



TEXAS EDUCATOR CERTIFICATION

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Texas Examinations of Educator Standards™ (TE_xES™) Program

Preparation Manual

Special Education EC–12 (161)

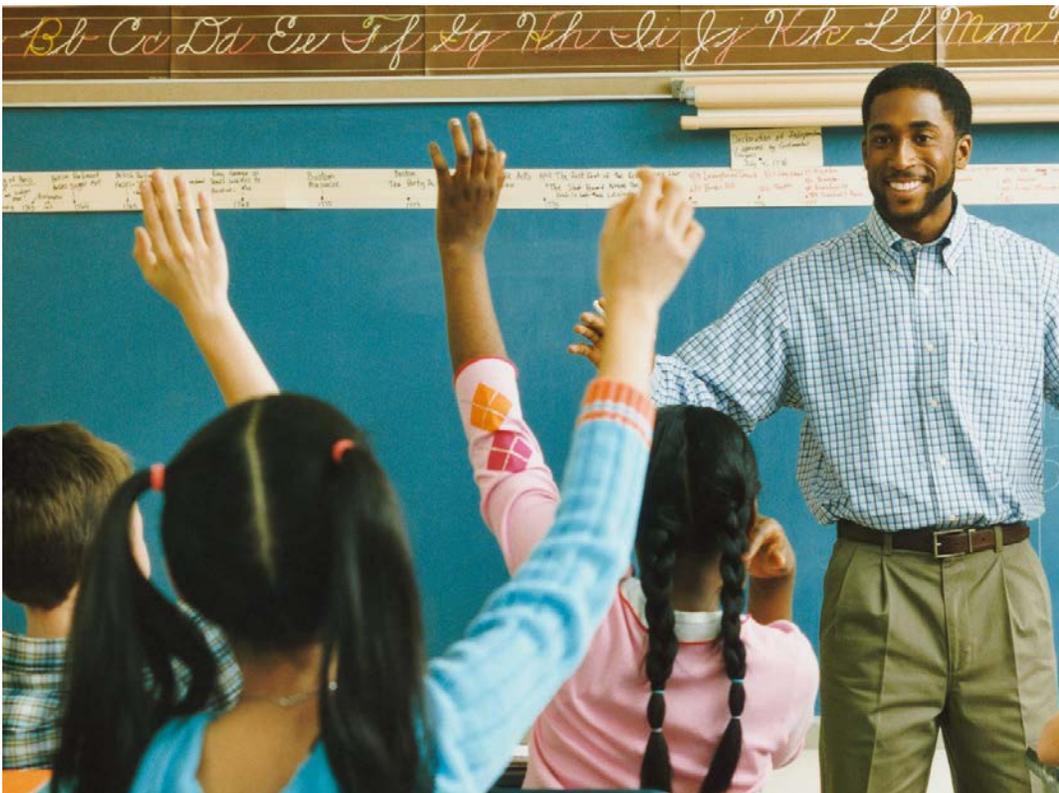


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About The Test

Test Name	Special Education EC-12
Test Code	161
Time	5 hours
Number of Questions	150 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Special Education EC-12 (161) 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 150 multiple-choice questions are based on the Special Education EC-12 test framework and cover grades EC-12. The test may contain questions that do not count toward the score.

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	13%	Special Education EC-12: IV-V
II.	Promoting Student Learning and Development	33%	Special Education EC-12: VI-X
III.	Promoting Student Achievement in English Language Arts and Reading and in Mathematics	33%	Special Education EC-12: XI-XII
IV.	Foundations and Professional Roles and Responsibilities	20%	Special Education EC-12: I-III

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The Standards

Special Education EC–12 Standard I

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

Special Education EC–12 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 EC–12 Standard III

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

Special Education EC–12 Standard IV

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

Special Education EC–12 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 EC–12 Standard VI

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

Special Education EC–12 Standard VII

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

Special Education EC–12 Standard VIII

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

Special Education EC–12 Standard IX

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

Special Education EC–12 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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Special Education EC–12 Standard XI

The special education teacher promotes students' performance in English language arts and reading.

Special Education EC–12 Standard XII

The special education teacher promotes students' performance in mathematics.

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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. Understands the reciprocal nature of assessment and instruction; applies skills for 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. Understands the reciprocal nature of assessment and instruction; applies skills for 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 — Promoting Student Achievement in English Language Arts and Reading and in Mathematics

Competency 008: *The special education teacher promotes students' performance in English language arts and reading.*

The beginning teacher:

- A. Applies knowledge of developmental processes associated with communication systems (e.g., listening, speaking, writing), including emergent and preliteracy skills, and knows how to provide a variety of opportunities for students with disabilities to learn communication skills.
- B. Knows how to use a variety of assessment practices and procedures to plan and implement instruction in English language arts and reading that is responsive to the strengths and needs of individuals with disabilities.
- C. Knows the nature and stages of literacy development, and various contexts and methods for promoting students' literacy development.
- D. Applies knowledge of phonological and phonemic awareness and strategies for promoting the phonological and phonemic awareness of students with disabilities.
- E. Applies knowledge of the alphabetic principle and word analysis skills (e.g., decoding, structural analysis, sight word vocabulary) and knows how to provide students with disabilities with systematic instruction that promotes their ability to apply the alphabetic principle and word analysis and decoding skills.
- F. Applies knowledge of reading fluency and the relationship between reading fluency and reading comprehension and knows how to provide students with disabilities with systematic instruction that promotes their reading fluency.
- G. Knows the importance of comprehension in reading and knows how to provide students with disabilities with instruction in the use of skills and strategies (e.g., critical/creative thinking) to promote their reading comprehension.
- H. Knows how to provide students with disabilities with systematic instruction to develop skills in writing conventions and competence in written communication.
- I. Knows the relationship between learning and effective study, critical-thinking and inquiry skills and knows how to use various methods and strategies to teach students with disabilities to apply study, critical-thinking and inquiry skills.
- J. Knows skills for interpreting, analyzing, evaluating and providing visual images and messages and knows how to provide systematic instruction that helps students with disabilities learn to interpret, analyze, evaluate and create visual images and messages in various media and technologies.

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Competency 009: *The special education teacher promotes students' performance in mathematics.*

The beginning teacher:

- A. Knows how to use a variety of assessment methods to monitor the mathematical understanding of students with disabilities and adapt mathematics instruction to address individual strengths and needs.
- B. Knows how to provide mathematics instruction that is based on principles of children's learning and development and that reflects recognition of common misconceptions and sources of error in mathematics.
- C. Knows how individuals learn and develop mathematical skills, procedures and concepts.
- D. Understands numbers, number systems and their structure, operations and algorithms and quantitative reasoning and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.
- E. Understands patterns, relations, functions and algebraic reasoning and analysis and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.
- F. Understands geometry, spatial reasoning and measurement concepts and principles, and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.
- G. Understands principles and applications of probability and statistics and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.
- H. Applies knowledge of methods, strategies and resources for teaching students with disabilities to engage in mathematical reasoning and problem solving, apply mathematics in a variety of contexts and communicate mathematically.

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Domain IV – Foundations and Professional Roles and Responsibilities

Competency 010: *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 011: *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 012: *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.

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- C. Knows how to foster respectful and beneficial relationships between families and professionals in the school and community.
 - 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 EC–12 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 EC–12 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, and compare it with other knowledge you have or make a judgment about it.

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 you answer correctly.

The Special Education EC–12 test is designed to include a total of 150 multiple-choice questions, out of which 120 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.

Calculators. An online calculator is available as part of the testing software for this test. See the *TEXES Registration Bulletin* for the online calculator tutorial that is available to use for practice prior to taking the test.

Definitions: The following terms may be referred to throughout the test. For the purpose of the test, they are defined as follows.

- Paraprofessional: A teacher assistant, teacher aide or paraeducator
- Parent: A biological parent, legal guardian, surrogate, natural, adoptive or foster parent

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How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a 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.

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.

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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.

The following two questions are examples of the single-question format. The first question tests knowledge of Special Education EC–12 Competency 007: *The special education teacher understands and applies knowledge of transition issues and procedures across the life span.*

Example 1

1. 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

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

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 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.**

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

Example 2

The following question tests knowledge of Special Education EC–12 Competency 008: *The special education teacher promotes students’ performance in English language arts and reading.*

2. Ms. Henderson, a special education teacher, co-teaches a middle school language arts class. The class is doing a unit on media literacy, and Ms. Henderson is helping a small group of students examine the images and messages in a TV commercial aimed at their age group. Which of the following discussion questions would best promote students’ critical thinking with regard to techniques of commercial advertising?
- A. What type of person do you think created this commercial?
 - B. How much money do you think was spent to develop and produce this commercial?
 - C. Why do you think advertising is such a big business in a modern economy?
 - D. What features of this commercial make the product seem appealing to you?

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.

In this situation, a special education teacher is working with a small group of students in a middle school language arts class as they study the media. The question asks how that teacher can best promote the students’ critical thinking with regard to commercial advertising techniques. Now look at the response options and consider which of them would be the most effective discussion question for the special education teacher to ask for this purpose.

The question presented in option A is *What type of person do you think created this commercial?* This is a question that is only loosely related to the topic being discussed. It requires students to draw conclusions based on very little information and it is not likely to prompt them to think critically about advertising. Therefore, the question in option A would not be the best way to promote students’ critical thinking with regard to techniques of commercial advertising.

The question presented in option B is *How much money do you think was spent to develop and produce this commercial?* This question focuses on financial issues that are not directly related to the understanding of the advertising techniques that are used to appeal to students in this age group. It also asks middle school students for responses that would be based on information that is beyond their knowledge and experience. Option B can therefore be eliminated as the best response to this item.

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

The question presented in option C is *Why do you think advertising is such a big business in a modern economy?* A discussion of this question would involve broad economic concepts more than any topics that are relevant to the development of media literacy. If the students were knowledgeable about the business principles that relate to advertising, they would still be engaging in a discussion that addressed content outside of the scope of the instruction described in the item. Therefore, the question in option C would not be an appropriate question for the teacher to ask in this situation.

The question presented in option D is *What features of this commercial make the product seem appealing to you?* The question is focused on the content of the commercial, and it would be relevant to a discussion of the type of advertising that has been created to reach these students' age group. It is also an open-ended question that requires students to engage in critical thinking to provide an answer that is more complex than a simple "yes" or "no." Therefore, option D is the best response to this item.

Of the alternatives offered, only an open-ended question that asks students to evaluate techniques used in commercial advertising would best promote their critical thinking. 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, a graphic, a table, a description of an experiment 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.

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

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.

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

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 at least one 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 001

1. Which of the following behaviors demonstrated by a 2-year-old child is the clearest indicator that the motor development of that child may be impaired?
 - A. Difficulty coordinating hands and eyes
 - B. Inability to climb stairs with alternating feet
 - C. Frequently falling while running
 - D. Making involuntary hand movements

Answer and Rationale

COMPETENCY 001

2. A fifth grader has diabetes and manages her illness through insulin injections. Which of the following symptoms should indicate to a teacher that this student may be experiencing insulin shock?
 - A. Trembling and irritability
 - B. A high fever
 - C. Muscle and joint pain
 - D. An increased level of thirst

Answer and Rationale

COMPETENCY 002

3. Ms. Smith stops the class after just a few minutes of mathematics instruction, which is taking place at the board. She asks two questions requiring simple student responses on note cards. After quickly reviewing the cards, Ms. Smith returns to instructing at the board. Which type of assessment is the teacher using?
 - A. Summative
 - B. Formal
 - C. Formative
 - D. Alternate

Answer and Rationale

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

COMPETENCY 003

4. Which of the following statements best describes how the objectives in a student's Individualized Education Program (IEP) should relate to the Texas Essential Knowledge and Skills (TEKS)?
- A. The IEP objectives should be identical to those of the TEKS, with modifications in grade level only.
 - B. The IEP objectives should be developed independently and then correlated with the TEKS.
 - C. The IEP objectives should reflect the TEKS as closely as possible.
 - D. The IEP objectives should be developed to meet student needs, with no reference to the TEKS.

Answer and Rationale

COMPETENCY 003

5. Which of the following strategies will be most effective for providing job training to a student with intellectual disabilities for work as a server in a fast-food restaurant?
- A. Pairing the student with an employee who can work beside the student and model the required tasks
 - B. Making a list of job tasks for the student to refer to as necessary throughout his or her work shift
 - C. Carefully explaining the steps of the job to the student and checking on the student at regular intervals
 - D. Simulating the work environment and practicing the job sequence 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 004

6. Early in the school year, the students in a fifth-grade class have been demonstrating exclusionary behavior. There are two dominant cliques, and there are several children, including two with disabilities, who are generally treated as outcasts. When considering how to respond, the classroom teacher should be aware that
- A. in such situations, it is generally best to let the students work out the issues among themselves rather than to intervene in their social relationships.
 - B. the most effective response would be to ask the parents of the students in the cliques to apply disciplinary measures if their children continue the exclusionary behavior.
 - C. his or her response should be aimed primarily at bolstering the resilience and self-assertiveness of the children with the lowest social status.
 - D. it is imperative to institute a program specifically designed to build a learning community in which all students feel safe and accepted.

Answer and Rationale

COMPETENCY 004

7. An adult is preparing to carry a small preschooler with multiple disabilities. Which of the following practices will best ensure the adult's safety during the lift?
- A. Prompting the child to hold on to the adult during the lift to the greatest extent possible
 - B. Maintaining a straight back and lifting with the legs
 - C. Performing the lift as quickly as possible in a way that is consistent with the child's safety and comfort
 - D. Initiating the lift by bending from the waist

Answer and Rationale

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

COMPETENCY 005

8. A middle school special educator has been teaching students with learning disabilities how to use chapter headings, subheadings, indexes, and glossaries in their textbooks when doing content-area reading. The greatest benefit of the approach the educator is using is that it
- A. promotes the students' use of critical-thinking skills.
 - B. enables the students to synthesize new information quickly.
 - C. encourages the students to relate new information to prior knowledge.
 - D. gives the students tools for taking control of their own learning.

Answer and Rationale

COMPETENCY 005

Use the information below to answer the question that follows.

A special educator is teaching Monica, a 12 year old with multiple disabilities, how to identify pennies, nickels, dimes, and quarters. Every day, the teacher gives Monica 20 coins to identify. With the help of a chart showing each coin and its name, Monica is asked to use her speech-generating communication device to identify each coin. The results after one week of instruction are shown below.

Day	Number of Coins Identified Correctly
Monday	5
Tuesday	6
Wednesday	4
Thursday	3
Friday	4

9. Based on the assessment's results, the special educator's next step should be to
- A. try a different instructional approach.
 - B. repeat the same activity with Monica the following week.
 - C. state the value of the 20 coins.
 - D. give Monica a reward every time she identifies a coin correctly.

Answer and Rationale

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

COMPETENCY 006

10. Ten months ago, 16-year-old Andrew suffered a head injury in an automobile accident and was left legally blind. Since the accident, Andrew seldom leaves his house. A few friends occasionally come over to listen to music, but Andrew fears that they will get bored and stop visiting. Of the following, Andrew's special educators' best response to the situation would be to
- A. suggest a variety of new and interesting activities that can be done at home and that his friends are likely to enjoy.
 - B. help Andrew develop proficiency with electronic media that will both entertain him and allow interactions with others from home.
 - C. ask Andrew what social activities he would like to participate in outside the home and help him develop the skills for doing so.
 - D. arrange for Andrew to begin socializing with peers who are blind or visually impaired.

Answer and Rationale

COMPETENCY 006

11. Julio, a sixth grader with a learning disability, immigrated with his family to the United States a year ago. Although Julio speaks English well, he never speaks to his classroom teacher unless spoken to. Concerned about this behavior, the classroom teacher suggests to the special education teacher that Julio may need social skills instruction. Which of the following factors is most important for the special educator to take into account when considering the classroom teacher's suggestion?
- A. Teachers can misperceive and misunderstand students' behaviors by interpreting them from a single perspective.
 - B. Self-confidence with regard to schoolwork depends primarily on a student's belief in his or her ability to succeed through effort.
 - C. Low self-esteem can be a sign of abuse or neglect, and it is a teacher's responsibility to report all instances of suspected child abuse.
 - D. General education teachers are often unclear about the special educator's role and make unfounded demands for assistance.

Answer and Rationale

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

COMPETENCY 007

12. Of the following, the most effective means of providing program continuity for children transitioning from preschool to kindergarten is to offer
- A. a preschool program that stresses the development of independent work habits and the ability to follow directions.
 - B. a developmentally appropriate program in both preschool and kindergarten that is responsive to individual differences.
 - C. a preschool environment that strongly emphasizes the development of literacy skills.
 - D. an environment in both preschool and kindergarten that engages children in collaborative planning and problem solving.

Answer and Rationale

COMPETENCY 008

13. Ms. Lewis, a kindergarten teacher, shows an unfamiliar story book to a student. She asks the student to point to the title of the book and open the book to the first page of the story. After the teacher reads a few pages, she asks the student to point to the words. The teacher is most likely assessing the student's awareness that
- A. different conventions are associated with different genres of literature.
 - B. printed text corresponds to oral language.
 - C. letters correspond to individual speech sounds.
 - D. reading is an interactive process between the reader and the text.

Answer and Rationale

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

COMPETENCY 008

14. A special education teacher prepares a group of students to listen to a story about a whale by asking them what they know about whales and writing the students' responses on the board. This activity is likely to facilitate comprehension of the story primarily because it will
- A. prompt students to learn more about the topic.
 - B. encourage the students to use metacognitive strategies.
 - C. integrate oral and written vocabulary skills.
 - D. connect new information to the students' background knowledge.

Answer and Rationale

COMPETENCY 008

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

Ms. Ortiz is a special educator who teaches in a middle school resource room. At the beginning of each school year, she has each student complete an interest inventory such as the one shown below.

- 1. What is your favorite animal?
- 2. What is your favorite game?
- 3. What is your favorite sport?
- 4. What do you like to do after school?
- 5. What is your favorite school subject?
- 6. What famous person would you most like to meet?
- 7. What place would you like to visit?

In planning reading instruction for students with disabilities, Ms. Ortiz could best use the information from this informal assessment to

- A. determine students' instructional reading levels.
- B. suggest themes for units to the students' English language arts teachers.
- C. help students select books for independent reading.
- D. determine gaps in students' vocabulary and concept development.

Answer and Rationale

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

COMPETENCY 008

16. Which of the following activities, performed by young children while a story is being read to them, would most likely encourage them to listen for meaning?
- A. Tapping their feet to the rhythm of the words
 - B. Miming the action of the story
 - C. Raising their hands when they hear the main character's name
 - D. Making a clay sculpture of their favorite character

Answer and Rationale

COMPETENCY 008

17. A first-grade teacher who is working with a group of beginning readers gives each student a set of word cards. On each card is printed a word that the students have already learned to read (e.g., "he," "she," "sees," "loves," "has," "the," "a," "dog," "cat," and "pail"). The teacher shows the students how to arrange the cards to create a statement (e.g., "she sees the cat"). Students then create their own statements and read them aloud. One goal of this activity is to promote students' reading development by reinforcing word recognition skills. In addition, this activity can be expected to promote students' writing development by
- A. helping them learn to view writing as a useful tool for communication.
 - B. promoting their recognition of similarities and differences between written and oral language.
 - C. building their understanding of basic syntactic structures.
 - D. helping develop their understanding of the value of writing conventions.

Answer and Rationale

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

COMPETENCY 008

18. A sixth-grade teacher has made the following notes about a student's reading performance.

Rebecca's oral reading speed and accuracy are about average for the class. Her errors, which tend to occur when she encounters unfamiliar polysyllabic words, usually consist of substituting real words or nonsense words that are structurally similar to the printed words rather than words that are semantically or syntactically correct.

Rebecca's performance on oral and written comprehension questions that are based on silent and oral reading selections is also average for the class; however, her miscues are numerous and sometimes seem to interfere with her comprehension.

Based on the teacher's notes about Rebecca's reading performance, Rebecca would benefit most from instruction to help her

- A. recognize high-frequency words with regular and irregular spellings.
- B. use context clues and monitor her comprehension as she reads.
- C. apply knowledge of phonics to decode unfamiliar words.
- D. improve reading fluency and vocabulary skills.

Answer and Rationale

COMPETENCY 008

19. A teacher regularly analyzes the attempted spellings of emergent readers. In addition to providing information about students' spelling development, the teacher's approach would best help the teacher assess students'

- A. level of reading fluency.
- B. use of word-identification strategies.
- C. ability to apply phonics skills.
- D. knowledge of comprehension strategies.

Answer and Rationale

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

COMPETENCY 008

20. To promote students' reading fluency, a fifth-grade teacher plans activities in which students and their assigned partners engage in repeated oral readings. When the teacher assembles the reading materials for the activities, the teacher should assign each pair of students passages from a text that
- A. both students are capable of reading aloud with no more than 5 word-recognition errors per 100 words of text.
 - B. the students have previewed and selected themselves.
 - C. both students are capable of reading aloud with no more than 25 word-recognition errors per 100 words of text.
 - D. the students have been reading in connection with content-area study.

Answer and Rationale

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

COMPETENCY 008

A middle school teacher plans the following activities in connection with a field trip to view a photojournalism exhibit at a local museum.

- Before the trip, students study how elements of design and photographic techniques express ideas and communicate meaning.
- The teacher gives students a list of questions to read and consider as they view the exhibit.
- After the trip, students work in small groups to write answers to the questions.
- In a whole-class discussion, students share their reactions to the exhibit and their groups' answers to the questions.

21. Which of the following additional activities would best help the teacher informally assess students' understanding of the way visual images and elements of design create meaning?
- A. Students work in small groups to prepare their own exhibits by using photographs from newspapers and magazines to tell a story.
 - B. Each student researches one photojournalist featured at the exhibit and presents a brief report on the photojournalist's work in the field.
 - C. Students write an essay about the photojournalism exhibit at the museum, analyzing a particular photograph they liked.
 - D. Each student writes a simulated magazine article and creates a drawing or illustration to accompany the article.

Answer and Rationale

COMPETENCY 009

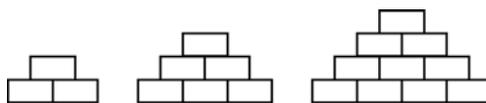
22. A survey has found that about 12 of every 500 airline flights are canceled due to bad weather. This ratio is equivalent to which of the following?
- A. $\frac{1}{24}$ of the flights
 - B. $\frac{1}{240}$ of the flights
 - C. 0.24% of the flights
 - D. 2.4% of the flights

Answer and Rationale

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

COMPETENCY 009

23. Use the diagrams below to answer the question that follows.



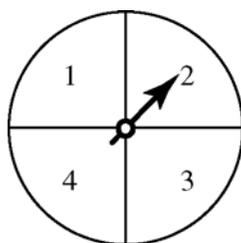
Bricks are stacked in the pattern shown above. If the pattern continues, how many bricks will there be in a stack that has seven layers?

- A. 27
- B. 28
- C. 35
- D. 36

Answer and Rationale

COMPETENCY 009

24. Students in a third-grade class are playing a board game. On each player's turn, the player spins a spinner that is divided into four quadrants, as shown below.



The teacher overhears a student remark, "Since I haven't spun a four yet, I'll probably get a four on this turn." The student has demonstrated a misconception regarding which of the following mathematical concepts?

- A. Rational numbers
- B. Mean and median
- C. Independent events
- D. Even and odd numbers

Answer and Rationale

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

COMPETENCY 009

25. A special education teacher provides math instruction in the resource room for individuals and small groups of students who have learning disabilities. When teaching the students, the teacher should follow which of the following instructional guidelines?
- A. Emphasize the use of mathematics in science and technology.
 - B. Focus primarily on mathematical concepts that are likely to be useful in everyday life.
 - C. Emphasize the role of deductive reasoning in mathematics.
 - D. Connect mathematical concepts to concrete examples with which the students are already familiar.

Answer and Rationale

COMPETENCY 009

26. A third grader with special needs has been having trouble memorizing basic arithmetic facts. The student's classroom teacher asks the special education teacher's advice on how to help the student. In general, which of the following suggestions is most important for the special education teacher to give the teacher?
- A. Suspend for the present all mathematical activities other than those aimed directly at memorizing arithmetic facts.
 - B. Modify math instruction to focus primarily on the use of manipulatives to build conceptual understanding.
 - C. Address the problem now so that lack of automaticity will not impede more advanced math learning later on.
 - D. Discontinue memorization of facts in favor of teaching the student to use a calculator efficiently and accurately.

Answer and Rationale

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

COMPETENCY 009

27. In general, math instruction for students with learning disabilities in mathematics should be characterized by
- A. the development of cognitive strategies rather than a mastery of facts.
 - B. the development of math process skills.
 - C. instructional activities limited to hands-on operations with concrete objects.
 - D. a balanced program of concepts, skills and problem solving.

Answer and Rationale

COMPETENCY 009

28. Joyce and Tyrone, two third graders, are counting how many gallon and quart milk containers have been collected for a class science project. As they count, Tyrone tells Joyce that the gallon container is twice as big as the quart container. Based on his comment, Tyrone needs instruction in understanding the concept of capacity. The teacher can best teach him by
- A. asking him if he can think of some method of measurement that will test his statement.
 - B. pointing out to him that the word "quart" sounds like the word "quarter" and asking him what that suggests about the relative sizes of the two containers.
 - C. explaining to him that doubling the linear dimensions of a rectangular solid quadruples the volume.
 - D. having him use a computer to generate two- and three-dimensional models of the containers in question and then identify similarities and differences among the models generated.

Answer and Rationale

COMPETENCY 009

29. Which of the following is the most appropriate reason to use curriculum-based assessments?
- A. To confirm the students' grade level
 - B. To identify skills that need reteaching
 - C. To compare with last year's test scores
 - D. To determine the students' intellectual ability

Answer and Rationale

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

COMPETENCY 009

30. Which of the following is the best activity for reviewing the concept of fractions with fourth-grade students?
- A. Using pictures to model unit fractions of a whole
 - B. Drawing pictures of fractions from memory
 - C. Writing fractions using numbers
 - D. Comparing fractions using a variety of materials

Answer and Rationale

COMPETENCY 009

31. Which of the following is a developmentally appropriate activity for a kindergartner to establish basic number sense?
- A. Completing one-to-one correspondence exercise
 - B. Generalizing skills and applying them to new situations
 - C. Arranging ten objects from smallest to largest
 - D. Using a calculator to solve simple mathematics problems

Answer and Rationale

COMPETENCY 010

32. Which of the following is most commonly found on students' Individualized Education Programs (IEPs)?
- A. Speech or language impairment
 - B. Emotional disturbance
 - C. Specific learning disability
 - D. Intellectual disability

Answer and Rationale

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

COMPETENCY 010

33. In which of the following ways has the movement toward accountability in education most significantly affected students who receive special education services?
- A. Special education students must now achieve Individualized Education Program (IEP) goals before graduation.
 - B. Special education students' grades must reflect the standards applied to general education students.
 - C. Fewer special education students pass end-of-course assessments.
 - D. More special education students are participating in statewide testing.

Answer and Rationale

COMPETENCY 011

34. Which of the following is most effective for a teacher to use when working with linguistically diverse students with disabilities in second grade?
- A. Listening to class discussions and asking questions
 - B. Presenting vocabulary that is needed in the learning context
 - C. Having the students dictate their responses to test questions
 - D. Introducing mnemonic devices to improve memorization

Answer and Rationale

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

COMPETENCY 011

35. A beginning special educator teaches middle school students from diverse backgrounds in a resource room. At the beginning of the school year, the teacher reviews a list of rules for the resource room with each group of students and hangs the list on the classroom wall. One rule gives directions about the appropriate noise level: "Work quietly without disturbing others." Several times during the first weeks of school, students start helping each other with their work instead of focusing on their own. Consequently, the teacher has given out warnings to these students for breaking the rule. When reflecting upon the students' behavior, the teacher needs to be aware that
- A. students from some cultures embrace a belief of interdependence rather than independence.
 - B. rules should be consistently enforced to create a secure environment for students.
 - C. students are more likely to follow rules that are accompanied by some form of reinforcement.
 - D. resource rooms typically do not require the same degree of structure that general classrooms do.

Answer and Rationale

COMPETENCY 012

36. During mathematics lessons, a special educator has students work in groups of two or three. Which of the following strategies would be most effective for the educator to use to help the small groups of students learn the social skill of sharing?
- A. Giving the groups a time limit to solve a set of problems
 - B. Reviewing the answers to all of the problems at the end of class
 - C. Having the students work with the same group for several days
 - D. Providing each group with only one set of materials

Answer and Rationale

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

COMPETENCY 012

37. Mr. McClure, a special education paraprofessional assigned to an elementary resource room, has a tendency to come in late to class. His supervisor, Mr. Washington, would like to discuss the issue with him in a way that would elicit the paraprofessional's genuine cooperation. Which of the following types of statements would be most effective for Mr. Washington to use to meet his goal?
- A. A reminder about Mr. McClure's responsibilities as they are stated in his contract
 - B. A description of what the supervisor observes Mr. McClure doing and the effect his actions have on the class
 - C. A summary highlighting the supervisor's impressions of Mr. McClure's need for change in behavior
 - D. A promise that if Mr. McClure is punctual all week, the supervisor will let him leave early on Fridays

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	001	D	<p>Option D is correct because involuntary hand movements in a 2-year-old child can be a result of developmental delays. Options A, B and C are incorrect because having difficulty with hand-eye coordination, being unable to climb stairs with alternating feet, and falling down while running are developmentally appropriate behaviors for many 2-year-old children.</p> <p>Back to Question</p>
2	001	A	<p>Option A is correct because trembling and irritability are symptoms of insulin shock — a condition that occurs when a person with diabetes forgets to eat after an insulin shot and ends up with too much insulin in the blood. Options B, C and D are incorrect because high fever, muscular pain, and increased thirst are not typical symptoms of insulin shock.</p> <p>Back to Question</p>
3	002	C	<p>Option C is correct because a formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of students' comprehension and learning needs to adjust their instruction. Option A is incorrect because a summative assessment measures students' progress at the end of a unit. Option B is incorrect because formal assessments are generally scored using percentiles, stanines, or standard scores. After being scored, they provide data beyond just the score. Option D is incorrect because an alternate assessment measures students' performance using portfolios and presentations.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
4	003	C	<p>Option C is correct because according to the Individuals with Disabilities Education Act (IDEA), a student with a disability is expected to be involved and progressing in the general education curriculum presented in the TEKS.</p> <p>Option A is incorrect because the IEP objectives must reflect the appropriate grade level of the student and can be tweaked to reflect the student’s strengths and weaknesses. Option B is incorrect because IEP objectives must be developed in correlation with the TEKS. Option D is incorrect because the IEP objectives must relate to the TEKS to ensure that the student has access to the general education curriculum to the maximum extent possible.</p> <p>Back to Question</p>
5	003	A	<p>Option A is correct because the student will learn the job of a fast-food server best through hands-on training and by having the tasks broken down into smaller, more manageable tasks. Option B is incorrect because a student with an intellectual disability may not be able to follow a long list of tasks. Option C is incorrect because a student with an intellectual disability will most likely not be able to accurately follow such verbal directions. Option D is incorrect because participating in a classroom simulation is not as effective as learning in the workplace.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
6	004	D	<p>Option D is correct because it is the teacher’s responsibility to create a safe classroom environment that is conducive to learning. Option A is incorrect because children need to learn how to accept everyone. Option B is incorrect because if the cliques happen in the classroom, the teacher needs to address the issue and the parents should only be involved if needed. Option C is incorrect because the classroom teacher is responsible for all the students in the classroom and should address the whole class and not just students who display low self-esteem.</p> <p>Back to Question</p>
7	004	B	<p>Option B is correct because keeping the back straight and lifting with the legs will help prevent back injuries in the adult and will ensure the safety of the child. Option A is incorrect because the child may not be able to hold on to the adult. Option C is incorrect because lifting the child too quickly may be potentially dangerous for the adult and may result in an injury. Option D is incorrect because bending from the waist may result in back injuries to the adult.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
8	005	D	<p>Option D is correct because teaching students how to use the chapter headings, subheadings, indexes, and glossaries in their textbooks empowers them to self-monitor and control their own learning. Option A is incorrect because learning how to use the different elements of a textbook does not promote critical thinking. Option B is incorrect because using the different elements of a textbook will not help students synthesize information quickly. Option C is incorrect because using the textbook tools will not encourage students to connect new information to prior knowledge.</p> <p>Back to Question</p>
9	005	A	<p>Option A is correct because the current instructional strategy does not seem to be helping the student, and a different approach may prove more helpful to the student. Option B is incorrect because repeating the same activity and the same teaching style is most likely not going to be effective. Option C is incorrect because stating the value of the coin will give away the answer. Option D is incorrect because if Monica struggles with the concept of identifying coins, increasing positive reinforcement will most likely not help.</p> <p>Back to Question</p>
10	006	C	<p>Option C is correct because by helping Andrew explore his own interests and develop certain skills based on his interests, he will be able to participate in social activities with his peers and also gain self-esteem. Options A, B and D are incorrect because they are restrictive and will not allow Andrew to develop social skills that are based on his own interests.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	006	A	<p>Option A is correct because teachers often misinterpret cultural differences as problem behaviors. Different cultures have different attitudes toward teachers. Speaking to the teacher only when spoken to may be a cultural preference and may not be related to a lack of social skills. Options B and C are incorrect because there is no evidence in the scenario that the student lacks self-confidence or is being abused at home. Option D is incorrect because the special education teacher should first evaluate the teacher’s request before making a judgment about whether the student’s attitude reflects a lack of social skills.</p> <p>Back to Question</p>
12	007	B	<p>Option B is correct because preschool students need a developmentally appropriate program in kindergarten that will improve their self-esteem and develop their cultural identities. Option A is incorrect because preschool students are not mature enough to work independently. Option C is incorrect because preschool students should learn a variety of activities, not just literacy skills. Option D is incorrect because preschool- and kindergarten-age students are not mature enough to collaborate and solve problems on their own.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	008	B	<p>Option B is correct because by pointing to the words on a page, a student associates printed words with oral language. Grasping this connection is important for language development. Option A is incorrect because pointing to the words on a text will not help a student get familiar with genre collection. Option C is incorrect because the student is not working on letter-sound correspondence. Option D is incorrect because an interactive activity during reading would involve the teacher asking questions and the student answering them.</p> <p>Back to Question</p>
14	008	D	<p>Option D is correct because the students' background information about whales will help them acquire new information about the topic. Option A is incorrect because prompting the students to learn more about the topic does not require the teacher to check for prior knowledge. Option B is incorrect because metacognitive strategies require higher-order thinking, which will come later in the stage of the lesson. Option C is incorrect because integrating oral and written vocabulary skills is not an example of using prior knowledge to learn more about a new topic.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	008	C	<p>Option C is correct because an inventory of the students' interest will help the students select books for independent reading based on their interests. Option A is incorrect because an inventory of the students' interests will not help the teacher determine the instructional levels of the student. Option B is incorrect because the inventory of students' interests will not be required to plan unit lessons for English language. Option D is incorrect because a list of student's interests will not determine the deficiencies in the students' vocabulary and concept development.</p> <p>Back to Question</p>
16	008	B	<p>Option B is correct because miming the action of the story while the teacher reads encourages students to reflect and focus on a significant moment in the story and understand the meaning of the story. Option A is incorrect because tapping feet while the story is being read will distract other students. Options C and D are incorrect because raising hands to the name of a character and making a clay sculpture of the character are not effective strategies to test for understanding the meaning of the story.</p> <p>Back to Question</p>
17	008	C	<p>Option C is correct because an interactive writing activity will help the students understand how to create complete sentences using familiar words. Options A and B are incorrect because the teacher is teaching the students the basics of writing and not demonstrating different ways of communication. Option D is incorrect because the focus of the activity is to teach the student how to follow basic syntactic structures, not writing conventions.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
18	008	B	<p>Option B is correct because using context clues will help Rebecca improve her comprehension skills. Options A, C and D are incorrect because decoding and learning new words out of context is not an effective strategy to help Rebecca improve her comprehension skills.</p> <p>Back to Question</p>
19	008	C	<p>Option C is correct because analyzing the invented spelling of emergent readers will allow the teacher to assess the students' understanding of phonemic awareness and to determine whether they are able to apply phonemic awareness skills to decode words. Options A, B and D are incorrect because by analyzing attempted spellings of emergent readers, the teacher will not be able to assess their reading fluency and word identification skills or check their reading comprehension levels.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
20	008	A	<p>Option A is correct because 5 out of 100 word recognition errors implies that the students are fluent readers and they can read independently. Choosing a book that both the students can read independently allows the students to take turns reading and provide each other with feedback as a way to monitor comprehension. Option B is incorrect because for the students to succeed in reading, the teacher has to choose a book at the appropriate reading level of the students. Option C is incorrect because 25 out of 100 word-recognition errors implies that the text selected is too difficult and is not at the independent reading level of the students. Option D is incorrect because if the book is selected in connection to a content area, the reading level may not be at the independent reading level of the students.</p> <p>Back to Question</p>
21	008	A	<p>Option A is correct because letting the students work cooperatively in small groups to create a photo exhibit will provide an opportunity for students to share and exchange ideas and allow the teacher to assess the students' understanding of the concept of photojournalism by telling a story through the use of images. Options B, C and D are incorrect because the focus in these tasks is on independent research and writing, which is not the objective of the lesson.</p> <p>Back to Question</p>
22	009	D	<p>Option D is correct because 12 of 500 is equivalent to 2.4%. Options A and B are incorrect because they do not use the correct formula for finding the percentage. Option C is incorrect because the division is performed incorrectly. The wrong fraction is used to compute the wrong percent.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	009	B	<p>Option B is correct because according to the figure there are 7 bricks in the bottom layer and 1 less brick in each of the next layers. If the pattern continues, then using numbers, the result would be $7 + 6 + 5 + 4 + 3 + 2 + 1 = 28$. Based on logical reasoning, if there were 7 rows, there would be 7 bricks in the bottom row. A visual solution can be done by drawing a stack that has seven layers and adding up the number of bricks in each layer. Option A is incorrect because it was calculated with one missing layer. Option C is incorrect because 7 extra bricks were added to 28. Option D is incorrect because 8 rather than 7 layers of bricks were added.</p> <p>Back to Question</p>
24	009	C	<p>Option C is correct because independent events are not affected by previous events. So if the student did not get a 4 in the previous rounds of spinning the wheel, there is no guarantee that he or she will get a 4 in the next round of spinning. Option A is incorrect because rational numbers are simple numbers that can be written as fractions or ratios. The concept of rational numbers is not relevant in this scenario. Option B is incorrect because mean and median both imply averages, and the concept of average is not applicable in this scenario. Option D is incorrect because even numbers can be divided into equal groups, but odd numbers cannot be divided into equal groups. The mathematical concept of odd and even numbers does not apply in this scenario.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	009	D	<p>Option D is correct because concrete examples using manipulatives help students with disabilities understand the abstract symbolic language of mathematics. Option A is incorrect because the concept of mathematics in science and technology is very abstract for students with disabilities. Option B is incorrect because functional mathematics, such as telling time and counting money, are mostly used with students with mild intellectual disabilities or students who are preparing for vocational training. Option C is incorrect because the role of deductive reasoning in mathematics is an abstract concept that will be confusing for students with disabilities.</p> <p>Back to Question</p>
26	009	C	<p>Option C is correct because teachers should introduce a variety of strategies that suit the students' learning styles, such as flash cards and math games, and provide the students with math fact sheets as an accommodation to help the students solve more advanced math problems. Option A is incorrect because students need to learn all the math concepts in the curriculum and not just focus on memorization of facts. Option B is incorrect because using manipulatives to build conceptual understanding does not address the issue of the students' inability to learn facts. Option D is incorrect because the use of calculators will simply make the students dependent on the tool and not encourage them to use logical reasoning.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	009	D	<p>Option D is correct because the general education curriculum consists of a balanced program of concepts, skills and problem solving, so students with a learning disability should have access to the same curriculum as their nondisabled peers. Option A is incorrect because mathematics instruction should focus on both the concepts of cognitive strategies and mastery of facts. Option B is incorrect because mathematics instruction should focus on concepts, process skills, and problem solving. Option C is incorrect because even though hands-on operations and concrete objects are important, math instruction cannot be limited to that.</p> <p>Back to Question</p>
28	009	A	<p>Option A is correct because letting the student measure liquid using various methods will allow the student to learn the concept of measurement through hands-on experiments. Option B is incorrect because the best way to teach the concept of volume and capacity in mathematics is through hands-on experimentation and not by guessing. Option C is incorrect because the fundamental rule of connecting a rectangular volume with its linear dimension is a challenging concept for third graders. Option D is incorrect because using a computer to generate two- or three-dimensional models is an advanced skill that is not introduced in third grade.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
29	009	B	<p>Option B is correct because a curriculum-based assessment is a direct assessment that links instruction with assessment. It is used to develop goals for instruction and to evaluate the students' progress in the curriculum. Option A is incorrect because placement tests are conducted to assess the students' grade level. Option C is incorrect because standardized assessments help with the comparison of students' scores in different years. Option D is incorrect because a diagnostic assessment is used to determine the intellectual ability of the student.</p> <p>Back to Question</p>
30	009	D	<p>Option D is correct because using a variety of concrete materials to reinforce the concept of fractions helps students develop a better understanding of the concept. Options A is incorrect because simply using pictures to model unit fractions does not help students learn the concept thoroughly. Option B is incorrect because drawing pictures from memory is an abstract concept and does not help students review fractions. Option C is incorrect because writing fractions using numbers is an important skill but does not help to reinforce the concept of fractions.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
31	009	A	<p>Option A is correct because by the age of five children are able to link the number of objects to the numeral. Option B is incorrect because generalizing skills and applying them to a new situation is a very advanced mathematical concept and is not age appropriate for kindergarteners. Option C is incorrect because arranging objects from smallest to largest is a skill for younger children who are in preschool. Option D is incorrect because using a calculator to solve math problems is not age appropriate for a kindergarten class.</p> <p>Back to Question</p>
32	010	C	<p>Option C is correct because according to educational research statistics, children with specific learning disabilities are the highest in number compared with the other disability categories. Options A, B and D are incorrect because each of these disability categories has a much smaller percentage of students compared with students with learning disabilities.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
33	010	D	<p>Option D is correct because Individuals with Disabilities Education Act (IDEA) mandates students with disabilities to participate in statewide assessments with their nondisabled peers, and districts are required to develop alternate assessments for students who cannot participate in regular state or district-wide assessments. They must also provide accommodations in both instruction and assessment as needed by students with disabilities. Option A is incorrect because special education students do not need to achieve their IEP goals before graduation rather, they must participate in statewide testing. Option B is incorrect because students with disabilities receive accommodations and modifications based on their IEPs, so their grades do not reflect the standards applied to general education students. Option C is incorrect because students with disabilities must participate in statewide testing whether or not they pass end-of-course assessments.</p> <p>Back to Question</p>
34	011	B	<p>Option B is correct because presenting the key vocabulary of the lesson to the students will make it easier for students who speak other languages to focus on the main idea of the lesson. This strategy will also ease any anxiety the students feel. Options A, C and D are incorrect because listening to class discussions, having students dictate responses to test questions, and introducing mnemonic devices will not make the lesson more accessible to students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
35	011	A	<p>Option A is correct because some students probably come from families of other cultures that value interdependence or have a group identity rather than the Individualistic identity that is more prominent in the United States. Options B, C and D are incorrect because these considerations do not address the difference in value systems between cultures.</p> <p>Back to Question</p>
36	012	D	<p>Option D is correct because providing limited materials necessitates sharing during a cooperative learning activity. Option A is incorrect because setting a time limit will not teach the students social skills. Option B is incorrect because reviewing the answers to all the problems at the end of class does not give the students practice sharing skills. Option C is incorrect because having the students work in the same group will not necessarily teach sharing as a social skill.</p> <p>Back to Question</p>
37	012	B	<p>Option B is correct because if Mr. McClure arrives late every day to the classroom, then the classroom routine gets disrupted, and many students with disabilities need a predictable learning environment to be successful. Option A is incorrect because the paraprofessional is already aware of the responsibilities stated in the contract. Options C and D are incorrect because sharing impressions and promising to let Mr. McClure leave early every Friday are both unprofessional and unrealistic.</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

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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 — <http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>
- Early Childhood Intervention Services — www.dars.state.tx.us/ecis
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