

Special Education: Application of Core Principles Across Categories of Disability (0352)

Test at a Glance

Test Name	Special Education: Application of Core Principles Across Categories of Disability		
Test Code	0352		
Time	1 hour		
Number of Questions	50		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Curriculum	10	20%
	II. Instruction	10	20%
	III. Assessment	10	20%
	IV. Managing the Learning Environment	10	20%
	V. Professional Roles/Issues/Literature	10	20%

About this test

The Special Education: Application of Core Principles Across Categories of Disability test is designed for examinees who plan to teach in a special education program at any grade level from preschool through grade 12. The 50 multiple-choice questions assess the knowledge and understanding of applying the basic principles of special education in a wide variety of settings for students with disabilities. Some of these questions are based on a case study related to the teaching of students with disabilities. Extensive knowledge of individual specialty areas, such as education of students with visual impairments or hearing impairments, is not required.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Curriculum

- How to modify and adapt the regular curriculum
- How to use specialized programs and materials
- Ways to address diversity in the classroom
- Ways to use technology

II. Instruction

- How to implement the IEP
- How to select and use the appropriate strategies and methods (for example, direct instruction, cooperative learning, task analysis, applied behavior analysis, learning styles)
- Ways to select and implement the format and components of instruction (for example, individualized instruction, small group instruction, large group instruction, modeling, demonstration, questioning, reinforcement, drill and practice)
- How to implement instruction in specific areas (for example, academics, social skills, vocational skills, self-care and daily living skills, study and organizational skills, learning strategies)

III. Assessment

- How to modify, construct, or select and conduct nondiscriminatory and appropriate formal and informal assessment procedures
- How to interpret standardized and specialized assessment results
- How to use evaluation results for various purposes, including monitoring instruction and IEP/ITP development
- How to prepare written reports and communicate findings to others

IV. Managing the Learning Environment

- Behavior management, including behavior analysis—identification and definition of antecedents, target behavior, and consequent events; data-gathering procedures (such as anecdotal data, frequency methods, and interval methods); and selecting and using behavioral interventions

- Classroom organization/management, including providing the appropriate physical-social environment for learning (for example, expectations, rules, consequences, consistency, attitudes, lighting, seating, access and strategies for positive interactions); transitions between lessons and activities; grouping of students; and effective and efficient documentation (such as parent/teacher contacts and legal records)

V. Professional Roles/Issues/Literature

- The teacher's role as a multidisciplinary team member
- Ways to consult/collaborate with others, in school and outside
- Ways to work with teaching assistants in the classroom
- Ways to participate in transition planning
- How to use professional literature and research

Sample Test Questions



6. Which of the following best describes an ecological inventory?
 - (A) An analysis of the curriculum of a given school system
 - (B) A compilation of specific behavioral management needs of a child with disabilities
 - (C) A synthesis of the past educational achievements of a child with disabilities
 - (D) A compilation of life skills needed by a child with disabilities in present or future settings

7. A student with behavior problems is being taught to interact appropriately with peers on the playground. The playground supervisor provides the teacher with feedback on the student's behavior after every recess. The student earns points for acceptable behavior. When an infraction has occurred during recess, the student loses points. This contingent withdrawal of reinforcers is referred to as
 - (A) negative reinforcement
 - (B) discrimination learning
 - (C) response cost
 - (D) generalization training

8. Tomas, a student in a first-grade class, is the only child standing quietly in the bus line. His teacher asks Tomas to show the other children how to stand quietly in line. Many of the students imitate Tomas' behavior. Which of the following behavior management techniques did the teacher use?
 - (A) Modeling
 - (B) Shaping
 - (C) Extinction
 - (D) The Premack principle

9. As mandated in IDEA, the IEP team must consider the need for transition services for each student before she or he leaves school. If it is determined that transition services are needed, which of the following represents the most critical task for the team involved in preparing the transition plan?
 - (A) Adopting a transition plan previously drafted by officials of the state department of education, the vocational rehabilitation agency, and the local school district
 - (B) Getting information regarding postschool educational services, community living options, and employment, from adult agency personnel
 - (C) Providing written information for the family and student to review and suggesting a placement for postsecondary special services
 - (D) Conducting meetings at which family and student goals are determined, along with personnel responsibilities, information to be collected, a time frame for providing information, and the resources needed to meet each goal

10. For a special education teacher, which of the following is the best example of collaborative goal setting?
 - (A) Developing IEP goals with the regular classroom teacher and then presenting the completed goals to the students' parents
 - (B) Reaching a consensus on goals by consulting with parents and the multidisciplinary team
 - (C) Allowing parents to choose from goals designed by the multidisciplinary team
 - (D) Encouraging students to select goals for IEP inclusion from teacher-approved lists

