

Practice Test for Special Education EC-12

**1. The Individualized Educational Program (IEP) includes:**

- A. Written evaluation
- B. Assessment tests
- C. Interviews
- D. All of the above

**2. Learning disabilities include:**

- A. Cerebral palsy
- B. Dysgraphia
- C. ADD
- D. All of the above

**3. Behavior that may indicate a learning disability includes:**

- A. Difficulty remembering new data
- B. Problems with organization
- C. Making inappropriate comments
- D. All of the above

**4. Functions of the brain are:**

- A. Delayed information
- B. Integration
- C. Emotion
- D. All of the above

**5. The brain receives information from:**

- A. Pets
- B. Ears
- C. People
- D. All of the above

**6. Language output is not classified as:**

- A. Spontaneous Language
- B. Voluntary Language
- C. Demand Language
- D. All of the above

**7. The causes of mental retardation may include:**

- A.** Environmental
- B.** Measles
- C.** Gender
- D.** All of the above

**8. Characteristics of Attention Deficit Hyperactive Disorder do not include:**

- A.** Inattention
- B.** Talking a lot
- C.** Hyperactivity
- D.** Impulsivity

**9. Questions to ask while preparing lessons using the direct teaching method may include:**

- A.** Is this fun?
- B.** What resources are needed?
- C.** How will I teach this material?
- D.** All of the above

**10. Evaluation strategies for special needs students include:**

- A.** Test special needs students no differently from the general population
- B.** Easier tests
- C.** Schedule breaks
- D.** All of the above

## ANSWER KEY SPECIAL EDUCATION EC-12 CERTIFICATION TEST

### 1. Answer: C

The Individualized Educational Program (IEP) is a comprehensive written document mandated by the Individuals with Disabilities Education Act (IDEA). Schools are required to conduct an evaluation that includes various assessment tests to determine the child's strengths and weaknesses; results of interviews with the child, his parents, teachers and other significant adults; and notes from conferences with professionals familiar with the child. IEP provides a review of his medical history and current educational performance and comments from direct observation in various settings. It describes annual goals and sets short-term objectives. The IEP spells out the type and length of special services required and establishes methods for evaluating progress. Beginning at sixteen it must also include a plan to move the student out of school and into the real world.

### 2. Answer: B

Dyslexia is a chronic neurological disorder in which a person has trouble learning to read and spell. They see letters and words in reverse order (backwards); handwriting is frequently illegible.

Dyscalculia is a brain disorder that causes impairment in the ability to solve arithmetic problems and difficulty understanding math concepts. Dysgraphia is a disorder that makes it difficult to form letters and numbers. A person suffering from this problem finds it almost impossible to write within a defined space. Auditory and Visual Processing Disorders cover a range of sensory problems in which a person, even though hearing and vision is normal, has difficulty understanding language.

Nonverbal Learning Disabilities are neurological disorders in the right side of the brain that cause problems with processing spatial, intuitive, organization, evaluation and holistic functions.

### 3. Answer: D

Since teachers have regular contact with students and can usually be objective, they are in a unique position to observe students' behavior. Awkward interactions with peers, difficulty with normal classroom requirements and frustrated attempts to master tasks are signs of potential problems. These additional signs are not diagnostic tools, should be weighed against the student's age and considered hints rather than markers:

- Trouble understanding and remembering newly learned data
- Difficulty with getting and staying organized, following clearly defined directions, remembering and honoring deadlines
- Problems using basic reading, writing, spelling and math skills
- Making inappropriate comments; difficulty interacting with peers and teachers
- Problems expressing thoughts; inability to use proper grammar in speaking and writing

### 4. Answer: B

In order to truly understand learning disabilities and their many manifestations, it is helpful to understand how the brain functions. There are four basic steps the brain must take for learning to happen. Each is important. If one is missing or doesn't work properly, learning may be delayed, difficult or disabled. The first step is to get the data from the eyes and ears into the brain (input). The brain then must make sense of the data received (integration). Once received, the data must be stored and kept ready to be retrieved (memory). When needed, the brain must make sense of the data and send the message to the nerves and muscles (output). The process: Input Integration Memory Output

#### **5. Answer: B**

The brain receives information as impulses from the eyes (visual input) and the ears (auditory input). The process is called perception. If there are problems with or interruptions in the process, it has nothing to do with vision or hearing issues; perception takes place in the brain, not the eyes and ears.

After information comes into and is registered in the brain, to be useful the data must be understood. Integration is accomplished through sequencing and abstraction. Sequencing puts data symbols in the correct order. From that unique order, the brain determines the meaning of the information. Once the brain determines the correct order of the symbols, it must figure out the meaning of the symbol because a word has both a general meaning and a specific meaning. "A" cat is different from "my" cat. The ability to understand the difference in the subtle meanings of the same word is called abstract thinking (abstraction).

#### **6. Answer: B**

In spontaneous language, the speaker chooses the topic, organizes thoughts and puts together words before speaking. In demand language, the listener is expected to get thoughts together, find the correct words and answer appropriately in a split second. A child with a language disability has no problem with spontaneous language. When they voluntarily answer, they may sound normal; but when called on to answer, they may respond with "Huh?" or "What?" or not answer at all. The child chattering just a moment earlier may be completely unable to respond. The inconsistency can be startling.

#### **7. Answer: B**

Mental retardation cannot be cured but someone who is mentally challenged can learn to do many things; it just takes longer. It takes patience and repetition, getting attention and keeping them interested. Making sure they are involved in all classroom situations and encouraging them to interact with the other students in group activities and extracurricular clubs, all help them grow mentally and emotionally while learning life skills necessary to function independently in the world. There are many causes of mental retardation. The most common are:

- Genetic Conditions: Abnormal genes or errors when genes combine
- Problems During Pregnancy: Improper brain development because cells divide incorrectly; the mother is alcoholic, contracts rubella or doesn't get adequate prenatal care
- Complications At Birth: Baby doesn't receive enough oxygen
- Health Problems After Birth: Measles, meningitis, malnutrition; exposure to lead, mercury or other poisons

## **8. Answer: B**

Attention Deficit Hyperactivity Disorder (ADHD) is a complex behavior disorder that affects all areas of life; home, school and social relationships. ADHD is not classified as a learning disability even though it directly impacts functions needed to learn. The main characteristics of ADHD are inattention, hyperactivity and impulsivity. At times everyone can be absent-minded, fidgety or impulsive. So why are some children diagnosed with ADHD, while similar behavior in others is considered normal? The difference is the degree of the behavior: When, where, how much, how often. In people with ADHD, these behavior patterns are the rule; not the exception. Symptoms vary. Some individuals are hyperactive, some under-active. Some children may be unable to pay attention for more than a minute or two, but have few problems with impulsive behavior. Some children may only have minor problems with paying attention, but are unable to curb impulsive actions. Some may have problems in all three areas.

## **9. Answer: B**

The idea behind direct teaching is to shift the emphasis from teaching to learning. The focus is on the student acquiring and integrating knowledge; not the teacher's particular instructional methods. To maximize learning, several questions should be asked when preparing lessons for special needs students:

- What is the main concept? Are the students ready to learn it? Will it require previously learned knowledge to understand and integrate it?
- What resources are needed to prepare required activities? What steps are necessary to explain the information clearly? Are examples and prompts concrete and easily understood?
- How will progress be monitored? Are students on task, working independently or do they need lots of assistance? How will feedback be provided?
- What evaluation methods will be used: Observation? Questions? Demonstrations? Tests?
- If follow-up instruction is needed, how will it be provided: Intervention? Remediation? Reviewing? Repeating?

## **10. Answer: C**

To obtain an accurate picture of the progress of special needs students, testing, grading and evaluations should be conducted in a slightly different manner. Tests should be given in a quiet place with as few distractions as possible. Accommodations for asking verbal questions and receiving oral answers should be provided. Tests should be broken into short sections with visual prompts where possible. Avoid giving a timed test and give students whatever amount of time needed to complete each section before moving to the next one. Schedule monitored breaks between each part. Teachers should grade spelling, organization and presentation separately from content. When evaluating content, highlight key concepts, creativity and original thinking so the students and their parents recognize the knowledge gained and progress made. Teachers need to find something specific to point out and praise to encourage the student for his accomplishment as an incentive to learn more.

Resource: <http://www.texasexampracticetests.com/161.html>