



Georgia Assessments for the Certification of Educators®



GACE® Study Companion

Special Education

General Curriculum Assessment

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About the Assessment

Assessment Name	Special Education General Curriculum
Grade Level	P–12
Test Code	Test I: 081 Test II: 082 Combined Test I and Test II: 581
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
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: 65 Test II: 65 Combined Test I and Test II: 130
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 General Curriculum assessment is designed to measure the professional knowledge of prospective teachers of general Special Education curriculum in the state of Georgia.

The fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) contains revisions to the criteria for the diagnosis and classification 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 may contain references to terminology, criteria, and classifications from the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV 4-TR). This includes references to autism, Asperger syndrome, and PDD-NOS, which would now be recognized under the broader category of autism spectrum disorder.

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.

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Test I Subareas

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

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 II: Planning the Learning Environment and Social Interaction

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

The beginning Special Education General Curriculum teacher:

- A. Understands the characteristics of lesson plans
- B. Knows the elements of lesson plans
- C. Develops learning objectives that are measurable 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 how to organize, manage, and monitor the learning environment

The beginning Special Education General Curriculum teacher:

- A. Understands theory and practice of effective classroom management
- B. Knows how to design and maintain a safe and supportive classroom environment that promotes student achievement
- C. Knows basic health, nutrition, and safety management procedures for students

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 teaching strategies and techniques and uses of technology

The beginning Special Education General Curriculum teacher:

- A. Knows and understands instructional strategies and techniques
- B. Recognizes grouping formats that promote individual academic success
- C. Implements strategies to facilitate the maintenance and generalization of concepts learned across settings, considering students' ages and abilities
- D. Implements strategies to facilitate the generalization of concepts learned across curricula, considering students' ages and abilities
- E. Selects and implements research-based interventions for individual students
- F. Uses resources to select and implement research-based interventions
- G. Knows how to select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments
- H. Knows how to use technology to support instruction
- I. 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.

Test II Subareas

Subarea	Approx. Percentage of Test
I. Development and Characteristics of Learners	38%
IV. Assessment	30%
V. Foundations and Professional Responsibilities	32%

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 I: Development and Characteristics of Learners

Objective 1: Understands human development and applies knowledge to needs of and influences on learners with disabilities

The beginning Special Education General Curriculum teacher:

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

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

Subarea IV: Assessment

Objective 1: Understands definitions and types of assessments and applies knowledge to interpretation and uses of data

The beginning Special Education General Curriculum teacher:

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

Subarea V: Foundations and Professional Responsibilities

Objective 1: Understands legal definitions and requirements and uses knowledge of the law to ensure rights of stakeholders

The beginning Special Education General 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

Objective 2: Understands the professional roles of teachers and others and develops ways to collaborate and communicate

The beginning Special Education General Curriculum teacher:

- A. *Understands the roles and responsibilities of the special education teacher*
- B. *Understands the roles and responsibilities of other professionals and those who deliver related services*
- 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*
- F. *Identifies potential bias that may impact teaching and interactions with students and their families*

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. A high school teacher of an inclusion class uses the project-based learning (PBL) approach to incorporate the use of laptop computers into the writing component of the project. Which of the following is the best rationale for using the PBL approach?
 - A. Posing meaningful challenges for students and meeting the needs of diverse learners
 - B. Helping students gain ability with widely used types of technology
 - C. Encouraging students to use word processing features that check spelling and count the number of words used
 - D. Helping students become acclimated to teacher-centered, college-type instructional practices

Answer and Rationale

2. Which of the following techniques is likely to be most successful in helping learners with intellectual disabilities to retain previously acquired skills?
 - A. Scheduling frequent peer tutoring sessions
 - B. Acknowledging appropriate behavior regularly
 - C. Providing periodic review of lessons
 - D. Allowing longer independent practice periods

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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3. To promote the transfer of word-attack skills to newspaper reading, a middle school teacher of students with mild intellectual disabilities is most likely to
- A. prepare teacher-made newspaper articles for the students to read
 - B. select articles from the local newspaper for the students to read
 - C. develop writing exercises using words from the curriculum
 - D. prepare work sheet exercises based on single sentences from newspaper articles

Answer and Rationale

4. According to IDEA, a student who has which of the following is classified as having a hearing impairment?
- A. A history of ear infections resulting in a poor attendance record
 - B. A 100-decibel hearing loss that does not benefit from hearing aids
 - C. An early hearing loss that benefits from speech-language therapy
 - D. A fluctuating hearing loss that affects academic performance

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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5. Fariq is a fourth-grade student with specific learning disabilities in mathematics calculation and problem solving. Which of the following is a method of curriculum-based assessment in mathematics that is appropriate for a teacher to use for Fariq?
- A. Using Response to Intervention (RTI) to compare Fariq's progress to that of his peer groups
 - B. Using objectives from Fariq's IEP to evaluate his progress and adapt instruction
 - C. Using standardized assessments to track Fariq's progress in the school district's curriculum
 - D. Using an IQ test to determine whether Fariq is making progress

Answer and Rationale

6. Alicia is an 8-year-old bilingual student with learning disabilities. Which of the following would her special education teacher find most useful to determine skill levels for beginning instruction?
- A. The history of her school attendance
 - B. Results of tests given to her in her native language
 - C. Her grades from the previous school year
 - D. Data on her socioeconomic background

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. The mission statement for a certain elementary school states that positive growth occurs when diverse student bodies work together and help one another reach instructional goals.

Which of the following educational practices is most likely to be used at the school to foster the full inclusion of students with disabilities?

- A. Homogeneous grouping
- B. Looping
- C. Heterogeneous grouping
- D. Tracking

Answer and Rationale

8. Students with learning disabilities typically can benefit most from whole-language instruction if it is combined with direct instruction in
- A. auditory comprehension
 - B. phonics and word recognition
 - C. visual-motor integration
 - D. visual memory

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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9. Jen, a sixth-grade student, receives special education services under the category of specific learning disability. Jen’s IEP states that written assignments will be completed using word processing and speech recognition software.

Which of the following is the best strategy for a teacher to use to promote successful use of assistive technology?

- A. Limiting the amount of written homework
- B. Providing software for home use
- C. Assigning keyboarding homework
- D. Allowing choice of topic for written assignments

Answer and Rationale

10. Mary is a seventh-grade student who has a specific learning disability (SLD). Her mathematics achievement score indicates that she has a stanine of 9. Which of the following mathematics classes is most appropriate for Mary?

- A. Remedial mathematics
- B. Functional mathematics
- C. Standard mathematics
- D. Advanced mathematics

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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11. A fourth-grade student with a developmental disability receives a grade-equivalent math score of 1.8 on a standardized assessment. The result indicates which of the following?
- A. The student should receive math instruction in a first-grade classroom
 - B. The student is performing similarly to students at the end of first grade
 - C. The student's score is 1.8 standard deviations below the mean for fourth grade
 - D. The student's score equates to the 18th percentile among fourth graders who took the test

Answer and Rationale

12. Shania is a tenth-grade student classified with a specific learning disability (SLD). She receives direct reading instruction in decoding skills to facilitate recognition of vocabulary words. Shania's instruction represents
- A. a remedial approach
 - B. a compensatory approach
 - C. a metacognitive strategy
 - D. scripted reading instruction

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. In full-inclusion settings, the most appropriate role for the special education teacher is to
- A. plan instruction with the general education teacher and co-teach all students in the class.
 - B. serve as an instructional assistant to the general education teacher
 - C. observe the general education teacher at least once a week in order to discuss teaching strategies that seem to work well
 - D. manage the behavior of the students receiving special education while the general education teacher presents academic content

Answer and Rationale

14. As an intervention, response cost is best suited for which of the following purposes?
- A. Improving students' understanding of directions
 - B. Increasing the speed of student's performance in mathematics
 - C. Decreasing the incidence of angry outbursts by students
 - D. Decreasing excessive competitiveness among students

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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15. 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

16. On the basis of such cases as *Hudson v. Rowley* (1982), the courts determined that “appropriate education” means that
- A. students will have all the resources and related services needed to fulfill their potential
 - B. services that maximize achievement will be provided to students as long as the cost is not prohibitive
 - C. learners with disabilities will have an opportunity to achieve that is commensurate with that of their peers
 - D. interpreters will be provided for all deaf students

Answer and Rationale

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

17. An Individualized Education Program (IEP) must include which of the following components?

- A. The present levels of academic achievement and functional performance
- B. A record of past student performance
- C. A description of the student's intellectual functioning
- D. Suggestions for parental involvement

Answer and Rationale

18. Under the provisions of IDEA, an Individualized Family Service Plan (IFSP) for a 2-year-old child is most likely to include

- A. a budget for early-intervention services
- B. plans for making the transition into preschool
- C. techniques for the family to use in introducing academic subjects
- D. a recommendation of counseling for the child's siblings

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. 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

20. Which of the following is an accurate statement about what IDEA requires for any IEP?
- A. The IEP must include a multiyear outline of instructional objectives
 - B. The IEP must include a section on assistive devices, regardless of the nature or degree of the student's disability
 - C. The IEP must be in effect before special education services or related services are provided
 - D. The IEP must not be made available to any school personnel except special education teachers

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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21. Jodeen is a 7-year-old who has been evaluated and found to have a mild-expressive language delay. Her hearing is normal, and her functioning in all areas other than expressive language is age appropriate. Which of the following placements would be most appropriate for Jodeen?
- A. A self-contained special education class with speech and language services
 - B. A part-time placement in a resource room for developmental and oral reading
 - C. A full-time general education placement with speech and language services
 - D. A full-time general education placement with an emphasis on reading support

Answer and Rationale

22. Which of the following statements best defines the ecological perspective on emotional and behavioral disorders?
- A. Poisons in the physical environment cause emotional and behavioral disorders
 - B. Emotional and behavioral disorders involve interactions between a student and a student's social environment
 - C. Students with emotional and behavioral disorders need exposure to an ever-broadening social environment
 - D. Inclusion settings are less beneficial for students with emotional and behavioral disorders than for students with other types of disabilities

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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23. Which of the following is an example of functional language training for a student who is nonverbal?
- A. Rewarding the student for making a vocalization approximating a sound made by the teacher
 - B. Rewarding the student for any vocalization made while looking at the teacher
 - C. Drilling on bilabial sounds so the student can say “mama”
 - D. Drilling the student on pointing to the sink when he or she wants a drink of water

Answer and Rationale

24. Which of the following is a nondegenerative disorder that affects motor function as a result of brain injury that occurred before, during, or shortly after birth?
- A. Multiple sclerosis
 - B. Cerebral palsy
 - C. Muscular dystrophy
 - D. Cystic fibrosis

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. Which of the following supports is most likely to help Beth, a middle school student with autism spectrum disorder, be successful in her new placement?
- A. Allowing Beth to attend school for a half-day for the first month
 - B. Providing Beth with a visual schedule of daily activities
 - C. Taking Beth on a tour of the school so that she can become familiar with the layout of the classrooms
 - D. Providing Beth with time away from her classmates when she has an outburst

Answer and Rationale

26. The teachers in a third-grade inclusion classroom have students who read on many different levels. To be sure all students have access to the curriculum, the teachers must differentiate reading instruction.

Which of the following will best allow the teachers to differentiate reading instruction?

- A. Guided reading
- B. Literature circles
- C. Shared read-alouds
- D. Book clubs

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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27. A well-made teacher-developed test is generally preferred to a standardized achievement test when measuring learning mastery because it
- A. is more likely to yield a true score
 - B. has higher interrater reliability
 - C. allows for comparison among students to each other
 - D. has better content validity

Answer and Rationale

28. Which of the following is the best rationale for using task analysis in instructing students with disabilities?
- A. Instruction is delivered in steps that are easily achievable and that promote student success
 - B. Students can eventually learn to analyze assigned tasks themselves
 - C. Students learn classification skills by identifying similar aspects of different kinds of tasks
 - D. Instruction can be delivered effectively to many students at once without the need for individualization

Answer and Rationale

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

Questions 29-31 refer to the following information.

Ms. Gallo, a middle school special education teacher, works with several students in the resource room who are struggling with writing. Her lessons focus on addressing their avoidance behaviors and developing their ability to incorporate various types of sentences into writing assignments. Ms. Gallo is setting goals and considering next steps to ensure retention and transfer of the skills the students are acquiring.

29. Which of the following is the best way for Ms. Gallo to determine the extent to which students have generalized the skills they have been working on?
- A. Moving the students to the library for a group research and writing session
 - B. Asking the students' classroom teachers about their progress as writers
 - C. Inviting a guest teacher to evaluate her students in the resource classroom
 - D. Reinforcing skills during a writer's workshop in the general education classroom

Answer and Rationale

30. Which of the following elements of a lesson plan is most important for Ms. Gallo to use to focus students' attention on upcoming instructional objectives related to their avoidance behaviors?
- A. Anticipatory set
 - B. Modeling skills
 - C. Guided practice
 - D. Evaluation of progress

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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31. Which of the following classroom management strategies is best for Ms. Gallo to use with the students in the writing class?
- A. Setting a time limit to complete writing assignments so that students may earn free time
 - B. Allowing students to propose or choose an alternative task to the written work
 - C. Breaking down writing assignments and rewarding students as each part is completed
 - D. Keeping a checklist of how much time each student spends on task during the assigned writing time

Answer and Rationale

32. To best support students moving into Piaget's concrete operational stage of development, a teacher needs to create learning opportunities for the students to understand which of the following?
- A. Object permanence
 - B. Conservation of number
 - C. Reasoning with abstract symbols
 - D. Using symbols to represent objects

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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33. Which of the following best describes a primary purpose of using a benchmark assessment?
- A. Helping students better understand and internalize their learning goals
 - B. Evaluating educational effectiveness and overall student progress
 - C. Finding gaps in students' skills and diagnosing problems as teachers design instruction
 - D. Tracking student progress toward long-term goals and evaluating instruction to reach those goals

Answer and Rationale

34. Which of the following best describes the primary difference between formative and summative assessments?
- A. Summative assessments are used at the end of the year, while formative assessments are used at the beginning of each semester
 - B. Formative assessments are used continually in the classroom, while summative assessments are used at the end of a lesson or unit
 - C. Summative assessments are used daily to determine mastery of lessons' content, while formative assessments are typically used monthly
 - D. Formative assessments are used once every two weeks, while summative assessments are used at the end of each month

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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35. According to IDEA, a student who is referred for special education services must be evaluated within how many days of the referral date?
- A. 30 days
 - B. 60 days
 - C. 90 days
 - D. 120 days

Answer and Rationale

36. A paraprofessional struggles to support a student adequately in a special education classroom. Which of following is the most appropriate action for the classroom teacher to take?
- A. Reporting the situation to the supervising administrator
 - B. Replacing the paraprofessional with one who is better trained to support students in the classroom
 - C. Modeling effective strategies to support students during collaborative conferences
 - D. Providing articles on research-based strategies and techniques

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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37. According to federal safeguards, an outside evaluation of a student to confirm whether the student has a disability may be approved by a school district if the
- A. school district does not provide one when requested
 - B. student has had at least one recent evaluation
 - C. parents desire another source of information
 - D. IEP team requires more data to develop a program

Answer and Rationale

38. A second-grade student with a specific learning disability in mathematics is having difficulty understanding the concept of regrouping when subtracting two-digit numbers. Which of the following is the best strategy the special education teacher can use to support the student's learning?
- A. Assigning extra practice problems for homework
 - B. Modeling problems using concrete manipulatives
 - C. Providing fewer math problems per work sheet
 - D. Allowing the student to use a calculator to solve problems

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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39. Which of the following is the primary reason for using applied behavior analysis with a student?
- A. All behaviors will be documented in the student's disciplinary file
 - B. Teachers will be able to base differentiated instruction on the student's behaviors
 - C. Teachers can manipulate the antecedents and consequences of the student's behaviors
 - D. An Individualized Education Program can be created based on the student's behaviors

Answer and Rationale

40. For teachers, which of the following is an advantage of using the backward design model in lesson planning?
- A. It maximizes student-centered learning
 - B. It allows teachers more instructional freedom
 - C. It ensures that differentiated instruction occurs in the classroom
 - D. It provides alignment between learning outcomes and instruction

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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41. A special education teacher who notices that some students are easily completing group tasks and others are struggling decides to regroup the students. Which of the following criteria for regrouping is most appropriate for the teacher to use?
- A. Learner profiles
 - B. Student interests
 - C. Peer relationships
 - D. Student readiness

Answer and Rationale

42. When working with students with language-based learning disabilities and dyslexia, a teacher should be aware that the students need
- A. opportunities to read aloud in front of the class
 - B. explicit and systematic writing strategies
 - C. teacher-centered whole-class instruction
 - D. daily whole-language-based lessons

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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43. Which of the following teaching strategies is most appropriate to address the needs of a second-grade student whose spelling is difficult to decode?
- A. Providing systematic phonics instruction that incorporates phonemic awareness
 - B. Taking dictation of the student's ideas and preparing a transcript for the student to study
 - C. Removing the expectation that the student will communicate in well-written paragraphs
 - D. Emphasizing classroom activities that involve oral spelling in collaborative groups

Answer and Rationale

44. Which of the following is a research-based teaching strategy that best helps students value learning and develop intrinsic motivation to learn?
- A. Planning instruction to ensure that all students have prior knowledge that they can build on
 - B. Recognizing that students want the recognition and rewards that accomplishments bring
 - C. Allowing students to demonstrate mastery through choice of activity and product
 - D. Encouraging students to do their best although a task may be beyond their abilities

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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45. Leila is a 9-year-old fourth-grader who currently receives special education services under the category of other health impaired. She often acts impulsively and frequently leaves her seat to roam around the classroom.

Which of the following best describes a shaping technique a teacher should use to help Leila control her impulse to wander around the classroom?

- A. Allowing Leila to move freely around the classroom for one minute every half hour
- B. Reinforcing Leila’s behavior every time she successfully approximates the goal of remaining seated for a targeted amount of time
- C. Reminding Leila that she will lose a classroom privilege whenever she leaves her seat to walk around
- D. Removing tokens from Leila’s class bank account each time she gets out of her seat without permission

Answer and Rationale

46. Which of the following questions is most important to consider when a teacher wants to communicate with a parent about a student’s overall progress?
- A. Do I have assessment results to support my observations?
 - B. Am I using clear language that is free from jargon?
 - C. Will the parent agree with what I report about the child?
 - D. Am I prepared to recommend next steps for the student?

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	A	<p>Option A is correct. The fundamental reason for incorporating technology into a PBL activity is to create a student-centered learning opportunity in which the content is personalized for diverse learners. Option B is incorrect because although providing students with opportunities to develop computer and technology skills is desirable, that is not the primary instructional reason for using PBL. Option C is incorrect because although features that check spelling and perform word counts are helpful to struggling learners and writers, they are not the best reason for choosing PBL. Option D is incorrect because the practice of PBL is student centered, not teacher centered.</p> <p>Back to Question</p>
2	C	<p>Option C is correct. Once a skill has been mastered, the teacher can best assure its retention by providing additional meaningful learning situations in which the student can recall and use the skill. Option A is not correct because peer-tutoring sessions would not be beneficial for a student with an intellectual disability. Option B is not correct because simply acknowledging the behavior will not help students retain the previously acquired skill. Option D is incorrect because longer periods of practice are used prior to retention.</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	B	<p>Option B is correct. One component of successful transfer of learning is the similarity between the situation through which a skill is learned and the situation on which a skill is learned, and the situation to which the skill is to be applied. This activity is authentic and is the most appropriate opportunity for students to use word-attack skills. Options A, C, and D are not correct because they are not authentic assignments that would increase word-attack skills for students with intellectual disabilities.</p> <p>Back to Question</p>
4	D	<p>Option D is correct. To be classified as having a hearing impairment, a student must have a permanent or fluctuating hearing loss that affects the student’s educational performance but is not included under the definition of deafness. Option A is incorrect because there is not enough information about the impact that the ear infections have had on the student’s hearing or academic performance. Option B is incorrect because a 100-decibel hearing loss is classified as deafness, not a hearing impairment. Option C is incorrect because a student with such a loss may not necessarily be struggling academically.</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. Because by focusing on Fariq’s work in class and on the objectives spelled out in his IEP, the teachers are assessing Fariq in the context of the current curriculum. If Fariq is not making progress in achieving his IEP objectives, his teachers can use curriculum-based assessments as the basis for modifying or adapting instruction. Option A is incorrect because RTI is not used to compare students with one another. Option C is incorrect because standardized assessments are not specifically designed for individual students and are not likely to be sufficient when assessing Fariq. Option D is incorrect because an IQ test is not used to determine progress.</p> <p>Back to Question</p>
6	B	<p>Option B is correct. The information provided by the tests will best help her special education teacher determine where to begin instruction. Options A, C, and D will not provide the appropriate information needed for knowing where to begin instruction.</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
7	C	<p>Option C is correct. Heterogeneous groups are made up of students with diverse abilities and are helpful in including students with special needs. Option A is incorrect because homogeneous groups cluster students with similar abilities and do not promote inclusion. Option B is incorrect because looping refers to when a teacher follows the same class from one grade to the next. Option D is incorrect because tracking refers to grouping students in courses that reflect the differences in the students' prior learning.</p> <p>Back to Question</p>
8	B	<p>Option B is correct. Most students with a learning disability require direct instruction in phonics and word recognition. Options A, C, and D are incorrect because auditory comprehension, visual-motor integration, and visual memory are not generally needed by students with learning disabilities.</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
9	B	<p>Option B is correct. The student will be able to practice using the same programs at school and at home, thus reinforcing her writing skills. Option A is incorrect because limiting homework does not help her to use the writing programs. Option C is incorrect because although typing practice is useful, it does not help her to use the programs, one of which is voice recognition software and does not require typing. Option D is incorrect because the accommodation of choice will not promote more successful use of assistive technology.</p> <p>Back to Question</p>
10	D	<p>Option D is correct. Mary’s achievement score indicates high mathematical ability; 9 is the highest possible stanine score. On the basis of the information presented, the most appropriate placement is the advanced class. None of the other choices are appropriate for her high mathematical ability. Despite her learning disabilities, it is entirely possible that she could, perhaps with support, undertake an advanced class in an area of strength.</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
11	B	<p>Option B is correct. A grade-equivalent score of 1.8 indicates a score that students in a norm group are likely to earn in the eighth month of first grade. Option A is incorrect because the least restrictive environment for the student is a fourth-grade class with accommodations. Option C is incorrect because 1.8 refers to a grade and a month. Option D is incorrect because there is not enough information to determine the student’s percentile rank.</p> <p>Back to Question</p>
12	A	<p>Option A is correct. Remedial instruction is one-on-one or small-group instruction that focuses on the needs of the individual student. Option B is not correct because the compensatory approach looks for ways to build on a student’s strengths and work around weaknesses when remedial instruction is not making desired progress. Option C is not correct because metacognitive methods are used to help students understand the way they learn and allow students to think about their thinking. Option D is not correct because scripted reading is a commercial reading program where the program, not the classroom teacher, determines what the teacher says during instruction and/or the particular lessons and the pace at which the lessons are taught.</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
13	A	<p>Option A is correct. In inclusion settings, an appropriate role for the special education teacher is as a co-teacher with the general education teacher. The special education teacher should not be the assistant to the general education teacher, so option B is not correct. While the special education teacher may observe the general education teacher and offer recommendations on working with classified students, the special education teacher acts as a collaborating professional, not as an evaluator, so option C is not correct. Option D is not correct because, although the special education teacher may have primary responsibility for behavior management with certain special education students, the teachers should share responsibility for both behavior management and academic content.</p> <p>Back to Question</p>
14	C	<p>Option C is correct. Response cost needs to be tied to the occurrence of a specific, observable behavior. The behaviors that are identified in options A, B, and D would not benefit from the use of response cost.</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
15	B	<p>Option B is correct. Using a visual reminder can increase appropriate behavior. Option A is not correct because a peer buddy should not be given the task of keeping another student on task. Option C is not correct because seating Trish next to the window is not an appropriate strategy. Option D is not correct because giving Trish high-interest, low-reading level assignments is not related to the behavior.</p> <p>Back to Question</p>
16	C	<p>Option C is correct. The Supreme Court's <i>Hudson v. Rowley</i> (1982) decision is the foundational document for special education. The majority opinion stated that it is sufficient for a school district to provide students with disabilities instruction and services "to permit the child to benefit educationally from that instruction." It also defined the term "free and appropriate education" in the "least restrictive environment." Options A, B, and D are incorrect because they go beyond what the court said school districts must provide to students with disabilities.</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
17	A	<p>Option A is correct. It is correct because the present levels of academic achievement and functional performance must be included in an IEP as mandated by IDEA. Options B, C, and D are not correct because even though they are topics that will be discussed at the IEP meeting, they do not need to be in the IEP.</p> <p>Back to Question</p>
18	B	<p>Option B is correct. According to IDEA, the IFSP must include plans for making the transition from early-intervention services into preschool. Option A is not correct because IFSPs do not include budgets. Options C and D are not correct because they are optional and are not likely to be documented in an IFSP.</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
19	A	<p>Option A is correct. 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; they are not used to guide instruction. Option D is incorrect because guided practice is a teaching strategy used to provide instruction, not evaluate progress.</p> <p>Back to Question</p>
20	C	<p>Option C is correct. According to IDEA, an IEP must be in effect before special education and related services are provided to an eligible student. None of the other choices are required. The objectives in an IEP are ordinarily for a single year, so option A is not correct. Option B is not the correct answer because what IDEA requires is that an IEP include a statement of the services and aids to be provided to the child. For some students with disabilities, the services will include assistive devices, but many students with disabilities do not require such devices. Although special education teachers certainly have access to their students' IEPs, IDEA requires that regular education teachers and other service providers who are responsible for implementing a student's IEP have access to it as well, so option D is not the correct answer.</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
21	C	<p>Option C is correct. Since Jodeen’s functioning is age appropriate in most respects, it is probable that she could work at the level of the class in a general education setting as long as she is provided with appropriate support services to address her expressive language deficit. There is no clear justification for a full-time special education setting, as in option A, as the initial placement for a young student with a very specific expressive language delay and no other disability. There is no evidence that Jodeen needs support for reading, so options B and D are not correct.</p> <p>Back to Question</p>
22	B	<p>Option B is correct. The ecological perspective emphasizes the importance of interactions between the student and the student’s environment in emotional and behavioral disorders. Option A is not correct; the ecological perspective on emotional and behavioral disorders does not refer to the influence of toxins in the physical environment. Neither option C nor D defines the perspective.</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
23	D	<p>Option D is correct. Functional language training involves giving children a means of influencing and interacting with the environment. Teaching children to make sounds or imitate words in isolation does not fulfill the goal of functional learning. Options A and B are not correct because rewarding the student when there is no connection of the behavior to real-world language is not a component for functional language training. Option C is not correct because focusing on the specific sounds is not a component of functional language training.</p> <p>Back to Question</p>
24	B	<p>Option B is correct. Cerebral palsy is the result of a brain injury that occurs before, during, or shortly after birth. As a result of this injury, a child's motor skills are affected. Options A, C, and D are incorrect because the options do not show the characteristics provided in the question.</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
25	B	<p>Option B is correct. Because research has indicated that children with autism spectrum disorder prefer routines and structure in daily academic life. Using the visual schedule would help Beth anticipate the routine and become more accustomed to the new environment. Option A is not correct because reducing a child’s school attendance to a half-day would not help her adjust to the new environment. Option C is not correct because taking Beth on a tour of the school would be useful but is not a long-term support like a visual schedule is. Option D is not correct because providing time away would not help Beth adjust to her school. Instead, time away would limit interactions with peers and teachers, which would inhibit the adjustment process.</p> <p>Back to Question</p>
26	A	<p>Option A is correct. Guided reading allows teachers to work with small groups of students while focusing on the students’ levels and differentiating instruction while working within the groups. Option B is incorrect because a literature circle allows the students to choose books based on their interests rather than their reading levels, and because the students are more independent. Option C is incorrect because a read-aloud helps the teacher to model or share a book with students, but does not focus on their reading levels. Option D is incorrect because a book club is similar to a literature circle, where students choose their books and work more independently within their interest-based group.</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
27	D	<p>Option D is correct. “Learning mastery” generally refers to those lessons taught in the classroom. A teacher-developed test is more likely than a standardized achievement test to assess students’ mastery of those lessons, and, therefore, to have better content validity. Options A, B and C are not correct because they are truer of standardized achievement tests compared to teacher-made assessments.</p> <p>Back to Question</p>
28	A	<p>Option A is correct. It provides two key justifications for the use of task analysis. Option B is incorrect because, although the skill it describes is a possible benefit of using task analysis, it is not the basic rationale for the use of task analysis. Option C is not correct because the learning of classification skills is not a primary object of task analysis. Option D is not correct because individualization of instruction is always important in instructing students with disabilities.</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
29	D	<p>Option D is correct. Generalization involves using learned skills in authentic settings. A writer’s workshop provides an opportunity for the students to use the skills they practiced in the resource room. Option A is incorrect because the students have not been working on group-writing skills. Option B is incorrect because there is no evidence that the general education teachers have been coteaching with Ms. Gallo. Option C is incorrect because it is Ms. Gallo’s role to assess her students.</p> <p>Back to Question</p>
30	A	<p>Option A is correct. The anticipatory set, also called an initial activity, needs to directly engage students in thinking about the upcoming topic, which is avoidance behaviors. Option B is incorrect because modeling occurs once the students are excited about what is to come. Option C is incorrect because guided practice occurs after the students know what they are working on. Option D is incorrect because evaluation occurs while the students practice the new skills.</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
31	C	<p>Option C is correct. Breaking assignments into manageable chunks will make writing assignments less daunting for the students, and rewarding students as each part is completed will motivate the students to continue on to the next part. Option A is incorrect because setting a time limit may accelerate the anxiety associated with avoidance behavior. Option B is incorrect because allowing students to choose an alternative task over writing reinforces the avoidance behavior. Option D is incorrect because it does not directly address the avoidance behavior.</p> <p>Back to Question</p>
32	B	<p>Option B is correct. Students at the concrete operational stage learn to understand the concept of conservation, which is the ability to recognize that a quantity will remain the same even if its form or shape is changed. Option A is incorrect because object permanence is typically learned in the sensorimotor stage. Option C is incorrect because abstract thought typically occurs in the formal operational stage. Option D is incorrect because using symbols to represent real objects occurs in the preoperational stage.</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
33	D	<p>Option D is correct. This question tests your knowledge of the characteristics of different types of assessments. Benchmark assessments evaluate student progress periodically to allow teachers to adapt instruction toward long-term goals. Option A is incorrect because this is a characteristic of a student self-assessment, which (much like a formative assessment) is completed during a lesson to assess knowledge. Option B is incorrect because this is the purpose of a summative assessment. Option C is incorrect because diagnostic assessments are used to identify gaps in student skills and help teachers decide how to proceed with steps of instruction.</p> <p>Back to Question</p>
34	B	<p>Option B is correct. Formative assessments are used continually in classrooms to make sure students are making adequate progress, and summative assessments are typically used to determine that students have mastered content by the end of a unit or term. Options A, B, and C are incorrect because they fail to mention that formative assessments need to be ongoing, not well-spaced.</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
35	B	<p>Option B is correct. This question tests your knowledge of IDEA. IDEA requires that an evaluation must conclude within 60 days of the referral date. Options A, C, and D do not list the correct time frame.</p> <p>Back to Question</p>
36	C	<p>Option C is correct. Modeling or supported scaffolding is the best way to help the paraprofessional learn to help the student. Option A is incorrect because it is the teacher's job to show the paraprofessional how to help the student learn. Option B is incorrect because a teacher does not have the authority to hire or fire staff. Option D is incorrect because modeling is more immediate and can help the paraprofessional more directly.</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
37	C	<p>Option C is correct. Parents are permitted to request that an outside evaluation be conducted to confirm or challenge the results of testing reported by the school district. Option A is incorrect because the school must provide an evaluation when requested or explain why the student does not qualify for evaluation. Option B is incorrect because an outside evaluation is not contingent upon any in-school testing. Private evaluations are meant to add to the body of evidence about a student’s needs. Option D is incorrect because the IEP team can conduct a full evaluation without going outside the school for additional data.</p> <p>Back to Question</p>
38	B	<p>Option B is correct. A student with a specific learning disability in mathematics needs much practice with concrete, hands-on manipulatives to understand the operation of subtraction with regrouping. Once the student grasps the processes involved in the operation, the student should be able to represent the operation using numbers. Option A is incorrect because homework is of no use if the student does not understand the process. Option C is incorrect because providing fewer problems is an appropriate accommodation once the student understands the operation and can work independently. Option D is incorrect because the student needs to understand subtraction before using a calculator to perform operations.</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
39	C	<p>Option C is correct. This question tests your knowledge of applied behavior analysis. The goal of applied behavior analysis is to identify precursors (antecedents) and then develop interventions and consequences to change student behavior. Option A is incorrect because, although documentation of behaviors is important, it is not the main goal of using applied behavior analysis. Option B is incorrect because applied behavior analysis focuses on behavior modification, not instructional practices. Option D is incorrect because applied behavior analysis is part of a student’s behavioral intervention plan, not Individualized Education Program.</p> <p>Back to Question</p>
40	D	<p>Option D is correct. The backward design model establishes that teachers begin with the end goal or objective in mind and then build backwards to ensure that all activities, instruction, and all practices align to meet the final product or outcome. Option A is incorrect because the backward design model does not automatically maximize student-centered learning. Option B is incorrect because the backward design model does not ensure instructional freedom more than any other design model. Option C is incorrect because although differentiated instruction might occur, the backward design model does not ensure differentiated instruction will be used by the teacher.</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
41	D	<p>Option D is correct. Students who are not being challenged by group tasks need to be given more challenging tasks, and that need suggests that a grouping strategy based on readiness is the best choice for forming new groups. Option A is incorrect because, although learner profiles provide information on how students learn best, the students need to have tasks that present a challenge and at which they can be successful. Option B is incorrect because, although student interest may be a guide when forming a group that will pursue a chosen topic, the students described need to be in groups that present them with appropriately leveled tasks. Option C is incorrect because the key reason for changing groups in the given situation is to present all students with appropriately challenging tasks.</p> <p>Back to Question</p>
42	B	<p>Option B is correct. This question tests your knowledge of appropriate instructional methodology for students with language-based learning disabilities and dyslexia. Research shows that struggling readers typically have difficulty with writing and that structured instructional strategies in segments-tiered methods help them conceptualize and master needed skills. Option A is incorrect because students with language-based learning disabilities and dyslexia are often hesitant to read in front of the class because doing so highlights their difficulties. Option C is incorrect because teacher-centered instruction does not specifically support students with language-based learning disabilities and dyslexia, particularly in a whole-class setting. Option D is incorrect because research has shown that the whole-language approach is ineffective for students with language-based learning disabilities and dyslexia.</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
43	A	<p>Option A is correct. Providing a systematic approach to phonics instruction will best help the student develop the prerequisites needed for accurate spelling; that is, an understanding of common letter-sound relationships. Option B is incorrect because to become a good speller, the student needs to actively practice associating the sounds of English with the appropriate letters. Option C is incorrect because it would be denying the student access to the general curriculum. Option D is incorrect because oral spelling does not address the student’s inability to spell words correctly when producing written language.</p> <p>Back to Question</p>
44	C	<p>Option C is correct. Research shows that students are motivated to learn when they are given choices that reflect personal goals and needs. Option A is incorrect because developing prior knowledge is a good teaching practice, but it may not mesh with what students want to learn. Option B is incorrect because it involves extrinsic motivation rather than intrinsic motivation. Option D is incorrect because most students are not motivated to learn in the face of possible failure.</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
45	B	<p>Option B is correct. Shaping involves choosing close approximations and reinforcing successive approximations to the target each time the desired behavior occurs. Option A is incorrect because allowing movement breaks is not a shaping technique but rather an example of inadvertently reinforcing nondesired behaviors. Option C is incorrect as using a reprimand is an example of punishment, not shaping. Option D is incorrect because taking away classroom privileges is an example of using a response-cost strategy instead of shaping.</p> <p>Back to Question</p>
46	B	<p>Option B is correct. The most important aspect of communicating with a parent is to ensure that the message is clear and presented in nontechnical language. Option A is incorrect because, although test results are important, they are not more important than clear communication. Option C is incorrect because a parent may not always agree with a teacher. Option D is incorrect because, although next steps are critical, they are not more important than clear communication that a parent can understand.</p> <p>Back to Question</p>

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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.

Resources

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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
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- McLaren, E. M. and Nelson, M. C. (2009). *Using Functional Behavior Assessment to Develop Behavior Interventions for Students in Head Start* — <http://pbi.sagepub.com/content/11/1/3>
- 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 Services in the IEP* — <http://nichcy.org/schoolage/transitionadult/>
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