

Sample Test

1. One technique that has proven especially effective in reducing self-stimulation and repetitive movements in autistic or severely retarded children is:

- A. Shaping
- B. Overcorrection
- C. Fading
- D. Response cost

2. In math class, Mary talked out without raising her hand. Her teacher gave her a warning and asked her to state the rule for being recognized to speak. However, Mary was soon talking out again and lost a point from her daily point sheet. This is an example of:

- A. Shaping
- B. Overcorrection
- C. Fading
- D. Response cost

3. Which body language would not likely be interpreted as a sign of defensiveness, aggression, or hostility?

- A. Pointing
- B. Direct eye contact
- C. Hands on hips
- D. Arms crossed

4. The minimum number of IEP meetings required per year is:

- A. As many as necessary
- B. One
- C. Two
- D. Three

5. Satisfaction of the LRE requirement means that:

- A. A school is providing the best services it can offer there.
- B. The school is providing the best services the district has to offer.
- C. The student is being educated in the least restrictive setting that meets his or her needs.
- D. The student is being educated with the fewest special education services necessary.

6. A review of a student's eligibility for an exceptional student program must be done:

- A. At least once every 3 years.
- B. At least once a year.
- C. Only if a major change occurs in academic or behavioral performance.
- D. When a student transfers to a new school.

7. Crisis intervention methods are above all concerned with:

- A. Safety and well-being of the staff and students.
- B. Stopping the inappropriate behavior.
- C. Preventing the behavior from occurring again.
- D. The student learning that outbursts are inappropriate.

8. Ricky, a third grade student, runs out of the classroom and onto the roof of the school. He paces around the roof, looks around to see who is watching, and laughs at the people on the ground. He appears to be in control of his behavior. What should the teacher do?

- A. Go back inside and leave him up there until he decides he is ready to come down.
- B. Climb up to get Ricky so he doesn't fall off and get hurt.
- C. Notify the crisis teacher and arrange to have someone monitor Ricky.
- D. Call the police.

9. Judy, a fourth grader, is often looking around the room or out of the window. She does not disturb anyone, but has to ask for directions to be repeated and does not finish her work. Her teacher decides to reinforce Judy when she is on task. This would be an example of which method of reinforcement?

- A. Fading
- B. DRO
- C. DRI
- D. Shaping

10. An appropriate time out for a ten-year-old would be:

- A. Ten minutes
- B. Twenty minutes
- C. No more than one-half hour.
- D. Whatever time it takes for the disruptive behavior to stop.

11. During the science lesson Rudy makes remarks from time to time but his classmates are not attending to them. The teacher reinforces the students who are raising their hand to speak, but ignores Rudy. The teacher reinforces Rudy when he raises his hand. This technique is an example of:

- A. Fading
- B. Response Cost
- C. Extinction
- D. Differential Reinforcement of Incompatible behavior

12. Mike was caught marking graffiti on the walls of the bathroom. His consequence was to clean all the walls of the bathroom. This type of overcorrection would be:

- A. Response cost
- B. Restitution
- C. Positive Practice
- D. Negative Practice

13. Which of these would probably not be a result of implementing an extinction strategy?

- A. Maladaptive behavior gets worse before it gets better.
- B. Maladaptive behavior stops, then starts up again for a brief time.
- C. Aggression may occur for a brief period following implementation of extinction.
- D. The length of time and patience involved to implement the strategy might tempt the teacher to give up.

14. Withholding or removing a stimulus that reinforces a maladaptive behavior is:

- A. Extinction
- B. Overcorrection
- C. Punishment
- D. Reinforcing an incompatible Behavior.

15. Which of these would not be used to strengthen a desired behavior?

- A. Contingency contracting
- B. Tokens
- C. Chaining
- D. Overcorrection

16. If the arrangement in a fixed-ratio schedule of reinforcement is 3, when will the student receive the reinforcer?

- A. After every third correct response.
- B. After every third correct response in a row.
- C. After the third correct response in the time interval of the behavior sample.
- D. After the third correct response even if the undesired behavior occurs in between correct responses.

17. Wesley is having trouble ignoring distractions. At first you have him seated at a carrel which is located in a corner of the room. He does well so, you eventually move him out of the carrel for increasing portions of the day. Eventually he is able to sit in a seat with the rest of his classmates. This is an example of:

- A. Shaping
- B. Extinction
- C. Fading
- D. Chaining

18. Laura is beginning to raise her hand first instead of talking out. An effective schedule of reinforcement would be:

- A. Continuous
- B. Variable
- C. Intermittent
- D. Fixed

19. As Laura continues to raise her hand to speak, the teacher would want to change this schedule of reinforcement in order to wean her from reinforcement:

- A. Continuous
- B. Variable
- C. Intermittent
- D. Fixed

20. Laura has demonstrated that she has mastered the goal of raising her hand to speak, reinforcement during the maintenance phase should be:

- A. Continuous
- B. Variable
- C. Intermittent
- D. Fixed

21. An integral part of ecological interventions are consequences that:

- A. Are natural and logical.
- B. Include extinction and overcorrection.
- C. Are immediate and consistent.
- D. Involve fading and shaping.

22. Examples of behaviors that are appropriate to be measured for their duration, include all EXCEPT:

- A. Thumb-sucking
- B. Hitting
- C. Temper tantrums
- D. Maintaining eye contact

23. Examples of behaviors that are appropriate to be monitored by measuring frequency include all EXCEPT:

- A. Teasing
- B. Talking out
- C. Being on time for class
- D. Daydreaming

24. Criteria for choosing behaviors to measure by frequency include all but those that:

- A. Have an observable beginning.
- B. Last a long time.
- C. Last a short time.
- D. Occur often.

25. Criteria for choosing behaviors to measure by duration include all but those that:

- A. Last a short time.
- B. Last a long time.
- C. Have no readily observable beginning or end.
- D. Do not happen often.

26. Data on quiet behaviors (e.g. nail biting or daydreaming) are best measured using a:

- A. Interval or time sample.
- B. Continuous sample.
- C. Variable sample.
- D. Fixed-ratio sample.

27. Mr. Jones wants to design an intervention for reducing Jason's sarcastic remarks. He wants to find out who or what is reinforcing Jason's remarks, so he records data on Jason's behavior as well as the attending behavior of his peers. This is an example of collecting data on:

- A. Reciprocal behaviors
- B. Multiple behaviors for single subjects
- C. Single behaviors for multiple subjects
- D. Qualitative data on Jason

28. Ms. Beekman has a class of students who frequently talk out. She wishes to begin interventions with the students who are talking out the most. She monitors the talking behavior of the entire class for 1 minute samples every half hour. This is an example of collecting data on:

- A. Multiple behaviors for single subjects
- B. Reciprocal behaviors
- C. Single behaviors for multiple subjects
- D. Continuous behaviors for fixed intervals

29. Mark got a B on his social studies test. Mr. Wilner praised him for his good grade but he replies, "I was lucky this time. It must have been an easy test." Mark's statement is an example of:

- A. External locus of control
- B. Internal locus of control
- C. Rationalization of his performance
- D. Modesty

30. Mr. Smith is on a field trip with a group of high school EH students. On the way they stop at a fast food restaurant for lunch, and Warren and Raul get into a disagreement. After some heated words, Warren stalks out of the restaurant and refuses to return to the group. He leaves the parking lot, continues walking away from the group, and ignores Mr. Smith's directions to come back. What would be the best course of action for Mr. Smith?

- A. Leave the group with the class aide and follow Warren to try to talk him into coming back.
- B. Wait a little while and see if Warren cools off and returns .
- C. Telephone the school and let the crisis teacher notify the police in accordance with school policy.
- D. Call the police himself.

31. Which is the least effective of reinforcers in programs for mildly to moderately handicapped learners?

- A. Tokens
- B. Social
- C. Food
- D. Activity

32. Tyrone likes to throw paper towards the trash can instead of getting up to throw it away. After several attempts of positive interventions, Tyrone has to serve a detention and continue to throw balls of paper at the trash can for the entire detention period. This would be an example of:

- A. Negative practice
- B. Overcorrection
- C. Extinction
- D. Response cost

33. A student may have great difficulty in meeting a target goal if the teacher has not first considered:

- A. If the student has external or internal locus of control.
- B. If the student is motivated to attain the goal.
- C. If the student has the essential prerequisite skills to perform the goal.
- D. If the student has had previous success or failure meeting the goal in other classes.

34. The Premack principle of increasing the performance of a less-preferred activity by immediately following it with a highly-preferred activity is the basis of:

- A. Response cost
- B. Token systems
- C. Contingency contracting
- D. Self-recording management

35. Mr. Brown finds that his chosen consequence does not seem to be having the desired effect of reducing the target misbehavior. Which of these would LEAST LIKELY account for Mr. Brown's lack of success with the consequence?

- A. The consequence was aversive in Mr. Brown's opinion, but not the students'.
- B. The students were not developmentally ready to understand the connection between the behavior and the consequence.
- C. Mr. Brown was inconsistent in applying the consequence.
- D. The intervention had not previously been shown to be effective in studies.

36. Teaching techniques that stimulate active participation and understanding in the mathematics class include all but which of the following?

- A. Having students copy computation facts for a set number of times.
- B. Asking students to find the error in an algorithm.
- C. Giving immediate feedback to students.
- D. Having students chart their progress.

37. Justin, a second grader, is reinforced if he is on task at the end of each 10-minute block of time that the teacher observes him. This is an example of what type of reinforcement schedule?

- A. Continuous
- B. Fixed-interval
- C. Fixed ratio
- D. Variable ratio

38. Addressing a student's maladaptive behavior right away with a "time out" should be reserved for situations where:

- A. The student has engaged in the behavior continuously throughout the day.
- B. Harm might come to the student or others.
- C. Lesser interventions have not been effective.
- D. The student displayed the behavior the day before.

39. At the beginning of the school year, Annette had a problem with being late to class. Her teacher reinforced her each time she was in her seat when the bell rang. In October, her teacher decided to reward her every other day when she was not tardy to class. The reinforcement schedule appropriate for making the transition to maintenance phase would be:

- A. Continuous
- B. Fixed interval
- C. Variable ratio
- D. Fixed ratio

40. By November, Annette's teacher is satisfied with her record of being on time and decides to change the schedule of reinforcement. The best type of reinforcement schedule for maintenance of behavior is:

- A. Continuous
- B. Fixed interval
- C. Variable ratio
- D. Fixed Ratio

41. Which of these groups is not comprehensively covered by IDEA?

- A. Gifted and talented
- B. Mentally retarded
- C. Specific learning disabilities
- D. Speech and language impaired

42. Organizing ideas by use of a web or outline is an example of which writing activity?

- A. Revision
- B. Drafting
- C. Prewriting
- D. Final Draft

43. When a teacher is choosing behaviors to modify, the issue of social validity must be considered. Social validity refers to:

- A. The need for the behavior to be performed in public.
- B. Whether the new behavior will be considered significant by those who deal with the child.
- C. Whether there will be opportunities to practice the new behavior in public.
- D. Society's standards of behavior.

44. Dena, a second grader, is a messy eater who leaves her lunch area messy as well. Dena's teacher models correct use of eating utensils and napkins for her. As Dena approximates the target behavior of eating neatly and leaving her area clean, she receives praise and a token. Finally, Dena reaches her target behavior goal and redeems her tokens. Dena's teacher used the strategy of:

- A. Chaining
- B. Extinction
- C. Overcorrection
- D. Shaping

45. Educators who advocate educating all children in their neighborhood classrooms and schools, propose the end of labeling and segregation of special needs students in special classes, and call for the delivery of special supports and services directly in the classroom may be said to support the:

- A. Full Service Model
- B. Regular Education Initiative
- C. Full Inclusion Model
- D. Mainstream Model

46. In Ellis's ABC model, maladaptive behavior in response to a situation results from:

- A. Antecedent events
- B. Stimulus events
- C. Thinking about the consequences
- D. Irrational beliefs about the event

47. Section 504 differs from the scope of IDEA because its main focus is on:

- A. Prohibition of discrimination on the basis of disability.
- B. A basis for additional support services and accommodations in a special education setting.
- C. Procedural rights and safeguards for the individual.
- D. Federal funding for educational services.

48. Public Law-457 amended the IDEA to make provisions for:

- A. Education services for “uneducable” children.
- B. Educational services for children in jail settings.
- C. Procedural rights and safeguards for the individual.
- D. Federal funding for educational services

49. A holistic approach to stress management should include all of the following EXCEPT:

- A. Teaching a variety of coping methods.
- B. Cognitive modification of feelings.
- C. Teaching the flight or fight response.
- D. Cognitive modification of behaviors.

50. Marisol has been mainstreamed into a ninth grade language arts class. Although her behavior is satisfactory and she likes the class, Marisol’s reading level is about two years below grade level. The class has been assigned to read “Great Expectations” and write a report. What intervention would be LEAST successful in helping Marisol complete this assignment?

- A. Having Marisol listen to a taped recording while following the story in the regular text.
- B. Giving her a modified version of the story.
- C. Telling her a modified version of the story.
- D. Showing a film to the entire class and comparing and contrasting it to the book.

51. Fractions may be thought of in each of these ways EXCEPT:

- A. Part of a whole
- B. Part of a parent set
- C. Ratio
- D. An exponent

52. Many special education students may have trouble with the skills necessary to be successful in algebra and geometry for all but one of these reasons:

- A. Prior instruction focused on computation rather than understanding.
- B. Unwillingness to problem solve.
- C. Lack of instruction in prerequisite skills.
- D. Large amount of new vocabulary.

53. Which of these processes is NOT directly related to the meaningful development of number concepts in young children:

- A. Describing
- B. Classifying
- C. Grouping
- D. Ordering

54. Mr. Ward wants to assess Jennifer's problem-solving skills in mathematics. Which question would not address her use of strategies?

- A. Does Jennifer check for mistakes in computation?
- B. Does Jennifer use trial and error to solve problems?
- C. Does Jennifer have an alternative strategy if the first one fails?
- D. Does Jennifer become easily frustrated if she doesn't immediately get an answer?

55. Ryan is working on a report about dogs. He uses scissors and tape to cut and rearrange sections and paragraphs, then photocopies the paper so he can continue writing. Ryan is in which stage of the writing process?

- A. Final Draft
- B. Prewriting
- C. Revision
- D. Drafting

56. Talking into a tape recorder is an example of which writing activity?

- A. Prewriting
- B. Drafting
- C. Final Draft
- D. Revision

57. Publishing a class newsletter, looking through catalogues and filling out order forms and playing the role of secretaries and executives are activities designed to teach:

- A. Expressive writing
- B. Transactional writing
- C. Poetic writing
- D. Creative writing

58. Under the provisions of IDEA, the student is entitled to all of these EXCEPT:

- A. Placement in the best environment
- B. Placement in the least restrictive environment
- C. Provision of educational needs at no cost
- D. Provision of individualized, appropriate educational program

59. Teacher modeling, student-teacher dialogues, and peer interactions are part of which teaching technique designed to provide support during the initial phases of instruction?

- A. Reciprocal teaching
- B. Scaffolding
- C. Peer tutoring
- D. Cooperative learning

60. Modeling of a behavior by an adult who verbalizes the thinking process, overt self-instruction, and covert self-instruction are components of:

- A. Rational-Emotive Therapy
- B. Reality Therapy
- C. Cognitive Behavior Modification
- D. Reciprocal Teaching

61. Standards of accuracy for a student's spelling should be based on the student's:

- A. Grade level spelling list
- B. Present reading book level
- C. Level of spelling development
- D. Performance on an informal assessment

62. Which of these techniques is least effective in helping children correct spelling problems?

- A. The teacher models the correct spelling in a context.
- B. Student sees the incorrect and the correct spelling together in order to visualize the correct spelling.
- C. Positive reinforcement as the child tests the rules and tries to approximate the correct spelling.
- D. Copying the correct word 5 times.

63. The single most important activity for eventual reading success of young children is:

- A. Giving them books.
- B. Watching animated stories.
- C. Reading aloud to them.
- D. Talking about pictures in books.

64. Skilled readers use all but which one of these knowledge sources to construct meanings beyond the literal text:

- A. Text Knowledge
- B. Syntactic Knowledge
- C. Morphological Knowledge
- D. Semantic Knowledge

65. The cooperative nature of Glasser's Reality Therapy in which the problem-solving approach is used to correct misbehavior is best signified by:

- A. Minimal punishment
- B. Its similar approach to methods that teach students how to deal with academic mistakes.
- C. Students' promises to use the alternative behavior plan to help them reach their goals.
- D. Procedure sheets used during conflict situations.

66. Diaphragmatic breathing, progressive relaxation training, and exercises are examples of which type of stress coping skills?

- A. Rational-emotive
- B. Cognitive-psychological
- C. Somatic-physiological
- D. Stress inoculation

67. The stress that we experience when we win a race or accomplish a difficult task is called:

- A. Stressor
- B. Stresses
- C. Eustress
- D. Distress

68. Jane is so intimidated by a classmate's teasing that she breaks down in tears and cannot stand up for herself. The feelings she is experiencing is:

- A. Stressors
- B. Stresses
- C. Eustress
- D. Distress

69. The movement towards serving as many children with disabilities as possible in the regular classroom with supports and services is known as:

- A. Full service Model
- B. Regular Education Initiative
- C. Full Inclusion Model
- D. Mainstream Model

70. Which of the following is NOT a feature of effective classroom rules?

- A. They are about 4 to 6 in number.
- B. They are negatively stated.
- C. Consequences for infraction are consistent and immediate.
- D. They can be tailored to individual classroom goals and teaching styles.

71. A suggested amount of time for large-group instruction lesson for a sixth or seventh grade group would be:

- A. 5 to 40 minutes
- B. 5 to 50 minutes
- C. 5 to 30 minutes
- D. 5 to 15 minutes

72. Sam is working to earn half an hour of basketball time with his favorite P E teacher. At the end of each half-hour Sam marks his point sheet with an X if he reached his goal of no call-outs. When he has received 25 marks, he will receive his basketball free time. This behavior management strategy is an example of:

- A. Self-recording
- B. Self-evaluation
- C. Self-reinforcement
- D. Self-regulation

73. Mark has been working on his target goal of completing his mathematics class work. Each day he records on a scale of 0 to 3 how well he has done his work and his teacher provides feedback. This self-management technique is an example of:

- A. Self-recording
- B. Self-reinforcement
- C. Self-regulation
- D. Self-evaluation

74. When Barbara reached her target goal, she chose her reinforcer and softly said to herself, "I worked hard and I deserve this reward." This self-management technique is an example of:

- A. Self-reinforcement
- B. Self-recording
- C. Self-regulation
- D. Self-evaluation

75. Grading should be based on all of the following EXCEPT:

- A. Clearly defined mastery of course objectives
- B. A variety of evaluation methods
- C. Performance of the student in relation to other students
- D. Assigning points for activities and basing grades on a point total

76. The following words describe an IEP objective EXCEPT:

- A. Specific
- B. Observable
- C. Measurable
- D. Criterion-referenced

77. Teacher feedback, task completion, and a sense of pride over mastery or accomplishment of a skill are examples of:

- A. Extrinsic reinforcers
- B. Behavior modifiers
- C. Intrinsic reinforcers
- D. Positive feedback

78. Social approval, token reinforcers, and rewards such as pencils or stickers are examples of:

- A. Extrinsic reinforcers
- B. Behavior modifiers
- C. Intrinsic reinforcers
- D. Positive feedback

79. Aggression, escape, and avoidance are unpleasant side effects which can be avoided by using:

- A. Time out
- B. Response cost
- C. Overcorrection
- D. Negative practice

80. Josie forgot that it was school picture day and did not dress up for the pictures. In the media center, Josie notices some girls in the line waiting to have their pictures taken. They appear to be looking over at her and whispering. Josie feels certain that they are making fun of the way her hair and clothes look and gets so upset that she leaves the line and hides out in the bathroom. Josie did not think to ask when the makeup day for pictures would be. According to Ellis's ABC Model, Jodie's source of stress is:

- A. Her forgetting to dress appropriately for picture day.
- B. The girls in the library who appear to be whispering about her.
- C. Her belief that they are making fun of her appearance.
- D. The girls' insensitive behavior.

81. Token systems are popular for all of these advantages EXCEPT:

- A. The number needed for rewards may be adjusted as needed.
- B. Rewards are easy to maintain.
- C. They are effective for students who generally do not respond to social reinforcers.
- D. Tokens reinforce the relationship of desirable behavior and reinforcement.

82. Which would not be an advantage of using a criterion-referenced test?

- A. Information about an individual's ability level is too specific for the purposes of the assessment.
- B. It can pinpoint exact areas of weaknesses and strengths.
- C. You can design them yourself.
- D. You do not get comparative information.

83. Which is NOT an example of a standard score?

- A. T Score
- B. Z Score
- C. Standard deviation
- D. Stanine

84. The most direct method of obtaining assessment data and perhaps the most objective is:

- A. Testing
- B. Self-recording
- C. Observation
- D. Experimenting

85. The basic tools necessary to observe and record behavior include all BUT:

- A. Cameras
- B. Timers
- C. Counters
- D. Graphs or charts

86. Which of these characteristics is NOT included in the P.L. 94-142 definition of emotional disturbance:

- A. General pervasive mood of unhappiness or depression
- B. Social maladjustment manifested in a number of settings
- C. Tendency to develop physical symptoms, pains, or fear associated with school or personal problems
- D. Inability to learn which is not attributed to intellectual, sensory, or health factors

87. Of the various factors that contribute to delinquency and antisocial behavior, which has been found to be the weakest?

- A. Criminal behavior and/or alcoholism in the father
- B. Lax mother and punishing father
- C. Socioeconomic disadvantage
- D. Long history of broken home or marital discord among parents

88. Poor moral development, lack of empathy, and behavioral excesses such as aggression are the most obvious characteristics of which behavioral disorder?

- A. Autism
- B. ADD-H
- C. Conduct disorder
- D. Pervasive development disorder

89. School refusal, obsessive-compulsive disorders, psychosis, and separation anxiety are also frequently accompanied by:

- A. Conduct disorder
- B. ADD-H
- C. Depression
- D. Autism

90. Signs of depression do not typically include:

- A. Hyperactivity
- B. Changes in sleep patterns
- C. Recurring thoughts of death or suicide
- D. Significant changes in weight or appetite

91. Children who are characterized by impulsivity, generally:

- A. Do not feel sorry for their actions.
- B. Blame others for their actions.
- C. Do not weigh alternatives before acting.
- D. Do not out grow their problem.

92. Which of these is listed as only a minor scale on the Behavior Problem Checklist?

- A. Motor Excess
- B. Conduct Disorder
- C. Socialized Aggression
- D. Anxiety Withdrawal

93. The extent that a test measures what it claims to measure is called:

- A. Reliability
- B. Validity
- C. Factor Analysis
- D. Chi Square

94. Which is not a goal of collaborative consultation?

- A. Prevent learning and behavior problems with mainstreamed students.
- B. Coordinate the instructional programs between mainstream and ESE classes.
- C. Facilitate solutions to learning and behavior problems.
- D. Function as an ESE service model.

95. An important goal of collaborative consultation is:

- A. Mainstream as many ESE students as possible
- B. Guidance on how to handle ESE students from the ESE teacher
- C. Mutual empowerment of both the mainstream and the ESE teacher.
- D. Document progress of mainstreamed students.

96. Knowledge of evaluation strategies, program interventions, and types of data are examples of which variable for a successful consultation program?

- A. People
- B. Process
- C. Procedural implementation
- D. Academic preparation

97. Skills as an administrator, and background in client, consulter, and consultation skills are examples of which variable in a successful consultation program?

- A. People
- B. Process
- C. Procedural implementation
- D. Academic preparation

98. The ability to identify problems, generate solutions, and knowledge of theoretical perspectives of consultation are examples of which variable in a successful consultation program?

- A. People
- B. Process
- C. Procedural implementation
- D. Academic preparation

99. A serious hindrance to successful mainstreaming is:

- A. Lack of adapted materials
- B. Lack of funding
- C. Lack of communication among teachers
- D. Lack of support from administration

100. Which of the following statements was not offered as a rationale for the REI?

- A. Special education students are not usually identified until their learning problems have become severe.
- B. Lack of funding will mean that support for the special needs children will not be available in the regular classroom.
- C. Putting children in segregated special education placements is stigmatizing.
- D. There are students with learning or behavior problems who do not meet special education requirements but who still need special services.

101. The key to success for the exceptional student placed in a regular classroom is:

- A. Access to the special aids and Materials.
- B. Support from the ESE teacher.
- C. Modifications in the curriculum.
- D. The mainstream teacher's belief that the student will profit from the placement.

102. Lack of regular follow-up, difficulty in transporting materials, and lack of consistent support for students who need more assistance are disadvantages of which type of service model?

- A. Regular classroom
- B. Consultant with Regular Teacher
- C. Itinerant
- D. Resource Room

103. Ability to supply specific instructional materials, programs, and methods, and to influence environmental learning variables are advantages of which service model for exceptional students?

- A. Regular Classroom
- B. Consultant Teacher
- C. Itinerant Teacher
- D. Resource Room

104. An emphasis on instructional remediation and individualized instruction in problem areas, and a focus on mainstreaming students are characteristics of which model of service delivery?

- A. Regular Classroom
- B. Consultant Teacher
- C. Itinerant Teacher
- D. Resource Room

105. Which of these would not be considered a valid attempt to contact a parent for an IEP meeting?

- A. Telephone
- B. Copy of correspondence
- C. Message left on an answering machine
- D. Record of home visits

106. A best practice for evaluating student performance and progress on IEP is:

- A. Formal assessment
- B. Curriculum based assessment
- C. Criterion based assessment
- D. Norm-referenced evaluation

107. Guidelines for an Individualized Family Service Plan (IFSP) would be described in which legislation?

- A. PL 94-142
- B. PL 99-457
- C. PL 101-476
- D. ADA

108. In a positive classroom environment, errors are viewed as:

- A. Symptoms of deficiencies
- B. Lack of attention or ability
- C. A natural part of the learning process
- D. The result of going too fast

109. Recess, attending school social or sporting events, and eating lunch with peers are examples of:

- A. Privileges
- B. Allowances
- C. Rights
- D. Entitlements

110. Free time, shopping at the school store, and candy are examples of:

- A. Privileges
- B. Allowances
- C. Rights
- D. Entitlements

111. Eating lunch, access to a bathroom, and privacy are examples of:

- A. Privileges
- B. Allowances
- C. Rights
- D. Entitlements

112. Cheryl is a 15-year-old student receiving educational services in a full-time EH classroom. The date for her IEP review will take place two months before her 16th birthday. According to the requirements of IDEA, what must ADDITIONALLY be included in this review?

- A. Graduation plan
- B. Individualized transition plan
- C. Individualized Family Service Plan
- D. Transportation planning

113. Hector is a 10th grader in a program for the severely emotionally handicapped. After a classmate taunted him about his mother, Hector threw a desk at the other boy and attacked him. As a crisis intervention team attempted to break up the fight, one teacher hurt his knee. The other boy received a concussion. Hector now faces disciplinary measures. How long can he be suspended without the suspension constituting a “change of placement”?

- A. 5 days
- B. 10 days
- C. 10 + 30 days
- D. 60 days

114. The concept that a handicapped student cannot be expelled for misconduct which is a manifestation of the handicap itself is not limited to students which were labeled “seriously emotionally disturbed.” Which reason does NOT explain this concept?

- A. Emphasis on individualized evaluation.
- B. Consideration of the problems and needs of handicapped students.
- C. Right to a free and appropriate public education.
- D. Putting these students out of school will just leave them on the streets to commit crimes.

115. An effective classroom behavior management plan includes all but which of the following?

- A. Transition procedures for changing activities
- B. Clear consequences for rule infractions
- C. Concise teacher expectations for student behavior
- D. Copies of lesson plans

116. Statements like “Darrien is lazy,” are not helpful in describing his behavior for all but which of these reasons?

- A. There is no way to determine if any change occurs from the information given.
- B. The student and not the behavior becomes labeled.
- C. Darrien’s behavior will manifest itself clearly enough without any written description.
- D. Constructs are open to various interpretations among the people who are asked to define them.

117. Mercie often is not in her seat when the bell rings. She may be found at the pencil sharpener, throwing paper away, or fumbling through her notebook. Which of these descriptions of her behavior can be described as a “pinpoint”?

- A. Is tardy a lot
- B. Is out of seat
- C. Is not in seat when late bell rings
- D. Is disorganized

118. When choosing behaviors for change, the teacher should ask if there is any evidence that the behavior is presently or potentially harmful to the student or others. This is an example of which test?

- A. Fair-Pair
- B. “Stranger” Test
- C. Premack Principle
- D. “So-What Test

119. Ms. Taylor takes her students to a special gymnastics presentation that the P.E. coach has arranged in the gym. She has a rule against talk-outs and reminds the students that they will lose 5 points on their daily point sheet for talking out. The students get a chance to perform some of the simple stunts. They all easily go through the movements except for Sam, who is known as the class klutz. Sam does not give up, and finally completes the stunts. His classmates cheer him on with comments like "Way to go!" their teacher, however, reminds them that they broke the no talking rule and will lose the points. What mistake was made here?

- A. The students forgot the no-talking rule.
- B. The teacher considered talk-outs to be maladaptive in all school settings.
- C. The other students could have distracted Sam with talk-outs and caused him to get hurt.
- D. The teacher should have let the P. E. coach handle the discipline in the gym.

120. Which of the following should be avoided when writing objectives for social behavior?

- A. Nonspecific adverbs
- B. Behaviors stated as verbs
- C. Criteria for acceptable performance
- D. Conditions where the behavior is expected to be performed

121. Criteria for choosing behaviors that are in the most need of change involve all but the following:

- A. Observations across settings to rule out certain interventions.
- B. Pinpointing the behavior that is the poorest fit in the child's environment.
- C. The teacher's concern about what is the most important behavior to target.
- D. Analysis of the environmental reinforcers.

122. Ms. Wright is planning an analysis of Audrey's out-of-seat behavior. Her initial data would be called:

- A. Pre-referral phase
- B. Intervention phase
- C. Baseline phase
- D. Observation phase

123. To reinforce Audrey each time she is on-task and in her seat, Ms. Wright decides to deliver specific praise and stickers, which Audrey may collect and redeem for a reward. The data collected during the time Ms. Wright is using this intervention is called:

- A. Referral phase
- B. Intervention phase
- C. Baseline phase
- D. Observation phase

124. Indirect requests and attempts to influence or control others through one's use of language is an example of:

- A. Morphology
- B. Syntax
- C. Pragmatics
- D. Semantics

125. Kenny, a fourth grader, has trouble comprehending analogies, using comparative, spatial, and temporal words, and multiple meanings. Language interventions for Kenny would focus on:

- A. Morphology
- B. Syntax
- C. Pragmatics
- D. Semantics

126. Celia, who is in fourth grade, asked, "Where are my ball?" She also has trouble with passive sentences. Language interventions for Celia would target:

- A. Morphology
- B. Syntax
- C. Pragmatics
- D. Semantics

127. Scott is in middle school, but still says statements like "I gotted new high-tops yesterday," and, "I saw three mans in the front office." Language interventions for Scott would target:

- A. Morphology
- B. Syntax
- C. Pragmatics
- D. Semantics

128. Which is not indicative of a handwriting problem?

- A. Errors persist over time.
- B. Little improvement on simple handwriting tasks.
- C. Fatigue after writing for a short time.
- D. Occasional letter reversals, word omissions, and poor spacing.

129. All of these are effective in teaching written expression EXCEPT:

- A. Exposure to various styles and direct instruction in those styles.
- B. Immediate feedback from the teacher with all mistakes clearly marked.
- C. Goal setting and peer evaluation of written products according to set criteria.
- D. Incorporating writing with other academic subjects.

130. Mr. Mendez is assessing his student's written expression. Which of these is not a component of written expression?

- A. Vocabulary
- B. Morphology
- C. Content
- D. Sentence Structure

131. Ms. Tolbert is teaching spelling to her students. The approach stresses phoneme-grapheme relationships within parts of words. Spelling rules, generalizations, and patterns are taught. A typical spelling list for her third graders might include light, bright, night, fright, and slight. Which approach is Ms. Tolbert using?

- A. Rule-based instruction
- B. Fernald Method
- C. Gillingham Method
- D. Test-Study-Test

132. At the beginning of the year, Mr. Johnson wants to gain an understanding of his class' social structure in order to help him assess social skills and related problems. The technique that would best help Mr. Johnson accomplish this is:

- A. Personal interviews with each student
- B. Parent rating form
- C. Sociometric techniques
- D. Self-reports

133. In assessing a group's social structure, asking a student to list the classmates whom he or she would choose to be his or her best friend, and preferred play partners is an example of:

- A. Peer nomination
- B. Peer rating
- C. Peer assessment
- D. Sociogram

134. Naming classmates who fit certain behavioral descriptions such as smart, disruptive, or quiet, is an example of which type of sociometric assessment?

- A. Peer nomination
- B. Peer rating
- C. Peer assessment
- D. Sociogram

135. Mr. Johnson asks his students to score each of their classmates in areas such as who they would prefer to play with and work with. A likert-type scale with nonbehavioral criteria is used. This is an example of:

- A. Peer nomination
- B. Peer rating
- C. Peer assessment
- D. Sociogram

136. Which of these explanations would not likely account for the lack of a clear definition of behavior disorders?

- A. Problems with measurement
- B. Cultural and/or social influences and views of what is acceptable
- C. The numerous types of manifestations of behavior disorders
- D. Differing theories that use their own terminology and definitions

137. Ryan is 3, and her temper tantrums last for an hour. Bryan is 8, and he does not stay on task for more than 10 minutes without teacher prompts. These behavior differ from normal children in terms of their:

- A. Rate
- B. Topography
- C. Duration
- D. Magnitude

138. All children cry, hit, fight, and play alone at different times. Children with behavior disorders will perform these behaviors at a higher than normal:

- A. Rate
- B. Topography
- C. Duration
- D. Magnitude

139. The exhibition of two or more types of problem behaviors across different areas of functioning is known as:

- A. Multiple maladaptive behaviors
- B. Clustering
- C. Social maladjustment
- D. Conduct disorder

140. Children with behavior disorders often do not exhibit stimulus control. This means that they have not learned:

- A. The right things to do
- B. Where and when certain behaviors are appropriate
- C. Right from wrong
- D. Listening skills

141. Social withdrawal, anxiety, depression, shyness, and guilt are indicative of:

- A. Conduct disorder
- B. Personality disorders
- C. Immaturity
- D. Socialized aggression

142. Short attention span, daydreaming, clumsiness, and preference for younger playmates are associated with:

- A. Conduct disorder
- B. Personality disorders
- C. Immaturity
- D. Socialized aggression

143. Truancy, gang membership, and feeling of pride in belonging to a delinquent subculture are indicative of:

- A. Conduct disorder
- B. Personality disorders
- C. Immaturity
- D. Socialized aggression

144. Temper tantrums, disruption of class, disobedience, and bossiness are associated with:

- A. Conduct disorder
- B. Personality disorders
- C. Immaturity
- D. Socialized aggression

145. Which of these is not true for most children with behavior disorders?

- A. Many score in the “slow learner” or “mildly retarded” range on IQ tests.
- B. They are frequently behind their classmates in terms of academic achievement.
- C. They are bright, but bored with their surroundings.
- D. A large amount of time is spent in nonproductive, nonacademic behaviors.

146. Echolalia, repetitive stereotype actions, and a severe disorder of thinking and communication are indicative of:

- A. Psychosis
- B. schizophrenia
- C. Autism
- D. Paranoia

147. Teaching children functional skills that will be useful in their home life and neighborhoods is the basis of:

- A. Curriculum-based instruction
- B. Community-based instruction
- C. Transition planning
- D. Functional curriculum

148. Disabilities caused by fetal alcohol syndrome are many times higher for which ethnic group?

- A. Native Americans
- B. Asian Americans
- C. Hispanic Americans
- D. African Americans

149. Which of these would be the least effective measure of behavioral disorders?

- A. Projective test
- B. Ecological assessment
- C. Standardized test
- D. Psychodynamic analysis

150. Which behavioral disorder is difficult to diagnose in children because the symptoms are manifested quite differently than in adults?

- A. Anorexia
- B. Schizophrenia
- C. Paranoia
- D. Depression

TEACHER CERTIFICATION STUDY GUIDE

Answer Key

1) B	31) C	61) C	91) C	121) C
2) D	32) A	62) D	92) A	122) C
3) B	33) C	63) C	93) B	123) B
4) B	34) C	64) C	94) D	124) C
5) D	35) D	65) C	95) C	125) D
6) A	36) A	66) C	96) B	126) B
7) A	37) B	67) C	97) A	127) A
8) C	38) B	68) D	98) C	128) D
9) C	39) B	69) C	99) C	129) B
10) A	40) C	70) B	100) B	130) B
11) C	41) C	71) C	101) D	131) A
12) C	42) C	72) A	102) C	132) C
13) B	43) D	73) D	103) B	133) A
14) A	44) A	74) A	104) D	134) C
15) D	45) C	75) C	105) C	135) A
16) B	46) D	76) D	106) B	136) C
17) A	47) A	77) C	107) B	137) C
18) A	48) C	78) A	108) C	138) A
19) D	49) C	79) B	109) D	139) B
20) C	50) C	80) C	110) A	140) B
21) A	51) D	81) B	111) C	141) B
22) B	52) A	82) D	112) B	142) C
23) D	53) C	83) C	113) B	143) D
24) B	54) D	84) C	114) D	144) A
25) A	55) C	85) A	115) D	145) C
26) A	56) C	86) B	116) C	146) C
27) A	57) B	87) C	117) C	147) B
28) C	58) A	88) C	118) D	148) A
29) A	59) B	89) C	119) D	149) C
30) C	60) C	90) A	120) A	150) D

Rationales with Sample Questions

1. One technique that has proven especially effective in reducing self-stimulation and repetitive movements in autistic or severely retarded children is:
 - a. Shaping
 - b. Overcorrection
 - c. Fading
 - d. Response Cost

A Shaping: To change a person's behavior gradually using rewards as the person comes closer to the desired behavior, or punishment for moving away from it.

B Overcorrection: a form of punishment, e.g. cleaning of a marked surface.

C Fading: gradual lessening of a reward or punishment.

D Response cost a form of punishment, e.g. loss of privileges

b. is correct.

Rationale: All behavior is learned

2. In math class, Mary talked out without raising her hand. Her teacher gave her a warning and asked her to state the rule for being recognized to speak. However, Mary was soon talking again, and lost a point from her daily point sheet. This is an example of:
 - a. Shaping
 - b. Overcorrection
 - c. Fading
 - d. Response cost

d. is correct.

Rationale: Mary lost a point in response to the undesirable behavior.

3. Which body language would not likely be interpreted as a sign of defensiveness, aggression, or hostility?
 - a. Pointing
 - b. Direct eye contact
 - c. Hands on hips
 - d. Arms

b. is correct.

Rationale: In our culture, A, C, and D are considered nonverbal acts of defiance. Direct eye contact is not considered an act of defiance.

4. The minimum number of IEP meetings required per year is:
- a. as many as necessary
 - b. one
 - c. two
 - d. three

b. is correct.

Rationale: P. L. 99-457 (1986) grants an annual IEP

5. Satisfaction of the LRE requirement means:
- a. The school is providing the best services it can offer
 - b. The school is providing the best services the district has to offer
 - c. The student is being educated with the fewest special education services necessary
 - d. The student is being educated in the least restrictive setting that meets his or her needs

d. is correct.

Rationale: The legislation mandates **LRE** Least Restrictive Environment

6. A review of a student's eligibility for an exceptional student program must be done:
- a. At least once every three years
 - b. At least once a year
 - c. Only if a major change occurs in academic or behavioral performance
 - d. When a student transfers to a new school

a. is correct.

Rationale: P. L. 95-56 1978, (Gifted and Talented Children's Act)

7. Crisis intervention methods are above all concerned with:
- a. Safety and well-being of the staff and students
 - b. Stopping the inappropriate behavior
 - c. Preventing the behavior from occurring again
 - d. The student learning that out bursts are inappropriate

a. is correct.

Rationale: It encompasses B, C, and D.

8. Ricky, a third grade student, runs out of the classroom and onto the roof of the school. He paces around the roof, looks around to see who is watching, and laughs at the person standing on the ground. He appears to be in control of his behavior. What should the teacher do?
- a. Go back inside and leave him up there until he decides he is ready to come down
 - b. Climb up to get Ricky so he does not fall off and get hurt
 - c. Notify the crisis teacher and arrange to have someone monitor Ricky
 - d. Call the police

c. is correct.

Rationale: The teacher cannot be responsible for both Ricky and his or her class. He must pass the responsibility to the appropriate person.

9. Judy, a fourth grader, is often looking around the room or out the window. She does not disturb anyone, but has to ask for directions to be repeated and does not finish her work. Her teacher decides to reinforce Judy when she is on task. Which method of reinforcement is she using?
- a. Fading
 - b. DRO
 - c. DRI
 - d. Shaping

c. is correct.

Rationale: This is an example of Direct Reinforcement (Individual)

10. An appropriate time out for a ten-year old would be:
- a. Ten minutes
 - b. Twenty minutes
 - c. No more than one half-hour
 - d. Whatever time it takes for the disruptive behavior to stop

a. is correct.

Rationale: An appropriate time-out is no more than 10 minutes.

11. During the science lesson Rudy makes remarks from time to time, but his classmates are not attending to them. the teacher reinforces the students who are raising their hand to speak, but ignores Rudy. The teacher reinforces Rudy when he raises his hand. This technique is an example of:
- a. Fading
 - b. Response cost
 - c. Extinction
 - d. Differential reinforcement of incompatible behavior

c. is correct.

Rationale: By ignoring the behavior, the teacher hopes it will become extinct.

12. Mike was caught marking up the walls of the bathroom with graffiti. His consequence was to clean all the walls of the bathroom. This type of overcorrection would be:
- a. Response cost
 - b. Restitution
 - c. Positive practice
 - d. Negative practice

c. is correct.

Rationale: This is a positive form of over correction in which the student is learning another skill.

13. Which of these would probably not be a result of implementing an extinction strategy?
- a. Maladaptive behavior gets worse before it gets better
 - b. Maladaptive behavior stops, then starts up again for a brief time
 - c. Aggression may occur for a brief period following implementation of extinction
 - d. The length of time and patience involved to implement the strategy might tempt the teacher to give up

b. is correct.

Rationale: The student responds in A, B, and C. In B, he ignores the teacher's action.

14. Withholding or removing a stimulus that reinforces a maladaptive behavior is:
- a. Extinction
 - b. Overcorrection
 - c. Punishment
 - d. Reinforcing an incompatible behavior

a. is correct.

Rationale: There is no stimulus involved in this strategy.

15. Which of these would not be used to strengthen a desired behavior?
- a. Contingency contracting
 - b. Tokens
 - c. Chaining
 - d. Overcorrection

d. is correct.

Rationale: A, B, and C are all used to strengthen a desired behavior. D is punishment.

16. If the arrangement in a fixed-ratio schedule of reinforcement is 3, when will the student receive the reinforcer?
- a. After every third correct response
 - b. After every third correct response in a row
 - c. After the third correct response in the time interval of the behavior sample
 - d. After the third correct response even if the undesired behavior occurs in between correct responses

b. is correct.

Rationale: This is the only one that follows a pattern. A fixed ratio is a pattern.

17. Wesley is having difficulty ignoring distractions. At first you have him seated at a carrel which is located in a corner of the room. He does well, so you eventually move him out of the carrel for increasing portions of the day. Eventually, he is able to sit in a seat with the rest of his classmates. This is an example of:
- a. Shaping
 - b. Extinction
 - c. Fading
 - d. Chaining

a. is correct.

Rationale: The teacher is shaping a desired behavior.

18. Laura is beginning to raise her hand first instead of talking out. An effective schedule of reinforcement should be:
- a. Continuous
 - b. Variable
 - c. Intermittent
 - d. Fixed

a. is correct.

Rationale: The pattern of reinforcement should not be variable, intermittent or fixed. It should be continuous.

19. As Laura continues to raise her hand to speak, the teacher would want to change to this schedule of reinforcement in order to wean her from the reinforcement:
- a. Continuous
 - b. Variable
 - c. Intermittent
 - d. Fixed

d. is correct.

Rationale: The pattern should be in a fixed ratio.

20. Laura has demonstrated that she has mastered the goal of raising her hand to speak; reinforcement during the maintenance phase should be:
- a. Continuous
 - b. Variable
 - c. Intermittent
 - d. Fixed

c. is correct.

Rationale: Reinforcement should be intermittent, as the behavior should occur infrequently.

21. An integral part of ecological interventions are consequences that:
- a. Are natural and logical
 - b. Include extinction and overcorrection
 - c. Are immediate and consistent
 - d. Involve fading and shaping

a. is correct.

Rationale: The student must understand both the behavior and the consequence. The consequence should fit the infraction.

22. Examples of behaviors that are appropriate to be monitored by measuring frequency include all EXCEPT:
- a. Thumb sucking
 - b. Hitting
 - c. Temper tantrums
 - d. Maintaining eye contact

b. is correct.

Rationale: Hitting takes place in an instant. This should be measured by frequency.

23. Examples of behaviors that are appropriate to be monitored by measuring frequency include all EXCEPT:
- a. Teasing
 - b. Talking out
 - c. Being on time for class
 - d. Daydreaming

d. is correct.

Rationale: Daydreaming cannot be measured by frequency. It should be measured by duration.

24. Criteria for choosing behaviors to measure by frequency include all but those that:
- a. Have an observable beginning
 - b. Last a long time
 - c. Last a short time
 - d. Occur often

b. is correct.

Rationale: We use frequency to measure behaviors that do not last a long time.

25. Criteria for choosing behaviors to measure by duration include all but those that:
- a. Last a short time
 - b. Last a long time
 - c. Have no readily observable beginning or end
 - d. Don't happen often

a. is correct.

Rationale: We use duration to measure behavior that do not last a short time.

26. Data on quiet behaviors e.g., nail biting or daydreaming, are best measured using a (an):
- a. Interval or time sample
 - b. Continuous sample
 - c. Variable sample
 - d. Fixed-ratio sample

a. is correct.

Rationale: An interval or time sample is best to measure the duration of the behavior.

27. Mr. Jones wants to design an intervention for reducing Jason's sarcastic remarks. He wants to find out who or what is reinforcing Jason's remarks, so he records data on Jason's behavior as well as the attending behavior of his peers. This is an example of collecting data on:
- a. Reciprocal behaviors
 - b. Multiple behaviors for single subjects
 - c. Single behaviors for multiple subjects
 - d. Qualitative data on Jason

a. is correct.

Rationale: Jason's peers' behaviors are in response to Jason's disruptive behaviors.

28. Ms Beekman has a class of students who frequently talk out. She wishes to begin interventions with the students who are talking out the most. She monitors the talking behavior of the entire class for 1-minute samples every half-hour. This is an example of collecting data on:
- a. Multiple behaviors for single subjects
 - b. Reciprocal behaviors
 - c. Single behaviors for multiple subjects
 - d. Continuous behaviors for fixed intervals

c. is correct.

Rationale: Talking out is the only behavior being observed.

29. Mark got a B on his social studies test. Mr. Wilner praised him for his good grade but he replies, "I was lucky this time. It must have been an easy test." Mark's statement is an example of:
- a. External locus of control
 - b. Internal locus of control
 - c. Rationalization of his performance
 - d. Modesty

a. is correct.

Rationale: Locus of control refers to the way a person perceives the relation between his or her efforts and the outcome of an event. A person who has an external orientation anticipates no relation between his or her efforts and the outcome of an event.

29. Mr. Smith is on a field trip with a group of high school EH students. On the way, they stop at a fast-food restaurant for lunch, and Warren and Raul get into an argument. After some heated words, Warren stalks out of the restaurant and refuses to return to the group. He leaves the parking lot, continues walking away from the group, and ignores Mr. Smith's directions to come back. What would be the best course of action for Mr. Smith?
- a. Leave the group with the class aide and follow Warren to try to talk him into coming back.
 - b. Wait a little while and see if Warren cools off and returns.
 - c. Telephone the school and let the crisis teacher notify the police in accordance with school policy.
 - d. Call the police himself.

c. is correct.

Rationale: Mr. Smith is still responsible for his class. This is his only option.

31. Which is the least effective of reinforcers in programs for mildly to moderately handicapped learners?
- a. Tokens
 - b. Social
 - c. Food
 - d. Activity

c. is correct.

Rationale: Food is the least effective reinforcer for most handicapped children. Tokens, social interaction or activity is more desirable. Food may have reached satiation.

32. Tyrone likes to throw paper towards the trashcan instead of getting up to throw it away. After several attempts at positive interventions, Tyrone has to serve a detention and continue to throw balls of paper at the trashcan for the entire detention period. This would be an example of:
- a. Negative practice
 - b. Overcorrection
 - c. Extinction
 - d. Response cost

a. is correct.

Rationale: Tyrone has to continue to practice the negative behavior.

33. A student may have great difficulty in meeting a target goal if the teacher has not first considered:
- a. If the student has external or internal locus of control.
 - b. If the student is motivated to attain the goal.
 - c. If the student has the essential prerequisite skills to perform the goal.
 - d. If the student has had previous success or failure meeting the goal in other classes.

c. is correct.

Rationale: Prerequisite skills are essential in both setting goals and attaining goals.

34. The Premack Principle of increasing the performance of a less-preferred activity by immediately following it with a highly preferred activity is the basis of:
- a. response cost
 - b. token systems
 - c. contingency contracting
 - d. self-recording management

c. is correct.

Rationale: The student eagerly completes the less desirable activity, to obtain the reward of the more desirable activity, in an unwritten contract.

35. Mr. Brown finds that his chosen consequence does not seem to be having the desired effect of reducing the target misbehavior. Which of these would LEAST LIKELY account for Mr. Brown's lack of success with the consequence?
- a. The consequence was aversive in Mr. Brown's opinion but not the students'.
 - b. The students were not developmentally ready to understand the connection.
 - c. Mr. Brown was inconsistent in applying the consequence.
 - d. The intervention had not previously been shown to be effective in studies.

d. is correct.

Rationale: A, B, and C, might work if applied in the classroom, but research, is the least of Mr. Brown's options.

36. Teaching techniques that stimulate active participation and understanding in the mathematics class include all but which of the following?
- a. Having student's copy computation facts for a set number of times.
 - b. Asking students to find the error in an algorithm.
 - c. Giving immediate feedback to students.
 - d. Having students chart their progress.

a. is correct.

Rationale: Copying does not stimulate participation or understanding.

37. Justin, a second grader, is reinforced if he is on task at the end of each 10-minute block of time that the teacher observes him. This is an example of what type of schedule?
- a. Continuous
 - b. Fixed interval
 - c. Fixed-ratio
 - d. Variable ratio

b. is correct.

Rationale: 10 minutes is a fixed interval of time.

38. Addressing a student's maladaptive behavior right away with a "time out" should be reserved for situations where:
- a. The student has engaged in the behavior continuously throughout the day.
 - b. Harm might come to the student or others.
 - c. Lesser interventions have not been effective.
 - d. The student displayed the behavior the day before.

b. is correct.

Rationale: The best intervention is to move the student away from the harmful environment.

39. At the beginning of the school year, Annette had a problem with being late for class. Her teacher reinforced her each time she was in her seat when the bell rang. In October, her teacher decided to reward her every other day when she was not tardy to class. The reinforcement schedule appropriate for making the transition to maintenance phase would be:
- a. Continuous
 - b. Fixed interval
 - c. Variable ratio
 - d. Fixed ratio

b. is correct.

Rationale: Every other day is a fixed interval of time.

40. By November, Annette's teacher is satisfied with her record of being on time and decides to change the schedule of reinforcement. The best type of reinforcement schedule for maintenance or behavior is:
- a. Continuous
 - b. Fixed interval
 - c. Variable ratio
 - d. Fixed ratio

c. is correct.

Rationale: The behavior will occur infrequently. Variable ratio is the best schedule.

41. Which of these groups is not comprehensively covered by IDEA?
- a. Gifted and talented
 - b. Mentally retarded
 - c. Specific learning disabilities
 - d. Speech and language impaired

c. is correct.

Rationale: IDEA: Individuals with Disabilities Education Act 101-476 (1990) did not cover all exceptional children. The Gifted and Talented Children's Act, P. L. 95-56 was passed in 1978.

42. Organizing ideas by use of a web or outline is an example of which writing activity?
- a. Revision
 - b. Drafting
 - c. Prewriting
 - d. Final draft

c. is correct.

Rationale: Organizing ideas come before Drafting, Final Draft and Revision.

43. When a teacher is choosing behaviors to modify, the issue of social validity must be considered. Social validity refers to:
- a. The need for the behavior to be performed in public.
 - b. Whether the new behavior will be considered significant by those who deal with the child.
 - c. Whether there will be opportunities to practice the new behavior in public.
 - d. Society's standards of behavior.

d. is correct.

Rationale: Validity has to do with the appropriateness of the behavior. Is it age appropriate? Is it culturally appropriate?

44. Dena, a second grader, is a messy eater who leaves her lunch area messy as well. Dena's teacher models correct use of eating utensils, and napkins for her. As Dena approximates the target behavior of neatly and leaving her area clean, she receives praise and a token. Finally, Dena reaches her target behavior goal and redeems her tokens. Dena's teacher used the strategy of:
- a. Chaining
 - b. Extinction
 - c. Overcorrection
 - d. Shaping

a. is correct.

Rationale: Chaining is a procedure in which individual responses are reinforced when occurring in sequence to form a complex behavior. Shaping, however, targets single behaviors.

45. Educators who advocate educating all children in their neighborhood classrooms and schools, propose the end of labeling and segregation of special needs students in special classes, and call for the delivery of special supports and services directly in the classroom may be said to support the:
- a. Full service model
 - b. Regular education initiative
 - c. Full inclusion model
 - d. Mainstream model

c. is correct.

Rationale: All students must be included in the regular classroom.

46. In Ellis' ABC model, maladaptive behavior in response to a situation results from:
- a. Antecedent events
 - b. Stimulus events
 - c. Thinking about the consequences
 - d. Irrational beliefs about the event

d. is correct.

Rationale: All behavior is learned. This behavior is different from the norm. It is different because of something the child has experienced or learned.

47. Section 504 differs from the scope of IDEA because its main focus is on:
- a. Prohibition of discrimination on the basis of disability.
 - b. A basis for additional support services and accommodations in a special education setting.
 - c. Procedural rights and safeguards for the individual.
 - d. Federal funding for educational services.

a. is correct.

Rationale: Section 504 prohibits discrimination on the basis of disability.

48. Public Law 99-457 amended the EHA to make provisions for:
- a. Education services for “uneducable” children
 - b. Education services for children in jail settings
 - c. Special education benefits for children birth to five years
 - d. Education services for medically fragile children

c. is correct.

Rationale: P.L. 99-457 amended EHA to provide Special Education programs for children 3-5 years, with most states offering outreach programs to identify children with special needs from birth to age 3.

49. A holistic approach to stress management should include all of the following EXCEPT:
- a. Teaching a variety of coping methods
 - b. Cognitive modification of feelings
 - c. Teaching the fight or flight response
 - d. Cognitive modification of behaviors

c. is correct.

Rationale: A, B, and D are coping interventions. C is not.

50. Marisol has been mainstreamed into a ninth grade language arts class. Although her behavior is satisfactory and she likes the class, Marisol’s reading level is about two years below grade level. The class has been assigned to read “Great Expectations” and write a report. What intervention would be LEAST successful in helping Marisol complete this assignment?
- a. Having Marisol listen to a taped recording while following the story in the regular text.
 - b. Giving her a modified version of the story.
 - c. Telling her to choose a different book that she can read.
 - d. Showing a film to the entire class and comparing and contrasting it with the book.

c. is correct.

Rationale: A, B, and D, are positive interventions. C is not an intervention.

51. Fractions may be thought of in each of these ways EXCEPT:

- a. Part of a whole
- b. Part of a parent set
- c. Ratio
- d. An exponent

d. is correct.

Rationale: An exponent can never be a fraction

52. Many special education students may have trouble with the skills necessary to be successful in algebra and geometry for all but one of these reasons:

- a. Prior instruction focused on computation rather than understanding
- b. Unwillingness to problem solve
- c. Lack of instruction in prerequisite skills
- d. Large amount of new vocabulary

a. is correct.

Rationale: In order to build skills in math, students must be able to understand math concepts.

53. Which of these processes is NOT directly related to the meaningful development of number concepts in younger children?

- a. Describing
- b. Classifying
- c. Grouping
- d. Ordering

c. is correct.

Rationale: Grouping does not involve the meaningful development of number concepts.

54. Mr. Ward wants to assess Jennifer's problem-solving skills in mathematics. Which question would not address her use of strategies?

- a. Does Jennifer check for mistakes in computation?
- b. Does Jennifer use trial and error to solve problems?
- c. Does Jennifer have an alternative strategy if the first one fails?
- d. Does Jennifer become easily frustrated if she doesn't get an answer immediately?

d. is correct.

Rationale: A, B, and C, are problem-solving skills Jennifer needs to develop.

55. Ryan is working on a report about dogs. He uses scissors and tape to cut and rearrange sections and paragraphs, then photocopies the paper so he can continue writing. In which stage of the writing process is Ryan?
- a. Final draft
 - b. Prewriting
 - c. Revision
 - d. Drafting

c. is correct.

Rationale: Ryan is revising and reordering before final editing.

56. Talking into a tape recorder is an example of which writing activity?
- a. Prewriting
 - b. Drafting
 - c. Final Draft
 - d. Revision

c. is correct.

Rationale: Ryan is preparing his final draft.

57. Publishing a class newsletter, looking through catalogues, and filling out order forms and playing the role of secretaries are activities designed to teach:
- a. Expressive writing
 - b. Transactional writing
 - c. Poetic writing
 - d. Creative writing

b. is correct.

Rationale: Transactional writing includes expository writing, descriptive writing and persuasive writing. It does not include any of the other three types of writing listed.

58. Under the provisions of IDEA, the student is entitled to all of these EXCEPT:
- a. Placement in the best environment
 - b. Placement in the least restrictive environment
 - c. Provision of educational needs at no cost
 - d. Provision of individualized, appropriate educational program

a. is correct.

Rationale: IDEA mandates a **least restrictive environment**, an **IEP**, (**individual education plan**) and a **free public education**.

59. Teacher modeling, student-teacher dialogues, and peer interactions are part of which teaching technique designed to provide support during the initial stages of instruction?
- a. Reciprocal teaching
 - b. Scaffolding
 - c. Peer tutoring
 - d. Cooperative learning

b. is correct.

Rationale: Scaffolding provides support.

60. Modeling of a behavior by an adult who verbalizes the thinking process, overt self-instruction, and covert self-instruction are components of:
- a. Rational-emotive therapy
 - b. Reality therapy
 - c. Cognitive behavior modification
 - d. Reciprocal teaching

c. is correct.

Rationale: Neither A, B, nor D, involves modification or change of behavior.

61. Standards of accuracy for a student's spelling should be based on the student's:
- a. Grade level spelling list
 - b. Present reading book level
 - c. Level of spelling development
 - d. Performance on an informal assessment

c. is correct.

Rationale: Spelling instruction should include words misspelt in daily writing, generalizing spelling knowledge and mastering objectives in progressive stages of development.

62. Which of these techniques is least effective in helping children correct spelling problems?
- a. The teacher models the correct spelling in a context
 - b. Student sees the incorrect and the correct spelling together in order to visualize the correct spelling
 - c. Positive reinforcement as the child tests the rules and tries to approximate the correct spelling
 - d. Copying the correct word five times

d. is correct.

Rationale: Copying the word is least effective.

63. The single most important activity for eventual reading success of young children is:
- a. Giving them books
 - b. Watching animated stories
 - c. Reading aloud to them
 - d. Talking about pictures in books

c. is correct.

Rationale: Reading aloud exposes them to language.

64. Skilled readers use all but which one of these knowledge sources to construct meanings beyond the literal text:
- a. Text knowledge
 - b. Syntactic knowledge
 - c. Morphological knowledge
 - d. Semantic knowledge

c. is correct.

Rationale: The student is already skilled so morphological knowledge is already in place.

65. The cooperative nature of Glasser's Reality Therapy, in which problem-solving approach is used to correct misbehavior, is best signified by:
- a. Minimal punishment
 - b. It's similar approach to methods that teach students how to deal with academic mistakes
 - c. Student's promises to use the alternative behavior plan to help them reach their goals
 - d. Procedure sheets used during conflict situations

c. is correct.

Rationale: Glasser's Reality Therapy makes use of an alternative behavior plan, a form of group therapy.

66. Diaphragmatic breathing, progressive relaxation training, and exercises are examples of which type of stress coping skills?
- a. Rational-emotive
 - b. Cognitive-psychological
 - c. Somatic-physiological
 - d. Stress inoculation

c. is correct.

Rationale: When we analyze the expression, somatic-physiological, we find, somatic: relating to the body physiological: relating to nature and natural phenomena.

67. The stress that we experience when we win a race or experience a difficult task is called:
- a. Stressor
 - b. Stresses
 - c. Eustress
 - d. Distress

c. is correct.

Rationale: Eustress is a sort of elation, or release of anxiety. It is the opposite of distress.

68. Jane is so intimidated by a classmate's teasing that she breaks down in tears and cannot stand up for herself.
- a. Stressors
 - b. Stresses
 - c. Eustress
 - d. Distress

d. is correct.

Rationale: Jane is in a state of distress.

69. The movement towards serving as many children with disabilities as possible in the regular classroom with supports and services is known as:
- a. Full service model
 - b. Regular education initiative
 - c. Full inclusion model
 - d. Mainstream model

c. is correct.

Rationale: It is the movement to include all students in the regular classroom.

70. Which of the following is NOT a feature of effective classroom rules?
- a. They are about 4 to 6 in number
 - b. They are negatively stated
 - c. Consequences are consistent and immediate
 - d. They can be tailored to individual teaching goals and teaching styles

b. is correct.

Rationale: Rules should be positively stated and they should follow the other three features listed.

71. A suggested amount of time for large-group instruction lesson for a sixth or seventh grade group would be:
- 5 to 40 minutes
 - 5 to 20 minutes
 - 5 to 30 minutes
 - 5 to 15 minutes

c. is correct.

Rationale: The recommended time for large group instruction is 5 - 15 minutes for grades 1-5 and 5 – 40 minutes for grades 8-12.

72. Sam is working to earn half an hour of basketball time with his favorite PE teacher. At the end of each half-hour, Sam marks his point sheet with an X, if he reached his goal of no call-outs. When he has received 25 marks, he will receive his basketball free time. This behavior management strategy is an example of:
- Self-recording
 - Self-evaluation
 - Self-reinforcement
 - Self-regulation

Self-Management-This is an important part of social skills training, especially for older students preparing for employment. Components for self-management include:

- self-monitoring*: choosing behaviors and alternatives and monitoring those actions.
- self-evaluation*: deciding the effectiveness of the behavior in solving the problem.
- self-reinforcement*: telling oneself that one is capable of achieving success.

a. is correct.

Rationale: Sam is recording his behavior.

73. Mark has been working on his target goal of completing his mathematics class work. Each day he records on a scale of 0 to 3 how well he has done his work and his teacher provides feedback. This self-management technique is an example of:
- Self-recording
 - Self reinforcement
 - Self-regulation
 - Self-evaluation

d. is correct.

Rationale: Sam is evaluating his behavior, not merely recording it.

74. When Barbara reached her target goal, she chose her reinforcer and said softly to herself, "I worked hard and I deserve this reward". This self-management technique is an example of:
- a. Self-reinforcement
 - b. Self recording
 - c. Self-regulation
 - d. Self-evaluation

a. is correct.

Rationale: Barbara is reinforcing her behavior.

75. Grading should be based on all of the following EXCEPT:
- a. Clearly defined mastery of course objectives
 - b. A variety of evaluation methods
 - c. Performance of the student in relation to other students
 - d. Assigning points for activities and basing grades on a point total

c. is correct.

Rationale: Grading should never be based on the comparison of performance of other students. It should always be based on the student's mastery of course objectives, the methods of evaluation and the grading rubric (how points are assigned).

76. The following words describe an IEP objective EXCEPT:
- a. Specific
 - b. Observable
 - c. Measurable
 - d. Criterion-referenced

d. is correct.

Rationale: An Individual Education Plan should be specific, observable, and measurable.

77. Teacher feedback, task completion, and a sense of pride over mastery or accomplishment of a skill are examples of:
- a. Extrinsic reinforcers
 - b. Behavior modifiers
 - c. Intrinsic reinforcers
 - d. Positive feedback

Motivation may be achieved through intrinsic reinforcers or extrinsic reinforcers. Intrinsic reinforcer are usually intangible and extrinsic reinforcers are usually tangible rewards and from an external source.

c. is correct.

Rationale: These are intangibles.

78. Social approval, token reinforcers, and rewards such as pencils or stickers are examples of:
- a. Extrinsic reinforcers
 - b. Behavior modifiers
 - c. Intrinsic reinforcers
 - d. Positive feedback reinforcers

a. is correct.

Rationale: These are rewards from external sources

79. Aggression, escape and avoidance are unpleasant side effects, which can be avoided by using:
- a. Time-out
 - b. Response cost
 - c. Overcorrection
 - d. Negative practice

b. is correct.

Rationale: In response cost, students know that there will be consequences for these undesirable behaviors.

80. Josie forgot that it was school picture day and did not dress up for the pictures. In the media center, Josie notices some girls in the line waiting to have their pictures taken. They appear to be looking over at her and whispering. Josie feels certain that they are making fun of the way her hair and clothes look and gets so upset that she leaves the line and hides out in the bathroom. Josie did not think of asking when the make-up day for pictures would be. According to Ellis' ABC model, Josie's source of stress is:
- a. Her forgetting to dress appropriately for picture day
 - b. The girls in the library who appear to be whispering about her
 - c. Her belief that they are making fun of her appearance
 - d. The girls' insensitive behavior

c. is correct.

Rationale: Josie is responding to her belief.

81. Token systems are popular for all of these advantages EXCEPT:
- a. The number needed for rewards may be adjusted as needed
 - b. Rewards are easy to maintain
 - c. They are effective for students who generally do not respond to social reinforcers
 - d. Tokens reinforce the relationship between desirable behavior and reinforcement

b. is correct.

Rationale: The ease of maintenance is not a valid reason for developing a token system.

82. Which would not be an advantage of using a criterion-referenced test?
- a. Information about an individual's ability level is too specific for the purposes of the assessment
 - b. It can pinpoint exact areas of weaknesses and strengths
 - c. You can design them yourself
 - d. You do not get comparative information

d. is correct.

Rationale: Criterion-referenced tests measure mastery of content rather than performance compared to others. Test items are usually prepared from specific educational objectives and may be teacher-made or commercially prepared. Scores are measured by the percentage of correct items for a skill (e.g. adding and subtracting fractions with like denominators).

83. Which is NOT an example of a standard score?
- a. T score
 - b. Z score
 - c. Standard deviation
 - d. Stanine

c. is correct.

Rationale: A, B, and D, are all standardized scores. Stanines are whole number scores from 1 to 9, each representing a wide range of raw scores. Standard deviation is not a score. It measures how widely scores vary from the mean.

84. The most direct method of obtaining assessment data and perhaps the most objective is:
- a. Testing
 - b. Self-recording
 - c. Observation
 - d. Experimenting

c. is correct.

Rationale: Observation is often better than testing, due to language, culture or other factors.

85. The basic tools necessary to observe and record behavior include all BUT:
- a. Cameras
 - b. Timers
 - c. Counters
 - d. Graphs or charts

a. is correct.

Rationale: The camera gives a snapshot. It does not record behavior.

86. Which of these characteristics is NOT included in the P.L. 94-142 definition of emotional disturbance?
- a. General pervasive mood of unhappiness or depression
 - b. Social maladjustment manifested in a number of settings
 - c. Tendency to develop physical symptoms, pains, or fear associated with school or personal problems
 - d. Inability to learn which is not attributed to intellectual, sensory, or health factors

b. is correct.

Rationale: Social maladjustment is not considered a disability.

87. Of the various factors that contribute to delinquency, and anti-social behavior, which has been found to be the weakest?
- a. Criminal behavior and/or alcoholism in the father
 - b. Lax mother and punishing father
 - c. Socioeconomic disadvantage
 - d. Long history of broken home and marital discord among parents

c. is correct.

Rationale: There are many examples of A, B, and C, where there is socio-economic advantage.

88. Poor moral development, lack of empathy, and behavioral excesses such as aggression are the most obvious characteristics of which behavioral disorder?
- a. Autism
 - b. ADD-H
 - c. Conduct disorder
 - d. Pervasive developmental disorder

c. is correct.

Rationale: A student with conduct disorder or social maladjustment displays behaviors/values that are in conflict with the school, home, or community. The characteristics listed are all behavioral/social.

89. School refusal, obsessive-compulsive disorders, psychosis, and separation anxiety are also frequently accompanied by:
- a. Conduct disorder
 - b. ADD-H
 - c. depression
 - d. autism

c. is correct.

Rationale: These behaviors are usually accompanied by depression in ADD-H.

90. Signs of depression do not typically include:
- a. Hyperactivity
 - b. Changes in sleep patterns
 - c. Recurring thoughts of death or suicide
 - d. Significant changes in weight or appetite

a. is correct.

Rationale: depression is usually characterized by listlessness, brooding, low anxiety, and little activity. Hyperactivity, conversely is over activity.

91. Children who are characterized by impulsivity generally:
- a. Do not feel sorry for their actions
 - b. Blame others for their actions
 - c. Do not weigh alternatives before acting
 - d. Do not outgrow their problem

c. is correct.

Rationale: They act without thinking, so they either cannot think or do not think before they act.

92. Which of these is listed as only a minor scale on the Behavior Problem Checklist?
- a. Motor Excess
 - b. Conduct Disorder
 - c. Socialized Aggression
 - d. Anxiety/Withdrawal

a. is correct.

Rationale: Motor Excess has to do with over activity, or hyperactivity, physical movement. The other three items are disorders, all of which may be characterized by excessive activity.

93. The extent that a test measures what it claims to measure is called:
- a. Reliability
 - b. Validity
 - c. Factor analysis
 - d. Chi Square

b. is correct.

Rationale: The degree to which a test measures what it claims to measure.

94. Which is not a goal of collaborative consultation?
- a. Prevent learning and behavior problems with mainstreamed students
 - b. Coordinate the instructional programs between mainstream and ESE classes
 - c. Facilitate solutions to learning and behavior problems
 - d. Function as an ESE service model

d. is correct.

Rationale: A, B, and C are goals. Functioning as an Exceptional Student Education model is not a goal. Collaborative consultation is necessary for the classification of students with disabilities and provision of services to satisfy their needs.

95. An important goal of collaborative consultation is:
- a. Mainstream as many ESE students as possible
 - b. Guidance on how to handle ESE students from the ESE teacher
 - c. Mutual empowerment of both the mainstream and the ESE teacher
 - d. Document progress of mainstreamed students

c. is correct.

Rationale: Empowerment of these service providers is extremely important.

96. Knowledge of evaluation strategies, program interventions, and types of data are examples of which variable for a successful consultation program?
- a. People
 - b. Process
 - c. Procedural implementation
 - d. Academic preparation

b. is correct.

Rationale: Consultation programs cannot be successful without knowledge of the process.

97. Skills as an administrator and background in client, consultant, and consultation skills are examples of which variable in a successful consultation program?
- a. People
 - b. Process
 - c. Procedural implementation
 - d. Academic preparation

a. is correct.

Rationale: Consultation programs cannot be successful without people skills.

98. The ability to identify problems, generate solutions, and knowledge of theoretical perspectives of consultation are examples of which variable in a successful consultation program?
- a. People
 - b. Process
 - c. Procedural implementation
 - d. Academic preparation

c. is correct.

Rationale: Consultation programs cannot be successful without implementation skills.

99. A serious hindrance to successful mainstreaming is:
- a. Lack of adapted materials
 - b. Lack of funding
 - c. Lack of communication among teachers
 - d. Lack of support from administration

c. is correct.

Rationale: All 4 choices are hindrances but lack of communication and consultation between the service providers is serious.

100. Which of the following statements was not offered as a rationale for REI?
- a. Special education students are not usually identified until their learning problems have become severe
 - b. Lack of funding will mean that support for the special needs children will not be available in the regular classroom.
 - c. Putting children in segregated special education placements is stigmatizing
 - d. There are students with learning or behavior problems who do not meet special education requirements but who still need special services

b. is correct.

Rationale: All except lack of funding were offered in support of regular education intervention or inclusion.

101. The key to success for the exceptional student placed in a regular classroom is:
- a. Access to the special aids and materials
 - b. Support from the ESE teacher
 - c. Modification in the curriculum
 - d. The mainstream teacher's belief that the student will profit from the placement

d. is correct.

Rationale: Without the regular teacher's belief that the student can benefit, no special accommodations will be provided.

102. Lack of regular follow-up, difficulty in transporting materials, and lack of consistent support for students who need more assistance are disadvantages of which type of service model?
- a. Regular classroom
 - b. Consultant with regular teacher
 - c. Itinerant
 - d. Resource room

c. is correct.

Rationale: The itinerant model, as the name implies, is not regular.

103. Ability to supply specific instructional materials, programs, and methods and to influence environmental learning variables are advantages of which service model for exceptional students?

- a. Regular classroom
- b. Consultant teacher
- c. Itinerant teacher
- d. Resource room

b. is correct.

Rationale: Consultation is usually done by specialists.

104. An emphasis on instructional remediation and individualized instruction in problem areas, and a focus on mainstreaming are characteristics of which model of service delivery?

- a. Regular classroom
- b. Consultant teacher
- c. Itinerant teacher
- d. Resource room

d. is correct.

Rationale: The Resource room is usually a bridge to mainstreaming.

105. Which of these would not be considered a valid attempt to contact a parent for an IEP meeting?

- a. Telephone
- b. Copy of correspondence
- c. Message left on answering machine
- d. Record of home visits

c. is correct.

Rationale: A message left on an answering machine is not direct contact.

106. A best practice for evaluating student performance and progress on IEPs is:

- a. Formal assessment
- b. Curriculum based assessment
- c. Criterion based assessment
- d. Norm-referenced evaluation

b. is correct.

Rationale: This is a teacher-prepared test that measures the student's progress, but at the same time shows the teacher whether or not the accommodations are effective.

107. Guidelines for an Individualized Family Service Plan (IFSP) would be described in which legislation?
- a. P.L. 94-142
 - b. P. L. 99 – 457
 - c. P.L. 101 – 476
 - d. ADA

b. is correct.

Rationale: P. L. 99-457, 1986 provides services for children of ages 3-5 and their families; P.L. 101 – 476 is IDEA; P.L. 94 – 142 Education for All Handicapped Children Act, was passed in the Civil Rights era. ADA is the Americans with Disabilities Act.

108. In a positive classroom environment, errors are viewed as:
- a. Symptoms of deficiencies
 - b. Lack of attention or ability
 - c. A natural part of the learning process
 - d. The result of going too fast

c. is correct.

Rationale: We often learn a great deal from our mistakes and shortcomings. It is normal. Where it is not normal, fear develops. This fear of failure, inhibits children from working and achieving. Copying and other types of cheating, results.

109. Recess, attending school social or sporting events, and eating lunch with peers are examples of:
- a. Privileges
 - b. Allowances
 - c. Rights
 - d. Entitlements

d. is correct.

Rationale: These are entitlements. They may be used as consequences.

110. Free time, shopping at the school store, and candy are examples of:
- a. Privileges
 - b. Allowances
 - c. Rights
 - d. Entitlements

a. is correct.

Rationale: These are privileges or positive consequences.

111. Eating lunch, access to a bathroom, and privacy are examples of:
- a. Privileges
 - b. Allowances
 - c. Rights
 - d. Entitlements

c. is correct.

Rationale: These are rights. They may not be used as consequences.

112. Cheryl is a 15-year old student receiving educational services in a full-time EH classroom. The date for her IEP review is planned for two months before her 16th birthday. According to the requirements of IDEA, what must ADDITIONALLY be included in this review?
- a. Graduation plan
 - b. Individualized transition plan
 - c. Individualized family service plan
 - d. Transportation planning

b. is correct.

Rationale: This is necessary, as the student should be transitioning from school to work.

113. Hector is 10th grader in a program for the severely emotionally handicapped. After a classmate taunted him about his mother, Hector threw a desk at the other boy and attacked him. A crisis intervention team tried to break up the fight, one teacher hurt his knee. The other boy received a concussion. Hector now faces disciplinary measures. How long can he be suspended without the suspension constituting a “change of placement?”
- a. 5 days
 - b. 10 days
 - c. 10 + 30 days
 - d. 60 days

b. is correct.

Rationale: According to *Honig versus Doe*, 1988, Where the student has presented an immediate threat to others, that student may be temporarily suspended for up to 10 school days to give the school and the parents time to review the IEP and discuss possible alternatives to the current placement.

114. The concept that a handicapped student cannot be expelled for misconduct which is a manifestation of the handicap itself, is not limited to students which are labeled "seriously emotionally disturbed". Which reason does not explain this concept?
- a. Emphasis on individualized evaluation
 - b. Consideration of the problems and needs of handicapped students
 - c. Right to a free and appropriate public education
 - d. Putting these students out of school will just leave them on the streets to commit crimes

d. is correct.

Rationale: A, B, and C are tenets of IDEA, and should take place in the least restrictive environment. D does not explain this concept.

115. An effective classroom behavior management plan includes all but which of the following?
- a. Transition procedures for changing activities
 - b. Clear consequences for rule infractions
 - c. Concise teacher expectations for student behavior
 - d. Copies of lesson plans

d. is correct.

Rationale: D is not a part of any behavior management plan. A, B, and C are.

116. Statements like "Darren is lazy" are not helpful in describing his behavior for all but which of these reasons?
- a. There is no way to determine if any change occurs from the information given
 - b. The student and not the behavior becomes labeled
 - c. Darren's behavior will manifest itself clearly enough without any written description
 - d. Constructs are open to various interpretations among the people who are asked to define them

c. is correct.

Rationale: 'Darren is lazy' is a label. It can be interpreted in a variety of ways and there is no way to measure this description for change. A description should be measurable.

117. Often, Marcie is not in her seat when the bell rings. She may be found at the pencil sharpener, throwing paper away, or fumbling through her notebook. Which of these descriptions of her behavior can be described as a pinpoint?
- a. Is tardy a lot
 - b. Is out of seat
 - c. Is not in seat when late bell rings
 - d. Is disorganized

c. is correct.

Rationale: Even though A, B, and D describe the behavior, C is most precise.

118. When choosing behaviors for change, the teacher should ask if there is any evidence that the behavior is presently or potentially harmful to the student or others. This is an example of which test?
- a. Fair-Pair
 - b. "Stranger" Test
 - c. Premack Principle
 - d. "So – What?" Test

d. is correct.

119. Mrs. Taylor takes her students to a special gymnastics presentation that the P.E. coach has arranged in the gym. She has a rule against talk-outs and reminds the students that they will lose 5 points on their daily point sheet for talking out. The students get a chance to perform some of the simple stunts. They all easily go through the movements except for Sam, who is known as the class klutz. Sam does not give up and finally completes the stunts. His classmates cheer him on with comments like "Way to go". Their teacher, however, reminds them that they broke the no talking rule and will lose the points. What mistake was made here?
- a. The students forgot the no talking rule
 - b. The teacher considered talk outs to be maladaptive in all school settings
 - c. The other students could have distracted Sam with talk-outs and caused him to get hurt
 - d. The teacher should have let the P.E. coach handle the discipline in the gym

d. is correct.

The gym environment is different from a classroom environment. The gym teacher should have been in control of a possibly hazardous environment.

120. Which of the following should be avoided when writing objectives for social behavior?

- a. Non-specific adverbs
- b. Behaviors stated as verbs
- c. Criteria for acceptable performance
- d. Conditions where the behavior is expected to be performed

a. is correct.

Behaviors should be specific. The more clearly the behavior is described, the less the chance for error.

121. Criteria for choosing behaviors that are in the most need of change involve all but the following:

- a. Observations across settings to rule out certain interventions
- b. Pinpointing the behavior that is the poorest fit in the child's environment
- c. The teacher's concern about what is the most important behavior to target
- d. Analysis of the environmental reinforcers

c. is correct.

Rationale: The teacher must take care of the criteria in A, B, and D. Her concerns are of the least importance.

122. Ms. Wright is planning an analysis of Audrey's out of seat behavior. Her initial data would be called:

- a. Pre-referral phase
- b. Intervention phase
- c. Baseline phase
- d. Observation phase

c. is correct.

Rationale: Ms Wright is a teacher. She should begin at the Baseline phase.

123. To reinforce Audrey each time she is on task and in her seat, Ms. Wright delivers specific praise and stickers, which Audrey may collect and redeem for a reward. The data collected during the time Ms. Wright is using this intervention is called:
- a. Referral phase
 - b. Intervention phase
 - c. Baseline phase
 - d. Observation phase

b. is correct.

Rationale: Ms Wright is involved in behavior modification. This is the intervention phase.

124. Indirect requests and attempts to influence or control others through one's use of language is an example of:
- a. Morphology
 - b. Syntax
 - c. Pragmatics
 - d. Semantics

c. is correct.

Rationale: Pragmatics involves the way that language is used to communicate and interact with others. It is often used to control the actions and attitudes of people.

125. Kenny, a fourth grader, has trouble comprehending analogies, using comparative, spatial and temporal words, and multiple meanings. Language interventions for Kenny would focus on:
- a. Morphology
 - b. Syntax
 - c. Pragmatics
 - d. Semantics

d. is correct.

Rationale: Semantics has to do with word meanings. Semantic tests measure receptive and expressive vocabulary skills.

126. Celia, who is in first grade, asked, "Where are my ball"? She also has trouble with passive sentences. Language interventions for Celia would target:
- a. Morphology
 - b. Syntax
 - c. Pragmatics
 - d. Semantics

b. is correct.

Rationale: Syntax refers to the rules for arranging words to make sentences.

127. Scott is in middle school, but still makes statements like “I gotted new high-tops yesterday,” and “I saw three mans in the front office.” Language interventions fro Scott would target:
- a. Morphology
 - b. Syntax
 - c. Pragmatics
 - d. Semantics

a. is correct.

Rationale: Morphology is the process of combining phonemes into meaningful words.

128. Which is not indicative of a handwriting problem?
- a. Errors persisting over time
 - b. Little improvement on simple handwriting tasks
 - c. Fatigue after writing for a short time
 - d. Occasional letter reversals, word omissions, and poor spacing

d. is correct.

Rationale: A, B, and C are physical, handwriting problems. D, however, is a problem with language development.

129. All of these are effective in teaching written expression EXCEPT:
- a. Exposure to various styles and direct instruction in those styles
 - b. Immediate feedback from the teacher with all mistakes clearly marked.
 - c. Goal setting and peer evaluation of written products according to set criteria
 - d. Incorporating writing with other academic subjects

b. is correct.

Rationale: Teacher feedback is not always necessary. The student can have feedback from his peers, or emotional response, or apply skills learned to other subjects.

130. Mr. Mendez is assessing his students’ written expression. Which of these is not a component of written expression?
- a. Vocabulary
 - b. Morphology
 - c. Content
 - d. Sentence structure

b. is correct.

Rationale: Morphology is correct. Vocabulary consists of words, content is made up of ideas, which are expressed in words, and sentences are constructed from words. Morphemes, however, are not always words. They may be prefixes or suffixes.

131. Ms. Tolbert is teaching spelling to her students. The approach stresses phoneme-grapheme relationships within parts of words. Spelling rules, generalizations, and patterns are taught. A typical spelling list for her third graders might include light, bright, night, fright, and slight. Which approach is Ms. Tolbert using?
- a. Rule-based Instruction
 - b. Fernald Method
 - c. Gillingham Method
 - d. Test-Study -Test

a. is correct.

Rationale: Rule-based Instruction employs a system of rules and generalizations. It may be taught using the linguistic or phonics approach.

132. At the beginning of the year, Mr. Johnson wants to gain an understanding of his class' social structure in order to help him assess social skills and related problems. The technique that would best help Mr. Johnson accomplish this is:
- a. Personal interviews with each student
 - b. Parent rating form
 - c. Sociometric techniques
 - d. Self-reports

c. is correct.

Rationale: The issue of reliability and validity arises with A, B, and D. C is the best technique.

Sociometric Measures: There are three basic formats. (a) peer nominations based on non-behavioral criteria such as preferred playmates, (b) peer ratings in which students rate all of their peers on nonbehavioral criteria such as work preferences, and (c) peer assessments, in which peers are rated with respect to specific behaviors.

133. In assessing a group's social structure, asking a student to list a classmate whom he or she would choose to be his or her best friends, preferred play partners, and preferred work partners is an example of:
- a. Peer nomination
 - b. Peer rating
 - c. Peer assessment
 - d. Sociogram

a. is correct.

Rationale: Students are asked to nominate their peers.

134. Naming classmates who fit certain behavioral descriptions such as smart, disruptive or quiet, is an example of which type of sociometric assessment?
- a. Peer nomination
 - b. Peer rating
 - c. Peer assessment
 - d. Sociogram

c. is correct.

Rationale: Students are asked to assess their peers' behavior.

135. Mr. Johnson asks his students to score each of their classmates in areas such as whom they would prefer to play with and work with. A likert-type scale with non-behavioral criteria is used. This is an example of:
- a. Peer nomination
 - b. Peer rating
 - c. Peer assessment
 - d. Sociogram

a. is correct.

Rationale: Students are asked for their preferences on non-behavioral criteria.

136. Which of these explanations would not likely account for the lack of a clear definition of behavior disorders?
- a. Problems with measurement
 - b. Cultural and/or social influences and views of what is acceptable
 - c. The numerous types of manifestations of behavior disorders
 - d. Differing theories that use their own terminology and definitions

c. is correct.

Rationale: A, B, and D, are factors that account for the lack of a clear definition of some behavioral disorders. C is not a factor.

137. Ryan is 3, and her temper tantrums last for an hour. Bryan is 8, and he does not stay on task for more than 10 minutes without teacher prompts. These behaviors differ from normal children in terms of their:
- a. Rate
 - b. Topography
 - c. Duration
 - d. Magnitude

c. is correct.

Rationale: It is not normal for temper tantrums to last an hour. At age eight, a normal student stays on task much longer than ten minutes without teacher prompts.

138. All children cry, hit, fight, and play alone at different times. Children with behavior disorders will perform these behaviors at a higher than normal:

- a. Rate
- b. Topography
- c. Duration
- d. Magnitude

a. is correct.

Rationale: Children with behavior disorders display them at a much higher rate than normal children.

139. The exhibition of two or more types of problem behaviors across different areas of functioning is known as:

- a. Multiple maladaptive behaviors
- b. Clustering
- c. Social maladjustment
- d. Conduct disorder

b. is correct.

Rationale: Children with behavior disorders do display a single behavior. They display a range of behaviors. These behaviors are usually clustered together, hence, clustering.

140. Children with behavior disorders often do not exhibit stimulus control. This means they have not learned:

- a. The right things to do
- b. Where and when certain behaviors are appropriate
- c. Right from wrong
- d. Listening skills

b. is correct.

Rationale: These children respond to stimuli at almost any place and time. They are not able to stop and think or control their responses to stimuli.

141. Social withdrawal, anxiety, depression, shyness, and guilt are indicative of:

- a. Conduct disorder
- b. Personality disorders
- c. Immaturity
- d. Socialized aggression

b. is correct.

Rationale: These are all personality disorders.

142. Short attention span, daydreaming, clumsiness, and preference for younger playmates are associated with:
- a. Conduct disorder
 - b. Personality disorders
 - c. Immaturity
 - d. Socialized aggression

c. is correct.

Rationale: These disorders show immaturity. The student is not acting age appropriately.

143. Truancy, gang membership, and a feeling of pride in belonging to a delinquent subculture are indicative of:
- a. Conduct disorder
 - b. Personality disorders
 - c. Immaturity
 - d. Socialized aggression

d. is correct.

Rationale: The student is acting out by using aggression. This gives him a sense of belonging.

144. Temper tantrums, disruption or disobedience, and bossiness are associated with:
- a. Conduct disorder
 - b. Personality disorders
 - c. Immaturity
 - d. Socialized aggression

a. is correct.

Rationale: These behaviors are designed to attract attention. They are conduct disorders.

145. Which of these is not true for most children with behavior disorders?
- a. Many score in the "slow learner"
 - b. They are frequently behind classes in academic achievement
 - c. They are bright but bored with their surroundings
 - d. A large amount of time is spent in nonproductive, nonacademic behaviors

c. is correct.

Rationale: Most children with conduct disorders display the traits found in A, B, and D.

146. Echolalia, repetitive stereotyped actions, and a severe disorder of thinking and communication are indicative of:
- a. Psychosis
 - b. Schizophrenia
 - c. Autism
 - d. Paranoia

c. is correct.

Rationale: The behaviors listed are indicative of autism.

147. Teaching children functional skills that will be useful in their home life and neighborhoods is the basis of:
- a. Curriculum-based instruction
 - b. Community-based instruction
 - c. Transition planning
 - d. Functional curriculum

b. is correct.

Rationale: Teaching functional skills in the wider curriculum is considered community based instruction.

148. Disabilities caused by fetal alcohol syndrome are many times higher for which ethnic group?
- a. Native Americans
 - b. Asian Americans
 - c. Hispanic Americans
 - d. African Americans

a. is correct.

Rationale: There is a very high incidence of this syndrome in Native American children on reservations.

149. Which of these would be the least effective measure of behavioral disorders?
- a. Projective test
 - b. Ecological assessment
 - c. Standardized test
 - d. Psychodynamic analysis

c. is correct.

Rationale: These tests make comparisons, rather than measure skills.

150. Which behavioral disorder is difficult to diagnose in children because the symptoms are manifested quite differently than in adults?

- a. Anorexia
- b. Schizophrenia
- c. Paranoia
- d. Depression

d. is correct.

Rationale: In an adult, it may be displayed as age-appropriate behavior, and go undiagnosed. In a child, it may be displayed as not age appropriate, so it is easier to recognize.

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TEACHER CERTIFICATION STUDY GUIDE

Resource Guide

Organization	Members	Mission
Alexander Graham Bell Association for the Deaf and Hard of Hearing 3417 Volta Place, N.W. Washington, D.C. 20037	Teachers of the deaf, speech-language pathologists, audiologists, physicians, hearing aid dealers	To promote the teaching of speech, lip reading, and use of residual hearing to persons who are deaf; encourage research; and work to further better education of persons who are deaf.
www.agbell.org Alliance for Technology Access 1304 Southpoint Blvd., Suite 240, Petaluma, CA 94954 www.Ataccess.org Email: ATAinfo@ATAccess.org • Phone: 707.778.3011 Fax 707.765.2080 TTY 707.778.3015	People with disabilities, family members, and professionals in related fields, and organizations with work in their own communities and ways to support our mission.	To increase the use of technology by children and adults with disabilities and functional limitations.
American Council of the Blind 1155 15th Street, NW, Suite 1004, Washington, DC 20005		To improve the well-being of all blind and visually impaired people by: serving as a representative national organization of blind people and conducting a public education program to promote greater understanding of blindness and the capabilities of blind people.
Acb.org (202) 467-5081 (800) 424-8666 FAX: (202) 467-5085		

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
<p>American Council on Rural Special Education (ACRES) Utah State University 2865 Old Main Hill Logan, Utah 84322</p> <p>E-mail: inquiries at acres-sped.org Phone: (435)797 3728</p>	<p>Open to anyone interested in supporting their mission</p>	<p>To provide leadership and support that will enhance services for individuals with exceptional needs, their families, and the professionals who work with them, and for the rural communities in which they live.</p>
<p>American Society for Deaf Children 3820 Hartzdale Drive, Camp Hill, PA 17011</p> <p>www.deafchildren.org</p> <p>Phone: (717) 703-0073 1-866-895-4206 FAX: (717) 909-5599 Email: asdc@deafchildren.org</p>	<p>Open to everyone</p>	<p>To provide support, encouragement and information to families raising children who are deaf or hard of hearing.</p>

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
Asperger Syndrome Education Network (ASPEN) 9 Aspen Circle Edison, NJ 08820 (732)321-0880 www.aspennj.org Email: info@AspenNJ.org		Provides families and individuals whose lives are affected by Autism Spectrum Disorders (Asperger Syndrome, Pervasive Developmental Disorder-NOS, High Functioning Autism), and Nonverbal Learning Disabilities with: <ul style="list-style-type: none">• Education about the issues surrounding the disorders.• Support in knowing that they are not alone, and in helping individuals with ASD's and NLD achieve their maximum potential.• Advocacy in areas of appropriate educational programs, medical research funding, adult issues and increased public awareness and understanding

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
<p>Autism Society of America 7910 Woodmont Avenue, Suite 300 Bethesda, Maryland 20814</p> <p>www.autism-society.org</p> <p>1-800-328-8476</p>	<p>Open to all who support the mission of ASA</p>	<p>To increase public awareness about autism and the day-to-day issues faced by individuals with autism, their families and the professionals with whom they interact. The society and its chapters share a common mission of providing information and education, and supporting research and advocating for programs and services for the autism community.</p>
<p>Brain Injury Association of America 8201 Greensboro Drive Suite 611 McLean, VA 22102</p> <p>www.biausa.org/</p> <p>Phone: (703) 761-0750</p>	<p>Open to all</p>	<p>Provides information, education and support to assist the 5.3 million Americans currently living with traumatic brain injury and their families.</p>
<p>National Mental Health Information Center P.O. Box 42557 Washington, DC 215.0</p> <p>http://www.mentalhealth.samhsa.gov/</p> <p>1-800-789-2647</p>	<p>Government Agency</p>	<p>Developed for users of mental health services and their families, the general public, policy makers, providers, and the media.</p>

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
<p>Children and Adults with Attention Deficit/Hyperactive Disorder (CHADD) 8181 Professional Place - Suite 150 Landover, MD 20785</p> <p>www.chadd.org</p> <p>Tel: 301-306-7070 / Fax: 301-306-7090 Email: national@chadd.org</p>	<p>Open to all</p>	<p>Providing resources and encouragement to parents, educators and professionals on a grassroots level through CHADD chapters</p>
<p>Council for Exceptional Children 1110 N. Glebe Road Suite 300 Arlington, VA 22201</p> <p>www.cec.sped.org</p> <p>1-888-232-7733 TTY: 1-866-915-5000 FAX 703-264-9494</p>	<p>Teachers, administrators, teacher educators, and related service personnel</p>	<p>Advocate for services for [disabled] and gifted individuals. A professional organization that addresses service, training, and research relative to exceptional persons.</p>
<p>Epilepsy Foundation of America 8301 Professional Place Landover, MD 20785</p> <p>www.epilepsyfoundation.org/</p> <p>(800) 332-1000</p>	<p>A non-membership organization</p>	<p>Works to ensure that people with seizures are able to participate in all life experiences; and to prevent, control and cure epilepsy through research, education, advocacy and services</p>

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
<p>Hands and Voices P.O. Box 371926 Denver CO 80237</p> <p>www.handsandvoices.org</p> <p>Toll Free: (866) 422-0422 parentadvocate@handsandvoices.org</p>	<p>families, professionals, other organizations, pre-service students, and deaf and hard of hearing adults who are all working towards ensuring successful outcomes for children who are deaf and hard of hearing.</p>	<p>Supporting families and their children who are deaf or hard of hearing, as well as the professionals who serve them.</p>
<p>The International Dyslexia Association Chester Building, Suite 382 8600 LaSalle Road Baltimore, Maryland 21286</p> <p>http://www.interdys.org/ 410-296-0232 Fax: 410-321-5069</p>	<p>Anyone interested in IDA and its mission can become a member</p>	<p>Provides information and referral services, research, advocacy and direct services to professionals in the field of learning disabilities.</p>

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
<p>Learning Disabilities Association of America 4156 Library Road Pittsburgh, PA 15234</p> <p>http://www.ldanatl.org/ Phone (412) 341-1515 Fax (412) 344-0224</p>	<p>Anyone interested in LDA and its mission can become a member</p>	<ul style="list-style-type: none"> Provides cutting edge information on learning disabilities, practical solutions, and a comprehensive network of resources. Provides support to people with learning disabilities, their families, teachers and other professionals.
<p>American Psychological Association 1200 17th St., N.W. Washington, D.C. 20036 (Especially Divisions of Child and Youth Services, Clinical Psychology, Educational Psychology, School Psychology, Mental Retardation, Counseling Psychology, and Developmental Psychology)</p>	<p>Psychologists and educators</p>	<p>Scientific and professional society working to improve mental health services and to advocate for legislation and programs that will promote mental health; facilitate research and professional development.</p>

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
American Speech-Language-Hearing Association 10801 Rockville Pike Rockville, MD 20852	Specialists in speech-language pathology and audiology	Advocate for provision of speech-language and hearing services in school and clinic settings; advocate for legislation relative to the profession; and work to promote effective services and development of the profession.
Association for Children and Adults with Learning Disabilities 4156 Library Road Pittsburgh, PA 15234 http://www.acldonline.org/	Parents of children with learning disabilities and interested professionals	Advanced the education and general well-being of children with adequate intelligence who have learning disabilities arising from perceptual, conceptual, or subtle coordinative problems, sometimes accompanied by behavior difficulties.
The Association for the Gifted 1920 Association Drive Reston, VA 22091	Members of the Council for Exceptional Children who teach gifted students or educate professionals to work with students who are gifted	Disseminate information, encourage research and scholarly investigation on education of gifted students, encourage professional development for teachers and others who work with gifted students.

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
Association for Retarded Citizens 2501 Avenue J Arlington, TX 76011	Parents, professionals, and others interested in individuals with mental retardation	Work on local, state, and national levels to promote treatment, research, public understanding, and legislation for persons with mental retardation; provide counseling for parents of students with mental retardation.
The Association for the Severely Handicapped 7010 Roosevelt Way, N.E. Seattle, WA 98115	Teachers, therapists, parents, administrators, university faculty, and advocates involved in all areas of service to persons with severe disabilities	Advocate quality education for persons with disabilities, and work to ensure a dignified, autonomous lifestyle for all persons with disabilities; disseminate information and promote research on education of and service to individuals with severe disabilities.
Council for Children with Behavioral Disorders 1920 Association Drive Reston, VA 22091	Members of the Council for Exceptional Children who teach children with behavior disorders or who train teachers to work with those children	Promote education and general welfare of children and youth with behavior disorders or serious emotional disturbances. Promote professional growth and research on students with behavior disorders and severe emotional disturbances.

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
Council for Educational Diagnostic Services 1920 Association Drive Reston, VA 22091	Members of the Council for Exceptional Children who are school psychologists, educational diagnosticians, [and] social workers who are involved in diagnosing educational difficulties	Promote the most appropriate education of children and youth through appraisal, diagnosis, educational intervention, implementation, and evaluation of a prescribed educational program. Work to facilitate the professional development of those who assess students. Work to further development of better diagnostic techniques and procedures.
Council for Exceptional Children 1920 Association Drive Reston, VA 22091	Teachers, administrators, teacher educators, and related service personnel	Advocate for services for [disabled] and gifted individuals. A professional organization that addresses service, training, and research relative to exceptional persons.
Council for Learning Disabilities Dept. of Special Education University of Louisville Louisville, KY 40292 (originally est. in 1968 as a division of Council for Exceptional Children)	Teachers who work with students with specific learning disabilities, teacher trainers who educate professionals to work with those students, and researchers who conduct research of students with learning disabilities	Promote the general welfare and education of individuals with specific learning disabilities through improving teacher preparation programs, local special education programs, and research.

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
Council of Administrators of Special Education 1920 Association Drive Reston, VA 22091	Members of the Council for Exceptional Children who are administrators, directors, coordinators, or supervisors of programs, schools, or classes for exceptional children; college faculty who train administrators	Promote professional leadership; provide opportunities for the study of problems common to its members; communicate through discussion and publications information that will facilitate improved services for children with exceptional needs.
Division for Children with Communication Disorders 1920 Association Drive Reston, VA 22091	Members of the Council for Exceptional Children who are speech-language pathologists, audiologists, teachers of children with communication disorders, or educators of professionals who plan to work with children who have communication disorders	Promote the education of children with communication disorders. Promote professional growth and research.
Division for Early Childhood 1920 Association Drive Reston, VA 22091	Members of the Council for Exceptional Children who teach preschool children and infants or educate teachers to work with young children	Promote effective education for young children and infants. Promote professional development of those who work with young children and infants. Promote legislation and research.

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
Division for the Physically Handicapped 1920 Association Drive Reston, VA 22091	Members of the Council for Exceptional Children who work with individuals who have physical disabilities or educate professionals to work with those individuals	Promote closer relationships among educators of students who have physical impairments or are homebound. Facilitate research and encourage development of new ideas, practices, and techniques through professional meetings, workshops, and publications.
Division for the Visually Handicapped 1920 Association Drive Reston, VA 22091	Members of the Council for Exceptional Children who work with individuals who have visual disabilities or educate professionals to work with those individuals	Work to advance the education and training of individuals with visual impairments. Work to bring about better understanding of educational, emotional, or other problems associated with visual impairment. Facilitate research and development of new techniques or ideas in education and training of individuals with visual problems.
Division on Career Development 1920 Association Drive Reston, VA 22091	Members of the Council for Exceptional Children who teach or in other ways work toward career development and vocational education of exceptional children	Promote and encourage professional growth of all those concerned with career development and vocational education. Promote research, legislation, information dissemination, and technical assistance relevant to career development and vocational education.

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
Division on Mental Retardation 1920 Association Drive Reston, VA 22091	Members of the Council for Exceptional Children who work with students with mental retardation or educate professionals to work with those students	Work to advance the education of individuals with mental retardation, research mental retardation, and the training of professionals to work with individuals with mental retardation. Promote public understanding of mental retardation and professional development of those who work with persons with mental retardation.
Gifted Child Society P.O. Box 120 Oakland, NJ 07436	Parents and educators of children who are gifted	Train educators to meet the needs of students with gifted abilities, offer assistance to parents facing special problems in raising children who are gifted, and seek public recognition of the needs of these children.
National Association for the Education of Young Children 1834 Connecticut Ave., N.W. Washington, D.C. 29.0	Teachers and directors of nursery schools, day care centers, cooperatives, church schools, play groups, and others interested in preschool education	Promote service and action on behalf of the needs and rights of young children, with emphasis on provision of educational services and resources.

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
National Association of School Psychologists 1929 K Street, Suite 520 Washington, D.C. 26.0	School psychologists	Serve the mental health and educational needs of all children and youth. Encourage and provide opportunities for professional growth for school psychologists. Inform the public about the services and practice of school psychology. Work to advance the standards of the profession of school psychology.
National Association for Retarded Citizens 5101 Washington Ave., N.W. Washington, D.C. www.thearc.org .	People with mental retardation and related developmental disabilities, parents and other family members, and friends of people with mental retardation and professionals who work with them.	Work to promote the general welfare of persons with mental retardation; facilitate research and information dissemination relative to causes, treatment, and prevention of mental retardation.
National Association of Social Workers 1425 H St., N.W., Suite 600 Washington, D.C. 25.0	Persons with a minimum of a bachelor's degree in social work	Promote the quality and effectiveness of social work practice by advancing sound social policies and programs and using the professional knowledge and skills of social work to "alleviate sources of deprivation, distress, and strain;" set professional standards; conduct research; and work to improve professional practice.

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
National Easter Seal Society 2023 W. Ogden Avenue Chicago, IL 60612	State units (49) and local societies (951); no individual members	Establish and run programs for individuals with physical impairments, usually including diagnostic services, speech therapy, preschool services, physical therapy, and occupational therapy.
National Federation of the Blind 1800 Johnson Street Baltimore, MD 21230	State and local organizations of people with blindness	Work to facilitate equality of opportunity for people with blindness and their integration into society. Monitor legislation affecting persons who are blind, evaluate services, and work to improve policies toward these individuals. Conduct leadership training for people with blindness and work to stimulate research on blindness.
Orton Society 8415 Bellona Lane, Suite 113 Towson, MD 21204	Members of the profession of neurology, pediatrics, psychiatry, education, social work, psychology; parents and others interested in study, treatment and prevention of the problems of specific language disability, often called dyslexia	Provide a focal point for activities and ideas generated in various fields as they relate to problems of language development and learning; specific reference to students with dyslexia.

TEACHER CERTIFICATION STUDY GUIDE

Organization	Members	Mission
Teacher Education Division 1920 Association Drive Reston, VA 22091	Members of the Council for Exceptional Children who are teacher educators	Stimulate and actively assist in development of programs to educate professionals who will work with exceptional students. Promote research on teacher education.

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