<p>Option B is correct because once a year procedural safeguards listing parental rights must be given to parents so they are aware of their rights. Option A is incorrect because reading the entire IDEA would be overwhelming for a parent who is unsure of her rights and is new to special education. Option C is incorrect because although Ms. Flay must be given a copy of Ethan’s IEP, the IEP will not help her understand her rights as a parent. Option D is incorrect because transfer of rights occurs when the child turns 18 and has the legal right to sign for himself or herself.</p> <p>Back to Question</p>
29	010	C	<p>Option C is correct because a licensed practical nurse is the only staff member who is allowed to clean or maintain a student’s tracheotomy. Option A is incorrect because a health assistant is not allowed to clean or maintain the tracheotomy. Option B is incorrect because a senior child care assistant is not allowed to clean or maintain the tracheotomy. Option D is incorrect because a paraprofessional is not allowed to clean or maintain the tracheotomy.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
30	010	B	<p>Option B is correct because in consultant teaching the teacher does not usually work directly with students but provides information, assistance, resources and support to the classroom teacher. Option A is incorrect because collaborative teaching usually occurs when both teachers are in the same classroom with both teachers involved in the direct teaching process. There are several forms of collaborative teaching. In some the general education teacher teaches the content and the special education teacher addresses learning and study strategies. However, all models of collaborative teaching involve both teachers directly teaching students, and that is not what is described in this item. Option C is incorrect because parallel teaching occurs when two teachers teach the same content to two different groups of students. This model involves direct teaching, which is not what is described in this question. Option D is incorrect because support teaching is a type of co-teaching in which one teacher is the lead teacher and the other offers support to individuals or small groups. In this role, both teachers must plan, but typically one teacher plans the content of the lesson, while the other plans specifically for accommodating students' individual learning or behavioral needs.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
31	008	C	<p>Option C is correct because the Individuals with Disabilities Education Act (IDEA) is the nation’s federal special education law that ensures public schools serve the educational needs of students with disabilities. Option A is incorrect because summer school would be the best option to support failing high school students, not IDEA. Option B is incorrect because Response to Intervention (RTI) best supports students at risk of failure. Option D is incorrect because the Americans with Disabilities Act (ADA) covers all people with disabilities, no matter their age.</p> <p>Back to Question</p>
32	009	A, B, C	<p>Options A, B and C are correct because, according to Texas Education Agency guidelines, a representative from the local school district administration, the student’s parents(s) or guardian(s), and a special education teacher are all required to attend a student’s ARD committee meeting. Option D is incorrect because the guidelines do not require a representative from the state department of education to attend ARD committee meetings.</p> <p>Back to Question</p>

Preparation Resources

The resources listed below may help you prepare for the TExES 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.

JOURNALS

The Journal of Special Education, Hammill Institute on Disabilities.

Teaching Exceptional Children, Council for Exceptional Children.

Exceptional Children, Council for Exceptional Children.

OTHER RESOURCES

Anastasiow, N., Gallagher, J., and Kirk, S. (2011). *Educating Exceptional Children*, Thirteenth Edition. Belmont, Calif.: Wadsworth Publishing Company.

Bateman, B. D., and Herr, C. M. (2011). *Writing Measurable IEP Goals and Objectives*, Second Edition. Verona, Wis: Attainment Company Inc.

Bigge, J. L., Best, S. J., and Heller, K. W. (2009). *Teaching Individuals with Physical, Health, or Multiple Disabilities*, Sixth Edition. Upper Saddle River, N.J.: Pearson.

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ONLINE RESOURCES

Assistive Technology Strategies, Tools, Accommodations and Resources — www.atstar.org

Burnett, Jane. *Critical Behaviors and Strategies for Teaching Culturally Diverse Students* — www.eric.ed.gov

Council for Exceptional Children. Code of Ethics — www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm

Early Childhood Intervention Services — www.dars.state.tx.us/ecis

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McLaren, E. M. and Nelson, M. C. (2009). *Using Functional Behavior Assessment to Develop Behavior Interventions for Students in Head Start* — www.eric.ed.gov

National Dissemination Center for Children with Disabilities. *Transition Planning: A Team Effort* — www.nichcy.org/InformationResources/Documents/NICHCY%20PUBS/ts10.pdf

National Dissemination Center for Children with Disabilities. *Transition Services in the IEP* — www.nichcy.org/InformationResources/Documents/NICHCY%20PUBS/ts8txt.htm

Partners Resource Network — www.partnerstx.org

Texas Administrative Code (2009). *Code of Ethics and Standard Practices for Texas Educators*. Austin, Texas — [http://info.sos.state.tx.us/pls/pub/tacctx\\$.startup](http://info.sos.state.tx.us/pls/pub/tacctx$.startup)

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Texas Education Agency. *Legal Framework for the Child Centered Process* — www.tea.state.tx.us/special.ed/forms/index.html

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Texas Education Agency (2009). *Special Education—FAQs about ARD/IEP* — <http://ritter.tea.state.tx.us/special.ed/rules/cfr.html>

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Texas Education Agency, Division of Special Education. *A Guide to the Admission, Review, and Dismissal Process* — www.tea.state.tx.us/special.ed/ardguide

Texas Education Agency, Division of Special Education. *Assistive Technology* — www.tea.state.tx.us/special.ed/astech

Texas Education Agency, Division of Special Education. *Federal Regulations: Individuals with Disabilities Education Act (IDEA) '97* — www.tea.state.tx.us/special.ed/rules/cfr

Texas Education Agency, Division of Special Education. *Reading Resources* — www.tea.state.tx.us/special.ed/reading/resource.html

Texas Education Agency, Division of Special Education. *Special Education Rules and Regulations* — www.tea.state.tx.us/special.ed/rules/sbs.html

Texas Education Agency, Division of Special Education. *Student Success Initiative* — www.tea.state.tx.us/student.assessment/resources/ssi/index.html

Texas Education Agency, Student Assessment Division. *ARD Committee Decision-Making Process for the Texas Assessment Program* — www.tea.state.tx.us/student.assessment/admin/sdaa

Texas Education Agency, Student Assessment Division. *State-Developed Alternative Assessment (SDAA)* — www.tea.state.tx.us/student.assessment/admin/sdaa

Vincent, C. G., Horner, R. H., and Sugai, G. *Developing Social Competence in All Students* — www.ericec.org/digests