

- A. Arranging for the student to complete an assignment independently at the back of the classroom
- B. Redirecting the student to focus on classroom rules each time the negative behavior occurs
- C. Decreasing the duration of any activity by breaking it down into smaller, more manageable sections
- D. Ignoring the negative behavior each time it occurs in the hope that it will pass

Answer

Option C is correct because breaking down the activity into more manageable sections will allow the student to remain on task and complete assignments successfully without disruption. **Option A is incorrect** because asking the student to complete assignments independently at the back of the classroom will not help the student remain on task or allow the student to seek assistance from the teacher easily. **Option B is incorrect** because reminding the student of the classroom rules several times during a lesson may disrupt the class and is therefore not an appropriate strategy. **Option D is incorrect** because ignoring a negative behavior will escalate the behavior and disrupt the whole class.

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

19. 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

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 skills, 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.

20. At an Admission Review Dismissal (ARD) committee meeting for a 4-year-old student with a mild intellectual disability, it was decided that the student will transition from a self-contained preschool classroom to an inclusion kindergarten classroom. Which of the following actions is most appropriate for the current special education teacher to take to make sure that the student has a smooth transition?

- A. Finding opportunities for the student to interact with nondisabled peers to foster the acquisition of social skills
- B. Preteaching the kindergarten curriculum to help the student keep up with nondisabled peers academically

- C. Concentrating instruction in the area of reading so that the student will have mastered the alphabetic principle prior to entering kindergarten
- D. Providing the student with the schedule of the new classroom so that the student becomes accustomed to the new routine

Answer

Option A is correct because for a four-year-old student with an intellectual disability, learning social skills is crucial in order to be successfully included with typically developing, same-aged peers. **Option B is incorrect** because a focus on academic skills will not prepare the student to function socially with peers in the kindergarten environment. **Option C is incorrect** because such mastery is not required of students without disabilities until the end of kindergarten. **Option D is incorrect** because even though a visual schedule will help the student adjust to the new classroom routine, the preschool teacher is not required to provide one. This is the responsibility of the kindergarten teacher.

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.

21. Ms. Lewis, a kindergarten teacher, shows an unfamiliar storybook 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

Option B is correct because by pointing to the words on a page, the student associates printed words with oral language. Grasping this connection is important for language development. **Option A is incorrect** because pointing to the words in a text will not help the student become 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.

22. 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

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 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.

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?

23. 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

Option C is correct because an inventory of the students' interests will help the students select books for independent reading. **Option A is incorrect** because an inventory of the students' interests will not help the teacher determine the instructional levels of the students. **Option B is incorrect** because the teacher does not need an inventory of the students' interests in order to plan unit lessons for English language arts. **Option D is incorrect** because an inventory of the students' interests will not pinpoint the deficiencies in their vocabulary and concept development.

24. 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

Option B is correct because students miming the action of the story while the teacher reads encourages them to reflect on a significant moment in the story and understand its meaning. **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 when the name of a character is spoken and making a clay sculpture of a character are not effective strategies to test for understanding of the meaning of the story.

25. 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

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 presenting the basics of writing, not demonstrating different ways of communication. **Option D is incorrect** because the activity is focusing on basic syntactic structures, not writing conventions.

Use the information below to answer the question that follows.

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.

26. 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

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 are not effective strategies for helping Rebecca improve her comprehension skills.

27. 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

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 analyzing attempted spellings of emergent readers, will not enable the teacher to assess the students' reading fluency and word identification skills or to check their reading comprehension levels.

28. 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

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 them 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.

Use the information below to answer the question that follows.

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.

29. 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

Option A is correct because letting the students work cooperatively in small groups to create a photo exhibit will provide them the opportunity to share ideas and allow the teacher to assess their understanding of the concept of photojournalism by telling a story through images. **Options B, C, and D are incorrect** because these tasks focus on independent research and writing, which is not the objective of the lesson.

30. A reading teacher asks students to read a short passage from a text and then close their eyes for a minute to visualize what they just read. The activity will help the students to

- A. understand the meaning of new vocabulary words.
- B. increase phonemic awareness.
- C. improve reading comprehension.
- D. increase reading fluency.

Answer

Option C is correct because creating visual images increases students' reading comprehension and provides an anchor to the text. **Option A is incorrect** because there is no evidence that reading short passages increases understanding of vocabulary within the passage. **Option B is incorrect** because visualization of a text does not increase phonemic awareness. **Option D is incorrect** because visualization of a text does not help in reading fluency.

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

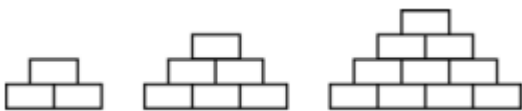
31. A survey has found that about 12 of every 500 airline flights are canceled due to bad weather. This ratio is equivalent to which of the following?

- 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

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 wrong fraction is used to compute the wrong percent

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



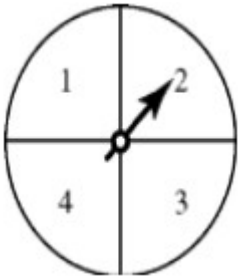
Bricks are stacked in the pattern shown above. If the pattern continues, how many bricks will there be in a stack that has seven layers?

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

Answer

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 using these numbers, the result would be $7 + 6 + 5 + 4 + 3 + 2 + 1 = 28$. Based on logic, if there were 7 rows, there would be 7 bricks in the bottom row. A visual solution can be created by drawing a stack that has 7 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.

33. 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

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 the student will get a 4 in the next round of spinning. **Option A is incorrect** because the concept of rational numbers (simple numbers that can be written as fractions or ratios) is not relevant in this scenario. **Option B is incorrect** because mean and median both relate to averages, and the concept of averages, which 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.

34. 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

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 highly 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.

35. 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

Option C is correct because the teacher should introduce a variety of strategies such as flash cards and math games to suit the student's learning style and provide math fact sheets as an accommodation to help the student solve more advanced math problems. **Option A is incorrect** because the student needs 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 student's inability to learn facts. **Option D is incorrect** because the use of calculators will simply make the student dependent on the tool and not encourage the student to use logical reasoning.

36. 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

Option D is correct because the general education curriculum consists of a balanced program of concepts, skills, and problem solving, so students with learning disabilities 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 with concrete objects are important, math instruction cannot be limited to just these activities.

37. 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

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.

38. 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

Option B is correct because a curriculum-based assessment is a direct assessment that links instruction with assessment. It is used to help teachers 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.

39. 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

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. **Option 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 a skill requiring knowledge of 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.

40. Which of the following is a developmentally appropriate activity for a kindergartner to establish basic number sense?

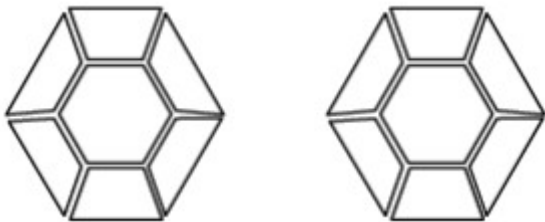
- A. Completing one-to-one correspondence exercise
- B. Generalizing skills and applying them to new situations
- C. Arranging ten objects from smallest to largest
- D. Using a calculator to solve simple mathematics problems

Answer

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 highly 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.

41. While reading a story, students notice that the wheels on a space vehicle look like the figures shown. A special education teacher can use this teachable moment to have students use tiles to make similar figures.

Which of the following can the students use to make the figures?



- A. A set of squares
- B. A set of trapezoids
- C. A set of rectangles
- D. A set of hexagons

Answer

Option B is correct because each of the figures can be made using only trapezoids. The center hexagon can be made from two trapezoids. **Option A is incorrect** because no set of squares alone can be used to make the figure. **Option C is incorrect** because no set of rectangles alone can be used to make the figure. **Option D is incorrect** because no set of hexagons alone can be used to make the figure. When arranged appropriately, trapezoids will result in hexagons.

Domain IV—Foundations and Professional Roles and Responsibilities

Competency 010—The special education teacher understands the philosophical, historical and legal foundations of special education.

42. 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

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.

43. 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

Option D is correct because Individuals with Disabilities Education Act (IDEA) mandates that 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. Districts 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 regardless whether they pass end-of course assessments.

44. Ms. Fredericks, who is teaching first grade for the first time, asks Mr. Cardenas, the school's special education teacher, why a new student in her class needs a full and individual evaluation (FIE) even though a doctor has provided a note indicating that the student has been diagnosed with diabetes. Which of the following is the most appropriate response from Mr. Cardenas?

- A. New students may not be identified for special education without going through the Response to Intervention (RTI) process.
- B. Students with diabetes do not fall under a disability category covered by the Individuals with Disabilities Education Act (IDEA).
- C. Public schools do not have to consider evaluation data from personnel not associated with educational institutions.
- D. Formal evaluations by law must determine whether the student has a need for special education and related services.

Answer

Option D is correct because determining educational need is part of the process of identifying students who are eligible for services. **Option A is incorrect** because RTI is not a required process for identification of a student with a disability under IDEA. **Option B is incorrect** because diabetes could be a condition requiring services under the Other Health Impairment (OHI) category. **Option C is incorrect** because schools must consider all relevant evaluation data provided to them.

Competency 011—The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

45. 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

Option B is correct because presenting the key vocabulary of the lesson to the students makes it easier for those 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.

46. 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

Option A is correct because some students may 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.

47. After an Admission Review Dismissal (ARD) committee meeting for a student with an intellectual disability, Ms. Salina, the special education teacher, is contacted by Mr. Davis, a case worker from a local state agency that provides services for individuals with intellectual disabilities. He reports to Ms. Salinas that the student's parents want him to review the Individualized Education Program (IEP) developed at the ARD meeting, and he wants to come to the school to look at the document. Which of the following is the most appropriate response to Mr. Davis's request?

- A. Teachers can only provide copies of the IEP document to members of the ARD committee.
- B. Outside agencies involved in providing services can review educational documents only at the school campus.
- C. Community agency case workers can review the IEP document only with written permission from the parent.
- D. School district personnel can only provide written summaries of ARD committee meetings.

Answer

Option C is correct because educational records can be released with the written permission of the parent or adult student. Option A is incorrect because the IEP document can be shared outside of the meeting with written parent permission. **Option B is incorrect** because the document can be shared off campus with parent permission. **Option D is incorrect** because summaries of the ARD would still be considered educational records requiring parental permission for release.

Competency 012—The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

48. 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

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 allow the students to practice their sharing skills. **Option C is incorrect** because having the students work in the same group will not necessarily teach sharing as a social skill.

49. 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

Option B is correct because Mr. McClure arriving late every day to the classroom disrupts the routine, and many students with disabilities need a stable learning environment in order to succeed. **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.

50. According to the Individuals with Disabilities Education Act (IDEA), which of the following people must be present at a third-grade student's annual Admission Review Dismissal (ARD) committee meeting?

- A. A special education teacher, a general education teacher, a parent, and a school administrator
- B. A special education teacher, a general education teacher, a parent, and an occupational therapist
- C. A general education teacher, a physical therapist, a school administrator, and a guidance counselor
- D. A special education teacher, a general education teacher, a parent, the student, and an interpreter

Answer

Option A is correct because a special education teacher, a general education teacher, a parent, and a school administrator are mandated to participate in the student's ARD committee meeting. **Option B is incorrect** because the student may or may not receive occupational therapy, and the school administrator is excluded. **Option C is incorrect** because the student may or may not receive physical therapy or have a guidance counselor, and the school administrator is excluded. **Option D is incorrect** because a school administrator is excluded. In addition, IDEA does not require third-grade students to attend the ARD committee meeting, and the scenario given does not require an interpreter.