



Georgia Assessments for the Certification of Educators®



GACE® Study Companion

Special Education

Adapted Curriculum Assessment

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Table of Contents

About the Assessment	4
Content Specifications	5
Test I Subareas	6
Test I Objectives.....	6
Subarea I: Development and Characteristics of Learners	6
Subarea IV: Assessment.....	7
Subarea V: Foundations and Professional Responsibilities.....	7
Test II Subareas	8
Test II Objectives.....	8
Subarea II: Planning the Learning Environment and Social Interactions	8
Subarea III: Instruction	9
Practice Questions	10
Answer Key and Rationales	21
Preparation Resources	35
Guide to Taking a GACE Computer-delivered Assessment.....	35
Reducing Test Anxiety.....	35
Study Tips: Preparing for a GACE Assessment.....	35
Other Resources	35
Online Resources	37

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

About the Assessment

Assessment Name	Special Education Adapted Curriculum
Grade Level	K–12
Test Code	Test I: 083 Test II: 084 Combined Test I and Test II: 583
Testing Time	Test I: 2 hours and 10 minutes Test II: 2 hours and 10 minutes Combined Test I and Test II: 4 hours and 20 minutes
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 90 Test II: 90 Combined Test I and Test II: 180
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

The GACE Special Education Adapted Curriculum assessment is designed to measure the professional knowledge of prospective teachers of adapted Special Education curriculum in the state of Georgia.

The fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, test materials for this assessment will continue to reference the terminology, criteria, and classifications referred to in the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV-TR) until further notice.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Development and Characteristics of Learners	36%
IV. Assessment	26%
V. Foundations and Professional Responsibilities	38%

Note: The subarea numbering in this study companion is not sequential. This is intentional and reflects the order that the subareas appear on the score report.

Test I Objectives

Subarea I: Development and Characteristics of Learners

Objective 1: Understands and applies knowledge of human development and behavior

The beginning Special Education Adapted Curriculum teacher:

- A. Understands human development and behavior; e.g., cognitive, language, social/emotional, psychological, academic, and physical development
- B. Understands and differentiates among theoretical approaches to student learning and motivation
- C. Identifies the basic characteristics and defining factors for each of the major disability categories under which 3 through 21-year-olds may be eligible for services under the Individuals with Disabilities Education Act (IDEA)
- D. Understands the impact of disabilities on individuals, families, and society across the life span
- E. Understands how language, cultural, and gender differences affect the identification process
- F. Understands co-occurring conditions
- G. Recognizes how family systems and the role of families contribute to the development of an individual with a disability; e.g., academic performance, social skills, interests, values
- H. Demonstrates the influences that may affect the development and achievement of an individual with a disability; e.g., environmental factors, societal influences

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Subarea IV: Assessment

Objective 1: Understands terminology and applies knowledge of the uses of various assessments and their results

The beginning Special Education Adapted Curriculum teacher:

- A. Recognizes evidence-based assessments that are effective and appropriate
- B. Knows the definitions and uses of various assessments
- C. Interprets assessment results
- D. Understands and uses the results of assessments

Subarea V: Foundations and Professional Responsibilities

Objective 1: Understands and applies knowledge of educational rights for students with learning disabilities

The beginning Special Education Adapted Curriculum teacher:

- A. Knows federal definitions
- B. Knows federal requirements for the referral and identification process
- C. Knows federal safeguards of the rights of stakeholders (parents, local education agency [LEA], students, teachers, related service providers)
- D. Knows the components of a legally defensible Individualized Education Program (IEP)
- E. Knows major legislation that affects the field of special education; e.g., Public Law 94-142, IDEA 2004, Section 504 of the Rehabilitation Act, Americans with Disabilities Act

Objective 2: Understands and applies knowledge of professional foundations of special education

The beginning Special Education Adapted Curriculum teacher:

- A. Understands the roles and responsibilities of the special education teacher
- B. Understands the roles and responsibilities of other professionals who deliver related services (e.g., physical therapist, occupational therapist, speech-language pathologist)
- C. Understands strengths and limitations of various collaborative approaches within the general classroom and the special education classroom
- D. Communicates to stakeholders the progress of students, using language and terms the stakeholders will likely understand
- E. Identifies potential bias issues that may affect teaching and interactions with students and their families; e.g., personal, familial, cultural, systemic

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Test II Subareas

Subarea	Approx. Percentage of Test
II. Planning the Learning Environment and Social Interactions	48%
III. Instruction	52%

Note: The subarea numbering in this study companion is not sequential. This is intentional and reflects the order that the subareas appear on the score report.

Test II Objectives

Subarea II: Planning the Learning Environment and Social Interactions

Objective 1: Understands and applies knowledge of curriculum development and planning

The beginning Special Education Adapted Curriculum teacher:

- A. Understands the characteristics of lesson plans
- B. Knows the elements of lesson plans; e.g., objectives and goals; prerequisite knowledge; materials, technology, and procedures; motivation and student engagement; guided and independent practice; summarization, assessment, and reflection
- C. Develops learning objectives that are measurable/observable and appropriate
- D. Knows the means of providing access to the curriculum
- E. Knows how to organize the learning environment

Objective 2: Understands and applies knowledge of managing the learning environment

The beginning Special Education Adapted Curriculum teacher:

- A. Understands how to manage student behavior
- B. Understands theory and practice of effective classroom management
- C. Knows how to design and maintain a safe and supportive classroom environment that promotes student achievement

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Subarea III: Instruction

Objective 1: Understands and applies knowledge of effective and appropriate teaching strategies and techniques

The beginning Special Education Adapted Curriculum teacher:

- A. Knows, understands, and applies instructional strategies and techniques
- B. Recognizes grouping formats that ensure individual academic success
- C. Implements strategies to facilitate the maintenance and generalization of concepts learned, considering students' ages and abilities
- D. Selects and implements research-based interventions for individual students
- E. Understands the selection and implementation of supplementary curriculums
- F. Demonstrates knowledge and implementation of functional curriculums
- G. Identifies options for assistive technology
- H. Demonstrates knowledge of transitions and transition planning

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Justin is a second-grade student who has a mild intellectual disability. What is an advantage of seating him in a cooperative cluster?
 - A. Justin will be able to participate more in classroom discussions
 - B. Justin will be in closer proximity to the teacher
 - C. Justin can work with a partner if he has questions
 - D. Justin can sit near the window

Answer and Rationale

2. Which co-teaching model is demonstrated when each teacher delivers a lesson to separate groups of students?
 - A. Complementary teaching
 - B. Alternative teaching
 - C. Parallel teaching
 - D. Shared teaching

Answer and Rationale

3. Sharmaine is a second-grade student who has been found eligible for special education under the classification of intellectual disability. She receives daily mathematics instruction in a resource room. Her special education teacher wants to introduce Sharmaine to the addition of single-digit numbers. Which of the following is the best activity for the teacher to use to introduce Sharmaine to the concept?
 - A. Make a 10
 - B. Skip counting
 - C. Counting backward
 - D. Front-end addition

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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4. A school is considering adopting a policy that would expel students whose behavior is disruptive and/or violent. Which of the following best describes the relationship between the school's policy and the Individuals with Disabilities Education Act (IDEA)?
- A. The policy is consistent with the requirements of IDEA
 - B. The policy is probably illegal for many students covered by IDEA
 - C. IDEA does not address administrative policies concerning students who are disruptive and/or violent
 - D. IDEA permits the expulsion of disruptive and/or violent students only if they lack the intellectual capacity to do schoolwork

Answer and Rationale

5. Which of the following is an important daily-living skill for a high school student with an intellectual disability?
- A. Knowing the multiplication table
 - B. Using a microwave oven
 - C. Identifying the states on a map
 - D. Stating the main idea of a paragraph

Answer and Rationale

6. After scoring 100 percent on an oral multiplication test and repeating the same performance on a similar paper-and-pencil test, a 12-year-old student with an intellectual disability was unable to determine the total cost of purchasing six comic books when the price was \$3 for one comic book. The student is most clearly deficient in which of the following areas?
- A. Memory skills
 - B. Computational skills
 - C. Conceptual skills
 - D. Generalization skills

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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7. Under IDEA, which of the following age-groups is qualified to receive early-intervention services?
- A. Birth–2 years
 - B. 3–4 years
 - C. 5–6 years
 - D. 7–8 years

Answer and Rationale

8. Which of the following is the most appropriate example of differentiating instruction?
- A. Exempting half the class from a homework assignment
 - B. Assigning different students to read certain chapters of a read-aloud book
 - C. Asking all the boys to make a poster and all the girls to write an essay
 - D. Allowing students to summarize a chapter with a poem, essay, or cartoon

Answer and Rationale

9. Which of the following is a required component of any student’s Individualized Education Program (IEP)?
- A. A functional behavioral assessment
 - B. A behavior intervention plan
 - C. A daily class schedule
 - D. An annual goal

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

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10. Which of the following activities is the best example of a summative assessment?
- A. Taking an end-of-chapter test
 - B. Writing sentences using spelling words
 - C. Completing a homework assignment
 - D. Practicing how to write the directions for baking a cake

Answer and Rationale

11. Martha is a seventh-grade student with cerebral palsy. She reads at a tenth-grade level and composes excellent essays using a personal computer. Which of the following activities would be most beneficial for Martha?
- A. Taking classes at the local high school
 - B. Participating in enrichment activities that enhance the curriculum
 - C. Working one-on-one with a paraprofessional
 - D. Reading books after completing assignments

Answer and Rationale

12. Using a student's classwork as a means to evaluate progress and adapt instruction is known as
- A. curriculum-based assessment.
 - B. standardized achievement testing.
 - C. summative assessment.
 - D. guided practice.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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13. Kimberly is a first-grade student with spina bifida. Which of the following assistive devices would Kimberly benefit from most?
- A. Hearing aids
 - B. A Braille writer
 - C. A word processor
 - D. Leg braces

Answer and Rationale

14. Which of the following is an appropriate way for a teacher to accommodate a student who has a visual impairment during a standardized assessment?
- A. Providing the student a large-print version of the test
 - B. Allowing the student to take the test in a study carrel
 - C. Dividing the test into several shorter sections for the student
 - D. Allowing the student to write directly in the test booklet

Answer and Rationale

15. The least restrictive environment (LRE), as defined in IDEA, requires that students with a disability be
- A. educated with nondisabled peers only for elective courses.
 - B. educated with nondisabled peers to the greatest extent possible.
 - C. educated in a special school so that there is no interaction with nondisabled peers.
 - D. educated with the most assistance possible, whether or not it be in the same environment as nondisabled peers.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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16. Which of the following is characteristic of a student who has echolalia?
- A. The student has no capacity to relate to others and does not speak
 - B. The student mimics the speech of others
 - C. The student's voice may be exceptionally high or exceptionally low
 - D. The student displays interruptions in the flow of speaking

Answer and Rationale

17. Bill is a third-grade student with autism spectrum disorder. Which of the following would best help him make a transition from classroom lessons to daily specials, such as music or physical education?
- A. Allowing Bill to be line leader so he can be in front
 - B. Assigning Bill a seat by the clock so he can keep track of the time
 - C. Reminding Bill in the morning what the special will be that day
 - D. Placing a schedule on Bill's desk

Answer and Rationale

18. Which of the following would be the most appropriate way for a teacher to reward fifth-grade students who have demonstrated appropriate classroom behavior?
- A. Giving them ice cream sandwiches as an afternoon treat
 - B. Assigning them no homework for an entire week
 - C. Excusing them from the next chapter test
 - D. Providing them with extra computer time

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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19. Which of the following would be most useful to incorporate in orientation and mobility training for students with visual impairments?
- A. Verbal descriptions of the learning activity
 - B. Tactile maps of the school building
 - C. Slate and stylus for note taking
 - D. Captioned age-appropriate films

Answer and Rationale

20. Jamie is a first-grade student with a specific learning disability (SLD) in the area of mathematics. The class is learning to solve addition problems. Which of the following accommodations by his teacher would most likely be included in Jamie's Individualized Education Program (IEP)?
- A. Permitting Jamie to use a calculator to solve word problems
 - B. Allowing Jamie to answer word problems verbally during tests
 - C. Allowing Jamie to use manipulatives to solve word problems
 - D. Reading problems to Jamie during tests

Answer and Rationale

21. Patrick, a third-grade student, has recently been diagnosed with Tourette's syndrome. Which of the following symptoms will Patrick most likely exhibit?
- A. Involuntary movements
 - B. Paralyzed legs
 - C. Loss of visual acuity
 - D. Hearing loss

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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22. Toni is a seventh-grade student classified with a specific learning disability (SLD). She is an active participant in class and completes homework on time, but her reading comprehension is below grade level. A chapter test is planned for next week in her science class. Which of the following assessment accommodations by the teacher would be most appropriate for Toni’s Individualized Education Program (IEP)?
- A. Allowing the use of a dictionary to check spelling
 - B. Reading the test aloud to her
 - C. Administering the test to her in a separate room
 - D. Providing her frequent breaks during testing

Answer and Rationale

23. Seating students in a semicircle is most beneficial in which of the following ways?
- A. Students can easily work in small groups
 - B. The teacher can easily monitor each student
 - C. Students can leave the classroom quickly
 - D. The desks fit better in the classroom

Answer and Rationale

24. Jerrie is a 10-year-old girl who scores within the average range for her age on both intelligence tests and achievement tests but has difficulty completing tasks in school due to a lack of focus and impulsive behaviors. Jerrie’s symptoms are most consistent with a diagnosis of
- A. oppositional defiant disorder (ODD).
 - B. traumatic brain injury (TBI).
 - C. attention-deficit/hyperactivity disorder (ADHD).
 - D. specific learning disability (SLD).

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

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25. Isaac is a fourth-grade student who has been classified with a mild cognitive impairment. He struggles to complete assignments independently, requires redirection to keep on task, and needs to be constantly reminded of the classroom rules. Which of the following actions should the team do before a Behavioral Intervention Plan (BIP) can be developed?
- A. Hiring a paraprofessional to work with Isaac
 - B. Conducting a functional behavioral assessment
 - C. Assigning homework less frequently
 - D. Applying the current behavior reward system

Answer and Rationale

26. Trish is a sixth-grade student who is diagnosed with autism spectrum disorder. She has difficulty maintaining eye contact and makes impulsive comments during lessons. Which of the following behavioral strategies would best help Trish?
- A. Assigning Trish a peer buddy to help her keep on task
 - B. Providing Trish a visual menu of appropriate behaviors
 - C. Seating Trish next to the window so she can look outside
 - D. Giving Trish high-interest, low-reading-level assignments

Answer and Rationale

27. Maria, a student with Emotional Behavioral Disability (EBD), has just been placed in a regular mathematics class. Two days in a row, when given a math worksheet, Maria has looked at it for a few minutes, pushed it aside, and put her head down on her desk. Which of the following does the teacher need to do before giving Maria more math worksheets in class?
- A. Ask one of the other students to work with Maria on one of the rejected worksheets
 - B. Set up a bonus point system with Maria to encourage her to do her math work
 - C. Allow Maria to take her math work home to see if she can complete it when not under pressure
 - D. Talk with Maria and evaluate whether the math assignments are appropriate for her

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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28. Which of the following procedures is likely to be most effective in teaching basic arithmetic concepts to students with intellectual disabilities?
- A. Using manipulatives and pictures for counting and grouping
 - B. Completing paper-and-pencil drill-and-practice worksheets
 - C. Using calculators for problem solving
 - D. Using flash cards for learning basic addition and subtraction facts

Answer and Rationale

29. Using a functional approach is important when designing instruction for students with moderate and severe degrees of intellectual disabilities because the approach
- A. follows a sequence according to normal child developmental milestones.
 - B. breaks down the skills to be taught into a series of discrete behaviors and then sequences those behaviors into the progression in which they occur when performing the skill.
 - C. concentrates on behaviors that are critical to performing a necessary task.
 - D. teaches those skills that occur naturally within a school environment.

Answer and Rationale

30. IDEA requires that early intervention services for infants and toddlers be delivered according to an Individual Family Service Plan (IFSP). An IFSP and an Individualized Education Plan (IEP) are similar but contain important differences. Which of the following is exclusive to the IFSP?
- A. It includes a statement of the child's strengths and needs
 - B. It includes information on family support services, nutrition services, and case management
 - C. It includes projected dates for the beginning of each service and states where each service will take place
 - D. It includes a statement of the rights of parents or guardians to accept or decline any special educational service without jeopardizing any other service

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	C	<p>Option C is correct. This question tests understanding of different types of seating arrangements. Option C is the correct answer because cooperative clusters allow students to work together to complete a task with the teacher facilitating. Option A is not correct because seating Justin in a cooperative cluster will not increase his chances of participating. Option B is not correct because sitting in a cooperative cluster does not necessarily mean he will be closer to the teacher. Option D is not correct because sitting near a window is likely to be a distraction for a student with mild intellectual disability.</p> <p>Back to Question</p>
2	C	<p>Option C is correct. This question tests knowledge of co-teaching models. Option C is the correct answer because in parallel teaching the lead and support teachers each deliver a lesson to a separate group of students. Option A is incorrect because complementary teaching occurs when the lead teacher presents a group lesson to the class and the support teacher assists or pulls a small group for instruction. Option B is incorrect because alternative teaching uses remedial or enrichment lessons delivered to the whole class. Option D is incorrect because shared teaching involves both teachers presenting the lesson simultaneously to the whole class.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
3	A	<p>Option A is correct. This question tests understanding of instructional strategies. Option A is the correct answer because make a 10 is an activity for learning addition facts, which would be developmentally appropriate for Sharmaine. Option B is incorrect because skip counting is a precursor to multiplication, not addition. Option C is incorrect because counting backward is a prerequisite to subtraction. Option D is incorrect because front-end addition is a skill used to estimate when adding large-digit numbers.</p> <p>Back to Question</p>
4	B	<p>Option B is correct. Based on case law, the best response is Option B. Under the Education for All Handicapped Children Act (EHA [PL94-142]) and its amendments, the courts have established that schools may not expel students with disabilities without due process if the behavior causing the expulsion proceedings is related to the students' disabilities. The provisions of EHA and IDEA that have been cited as relevant are those that call for education in the least restrictive environment and those related to placement decisions, with expulsion being viewed by the courts as an unplanned change in placement not in the student's best educational interests. Options A, C, and D, therefore, are incorrect.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
5	B	<p>Option B is correct. This question tests knowledge about the characteristics of an intellectual disability. Daily-living skills are the tasks an individual does daily, including activities for self-care, work, home, and leisure. Option B is the correct answer because being able to heat up food allows the student a measure of independence. Options A, C, and D are incorrect because they are not daily-living skills.</p> <p>Back to Question</p>
6	D	<p>Option D is correct. The best answer is Option D. Poor generalization skills are exhibited when an individual cannot use a learned skill under conditions different from the learning situation. Option A is not correct because the student remembered how to multiply when working on the paper-and-pencil test. Option B is not correct because the student was able to compute the multiplication problems in school. Option C is not correct because the student understands the concept as displayed by the score on both tests.</p> <p>Back to Question</p>
7	A	<p>Option A is correct. This question tests knowledge of IDEA. Option A is the correct answer. According to Part C of the law, students qualify for early-intervention services from birth through 2 years of age. Options B, C, and D are not correct because children qualify for early intervention services from birth to age 2.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
8	D	<p>Option D is correct. This question tests knowledge about differentiated instruction. Option D is correct because a component of differentiated instruction is allowing students to demonstrate their understanding of the content in different ways. Options A, B, and C are not examples of differentiating instruction because they do not allow for choice. In options B and C, students are assigned tasks.</p> <p>Back to Question</p>
9	D	<p>Option D is correct. This question assesses components of an Individualized Education Program (IEP). According to IDEA, an annual goal (option D), must be included in an IEP. Option A is incorrect because a functional behavior assessment is not a required component, although it may be included if the student requires one, depending on classification. Option B is incorrect because a behavior intervention plan is a separate document from an IEP. Option C is incorrect because, although a daily class schedule is important, it is not part of the IEP document.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
10	A	<p>Option A is correct. This question tests knowledge of different types of assessments. Option A is correct because summative assessments are given to test student learning relative to the curriculum and a chapter test assesses knowledge of the entire chapter. Option B is incorrect because writing sentences using spelling words is an example of an instructional activity, not a summative assessment. Option C is incorrect because homework is used as a follow-up to classroom instruction. Option D is incorrect because practicing a skill is part of instruction, not assessment.</p> <p>Back to Question</p>
11	B	<p>Option B is correct. This question tests understanding of planning for students have a disability but who function academically above grade level. Option B is the correct response because it challenges Martha while keeping her in a class with her peers. Option A is incorrect because a seventh-grader would be unlikely to succeed in a high school class and the scenario does not indicate that Martha performs at an advanced level in any area other than English. Option C is not correct because paraprofessionals support students who cannot function independently in a classroom situation. Option D is incorrect because although reading books will keep Martha occupied, the activity alone will not enhance her education.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
12	A	<p>Option A is correct. This question highlights an approach that many teachers use for specific instructional purposes and planning. Option A is the correct answer because all student work reflects the curriculum; thus, the assessment is curriculum-based. Option B is incorrect because standardized tests compare students' data with those of other students in the same age-group. Option C is incorrect because summative assessments are used to determine whether the student is meeting the curriculum requirements. Option D is incorrect because guided practice is a teaching strategy used to provide instruction, not evaluate progress.</p> <p>Back to Question</p>
13	D	<p>Option D is correct. This question assesses knowledge about assistive devices required for a student who has a specific neurological disorder, spina bifida. Spina bifida is a condition in which the spine does not close properly during development. Option D is the correct answer because the most common characteristics of the disorder are physical and mobility difficulties. Option A is incorrect because hearing aids are for an individual with hearing loss. Option B is incorrect because a Braille writer is an assistive device for an individual with a visual impairment. Option C is incorrect because a word processor is an assistive device for an individual with a learning disability.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
14	A	<p>Option A is correct. This question assesses knowledge of appropriate accommodations for a student who has a visual impairment. Option A is the correct answer because a large-print version of the test will allow the student to take the test independently. Option B is incorrect because a study carrel would be appropriate for a student who has difficulty focusing. Option C is not correct because it is an accommodation for a student who tires easily. Option D is not correct because writing in the test booklet will not help the student see the test better</p> <p>Back to Question</p>
15	B	<p>Option B is correct. This question assesses understanding of the term “least restrictive environment.” Option B is the correct answer because IDEA ensures that students are not unnecessarily removed from the general classroom or isolated from nondisabled students of their age. The decisions are made based on a student’s ability to function in the school environment. Option D is not correct because LRE is related to the placement of the student, not how much assistance is needed. Options A and C do not match the definition of least restrictive environment.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
16	B	<p>Option B is correct. This question tests basic understanding of echolalia. Option B is correct because it provides the definition of echolalia. Option A is not correct because this answer describes a language disorder. Option C is not correct because this answer describes a student who has a voice disorder. Option D is not correct because it describes a student with a fluency disorder.</p> <p>Back to Question</p>
17	D	<p>Option D is correct. This question tests knowledge of effective classroom management. Option D is the correct answer because a visual transition schedule will help Bill anticipate when activities will happen. Option A is incorrect because Bill has difficulty shifting his attention from one activity to another and being first in line will not help in that area. Option B is incorrect because many third-graders cannot tell time and Bill should be focusing on completing his classwork, not watching the clock. Option C is incorrect because a reminder in the morning is insufficient for a student who has difficulty transitioning from one activity to another.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
18	D	<p>Option D is correct. This question addresses what kind of reward would be appropriate for fifth-grade students. Option D is the correct answer because computer time is often a motivator for students. Option A is incorrect because many schools do not allow food as a reward. Option B is incorrect because homework is a key part of learning, and although a homework pass for one night might be an appropriate reward, a week without homework is too generous. Option C is incorrect because excusing students from a chapter test is not an appropriate reward.</p> <p>Back to Question</p>
19	B	<p>Option B is correct. This question assesses knowledge about appropriate materials for orientation and mobility training for students with visual impairments. Option B is correct because tactile maps enable a person who touches the map to learn information about the area being touched, allowing the person to better understand his or her surroundings. Option A is incorrect because a verbal description of a learning activity would not be part of the training. Option C is incorrect because the slate and stylus are used for writing Braille, not for mobility training. Option D is incorrect because captioned films are a teaching accommodation for students who have a hearing impairment, not a visual impairment.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
20	C	<p>Option C is correct. This question tests knowledge of appropriate accommodations for students. Option C is correct because using manipulatives in mathematics for elementary students gives them concrete ways to solve problems. Option A is incorrect because it is not developmentally appropriate. Option B is incorrect because there is no indication that Jamie cannot write answers down. Option D is incorrect because there is no indication that Jamie cannot read the number problems.</p> <p>Back to Question</p>
21	A	<p>Option A is correct. This question tests knowledge about the characteristics of a specific neurological disorder, Tourette syndrome. Option A is the correct answer because Tourette syndrome is characterized by repetitive, involuntary movements and vocalizations called tics. Options B, C, and D are incorrect because they are not symptoms of Tourette syndrome.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
22	B	<p>Option B is correct. This question assesses the ability to make appropriate accommodations for students during classroom assessments. Option B is correct because Toni comprehends the material presented in class; thus, reading the test to her would eliminate the struggle to read the questions and allow her to focus on the content of the test. Option A is incorrect because Toni’s disability is in the area of reading comprehension and a dictionary would not be an appropriate accommodation. Option C is incorrect because there is no indication that Toni is suffering from test anxiety or another condition that would be alleviated by testing in a separate room. Option D is incorrect because there is no indication that Toni has difficulty concentrating or any other condition that would require frequent breaks.</p> <p>Back to Question</p>
23	B	<p>Option B is correct. This question tests understanding of seating arrangements. Option B is the correct answer because the semicircle seating arrangement allows the teacher to see and have easy access to all of the students, in addition to monitoring their progress and behavior. Option A is incorrect because it does not describe a benefit. Option C is incorrect because the seating arrangement does not allow students to leave the room more quickly than any other arrangement. Option D is incorrect because the arrangement does not make the desks fit better in the classroom.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
24	C	<p>Option C is correct. This question tests knowledge of the characteristics and defining factors of the disability categories. Option C is the correct answer because the primary symptoms of attention-deficit/hyperactivity disorder (ADHD) are impulsivity and inattention. Option A is incorrect because the primary symptoms of oppositional defiant disorder are poor peer relationships due to negative, hostile, and vindictive ways. Option B is incorrect because the diagnosis of traumatic brain injury is characterized by brain damage, whereas Jerrie scores within the average range of intelligence. Option D is incorrect because an individual with a specific learning disability would have difficulty with academics but not necessarily with inattention or impulsiveness.</p> <p>Back to Question</p>
25	B	<p>Option B is correct. This question addresses understanding and application of a Behavior Intervention Plan (BIP). Option B is the correct answer because under federal law the team must conduct a functional behavioral assessment (FBA) prior to implementation of a BIP. Option A is incorrect because paraprofessionals provide academic support, not behavioral intervention. Option C is incorrect because it does not address the behavior problems. Option D is incorrect because it is not a required step to implementing a BIP.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
26	B	<p>Option B is correct. This question tests understanding of the characteristic behaviors of students with autism spectrum disorder. This scenario addresses two behaviors — maintaining eye contact and making impulsive comments. Option B is correct because using a visual reminder can increase appropriate behavior. Option A is incorrect because there is no indication that Trish needs help staying on task. Option C is incorrect because being able to look outside would not address the behavioral problems of maintaining eye contact or making impulsive comments. Option D is incorrect because high-interest, low-reading-level assignments are appropriate for a student who is not reading on grade level, and Trish is able to complete grade-level assignments.</p> <p>Back to Question</p>
27	D	<p>Option D is correct. The best response is Option D, The teacher must first determine if the math assignments are appropriate for Maria before any of the other strategies might be effective. Option A is not correct because having another student work with Maria could result in Maria being embarrassed and shutting down even further. Option B is not correct because a bonus-point system is unlikely to motivate Maria before knowing the reason why she is not completing the assignment. Option C is not correct because having Maria do the worksheet at home will not allow the teacher to determine whether the assignment is appropriate for Maria.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
28	A	<p>Option A is correct. The best answer is Option A, since counting and grouping are two of the basic elements required in learning arithmetic concepts. All students who are learning basic arithmetic concepts are assisted in the effort if manipulatives, pictures, or other concrete representations of the concepts are presented. Option B is not correct because worksheets are unlikely to be effective, as students with intellectual disabilities learn better with concrete examples. Option C is not correct because although using a calculator will help students with intellectual disabilities answer arithmetic problems, it will not help them understand the concepts associated with arithmetic. Option D is not correct because although flash cards could help students memorize answers to addition and subtraction facts, it is not the best support when working with arithmetic problems.</p> <p>Back to Question</p>
29	C	<p>Option C is correct. The correct answer is Option C, since the functional approach emphasizes teaching skills that the students need now or will need in the future. Option A is not correct because functional approaches do not necessarily follow the developmental milestone sequence. Option B is not correct because a functional approach does not break down skills into a sequenced series of behaviors. Option D is not correct because a functional approach often teaches skills that are used outside of the school environment.</p> <p>Back to Question</p>
30	B	<p>Option B is correct. This question tests knowledge about early intervention for infants and toddlers. Option B is correct because in addition to the services provided in Part B of IDEA, the IFSP also includes information about family support services, nutrition services, and case management. Options A, C, and D are incorrect because they refer to the information that is included in both the IFSP and the IEP.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare for this free download.

Other Resources

Anastasiow, N., Gallagher, J., and Kirk, S. (2006). *Educating Exceptional Children*, Twelfth Edition. New York, N.Y.: Houghton Mifflin Co.

Bateman, B. D., and Herr, C. M. (2006). *Writing Measurable IEP Goals and Objectives*. Attainment Company Inc.

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Bigge, J. L., and Stump, C. S. (1999). *Curriculum, Assessment, and Instruction for Students with Disabilities*. Belmont, Calif.: Wadsworth Publishing Company.

Brown, S., and Kysilka, M. (2002). *Applying Multicultural and Global Concepts in the Classroom and Beyond*. Boston, Mass.: Allyn and Bacon.

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Online Resources

- Assistive Technology: Strategies, Tools, Accommodations and Resources — www.atstar.org
- Burnett, Jane. Critical Behaviors and Strategies for Teaching Culturally Diverse Students — www.eric.ed.gov/PDFS/ED435147.pdf
- Council for Exceptional Children, Ethical Principles & Practice Standards — www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards
- Georgia Department of Education — www.doe.k12.ga.us
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- National Dissemination Center for Children with Disabilities. *Transition Planning: A Team Effort* — nichcy.org/wp-content/uploads/docs/ts10.pdf
- National Dissemination Center for Children with Disabilities. *Transition Goals in the IEP* — <http://nichcy.org/schoolage/transitionadult/goals>
- Partners Resource Network — www.partnerstx.org
- Vincent, C. G., Horner, R. H., and Sugai, G. *Developing Social Competence in All Students* — www.eric.ed.gov/PDFS/ED468580.pdf

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