Diagnostic Test

Special Education

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Are you looking for a comprehensive study guide to help you pass the teacher certification exam the first time? Do you want a guide that is aligned with current test guidelines, one that includes the exact information without the fluff?

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XAMonline guides are designed to prepare you for success, on both your certification test and in the classroom.

Developed by a teacher, for teachers

Founded in 1996, XAMonline began with one teacher-in-training who was frustrated by the lack of materials available for teacher certification exam preparation. From a single state-specific guide, XAMonline has grown to offer over 300 study guides for every state exam, as well as the PRAXIS I and PRAXIS II tests.

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Quality Content from Quality Teaching Professionals

XAMonline’s superior quality standards are maintained by seasoned, professional teachers. We choose from a pool of over 1,500 certified teachers to write, review, and edit our guides. Each certification study guide includes an extensive practice test, which features varied levels of rigor and in-depth answer rationale. Just like the study guide, the practice test questions are aligned with the current state or PRAXIS test parameters, providing you with an experience that parallels the real test.
Testing Tips

1. **Do not read anything into the question.** Do not assume that the test writer is looking for something else than what is asked. Stick to the question as written and do not read extra things into it.

2. **Read the question and all the choices twice before answering the question.** You may miss something by not carefully reading and then re-reading both the question and the answers. If you really do not have a clue as to the right answer, leave it blank on the first time through. Go on to the other questions, as they may provide a clue as to how to answer the skipped questions. If later on, you still cannot answer the skipped ones... *guess.* The only penalty for guessing is that you might get it wrong. Only one thing is certain; if you do not put anything down, you will get it wrong!

3. **Turn the question into a statement.** Look at the wording of the questions. The syntax of the question usually provides a clue. Does it seem more familiar as a statement rather than as a question? Does it sound strange? By turning a question into a statement, you may be able to spot if an answer sounds right, and it may trigger memories of material you have read.

4. **Look for hidden clues.** It is actually very difficult to compose multiple-foil (choice) questions without giving away part of the answer in the options presented. In most multiple-choice questions, you can often readily eliminate one or two of the potential answers. This leaves you with only two real possibilities and automatically your odds go to fifty-fifty for very little work.

5. **Trust your instincts.** For every fact that you have read, you subconsciously retain something of that knowledge. On questions about which you are not really certain, go with your basic instincts. Your first impression on how to answer a question is usually correct.

6. **Mark your answers directly on the test booklet.** Do not bother trying to fill in the optical scan sheet on the first pass through the test. *Mark your answers carefully when you transcribe them to the scan sheet.*

7. **Watch the clock!** You have a set amount of time to answer the questions. Do not get bogged down trying to answer a single question at the expense of ten questions you can more readily answer.
1. Which is an educational characteristic common to students with mild intellectual learning and behavioral disabilities?
   *(Easy)*
   A. Show interest in schoolwork
   B. Have intact listening skills
   C. Require modification in classroom instruction
   D. Respond better to passive than to active learning tasks

2. Which category of behaviors would most likely be found on a behavior rating scale?
   *(Easy)*
   A. Disruptive, acting out
   B. Shy, withdrawn
   C. Aggressive, (physical or verbal)
   D. All of the above

3. Which of the following manifestations can be characteristic of students placed in the exceptionality category of Other Health Impaired?
   *(Average Rigor)*
   A. Limited strength, vitality or alertness
   B. Severe communication and developmental problems
   C. Chronic or acute health problems
   D. All of the above

4. A child with intellectual disabilities who is fairly clumsy and possesses poor social awareness, but who can be taught to communicate and to perform semi-skilled labor and maintains himself under supervision, as an adult, probably belongs to which level of classification?
   *(Rigorous)*
   A. Mild
   B. Moderate
   D. Severe
   D. Profound
5. Which of the following is true about autism?  
   *(Rigorous)*

   A. It is caused by having cold, aloof or hostile parents.
   
   B. Approximately 4 out of 10 people have autism.
   
   C. It is a Separate Exceptionality Category in IDEA.
   
   D. It is a form of Mental Illness.

6. What is the current status of Public Law 94 – 142?  
   *(Rigorous)*

   A. Medical lifesaving forces have cured children with disabilities
   
   B. Public law 94 – 142 suffered service and financial setbacks during The 1980s and 1990s
   
   C. Public law 94 – 142 has been reauthorized as public law 101 – 476 (IDEA) with changes primarily in terminology, procedural planning for transition, and the formation of two new categories
   
   D. Major expansion of services to infants, preschoolers, and secondary youth occurred in the 1990 amendment

7. What is true about IDEA? In order to be eligible, a student must:  
   *(Average Rigor)*

   A. Have a medical disability
   
   B. Have a disability that fits into one of the categories listed in the law
   
   C. Attend a private school
   
   D. Be a slow learner

8. Jane is a third grader. Mrs. Smith, her teacher, noted that Jane was having difficulty with math and reading assignments. The results from recent diagnostic tests showed a strong sight vocabulary, strength in computational skills, but a weakness in comprehending what she read. This weakness was apparent in mathematical word problems as well. The multi-disciplinary team recommended placement in a special education resource room for learning disabilities two periods each school day. For the remainder of the school day, her placement will be:  
   *(Average Rigor)*

   A. In the regular classroom
   
   B. At a special school
   
   C. In a self-contained classroom
   
   D. In a resource room for mental retardation
9. The opportunity for persons with disabilities to live as close to the normal as possible describes: (Average Rigor)

A. Least Restrictive Environment
B. Normalization
C. Mainstreaming
D. Deinstitutionalization

10. Early 19th century is considered a period of great importance in the field of special education because principles presently used in working with exceptional students were formulated by Itard. These principles included: (Average Rigor)

A. Individualized instruction
B. Sequence of tasks
C. Functional life-like skills curriculum
D. All of the above

11. Which of the following is uncharacteristic of a resource room program? (Average Rigor)

A. It has a specially trained teacher.
B. The students are in attendance there all day.
C. The students spend the majority of the school day in the regular classroom.
D. It is intended to supplement regular school progress.
12. Mr. Fry, the principal of Anywhere U.S.A. Elementary School, was in the process of planning an addition to his building with the architect hired by the school board. Mr. Fry had made most of the room assignments, but was uncertain where to locate Mrs. Anderson’s speech and language class. Of the following, which is indicative of an attempt to serve the needs of the students receiving speech and language therapy, and of the therapists who work with those students? (Easy)

A. Leave the class in the storage room. After all, none of the materials on the shelves in there have ever been reported missing.

B. Move the class to the stage, the students receive more room.

C. Assign Mrs. Anderson to a regular classroom. It does say in the state resource manual that a standard sized room is recommended for speech and language classes.

D. Place the class in the library. It will be quiet there.

13. According to Halpern (1992), the special education curriculum focuses too much on: (Rigorous)

A. Remedial Skills

B. Generalization Skills

C. Maintenance Skills

D. Functional Skills in General

14. What is most descriptive of vocational training in special education? (Easy)

A. Trains students in intellectual disabilities solely

B. Segregates students with and without disabilities in vocational training programs

C. Only includes students capable of moderate supervision

D. Instruction focuses upon self-help skills, social-interpersonal skills, motor skills, rudimentary academic skills, simple occupational skills, and lifetime leisure and occupational skills
15. How was the training of special education teachers changed by the No Child Left Behind Act of 2002? (Rigorous)

A. It required all special education teachers to be certified in reading and math.

B. It required all special education teachers to take the same coursework as general education teachers.

C. If a special education teacher is teaching a core subject, he or she must meet the standard of a highly-qualified teacher in that subject.

D. All of the above

16. Mrs. Thomas noticed that Sharon learned best when information was written on paper. She also observed that Janice learns best by constructing something, and Valerie learns most effectively when she listens to an audiotape. Identifying best ways of learning helps students with mild disabilities to improve in: (Average Rigor)

A. Psychological characteristics

B. Educational endeavors

C. Social interactions

D. None of the above

17. Which of the following teaching activities is LEAST likely to enhance observational learning in students with special needs? (Easy)

A. A verbal description of the task to be performed, followed by having the children immediately attempt to perform the instructed behavior

B. A demonstration of the behavior, followed by an immediate opportunity for the children to imitate the behavior

C. A simultaneous demonstration and explanation of the behavior, followed by ample opportunity for the children to rehearse the instructed behavior

D. Physically guiding the children through the behavior to be imitated, while verbally explaining the behavior
18. **A transition or vocational curriculum approach focuses on:**

   (Rigorous)

   A. Remediation of basic academic skills
   B. Preparation for functioning in society as adults
   C. Preparation for the world of work
   D. Daily living and social skills

19. **In career education, specific training and preparation required for the world of work occurs during the phase of:**

   (Easy)

   A. Career Awareness
   B. Career Exploration
   C. Career Preparation
   D. Daily Living and Personal-Social Interaction

20. **The Peabody Individual Achievement Test (PIAT) is an individually administered test. It measures math, decoding, comprehension, spelling, and general information, and reports comparison scores. Data is offered on standardization, validity, reliability, and so on. This achievement test has features of a:**

   (Rigorous)

   A. Norm-Referenced Test
   B. Diagnostic Test
   C. Screening Tool
   D. A and C

21. **Which is not considered to be a proper work habit?**

   (Easy)

   A. Seeks assistance when appropriate
   B. Initiates assignments independently
   C. Follows directions
   D. Stops working when tasks become challenging.
22. When Mrs. West, the learning disabilities teacher, taught her students to use the SLANT technique in the regular classroom in order to help them be perceived by the classroom teacher as having acceptable behaviors, she taught them that each letter in SLANT stands for an action. S stands for “sit up straight;” L stands for “lean forward;” A stands for “attend-pay attention;” N stands for “nod” when you understand or agree with information given; and T stands for “track” the teacher as she moves around the classroom. For which of the identified categories of behavior does this technique help students most? *(Average Rigor)*

A. Interact positively with other students  
B. Follow class rules  
C. Display proper work habits  
D. None of the above  

23. Which of the following methods would be inappropriate for increasing the attentional level of a child who is easily distracted visually? *(Average Rigor)*

A. Have the child work in a cubicle  
B. Remove any prompts unrelated to the present lesson  
C. Add extra pictures to instructional materials  
D. Use a border to isolate single items  

24. What is NOT an example of the use of a punishment procedure? *(Rigorous)*

A. Ted quit talking with Jim when Mrs. Green frowned at him.  
B. Timmy stopped getting out of his seat when the teacher scolded him.  
C. Mary completed her math when her teacher told her she would have to miss recess if she wasn’t through with the work.  
D. Fred stopped making funny faces when Mrs. Smith placed him in Time Out.
25. Charise comes into your room and seems to know every button to push to get you upset with her. What would be a good intervention? (Rigorous)

A. Nonverbal interactions
B. Self-monitoring
C. Proximity control
D. Planned ignoring

26. George’s wiggling and fidgeting is quite bothersome to his teacher. She had reprimanded him for this behavior in the past and has had him put his head down on his desk as a reminder that he needs to sit still. Upon the first instance of the behavior in the school day, George’s teacher says, “Be still.” If George sits still, his behavior is controlled by: (Rigorous)

A. The Antecedent stimuli
B. Perceived consequential events
C. Both A and B
D. Neither A nor B

27. The best way to ensure the success of educational interventions is to: (Average Rigor)

A. Give regular education teachers the primary responsibility of teaching special needs students in regular classrooms
B. Give special education teachers the primary responsibility of teaching special needs students in special education classrooms
C. Promote cooperative teaching efforts between general and special educators
D. Have support personnel assume the primary responsibility for the Education of special needs students

28. In which way is a computer like an effective teacher? (Average Rigor)

A. Provides immediate feedback
B. Sets the pace at the rate of the average student
C. Produces records of errors made, only
D. Programs to skill levels at which students at respective chronological ages should be working
29. **Criterion referenced tests can provide information about:** 
   *(Rigorous)*
   
   A. Whether a student has mastered prerequisite skills
   
   B. Whether a student is ready to proceed to the next level of instruction
   
   C. Which instructional materials might be helpful in covering program objectives
   
   D. All of the above

30. **Which of the following is not a true statement about informal tests?** 
   *(Average Rigor)*
   
   A. Informal tests are useful in comparing students to others of their age or grade level
   
   B. The correlation between curriculum and test criteria is much higher in informal tests
   
   C. Informal tests are useful in evaluating an individual’s response to instruction
   
   D. Informal tests are used to diagnose a student’s particular strengths and weaknesses for purposes of planning individual programs
Answer Key

1. C
2. D
3. D
4. B
5. C
6. C
7. B
8. A
9. B
10. D
11. B
12. C
13. A
14. D
15. C
16. B
17. A
18. B
19. C
20. D
21. D
22. C
23. C
24. C
25. D
26. C
27. C
28. A
29. A
30. A