

Study Guide:

Students with Disabilities CST

Sample Selected-Response Questions:

Competency 0001: Foundations of Special Education

Question 1:

Tara is a seventh-grade student classified as having an emotional disturbance. She attends general education classes for most of the school day and receives consultant teacher services from a special education teacher. She also attends individual and group counseling sessions each week. Recently, Tara has exhibited disruptive behavior in her general education classes that has interfered with her ability to learn. A behavioral intervention plan was developed for Tara to address this behavior, and the special education teacher will be collaborating with her general education teachers to implement the plan. Which approach would likely be most effective for the special education teacher to use in collaborating with the general education teachers?

- A. establishing a notebook system in which the teachers can record their observations of Tara, and using this information to update the plan as needed
- B. meeting with the teachers to discuss the plan, and conducting classroom observations of Tara to monitor her progress
- C. providing the teachers with copies of the results of Tara's functional behavioral assessment (FBA) and explaining how the results were used to develop the behavioral intervention plan
- D. asking the teachers to read through the plan carefully, and offering to be available for support as situations arise with Tara in their classrooms

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Competency 0002: Knowledge of Students with Disabilities

Question 2:

A special education teacher co-teaches a sixth-grade science class with a general education teacher. The integrated co-teaching class has twelve students with disabilities, including students with learning disabilities, and other health impairments. The teachers are planning an assignment in which students will keep daily journals of their observations of the movement of the Sun, Moon, and stars. Which of the following would be the best strategy for promoting all students' active participation in this activity?

- A. meeting with the students who have disabilities to discuss the assignment and identifying any subtasks from which they should be excused
- B. dividing the class into small, heterogeneous groups and assigning a proficient writer in each group to write the journal entries for that group
- C. giving the special education teacher the primary responsibility for monitoring and directing the work of the students who have disabilities
- D. allowing students to choose among a variety of formats, including drawing, writing, and digital media, to use to record and present their findings

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Competency 0003: Assessment and Individual Program Planning

Question 3: Use the information below to answer the question that follows.

Dominic is a seven-year-old student who was referred for a special education evaluation due to a lack of progress in mathematics despite receiving Response to Intervention (RtI) intensive interventions. The Committee on Special Education (CSE) determines that he is eligible for special education services due to a learning disability in mathematics. Excerpts from his evaluations and teacher observations are shown below.

Excerpts from the Brigance Comprehensive Inventory of Basic Skills II® (CIBSII®)					
Skill (Underline the skill for each correct response and make notes as appropriate.)	Number of Correct Responses	x	Point Value	=	Student's Score
Rote counting 1 2 3 4 5 6 7 8 9 10	10	x	0.5 point each	=	5/5
Numeral Comprehension (Matches quantity with numerals) 2 1 4 3 5	0	x	2 points each	=	0/10

Anecdotal Teacher Observation, November

Dominic is able to rote count to 20. He is not able to complete the daily calendar skills or count the number of students in class (e.g., 12 boys, 11 girls) despite the fact that I have demonstrated these skills every day since September. Dominic does not recognize numerals 1–10, match quantities of items, or indicate which group of items has more or less, even when using highly motivating objects (e.g., stickers, toy animals).

On the basis of the information provided, which intervention should the special education teacher recommend for Dominic?

- A. daily curriculum-based probes focused on developing computational fluency
- B. intensive practice that incorporates interactive mathematics software focused on developing counting and matching skills
- C. multisensory instructional techniques focused on developing number concepts
- D. weekly self-charting of progress focused on developing mastery in basic mathematics skills

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Competency 0004: Strategies for Planning and Managing the Learning Environment and for Providing Behavioral Interventions

Question 4:

Before the school year begins, a special education teacher is meeting with a fifth-grade teacher whose class will include Kyle, a student with high-functioning autism. Kyle enjoys making detailed drawings of bridges during free time. Although Kyle is quite verbal, he demonstrates difficulty in social communication and pragmatic language skills. When there are changes in his routine, Kyle becomes very anxious and bangs his head with his fist. In the fifth-grade classroom, Kyle will be supported by a paraprofessional. The fifth-grade teacher asks for advice regarding how to create a safe, productive learning environment for Kyle. Which response would be most appropriate for the special education teacher to make?

- A. "Provide Kyle with a visual schedule and ask the paraprofessional to review the schedule with him at the beginning of each day."
- B. "Set up a study carrel in the classroom where the paraprofessional can work with Kyle one-on-one without distractions."
- C. "Establish cooperative-learning groups so that Kyle can gain practice in developing his conversational skills."
- D. "Seat Kyle next to an outgoing classmate who can model for him how to transition from one class activity to the next."

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Competency 0005: Instructional Planning and Delivery to Promote Students' Success in the General Curriculum

Question 5:

Lyman is a 12-year-old student with a learning disability in reading comprehension. He attends a general education sixth-grade class and receives resource room services daily to address his reading needs. Lyman has a large oral vocabulary, a good sight vocabulary, and grade-appropriate decoding skills, but he struggles with reading comprehension. He diligently reads assigned textbook chapters for his classes, but he can provide little information about them afterward. He can usually name a few of the topics that were discussed, but he cannot summarize a passage. When teachers ask him specific questions about a reading selection, his answers demonstrate little or no grasp of the concepts presented or of the relationships between them. Which strategy would be likely the most effective for building Lyman's reading comprehension skills?

- A. encouraging Lyman to read assignments more slowly, to give himself additional time to process and comprehend the information
- B. having Lyman take a comprehension test after each reading assignment, and then review the text to find the answers to questions he has missed
- C. helping Lyman develop the habit of starting reading assignments as early as possible, to give himself time to re-read for greater comprehension
- D. teaching Lyman to break reading assignments into manageable parts, and to use self-questioning to monitor his comprehension

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Competency 0006: Strategies for Teaching Communication Skills, Social Skills, and Functional Living Skills

Question 6:

Jesse is a 17-year-old eleventh grader who has a mild intellectual disability associated with Down syndrome. Jesse spends part of the school day in general education classes and part of the day in a resource room for support with functional and academic skills. He reads at a fifth-grade level, and has mastered various fundamental mathematics concepts, including the operations of addition and subtraction and the use of a calculator. Jesse recently began working part time in a supermarket, and now brings home a small weekly paycheck. One of Jesse's Individualized Education Program (IEP) goals is to improve his money management skills. His special education teacher wants to help him learn to make checking account deposits and withdrawals and to use an ATM independently. Which strategy would likely be the most effective for this purpose?

- A. inviting a bank representative to the resource room to talk with Jesse about managing money and to answer any questions he may have
- B. engaging Jesse in role-playing with photocopied materials and a calculator, followed by community-based authentic instruction
- C. arranging for Jesse to play computer-generated games that involve decision making regarding various types of financial transactions
- D. creating relevant word problems for Jesse that build on his skills with a calculator and the mathematical concepts he has mastered