TExES Special Education EC-12 (161) Practice Test (Sample)

Study Guide

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Questions

1. **Which document must be developed when a student is identified with a disability?**

    A. The Annual Performance Review

    B. The Individualized Education Program (IEP)

    C. The Classroom Management Plan

    D. The Student Support Portfolio

2. **What is one effective strategy to increase reading fluency for English Language Learners?**

    A. Asking parents to read with the child each evening.

    B. Reading aloud while students follow along in their books.

    C. Encouraging students to read independently.

    D. Using only silent reading exercises.

3. **Which factor is important for understanding the development of a child with special needs?**

    A. A formal report from an educational psychologist.

    B. Observations from peers in the classroom.

    C. Information from the child's historical environment.

    D. Current academic performances.

4. **How can educational technology be leveraged for students with disabilities?**

    A. It serves only as entertainment with no educational impact

    B. It can provide tailored learning experiences that accommodate individual needs

    C. It should replace traditional teaching methods entirely

    D. It complicates lesson planning and execution

5. **What is a potential challenge faced by students with disabilities during transitions?**

    A. Increased availability of resources

    B. Difficulty adapting to new environments and routines

    C. More opportunities for socialization

    D. Less focus on academic performance

6. **Which action should the teacher take when noticing the boy's severe emotional distress during class?**

   A. Request help from another teacher

   B. Immediately refer him to the counselor

   C. Instruct him to try harder to focus

   D. Speak to the principal about his behavior

7. **What is the significance of IEP goals in special education?**

   A. They ensure standardized testing

   B. They define the specific educational needs and objectives for a student

   C. They limit parental involvement

   D. They serve as a record of student failure

8. **What is a key characteristic of students with Autism Spectrum Disorder (ASD)?**

   A. Difficulties with social communication and interaction

   B. Exceptional musical talent

   C. Overly aggressive behavior

   D. Complete independence in learning

9. **Which option lists the types of Bilingual Special Education Instructional Delivery Models accurately?**

   A. Bilingual Support Model, Coordinated Services Model

   B. Bilingual Instructional Education, Coordinating Instruction

   C. Disintegrative, Integrated, Corresponding Services

   D. Special Instructional Education, Bilingual Delivery

10. **What is the likely outcome for students who receive adequate interventions through RTI?**

   A. Continued academic delays.

   B. Identification of disabilities.

   C. Enhanced classroom behavior.

   D. Increased homework completion.

Answers

1. B
2. B
3. C
4. B
5. B
6. B
7. B
8. A
9. A
10. B

Explanations

1. Which document must be developed when a student is identified with a disability?

A. The Annual Performance Review

B. The Individualized Education Program (IEP)

C. The Classroom Management Plan

D. The Student Support Portfolio

The Individualized Education Program (IEP) is a critical document developed for students identified with a disability. It serves as a customized education plan that outlines specific educational goals, services, and accommodations tailored to meet the unique needs of the student. The IEP ensures that the student receives appropriate support to access the curriculum and make progress in their education.   The document is created collaboratively by a team that includes the student's parents, teachers, and relevant specialists, ensuring that all stakeholders contribute to a comprehensive approach to the student's learning. The IEP is required by the Individuals with Disabilities Education Act (IDEA), making it an essential legal document that guides the educational provision for students with disabilities. In the context of the incorrect options, while the Annual Performance Review may evaluate a student's overall performance, it is not specifically tailored for students with disabilities. A Classroom Management Plan addresses behavior and classroom organization rather than individual educational needs. The Student Support Portfolio typically contains materials that provide evidence of a student's learning and progress but does not serve as the official educational plan mandated for students with disabilities.

2. What is one effective strategy to increase reading fluency for English Language Learners?

A. Asking parents to read with the child each evening.

B. Reading aloud while students follow along in their books.

C. Encouraging students to read independently.

D. Using only silent reading exercises.

Reading aloud while students follow along in their books is an effective strategy to increase reading fluency for English Language Learners (ELLs) because it provides a model of fluent reading. When the teacher reads aloud, students can hear the proper pronunciation, intonation, and rhythm of the language. This auditory exposure helps ELLs internalize language patterns and improves their ability to recognize words and phrases. The simultaneous visual support of reading along in their books reinforces word recognition and comprehension, as students can see how the written text aligns with the spoken words. This practice also allows for immediate feedback and opportunities for discussion, further enhancing their understanding and confidence in reading in English. The other options can be beneficial in different contexts, but they do not target the specific need for modeling fluency in the same effective manner.

3. Which factor is important for understanding the development of a child with special needs?

A. A formal report from an educational psychologist.

B. Observations from peers in the classroom.

C. Information from the child's historical environment.

D. Current academic performances.

Understanding the development of a child with special needs involves comprehensively assessing various factors that contribute to their growth and learning. Information from the child's historical environment is vital because it provides context regarding the child's past experiences, family background, cultural influences, and any previous interventions. These historical factors can greatly affect a child's emotional, social, and cognitive development.   For instance, a child's early experiences, including exposure to language, learning opportunities, and social interactions, play a significant role in shaping their current abilities and challenges. Recognizing the broader context of a child's life allows educators and specialists to tailor interventions more effectively and to understand any existing challenges they may face. By analyzing the historical environment, professionals can identify patterns or triggers relevant to a child's development, helping them create a more informed and holistic educational plan that addresses the specific needs and strengths of the child. This approach ultimately supports better outcomes in the educational and social realms for children with special needs.

4. How can educational technology be leveraged for students with disabilities?

A. It serves only as entertainment with no educational impact

B. It can provide tailored learning experiences that accommodate individual needs

C. It should replace traditional teaching methods entirely

D. It complicates lesson planning and execution

Utilizing educational technology can significantly enhance the learning experience for students with disabilities by providing tailored learning experiences that accommodate their individual needs. This approach allows for differentiated instruction, enabling teachers to adapt lessons based on each student's unique challenges and strengths. For instance, assistive technologies such as text-to-speech software, communication devices, and interactive applications can help students access the curriculum in ways that traditional methods may not support.   Customization through educational technology ensures that learning is more accessible, facilitating engagement and comprehension. By integrating technology, educators can create an inclusive learning environment that not only meets the requirements of students with disabilities but also promotes their independence and self-directed learning. This supportive framework ultimately empowers these students, helping them achieve their educational goals.

5. What is a potential challenge faced by students with disabilities during transitions?

A. Increased availability of resources

B. Difficulty adapting to new environments and routines

C. More opportunities for socialization

D. Less focus on academic performance

Students with disabilities often encounter significant challenges during transitions, which can include moving from one grade to another, changing schools, or shifting from school to post-school activities. One of the primary difficulties they face is adapting to new environments and routines. Transitions can involve changes in teachers, classmates, physical environments, and instructional methods. Students with disabilities may struggle with understanding and adjusting to these new expectations and settings. For example, they might have routines and supports that were established in their previous environment, which may not be in place or may be different in the new setting. This change can lead to feelings of anxiety, confusion, or frustration, as they try to navigate the new circumstances without the familiar support structures they relied on. Supporting these students during transitions often requires careful planning and coordination among educators, support staff, and families to ensure that the transition is as smooth as possible and that the students continue to feel supported and understood in their new environments.

6. Which action should the teacher take when noticing the boy's severe emotional distress during class?

A. Request help from another teacher

B. Immediately refer him to the counselor

C. Instruct him to try harder to focus

D. Speak to the principal about his behavior

The action of immediately referring the boy to the counselor is appropriate because when a student exhibits severe emotional distress, it is crucial to provide them with immediate support from a professional trained to address mental health issues. Counselors are equipped to evaluate the emotional state of students, offer counseling services, and provide the necessary interventions or resources. Emotional distress can significantly impact a student's ability to perform academically and socially within the classroom, making it essential for the teacher to act promptly to ensure the student receives specialized help. Such a referral prioritizes the student's well-being and allows for a more in-depth assessment and potential intervention that a teacher may not be qualified to provide. In comparison, other options may not effectively address the immediate needs of the student experiencing emotional distress. Seeking help from another teacher or discussing the situation with the principal could result in delays that may exacerbate the student's condition. Instructing the student to try harder to focus may dismiss the underlying emotional issues and put additional pressure on the student instead of addressing their needs compassionately.

7. What is the significance of IEP goals in special education?

A. They ensure standardized testing

B. They define the specific educational needs and objectives for a student

C. They limit parental involvement

D. They serve as a record of student failure

The significance of IEP (Individualized Education Program) goals in special education lies in their ability to define the specific educational needs and objectives for a student. IEP goals are tailored to meet the unique requirements of each student with disabilities, facilitating a personalized approach that targets their strengths and challenges. These goals guide educators in developing appropriate instructional strategies and accommodations, ensuring that students can make meaningful progress in their educational journey.   By clearly outlining measurable objectives and expected outcomes, IEP goals also provide a framework for monitoring the student's progress. This ongoing assessment helps educators, parents, and support staff to collaborate effectively and make necessary adjustments to the teaching methods and interventions being used. The focus on individualized goals reaffirms the commitment to providing a free and appropriate public education (FAPE) tailored to the needs of students with disabilities.

8. What is a key characteristic of students with Autism Spectrum Disorder (ASD)?

A. Difficulties with social communication and interaction

B. Exceptional musical talent

C. Overly aggressive behavior

D. Complete independence in learning

A key characteristic of students with Autism Spectrum Disorder (ASD) is their difficulties with social communication and interaction. This encompasses a range of challenges, including problems with understanding social cues, engaging in conversations, and forming relationships with peers and adults. Such challenges can manifest in various ways, such as limited eye contact, difficulty interpreting body language, and struggles with pragmatic language skills, which are crucial for effective communication in social contexts.   This characteristic is central to the diagnosis of ASD and emphasizes the need for targeted supports and interventions that can help these students improve their social skills and enhance their ability to communicate. Understanding this aspect is crucial for educators and caregivers to create supportive and inclusive environments tailored to the needs of students with autism. Recognizing the importance of social communication in the educational context can aid in the development of appropriate teaching strategies and promote positive outcomes for these students.

9. Which option lists the types of Bilingual Special Education Instructional Delivery Models accurately?

A. Bilingual Support Model, Coordinated Services Model

B. Bilingual Instructional Education, Coordinating Instruction

C. Disintegrative, Integrated, Corresponding Services

D. Special Instructional Education, Bilingual Delivery

A Bilingual Support Model and a Coordinated Services Model accurately reflect the two primary approaches utilized in Bilingual Special Education Instructional Delivery Models. The Bilingual Support Model emphasizes using the student's native language to support comprehension and learning while addressing specific special education needs. This approach allows for instruction in both languages, benefiting students who are English language learners and have special needs. The Coordinated Services Model refers to a collaborative approach where general education, special education, and language support services work together to provide a cohesive educational experience. This model seeks to ensure that students receive comprehensive support that is integrated and respects the linguistic and cultural background of the students. This understanding of bilingual models is essential as it highlights how both native language support and collaborative services are integral in effectively meeting the needs of bilingual students with disabilities.

10. What is the likely outcome for students who receive adequate interventions through RTI?

A. Continued academic delays.

B. Identification of disabilities.

C. Enhanced classroom behavior.

D. Increased homework completion.

The likely outcome for students who receive adequate interventions through Response to Intervention (RTI) is the identification of disabilities. RTI is a tiered approach that aims to provide early intervention to students who are struggling academically or behaviorally. By closely monitoring the progress of students and implementing targeted interventions, educators can better determine whether a student has a learning disability or if their difficulties are due to other factors, such as insufficient instruction or lack of engagement. When interventions are effectively implemented, educators gather data on student performance over time. If a student continues to struggle despite these interventions, it may indicate the presence of a disability, which in turn can lead to more formal assessments and ultimately an identification that allows for specialized support and services. This process not only helps in identifying students who may need special education but also provides insights into effective teaching strategies for all students. While the other outcomes, such as enhanced classroom behavior or increased homework completion, can also result from successful interventions, the primary focus of RTI is to address learning challenges and identify students who may require further evaluation for educational disabilities.