FOR TEXAS TEACHERS.
A test prep manual for the TExES Special Education Supplemental exam #163.

EXCELLENT STUDY CONTENT, WORKSHEETS, EXERCISES, AND INTERACTIVE STUDY MODULE!

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Domain I:
Understanding Individuals with Disabilities and Evaluating Their Needs

Competencies 1-2

(20% of the test)

Special Education Supplemental Standard IV:
The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Special Education Supplemental Standard V:
The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
1. Student Characteristics and Needs

Key Descriptors:

- Knows the characteristics of disabilities and analyzes the impact of the disabilities.
- Knows how the developmental, academic, social, career, and functional characteristics of individuals with disabilities relate to levels of support needed.
- Knows theoretical explanations for behavioral disorders.
- Knows the different ways that students learn.
- Applies knowledge of human development and the affects of disabilities.

Key Words:

- Orthopedic Impairment
- Auditory Impairment
- Visual Impairment
- Learning Disabled
- Acronyms

NOTE: Refer to the lettered descriptors under each Competency in the ETS/SBEC study material (in the back of this manual). Analyze each descriptor, and synthesize it down to a paraphrase that is meaningful to you, using no more than 5 words. List those phrases in order on the lines above. It will help to letter the lines above. When complete, record them again on Worksheet 4 in Appendix I.
The law requires that individuals with disabilities must be educated with their non-disabled peers in the maximum extent appropriate. The removal of a special needs individual from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. First consideration should be given to placements that are:

- As close to home as possible
- At the school the student would attend if not disabled
- In regular classes with the supplementary aids and services the student needs.

A. TYPES OF DISABILITIES

The definitions below are primarily from the IDEA law (Individuals with Disabilities Act).

- Orthopedic Impairment (OI) - A severe orthopedic impairment that adversely affects a child's educational performance. Includes impairments caused by birth defects, disease, and other causes.

- Auditory Impairment (AI) - An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. There are four major types of hearing loss: 1) Conductive, caused by damage or obstruction, 2) Sensorineural, caused by damage to the inner ear or auditory nerve, 3) Mixed, a combination of #1 and #2, 4) Central Hearing Disorders, results of a disorder or dysfunction in the central auditory system.

- Visual Impairment (VI) - An impairment in vision that, even with correction, adversely affects a child's educational performance. The term included both partial sight and blindness. Types of visual problems are near-sightedness, far-sightedness, strabismus (eyes look in different directions), congenital cataracts, retinopathy of prematurity, retinitis pigmentosa (inherited and destroys the retina), etc.

- Deaf-Blindness (DB) - The term actually describes a person who has some degree of loss in both vision and hearing, and that amount will vary.

- Intellectual Disability (ID) - (Previously called mental retardation.) The 2011 Texas legislature passed HB 1481 into law requiring state agencies to use respectful language and to change the term Mental Retardation to Intellectual Disability. These two terms have the same definition. It is a below-average cognitive ability with 3 characteristics: 1) I.Q. is between 70-75 or below 2) Significant limitations in adaptive behaviors 3) The onset of the disability occurs before age 18.

- Emotional Disturbance (ED) - Six types of emotional disturbances: anxiety disorders, bipolar disorder, conduct disorders, eating disorders, obsessive-compulsive disorder (OCD) and psychotic disorders; etc.
• Learning Disabled (LD) – A general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble learning and using certain skills. The skills most often affected are reading, writing, listening, speaking, reasoning, and doing math. The term “learning disabilities” is used, and others include dyslexia (difficulties in reading), dysgraphia (difficulties in writing), and dyscalculia (difficulties in math). In the 1960s, researchers, clinicians, and parents began to recognize that when all children with behavior and achievement problems were lumped together, the group was heterogeneous and amorphous, which ruled out concepts such as minimal brain dysfunction. Instead, there was a branching off of children whose primary problem was behavioral (now called Attention-Deficit/Hyperactivity Disorder [ADHD]) and children whose primary problem was achievement. Although the term dyslexia had been available since the beginning of the century and popularized by the work of Samuel Orton, not all children with achievement problems had reading difficulties. Thus, in the early 1960s, a group of researchers, clinicians, and parents used the term “learning disabilities.”

• Speech Impairment (SI) - A difficulty in using muscles appropriately to make the motions or sounds needed for speech. Pay particular attention not to confuse speech impairment with language impairment, as the latter makes it nearly impossible to understand speech and is related to injury to the brain. Speech and language are impacted greatly by auditory impairment.

• Autism - The term “Autism Spectrum disorder” better captures the similarities between autism and other conditions that fall under this category. This term applies to five subcategories: autism, Asperger syndrome, Rett syndrome, childhood disintegrative disorder and Pervasive Developmental Disorder Not Otherwise Specified (PDDNOS).

Characteristics fall into three major areas: social interaction, behavior and communication. Such characteristics might include the following: 1) Unusual fixation (for instance, only playing with round toys) 2) Inability to focus without first completing a routine 3) Disruptive behavior when ordinary schedule is interrupted 4) Unusual communication habits (from not talking at all to repeating certain phrases) 5) Difficulty understanding social interactions.

**Autism in the Classroom**

Every student who requires an IEP must be assessed for their individual requirements. And for each student you must take into account their very specific needs and adjust their plan accordingly. However, for students who fall on the autism spectrum, one similar requirement is universal and that is a need for structure. A set daily routine with little deviation is ideal. A visual daily schedule is beneficial to these students so they are able to see their daily plan concretely. The goal is to make the students more secure in their structure and stability so they will be more conducive to their learning setting and staff.

Other ways to support students who are on the autism spectrum may include reducing
1. Student Characteristics and Needs, cont'd.

the number of items that students are required to complete on a test or quiz. Autism can often make it difficult for a student to maintain long periods of attention. The resource teacher must be very in tune with the ability level of the student and communicate with the general education teacher to work within the realistic parameters of the student’s ability level. If the class’ spelling test has 20 spelling words and your student can not manage to learn more than 10 at a time, it is your job as his advocate to communicate that to the general education teacher. That should be discussed at the child’s IEP meeting for the members to discuss.

Another item that is a challenge for a child on the autism spectrum is time. Processing information is difficult and it takes quite a bit more effort to process and convey. This requires more time than it would take for a child without disabilities or for a child with a different disability. Again, this needs to be communicated with the general education teacher and discussed at the IEP meeting. To expect a child with autism to complete an assignment in the same allotted time would create a great deal of frustration and agitation that might result in a meltdown.

Depending on each student, they need varying levels of support. One student may need constant one-on-one support while another child may only need periodic “checking in” and they may gain better social skills from peer interaction. Depending on the ability level, the student may need to have the curriculum modified if the level is too difficult. However, the answer may be as simple as the child learns better with differentiated instruction, such as hearing the information, having the information presented visually or using manipulatives. Also, the student may be able to present the information to you that he or she has learned in an alternate manner, rather than in written form.

Another point to clarify when discussing specific inclusion needs and issues of autism spectrum students with the general education teachers is participation goals and expectations. The normal participation expected of the general student would not be the norm of an autistic student. They usually present as very shy and if pressed may regress or go into more severe meltdown or self-injurious behavior. If the teachers, staff, and students are sensitive to the student and patient with his needs, perhaps he will be more willing to make steps towards his own level of participation in the future.

The solution for most issues concerning inclusion for students on the autism spectrum is constant communication between the resource teacher and the general education teacher. The student must have structure and stability and feel secure in his environment. You must respond at any disruption and make adjustments to maintain structure and security. You are the advocate and the adjuster to keep the learning environment stable for the student.

- Traumatic Brain Injury (TBI) – An acquired injury to the brain resulting from an external physical force. Can affect any or all of the following: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual, and motor abilities, psycho-social behavior, physical functions, information processing, and speech.
1. Student Characteristics and Needs, cont’d.

- Other Health Impairment (OHI) – According to IDEA, students with certain health issues (such as ADD or AD/HD) may qualify for special education services through this category. OHI is defined as having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, Tourette’s syndrome, diabetes, epilepsy, a heart condition, hemophilia, etc., and adversely affects a child’s educational performance.

- Non-Categorical – for students ages 3 to 5 who may have an intellectual disability, emotional disturbance, learning disability or autism. (This is a disability category only in Texas. Its intent is to prevent inaccurately assigning a very young child to one of these four disability categories.) Use of this category is optional.

NOTE: Students may be categorized with a few different disabilities. For example: a student could potentially be categorized as LD/OHI, meaning that the student has a specific learning disability that may or may not be attributed to the secondary label of OHI.

B. ACRONYMS USED IN SPECIAL EDUCATION

A
ADA American with Disabilities Act
ADD Attention Deficit Disorder
ADHD Attention Deficit Hyperactivity Disorder
AEP Alternative Education Program

AEIS Academic Excellence Indicator System - Texas State Accountability System
AEPT Adult Employability Planning Tool
AI Auditory Impairment or Teacher of the Deaf and Hard of Hearing
APE Adaptive Physical Education
ARC Association for Retarded Citizens
ARD Admission, Review, Dismissal
AT Assistive Technology
ATD Assistive Technology Devices
AU Autism
AYP Adequate Yearly Progress - Federal Accountability System
AUEN Assessing Unique Educational Needs

B
BASE Behavior Academic and Social Education
BLS Basic Language Skills
BEST Behavioral Education and Skills Training
BIP Behavior Intervention Plan

C
CADAC Drug and Alcohol Counseling
CBI Community Based Instruction
CBVI Community Based Vocational Instruction
CMC Content Mastery Center
CTE Career Technical Education

D
DB Deaf/Blind
2. Assessment

Competency 2:
The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.

A. PURPOSES AND TYPES OF ASSESSMENT
Assessment can be easily divided into two categories: informal and formal

1. Informal assessments are generally instructor-designed. As the name suggests, these assessments are less systematic and regimented than conventional assessments. Informal tests include:
   • teacher observations of student body language during questioning
   • the types of questions the students themselves are asking
   • work samples such as daily work
   • portfolios

Advantages
   • Often are visual
   • Provide immediate feedback on the effectiveness of daily instructional tasks and activities
   • allow the instructor to quickly adapt presentations to increase students’ performance
   • easy to adjust without extensive planning and preparation time
   • can provide a more clear image of the abilities of certain student populations (disabled, second-language learners, etc.)
   • provide the instructor with solid information about emotional, social, and motivational factors which affect students’ learning

Disadvantages
   • results can be unreliable if not coupled with formal assessment
   • lack standardization
   • do not reflect accurately for some students (shy, other social factors)
   • portfolios and projects can be influenced by student creativity and social factors (availability of materials, parental assistance)

2. Formal assessments are more regimented and structured. Formal assessments are in general less forgiving than informal assessments. However, they provide specific information about student knowledge that cannot be gained through informal assessment alone. These assessments can be either norm-referenced or criterion-referenced. A norm-referenced examination compares a student’s performance to other students’ who have taken the test. For example, the ITBS (Iowa Test of Basic Skills), a test of basic skills, measures a student’s national percentile rank (NPR) and compares their score with those of others in his/her grade in the nation. This information is important, as it measure students’ knowledge and skills, and creates a mean average for student performance. They are important as they allow instructors to measure competency
and knowledge levels in their content areas. Formal tests include:
• conventional exams
• paper and pencil tests
• end of course exams
• projects and presentations score with a rubric

Advantages
• because the tests are standardized, all students approach the assessment on equal footing (at least theoretically)
• provide opportunities to gauge the educational effectiveness of teachers and programs
• provide valid preparation for a lifetime of testing

Disadvantages
• created by testing experts, but the extreme cost of developing and producing these tests may lead to flaws
• tests are largely multiple choice, which limits demonstration of higher level thinking skills
• test questions may be worded poorly and confusing to the reader
• second-language learners have significant disadvantages, as these tests are rigid and terminology is often slanted toward English-proficient students
• these tests create a high degree of pressure on both instructors and students

B. THE KEY TO EFFECTIVE ASSESSMENT
The key to effective assessment is balance. No single method will address the needs and skills of all learners. As with educational methods, assessment methods must be varied to provide excellent instruction to all students. A totally effective teacher adapts testing to student needs on an individual basis. Effective teachers use a variety of testing methods to assess student learning. Effective teachers help students see assessment as an opportunity to “shine” as opposed to a dreaded evil that must be endured.

The best assessment of student learning involves using a variety of assessments. When using many different observations and types of tests, teachers gain the most accurate snapshot of student learning.

C. TESTS AND INSTRUCTIONAL GOALS
Testing must match material that has been taught. Assessment should be aligned with teaching objectives.

D. EXPLAINING TEST CRITERIA
Before testing, students and teachers should work together to define the criteria by which they will be assessed. In the process of deciding what is important to know, students review and refine their knowledge. Imagine taking your TExES exam without any guidance about what will be covered. Failure to provide students with test criteria is just as unfair as this scenario would be.

E. PROVIDING USEFUL FEEDBACK
Students need timely feedback. It is good to get graded tests back to students quickly. Be sure to go over the test with students, helping them to see what the right answers were and why. In the process of correcting their answers, misconceptions are repaired and knowledge is gained.

F. USING TEST DATA
Testing data should lead teachers to adjust
their instruction so that student needs are being met. Use test data to:

- Find concepts to re-teach
- Catalog teaching strategies that worked well
- Uncover areas where students are unengaged and disinterested, and adjust instruction to improve engagement
- Identify learning needs and students requiring additional help

**G. CRITERIA FOR ELIGIBILITY**

- Use of background information regarding placement into special education services.
- Portfolios, ecological assessments, informal observations, functional assessments, and task analysis.
- Texas loves assessment. Assessment is critical in the special education process. We cannot proceed to service the student without assessment in place that validates the need for programming.
- In Texas, once a student has been referred for special education, comprehensive assessment must be completed within sixty days of the referral.
- Changes to IDEA 2004 allow for RTI (Response-to-Intervention) approaches because some feel that “discrepancy method” had its shortcomings in identifying students who are at-risk.
- In formal assessment, scores above 130 represent giftedness, whereas a score of 70 signifies mental retardation.
- Two standard deviations is a cause for concern.
- 100 = average. 15 points either above or below the norm is one standard deviation—85 being low average and 115 being high average.
- Texas uses the following list of disability categories to determine if a student (aged 3-21) is eligible for special education and related services:

  - Auditory Impairment (AI)
  - Autism (AU)
  - Deaf-Blindness (DB)
  - Emotional Disturbance (ED)
  - Intellectual Disability (ID) (formerly called Mental Retardation)
  - Multiple Disabilities (MD)
  - Orthopedic Impairment (OI)
  - Other Health Impairment (OHI)
  - Learning Disability (LD)
  - Speech Impairment (SI)
  - Traumatic Brain Injury (TBI)
  - Visual Impairment (VI)
  - Non-Categorical Early Childhood (NCEC)

These listed disability categories are more general in nature than a specific diagnosis. Only a few specific diagnoses are mentioned under the federal definitions. One of the changes made to IDEA 2004 was the specific mention of Tourette’s Syndrome under “Other Health Impairment”.

**H. VARIOUS TYPES OF INSTRUMENTS USED IN ASSESSMENT**

- Stanford Binet Intelligence Scale - A test used for general intelligence based on cognitive processing and memory retention.
- Child Behavior Checklist (CBCL) - This is an informal assessment given to teachers and parents by the diagnostician that is commonly used to diagnose attention deficit disorder.
- Wechsler Intelligence Scale for Children (WISC-III) - This tool is used with school age children as a battery for verbal and performance. Verbal testing includes long-term memory, abstract reasoning, verbal fluency, and concentration. Performance testing concentrates on the areas of attention to detail, sequential thinking, and visual analysis.
- Benchmarks - Common classroom and/or district assessments that are “checkpoints” in a given period to measure students present.

Continued
Domain II:
Promoting Student Learning and Development

Competencies 3-7

(50% of the test)

Special Education EC-12 Standard VI:
The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.

Special Education EC-12 Standard VII:
The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Special Education EC-12 Standard VIII:
The special education teacher understands assistive technology as defined by state and federal regulations.

Special Education EC-12 Standard IX:
The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Special Education EC-12 Standard X:
The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.
3. Instruction and Management

Key Descriptors:

- Knows how to select, develop, and apply instructional content, materials, resources, and strategies.
- Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition, and career life skills for students.
- Applies procedures for developing and using IEP objectives to plan instruction.

Key Words:

TEKS (Texas Essential Knowledge and Skills)
IEP (Individualized Education Plan)
Modifications
Time Management
LRE (Least Restrictive Environment)

NOTE: Refer to the lettered descriptors under each Competency in the ETS/SBEC study material (in the back of this manual). Analyze each descriptor, and synthesize it down to a paraphrase that is meaningful to you, using no more than 5 words. List those phrases in order on the lines above. It will help to letter the lines above. When complete, record them again on Worksheet 4 in Appendix I.

DESCRIPTOR HIGHLIGHTS

- Knows how to select, develop, and apply instructional content, materials, resources, and strategies.
- Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition, and career life skills for students.
- Applies procedures for developing and using IEP objectives to plan instruction.
- Knows how to collaborate with other professionals to create learning plans.
- Knows how the learning environments impact students.
- Identifies how technology can assist with instruction.
- Uses local, state, federal resources.
3. Instruction and Management

Competency 3:
The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

A. INSTRUCTIONAL LEARNING STYLES
   • Theory of Multiple Intelligence: Eight types of intelligence according to Dr. Howard Gardner in 1983.
   • Grace Fernald: Known for the Fernald Approach, thought learning disabilities were because of a neurological defect. She is key to the history of special education from 1950-1975.
   • Marie Carbo: Decided that some students did not benefit in learning gains using the phonics method.
   • Students who are able to recall what they hear are auditory learners. These students are highly engaged in learning when they give oral presentations and where debates and discussions are taking place.
   • Sometimes students are “visual learners”. Visual students take in stimuli from the environment, and are especially receptive to graphic organizers, maps, videos, and computer technology in their pursuit of learning objectives.
   • “Kinesthetic Learning” - Total physical response is needed to achieve success. Suggestions for these learners include movement activities and lessons designed to draw or perform experiments (such as science labs).
   • The special education teacher should work closely with the general education teacher to determine the learning style and instructional approach that should be taken when carrying out the IEP in the classroom.

B. TASK ANALYSIS: The process of breaking a task down into small components and teaching that specific part as a skill. Example: There are many steps required in the simple task of brushing one’s teeth. This task is quite difficult for many with special needs. (Pick up toothbrush, wet the brush take the cap off the tube, put paste on the brush, brush the outside of the bottom row of teeth, brush the outside of the top row of teeth.) There are as many as ten or more steps involved in this process.

C. TIME MANAGEMENT
   • Allocated time: Amount of scheduled time in a specific subject.
   • Engaged time: The time that a student spends working on a specific task either alone or in a group.
   • Ample time should be given in class for skill demonstration and reflection.

D. IEP: WRITTEN STATEMENT OF GOALS TO BE ACHIEVED ON AN ANNUAL BASIS.
   • Selecting appropriate goals and objectives that align with the TEKS is key to the success of the student.
   • Madeline Hunter pioneered the ITIP - Instructional Theory into Practice instructional model. This model is in use in many schools across the U.S. as a guide for teachers in classroom management.
   • Based upon the assessment and present levels of performance (PLOP) - This is what the student is doing. The ARD committee drafts the IEP goals and objectives.
B. OTHER TECHNOLOGY TOOLS IN THE CLASSROOM:

- Encyclopedia online or on CD-rom: An excellent tool in the resource room for students to use who need the use of technology in completing research reports. Online or CD-rom encyclopedias can provide audiovisual information delivery to students who learn best through kinesthetic methods.

- Time clocks: Students who need assistance in the content mastery environment can be taught to use “time clocks” to track their time in the mastery center each week where a report can be generated for the referring general education teacher on the amount of allocated time spent in the special education learning environment.

- Computer grammar checkers: A great tool for students where they can check their work before submitting to ensure their spelling and usage of the parts of speech is correct in papers that are to be turned in for a grade.

- Overhead projector: Can be used by a teacher to project worksheets or book work into larger print for visually impaired students.
## Competency Chart

**Domain I**

1. **Student Characteristics and Needs**
   - **Competency 1:** The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

2. **Assessment**
   - **Competency 2:** The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.

**Domain II**

3. **Instruction and Mgmt.**
   - **Competency 3:** The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

4. **Assistive Technology**
   - **Competency 4:** The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures relating to the use of assistive technology.

5. **Content Area Performance**
   - **Competency 5:** The special education teacher knows how to promote students’ educational performance in all content areas by facilitating their achievement in a variety of setting and situations.

6. **Behavior and Social Skills**
   - **Competency 6:** The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

7. **Transition Issues**
   - **Competency 7:** The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

**Domain III**

8. **Foundations of Special Education**
   - **Competency 8:** The special education teacher understands the philosophical, historical and legal foundations of special education.

9. **Role and Responsibilities**
   - **Competency 9:** The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

10. **Communication and Collaboration**
    - **Competency 10:** The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.