



pennsylvania
EDUCATOR CERTIFICATION TESTS

Special Education 7–12

PRACTICE TEST

Modules 1 and 2

Produced by the Evaluation Systems group of Pearson



pennsylvania
EDUCATOR CERTIFICATION TESTS

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GETTING STARTED

The content of each of the PECT practice tests, i.e., each test question, is based on and defined by the corresponding PECT test objectives. Before taking the practice test, be sure to familiarize yourself with the test objectives for your field. The objectives are broad, meaningful statements of the knowledge and skills important to the test field. The objectives as a whole define the domain of subject matter to be measured by a test. The test objectives are available on the PECT website at www.pa.nesinc.com.

The PECT practice tests are designed to be representative in form, content, and difficulty of an actual PECT assessment. The practice test may include a slightly greater number of selected-response items (multiple-choice questions) than are found on the actual test. The proportion of selected-response items in each subarea is the same as on the actual test. An answer key is provided that lists the correct responses and indicates the specific test objective to which each test question is matched.

The PAPA practice test provides examples of responses to short-answer sentence correction assignments, with the two errors in each sentence appropriately corrected. The PAPA practice test also contains a set of four sample responses to the extended constructed-response assignment. Each of the four sample responses is illustrative of one of the four score points (as described in the score-point description) that comprise the PECT PAPA Score Scale.

Keep the following in mind when taking the practice test:

- Read each selected-response question carefully and choose the ONE best answer out of the four answer choices provided.
- Record your answer to each question on the answer sheet provided.
- **For the PAPA:** Read the short-answer sentence correction assignments and identify the two errors in each sentence. Then, rewrite the sentences being sure to correct the errors you have identified and being mindful not to introduce new errors.
- **For the PAPA:** Read the extended constructed-response assignment carefully and consider what information you wish to use in your response, as well as the order in which that information would best be presented to the reader. As you compose your response, also keep in mind the performance characteristics on which your response will be scored.
- Follow the instructions in "Evaluating Your Performance" to score your test and evaluate and interpret your results.

You may wish to monitor how long it takes you to complete the practice test. When taking the actual PECT assessment, you will have an assigned amount of time within which to complete your test(s). Keep in mind that the tests have been designed so that there is ample time to answer all the questions and review your responses prior to submitting them for scoring.

SELECTED-RESPONSE SECTION

Selected-Response Answer Sheet

Use the space provided below to record your responses to the multiple-choice questions that follow.

Module 1

Question Number	Your Response
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Question Number	Your Response
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Module 2

Question Number	Your Response
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Question Number	Your Response
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References

Common Acronyms

AAC (augmentative and alternative communication)

ADHD (attention-deficit/hyperactivity disorder)

ASD (autism spectrum disorder)

ESL (English as a Second Language)

FBA (Functional Behavioral Assessment)

IDEA (Individuals with Disabilities Education Improvement Act)

IEP (Individualized Education Program)

IFSP (Individualized Family Service Plan)

PE (physical education)

RtII (Response to Instruction and Intervention)

SDI (specially designed instruction)

SLT (speech language therapist)

Selected-Response Items

Module 1

1. Which of the following best describes the impact of the civil rights movement during the 1960s on special education in the United States?
 - A. The federal government mandated that states provide appropriate facilities for the education of students with disabilities.
 - B. Parents and other advocates challenged the customary discrimination in public schools against students with disabilities.
 - C. Many states adopted policies requiring full inclusion of children with disabilities in general education classrooms.
 - D. Psychologists focused research on the potential of children with disabilities to benefit from educational programs.

2. A graduate student from a local university contacts a special education teacher at a high school and requests to review the educational records of ninth- and tenth-grade students with ASD as part of a class assignment. In this situation, it would be most appropriate for the special education teacher to respond to the graduate student's request in which of the following ways?
 - A. explaining to the graduate student that records are confidential and access requires written permission from each student's parents/guardians
 - B. scheduling a meeting with the graduate student to further discuss details of how the students' records will be used for the class assignment
 - C. providing the graduate student with a set amount of time to view student records under the supervision of a school staff member
 - D. encouraging the graduate student to submit a formal written request to the school district's board of education

3. Which of the following legislative acts guarantees the civil rights of a student with disabilities to access public buildings and facilities within them?
 - A. Americans with Disabilities Act (ADA)
 - B. Education for All Handicapped Children Act
 - C. Elementary and Secondary Education Act (ESEA)
 - D. Developmental Disabilities Assistance and Bill of Rights Act

4. Which of the following court decisions established the principle that a student's home language must be used in assessments that determine special education needs?
- A. *Daniel R. R. v. State Board of Education*
 - B. *Oberti v. Board of Clementon School District*
 - C. *Diana v. State Board of Education*
 - D. *Hobson v. Hansen*
5. According to Pennsylvania's Code of Professional Practice and Conduct for Educators, the primary responsibility of special education teachers is to:
- A. locate specialized resources for students.
 - B. develop students' educational potential.
 - C. help students find suitable postsecondary employment.
 - D. provide learning experiences to students in a stress-free environment.
6. An IEP team is determining an appropriate special education placement for a student with an emotional disturbance. If placement in general education classrooms with a consultant special education teacher and a 1:1 aide would not provide sufficient support, the next level of support for the team to consider would be:
- A. itinerant.
 - B. supplemental.
 - C. full time.
 - D. instruction in the home.

7. The primary purpose of specially designed instruction (SDI) for a student with disabilities is to:
 - A. establish an alternative set of academic standards on which to base short- and long-term learning goals for the student.
 - B. provide necessary supports for the student to make progress in the general education curriculum.
 - C. outline educational strategies for any subject in which the student will require pullout or resource room accommodation.
 - D. designate benchmarks for determining whether educational and behavioral goals are being met within the general education classroom.

8. Édouard Séguin most contributed to developments in the history of special education by:
 - A. proving that it was possible to teach individuals who are deaf to communicate.
 - B. conducting research studies on the effects of institutionalization.
 - C. founding the first school for the blind in the United States.
 - D. establishing a system for educating youth with intellectual disabilities.

9. A tenth-grade student with a specific learning disability tells her special education teacher that she wants to find a job after graduation that allows her to work with animals. Which of the following would be the special education teacher's best *initial* step in collaborating with the student to support this long-term goal?
 - A. providing the student with course catalogs from a variety of agricultural colleges and universities
 - B. encouraging the student to write a list of the pros and cons of a career that involves working with animals
 - C. having the student complete an interest inventory that will help her define her objectives more specifically
 - D. advising the student to take as many science classes as possible while she is in high school

10. An IEP team meeting is being held for a 12-year-old student with spina bifida. The team is discussing strategies for helping the student meet his IEP goals in the area of independent living skills. Which of the following questions would be most important for the team to consider when determining how the student's service providers can best collaborate with his family in this regard?
- A. Which family member or members should be in charge of making sure the student is practicing his independent living skills at home?
 - B. What aspects of the student's home life would offer natural opportunities for him to improve his independent living skills?
 - C. In what ways are family members hindering the student's development of independent living skills?
 - D. How can the family members adjust their home routines to reinforce the independent living skills the student is learning in school?
11. Which of the following strategies by a special education teacher would best facilitate effective communication during conferences with secondary students with disabilities and their parents/guardians?
- A. asking permission to record discussions for later reflection
 - B. having resources on hand to research questions or concerns that arise
 - C. sharing a humorous anecdote to open discussions on a positive note
 - D. using straightforward language that is free of educational jargon
12. A special education teacher is meeting with the parents of an eighth-grade student who has an IEP for other health impairments. The parents confide that they have recently lost their jobs and can no longer afford the student's medications. Which of the following steps would be most appropriate for the special education teacher to take in this situation?
- A. referring the student's family to the school social worker for assistance in identifying community resources and assistance available to the family
 - B. urging the student's parents to immediately contact family or friends for financial assistance
 - C. reminding the student's parents that the teacher is always available to listen to their problems or provide emotional support
 - D. collecting monetary and food donations from school staff for the student's family

13. A special education teacher would be best advised to refer families/caregivers seeking information about services and programs for individuals with intellectual disabilities to which of the following groups?
- A. state chapter of the United Way
 - B. local mental health association
 - C. state department of education
 - D. local chapter of The Arc
14. A high school student with a specific learning disability will be receiving SDI within general education classes. The student's special education teacher could best ensure effective implementation of the student's IEP by taking which of the following actions?
- A. meeting regularly with the general education teachers to discuss the student's progress and suggest changes in instructional strategies as needed
 - B. surveying the student's parents about the quality of instruction their child is receiving in the general education classes
 - C. making periodic observations of classroom instruction and providing the general education teachers with evaluative feedback
 - D. recommending to the principal appropriate goals for the general education teachers to include in their professional development plans
15. A team that includes personnel from several community agencies will be facilitating the transition of a high school student with cerebral palsy from school to independent living. Which of the following conditions is most critical to effective communication and collaboration between the student, agency personnel, special education staff, and others on the team?
- A. designation of one individual as team leader who has final authority in decisions
 - B. similar backgrounds and experiences among team members
 - C. regular opportunities for the team to meet, discuss ideas, and develop relationships
 - D. oversight of team discussions and processes by a neutral party

16. Which of the following 12-year-olds is most likely demonstrating atypical cognitive development?
- A. Student A takes up new hobbies with enthusiasm but tends to lose interest in them after a few weeks.
 - B. Because Student B believes he is immune to physical harm, he ignores safety warnings.
 - C. After reading about families living in poverty, Student C volunteers at a food pantry in his neighborhood.
 - D. Student D spends time playing with her puppy every morning and cannot understand why she gets to school late.
17. Signs of depression in a high school student would most typically include:
- A. irritability.
 - B. pervasive feelings of sadness.
 - C. rapid weight gain.
 - D. absenteeism.
18. A tenth-grade English language learner with an orthopedic impairment recently arrived in the United States. His work on class assignments meets expectations, but he is reluctant to respond to oral questions from teachers during class. He readily interacts with other students during cooperative learning activities but appears visibly uncomfortable when a teacher attempts to interact with him. Which of the following questions should a teacher consider *first* when determining how to best support this student's learning?
- A. What were the circumstances surrounding his family's move to the United States?
 - B. Is his disability hindering his development of English language skills?
 - C. Do teaching practices in his home culture differ from those in U.S. schools?
 - D. Are limited academic-language skills inhibiting his class participation?

19. In the typical sequence of cognitive development, which of the following abilities would an individual generally acquire *first*?
- A. logical thought
 - B. classification
 - C. abstract reasoning
 - D. self-regulation
20. Which of the following behavior patterns in an eighth-grade student most clearly indicates a delay in the area of social-emotional development?
- A. expressing uncertainty with regard to personal life goals
 - B. choosing to interact primarily with same-gender peers
 - C. exhibiting moodiness and sensitivity in interactions with adults
 - D. tantruming, tearing papers, or blaming others when frustrated
21. Which of the following disabilities is characterized primarily by impairments in social perception, interactions, and nonverbal communication, but no significant cognitive delays?
- A. Williams syndrome
 - B. pervasive developmental disorder
 - C. Asperger syndrome
 - D. ADHD
22. Which of the following sets of symptoms typically distinguishes psychotic disorders from other types of emotional disturbances?
- A. delusions and hallucinations
 - B. social phobia and pervasive feelings of unhappiness
 - C. panic attacks and mood swings
 - D. persistent anxiety and repetitive, ritualistic behaviors

23. Compared to peers without disabilities, a 17-year-old student with a mild intellectual disability is likely to have more difficulty with which of the following vocational tasks?
- A. completing a two-step task while being coached by a job trainer
 - B. recalling a specific sequence of job tasks that a supervisor stated a few minutes earlier
 - C. using appropriate greetings when arriving at a job site
 - D. communicating with coworkers in a friendly way during an assigned task
24. A tenth-grade student has a moderate traumatic brain injury (TBI) that has affected his short-term memory and his ability to concentrate. He also has difficulty processing auditory input and expressing himself verbally. The student learns best when supported by visual stimuli, and he uses an assignment book to keep track of his work in various classes. His English teacher has assigned students a research project that involves conducting research on a topic of their choice and writing a report. Given the student's characteristics, which of the following parts of the project is likely to be most difficult for him?
- A. making a list of potential research topics and then selecting one of these topics for his report
 - B. following a checklist as he edits a final draft of his report
 - C. using a graphic organizer to help structure the first draft of his report
 - D. participating in a small-group peer review of draft reports and then revising his report based on peer feedback
25. Which of the following factors is likely to have the most significant positive impact on the quality of the adult life of a student with ADHD?
- A. the extent to which the student develops compensatory strategies for functioning in a variety of environments
 - B. the number of years the student spends receiving special education services
 - C. the degree to which the student is aware of the legal rights to full participation and access to academic and nonacademic services
 - D. the age at which the student begins to receive training in career or vocational skills

26. A special education teacher who works in a high school learning support room makes a habit of incorporating into instruction scientific, literary, and artistic contributions that individuals from diverse cultural backgrounds have made in the last few decades. The teacher strives to include individuals with cultural backgrounds similar to those of the students in her classes. The teacher's use of this approach is likely to be most effective for promoting students' ability to:
- A. recognize that various cultures view disabilities in different ways.
 - B. learn how to compensate for their disabilities as fully as possible.
 - C. appreciate their own and others' distinct cultural characteristics.
 - D. feel as comfortable as possible in their general education classes.
27. An eighth-grade student has recently begun taking a prescribed stimulant medication for ADHD. The student's teachers should be aware that common side effects of taking such medication include:
- A. low blood pressure and feeling faint.
 - B. insomnia and loss of appetite.
 - C. fidgeting and inability to concentrate.
 - D. poor circulation and chills.
28. A high school student with a mild intellectual disability receives instruction in daily living skills. Which of the following related tasks would likely be most difficult for this student?
- A. recognizing everyday materials such as cups and towels
 - B. generalizing previously learned skills to different environments
 - C. sharing materials with other students in the class
 - D. developing personal preferences such as types of food items

29. A special education teacher is planning an initial discussion about postschool transition with a 14-year-old student and her parents. Which of the following factors would likely be most important to consider in the context of this discussion?
- A. the number of local organizations that offer the possibility of future employment
 - B. the student's current level of knowledge about the skills needed for various jobs
 - C. the types of vocational training that are available at the school
 - D. the family's values and expectations regarding the student's adult life
30. A special education teacher works with several students with specific learning disabilities in reading who have very little motivation to read for pleasure. Which of the following strategies is likely to be most effective in promoting students' interest in independent reading activities?
- A. giving public recognition to other students who demonstrate good reading habits
 - B. providing students with a wide range of interactive and print materials at their independent reading levels
 - C. arranging for the students to spend time in the school library on a regular basis
 - D. establishing a reward system through which students receive special privileges when they engage in independent reading
31. A high school student who has a moderate intellectual disability will be transitioning into the community after graduation. The student plans to live in a group home and secure competitive employment. Before the student graduates, the special education teacher would like to evaluate the student's ability to ask for assistance, handle money while making purchases, and prepare meals. Which of the following instruments would be most appropriate for the teacher to use to evaluate these skills?
- A. Functional Behavioral Assessment (FBA)
 - B. structured clinical interview
 - C. adaptive behavior rating scale
 - D. task analysis

32. Which of the following is the most appropriate way to administer timed subtests on a standardized assessment instrument?
- A. providing prompts if the student fails to respond before the allotted time expires
 - B. moving on to the next subtest if the student makes two consecutive errors
 - C. explaining to the student how much time is available to respond
 - D. beginning the time immediately after the subtest is presented to the student
33. A 16-year-old high school student with a mild intellectual disability will soon transition into a vocational learning environment within the community. As part of this transition, the special education teacher plans to assess the student's functional reading ability, ability to use a telephone, and ability to use local public transportation. This assessment would best help the teacher determine the student's level of:
- A. aptitude.
 - B. intellectual functioning.
 - C. adaptive behavior.
 - D. interest.
34. A high school English language arts teacher has a class that includes several students with disabilities. The teacher consults with the special education teacher about the most effective way to assess students' effort, progress, and achievement. Which of the following types of assessment is most appropriate for the special education teacher to recommend?
- A. criterion-referenced
 - B. task analysis
 - C. working portfolio
 - D. constructed response

35. A special education teacher works in a self-contained classroom with high school students who have moderate intellectual disabilities. At the close of an instructional unit on nutrition, the teacher would like to evaluate the students' newly acquired knowledge. Which of the following methods would be most effective for the teacher to use?
- A. an authentic assessment requiring the students to perform a real-life activity
 - B. a diagnostic instrument determining the students' individual progress
 - C. a benchmark assessment measuring the students' mastery of the concrete concepts
 - D. an informal interview engaging the students in a one-on-one dialogue
36. An eleventh-grade student who is an English language learner with a specific learning disability will be participating in the Pennsylvania System of School Assessment (PSSA). The student should take the test using the same supports used during classroom instruction for which of the following reasons?
- A. to alleviate the student's anxiety about taking the test
 - B. to guarantee that the student receives a passing score for graduation
 - C. to determine an appropriate placement for the next school year
 - D. to ensure an accurate measure of the student's level of performance
37. A 17-year-old high school student receives special education services due to a mild intellectual disability. As part of the planning for her transition into a community-based job program, the student has completed a computer-based self-report and behavioral checklist. Which of the following steps should the special education teacher take *first* to interpret the results of these assessments?
- A. clarifying the scores using terminology familiar to all stakeholders on the student's IEP team
 - B. generating a hypothesis on the level of interventional supports the student will need
 - C. comparing the scores to previously gathered informal observational data about the student
 - D. evaluating each response to create an intervention strategy for the student

38. A ninth-grade student has an IEP behavioral goal of increasing positive interactions with peers. Which of the following data collection methods would be most appropriate for monitoring the student's progress toward achieving this behavioral goal?
- A. daily observations by the special education teacher, recording the change in the frequency with which the student engages in positive interactions with peers
 - B. periodic entries in a self-monitoring log that the student fills out each time she feels she has engaged in positive interactions with peers
 - C. monthly summaries written by the special education teacher, noting the circumstances in which the student most often engages in positive interactions with peers
 - D. weekly summaries of comments by the student's classroom teachers regarding the positive interactions she has experienced with classmates
39. Which of the following related services providers is typically responsible for developing strategies to help secondary students with intellectual disabilities improve their skills in the areas of daily living and personal care?
- A. social worker
 - B. occupational therapist
 - C. job coach
 - D. physical therapist
40. An eighth-grade student with an emotional disturbance recently had a reevaluation that indicated a need to revise her IEP. After the reevaluation, members of the IEP team could best involve the student in developing the revised IEP if they begin by:
- A. defining for the student a set of behavioral guidelines and expectations that will be required for her participation in the process.
 - B. soliciting ideas from the student about strategies used by her teachers that seem to be most and least effective for her.
 - C. sharing information with the student about her current strengths and needs as indicated by the recent assessment results.
 - D. offering the student basic information about her particular type of disability and relevant best instructional practices.

41. An eighth-grade student with ASD has been struggling in the general education classroom setting. According to Pennsylvania law, before contemplating placing the student in a more restrictive setting, the IEP team must consider which of the following issues?
- A. the projected difference in cost between educating the student in the current setting and in other settings available in the school or district
 - B. the student's potential to achieve mastery of eighth-grade curriculum goals in the general education classroom setting
 - C. the placement decisions made for other students in the school and district who have disabilities of a similar type and severity
 - D. the full range of research-supported supplementary aids and services available for use in the student's general education classroom
42. A ninth-grade student has recently undergone a multidisciplinary evaluation and has been identified as eligible for special education services due to an emotional disturbance. Which of the following questions would be most important for the student's IEP team to address when determining the student's special education placement?
- A. Which environment would best meet the student's educational needs?
 - B. Can the school district provide transportation to support the student's educational program?
 - C. How will the required services for the student be funded within the school's budget?
 - D. Are the student's parents willing to participate actively in planning the student's IEP?

43. An IEP team is meeting to draft the annual IEP for a 14-year-old ninth-grade student with multiple disabilities, including a moderate intellectual disability. The student's team should give highest priority to ensuring that the new IEP:
- A. offers the student the best possible opportunity to fully achieve grade-level standards.
 - B. emphasizes instructional plans that closely align with the student's postschool goals.
 - C. supports the student's inclusion in many types of educational and work settings.
 - D. focuses on activities and staffing that are consistent with the student's previous IEP.
44. A special education teacher co-teaches in an eighth-grade English language arts class that includes a student with ASD. After implementing strategies defined in the student's IEP for three months, the special education teacher and the general education teacher agree that the student's IEP should be amended to meet the student's needs more effectively. Which of the following steps should the teachers take to initiate this process?
- A. requesting a meeting of the student's IEP team to discuss the need to amend the IEP
 - B. obtaining written permission from the student's parents to amend the IEP
 - C. creating an initial draft of an amended IEP to share with the student's entire IEP team
 - D. seeking permission from the principal to move forward in amending the student's IEP
45. The primary reason for an IEP team to determine a student's present levels of performance is to:
- A. confirm the diagnosis of a particular disability.
 - B. facilitate alignment of the IEP with grade-level content standards.
 - C. provide a baseline for the development of IEP goals.
 - D. help ensure equity in implementing relevant federal and state rules.

Module 2

1. According to research, the most favorable classroom environment for students with emotional disturbances is characterized by frequent:
 - A. reminders about the consequences of inappropriate behavior.
 - B. opportunities for independent, self-directed learning.
 - C. praise and positive reinforcement of desired behavior.
 - D. reevaluation of class rules and expectations based on student input.

2. Several students in a high school history teacher's classes have specific learning disabilities, sensory disabilities, or attention disorders. The history teacher seeks advice from the special education teacher about how to provide accessible instruction for students with this range of needs. The special education teacher can best respond by encouraging the teacher to begin by providing instruction that:
 - A. moves from abstract concepts to specific, concrete examples.
 - B. includes multisensory and various and repeated representations of key concepts and ideas.
 - C. incorporates content and skills from multiple disciplines.
 - D. follows a consistent pattern of demonstration, practice, and assessment.

3. A high school history teacher is preparing an end-of-unit essay test to assess students' understanding of the concepts that were taught. The teacher could best apply the principles of universal design in this situation by:
 - A. permitting students to refer to class notes and other resources during the test.
 - B. including multiple-choice and short-answer questions on the test.
 - C. offering students a variety of other options for demonstrating what they have learned.
 - D. assuring the class that any student's request for extra time on the test will be granted.

4. An IEP team is reviewing and discussing data on the setting events, antecedents, and consequences associated with the running away behavior of a 14-year-old student with ASD. In the context of this discussion, individual team members could best contribute to the development of a positive behavior support plan for the student by:
- A. describing strategies they have tried when attempting to control the student's behavior.
 - B. sharing their ideas about what purpose the behavior may serve for the student.
 - C. providing information on how the student's behavior affects his or her classmates.
 - D. expressing their concerns about the dangers the behavior may pose to the student and others.
5. A teacher wishes to use positive reinforcement to address the frequent out-of-seat behavior of a seventh-grade student with ADHD. Which of the following teacher actions would best serve this purpose?
- A. smiling at the student when he is working at his desk
 - B. moving toward the student when he starts to get up from his desk
 - C. ignoring the student when he leaves his desk
 - D. praising the student's classmates for remaining at their desks
6. A high school student with a learning disability finds transitions between classes confusing. At the beginning of each class, she has difficulty orienting to the subject and attending to the teacher's instructions. The student frequently misses important information and must then either ask the teacher to repeat the instructions or seek assistance from a classmate. Which of the following would be the special education teacher's best strategy for addressing this issue?
- A. helping the student learn how to travel between classrooms quickly and efficiently so she will have time to adjust to each new class
 - B. asking each teacher to create a printout of the day's lesson plan for the student to refer to when entering the classroom
 - C. taking steps to ensure that the student is seated next to classmates who are willing to explain the instructions to her
 - D. working with teachers to establish a set of consistent cues to help the student become focused when the day's activities are being introduced

7. A seventh-grade student with muscular dystrophy uses assisted ventilation to support his breathing. While co-teaching the student's language arts class, his special education teacher notes that a number of the student's classmates seem reluctant to work with him and avoid sitting near him. The teacher suspects that the classmates are uncomfortable with his breathing apparatus and unsure about how to interact with him. The special education teacher can begin to address this situation most effectively by taking which of the following actions?
- A. sending an informational letter about the student's disability and his breathing apparatus to his classmates' homes
 - B. encouraging the general education teacher to emphasize individual activities so the student will not feel left out
 - C. assisting the student in explaining to his classmates the purpose of the breathing apparatus and how it works
 - D. reminding classmates when the student is out of the room that they may be hurting his feelings
8. A 13-year-old student with an emotional disturbance attends general education classes with the support of a 1:1 aide. A special education teacher provides consultation support to his general education teachers. As part of his IEP, he has a behavior support plan. In managing learning environments for the student, the most important *first* step for his special education teacher to take is to:
- A. ensure that each of the student's teachers understands and follows consistently the interventions specified in his behavior support plan.
 - B. arrange for each of the student's teachers to observe how he behaves in other classrooms.
 - C. ask each of the student's teachers to identify one of the interventions specified in his behavior support plan to try using in their classroom.
 - D. provide each of the student's teachers with a copy of his complete educational and behavioral records.

9. A special education teacher wants to help a group of high school students with moderate intellectual disabilities learn social skills needed for successful participation in school dances and other social events. The teacher could best begin working toward this goal by:
- A. providing the students with direct instruction and practice in using common social skills.
 - B. showing the students a video of a social event and then having them identify the social skills they observe in the video.
 - C. leading the students in a discussion about their previous experiences with different kinds of social events.
 - D. engaging the students in a role play of a familiar type of social event and then having them critique their own performance.
10. Teaching a student to use manual signs or sign language to communicate wants and needs is most appropriate when the student's disability primarily affects his or her ability to:
- A. control gross-motor movements.
 - B. understand basic concepts of symbolism.
 - C. produce oral language.
 - D. process auditory signals correctly.
11. An eighth-grade student receives special education services due to a specific learning disability in reading comprehension. The special education teacher is listening as the student summarizes a passage that she has just read in her history textbook. Which of the following teacher responses would best support the student's academic-language development in this situation?
- A. asking the student to provide an example of how the historical events in the passage relate to her life
 - B. asking the student follow-up questions that require her to clarify or elaborate on certain statements
 - C. asking the student probing questions to elicit her understanding of cause-and-effect relationships
 - D. asking the student to create a timeline of the historical events described in the passage based on her summary

12. When teaching a high school student with a moderate intellectual disability how to engage in community-based activities that require social skills, such as eating at a restaurant, it is most important for a special education teacher to:
- A. determine if the student has ever participated successfully in such activities with friends or family members.
 - B. observe the student in similar school-based activities to predict actions outside of school.
 - C. ensure the student understands the consequences of behaving inappropriately during activities in public situations.
 - D. break down each activity into discrete steps and teach each step to the student explicitly.
13. A 14-year-old student with a moderate intellectual disability attends general education classes part time. The student has a limited number of social interactions with peers in this setting. She has trouble initiating such interactions, and her classmates, while friendly toward her, tend not to involve her in their conversations or activities. Which of the following strategies would likely be most effective in fostering the student's ability to engage in social interactions with her fellow students?
- A. arranging for selected peers to participate regularly with the student in leisure activities, such as board games and art projects
 - B. asking the student's family to plan regular outings to environments, such as school athletic events, that provide opportunities for spontaneous social interaction
 - C. identifying qualified classmates who can work with the student as one-on-one tutors in various subject areas
 - D. assigning the student a full-time paraeducator to provide her with individualized instruction in discrete social skills

14. A high school English language learner with Asperger syndrome has an advanced level of English proficiency but has difficulty participating in social interactions and class discussions. He has a strong desire to speak accurate English and always carries a bilingual dictionary and a notebook, in which he writes down lists of English words and their meanings. Which of the following teacher strategies is likely to be most effective in helping the student improve his English communication skills?
- A. providing him with explicit instruction in English grammar patterns and conventions to give him practice with correct English
 - B. encouraging him to practice using the words in his notebook by writing sentences that incorporate the words
 - C. engaging him in role-play activities that prompt him to practice using English spontaneously for a variety of purposes
 - D. arranging for him to be given frequent assignments that require him to make oral presentations in his classes
15. A ninth-grade student with ASD and an associated intellectual disability is nonverbal and does not spontaneously initiate communicative exchanges. Which of the following would be the best *first* step in teaching the student to use a picture exchange communication system (PECS) to initiate requests?
- A. identifying peers that the student is likely to want to communicate with in this way
 - B. selecting the key language structures that are most relevant for the student to learn
 - C. identifying objects and activities that are currently of interest to the student
 - D. selecting one picture to use throughout the first session with the student
16. A high school special education teacher wants to ensure that students with disabilities are familiar with the resources available to them as they transition out of high school. For those students who wish to transition from high school to the workplace, which of the following resources is likely to be most helpful?
- A. Occupational Information Network
 - B. National Council on Disability
 - C. Office of Vocational Rehabilitation
 - D. Equal Employment Opportunity Commission

17. A high school special education teacher will be conducting a class in the learning support room with a small group of ninth graders who have mild-moderate intellectual disabilities. Which of the following would be the best strategy for helping the students make a smooth transition into the learning support room?
- A. establishing a regular routine in which the students have a specific sequence of steps to follow as they enter
 - B. handing each student upon arrival a schedule of the day's activities that shows the amount of time allotted for each task
 - C. giving tokens to the first three students who are seated quietly at their places and ready to begin the day's work
 - D. posting a list of potential consequences for failing to enter the classroom quietly and with minimal disruption
18. When designing instruction to teach an eighth-grade student with multiple disabilities how to purchase an item from a vending machine, a special education teacher should *first*:
- A. assess whether the student is familiar with the purpose of a vending machine.
 - B. perform a task analysis of the basic steps involved in using a vending machine.
 - C. determine how many sessions it will take for the student to master the use of a vending machine.
 - D. compare and contrast the features of different types of vending machines.

19. A 16-year-old student with a mild intellectual disability spends most of his leisure time watching television. During an IEP meeting, the student's parents express concern that he is developing unhealthy sedentary habits. The team develops a goal aimed at promoting his participation in active recreational activities. Which of the following would be the special education teacher's best *first* step in implementing this goal?
- A. asking the student's parents to restrict inactive pastimes, such as television viewing, to weekends only
 - B. working with the physical education teacher to create an appropriate exercise routine for the student
 - C. helping the student fill out an informal interest inventory to identify sports or exercises that may appeal to him
 - D. providing the student's parents with contact information for health and fitness centers in the local area
20. A high school sophomore with a reading disability hopes to attend a local community college after she graduates. The student is a shy person who dislikes talking about her disability and seldom speaks during her IEP meetings. Her team members are aware that she will need to advocate for herself in college. Which of the following would be the IEP team's best strategy for helping the student begin to acquire effective self-advocacy skills?
- A. asking the student's content-area teachers to wait for her to remind them of the modifications she needs in regard to specific assignments
 - B. having an IEP team member visit the college with the student and help her use a campus map to find the disability support services office
 - C. developing a goal specifying that the student will describe her learning needs and express her feelings and opinions during IEP meetings
 - D. having the student create a list of the IEP supports she automatically receives in high school that she will need to request in college

21. A 19-year-old student with a mild intellectual disability leaves school at noon every day to go to his afternoon job at a retail store. One day the student's supervisor reports to the special education teacher that the student has not been completing assigned tasks and that his coworkers are starting to complain. The special education teacher's best *initial* response would be to:
- A. offer to meet with the student's coworkers to explain his disability.
 - B. ask the supervisor to speak to the student about the problem and remind the student of his responsibilities.
 - C. suggest that the supervisor arrange for the student to be monitored more closely.
 - D. arrange to visit the store to modify the student's job responsibilities.
22. A high school student with spina bifida has a transition goal of living as independently as possible after leaving school. After her transition, the student will continue to need ongoing physical assistance in specific areas of functional living. Which of the following would be the special education teacher's best strategy for addressing the student's transition needs in this area?
- A. developing a script for the student to follow when interviewing applicants to serve as a personal care assistant
 - B. providing local sources of potential assistance with the student's contact information
 - C. encouraging the student's family to seek financial assistance to hire her a home health aide
 - D. helping the student research what services are provided by various agencies in the community

23. A 17-year-old eleventh grader who has a mild intellectual disability spends part of the school day in general education classes and part of the day in a resource room for support with functional and academic skills. She reads at a fifth-grade level and has mastered various fundamental mathematics concepts, including the operations of addition and subtraction and the use of a calculator. This student works part time in a supermarket stocking shelves and brings home a small weekly paycheck. One of her IEP goals is to learn functional living skills in the area of money management. Which of the following would be the most appropriate strategy for fostering this student's money management skills?
- A. discussing with the student the importance of saving money for the future and asking her to set personal finance goals
 - B. helping the student open a bank account and teaching her how to fill out deposit and withdrawal slips
 - C. having the student make a table to record the number of hours she works each week along with the amount of money she earns
 - D. asking the student to write a grocery list and estimate how much each of the items will cost
24. Which of the following high school students with disabilities is likely to have the greatest difficulty with reading comprehension?
- A. a student with a language impairment who has good social communication skills but significant deficits in the areas of morphology, syntax, and semantics
 - B. a student with Asperger syndrome who has above-average intelligence but impaired language skills in the area of pragmatics
 - C. a student with a communication disorder who has good receptive language skills but uses a communication board to produce speech
 - D. a student with cerebral palsy who has average intelligence but great difficulty grasping and manipulating books

25. An eleventh-grade student with dyslexia has received intensive reading interventions and is making good progress toward achieving some grade-level goals. However, she continues to be uninterested and unmotivated to read voluntarily and therefore has limited exposure to quality adolescent fiction and grade-level vocabulary. Which of the following strategies is likely to be most effective in addressing the student's demonstrated needs?
- A. locating free secondhand books to give her to use for independent reading at home
 - B. arranging for her to attend a presentation by the school's library media specialist about various resources available in the library
 - C. partnering her with a peer who is an advanced reader to complete reading assignments
 - D. providing her with age-appropriate pocket-sized digital audiobooks on themes of interest to her that she can listen to using headphones
26. Which of the following instructional interventions for high school students with disabilities is most characteristic of a Tier 2 intervention in an RtII program?
- A. A general education teacher helps a student with a mathematics assignment during class seatwork.
 - B. A special education teacher teaches functional living skills to students in a self-contained class.
 - C. A reading specialist works with struggling readers on comprehension strategies several times a week.
 - D. A dedicated paraeducator provides a student with full-time support in general education classes.

27. A high school history teacher consults with the school's special education teacher about strategies for addressing the reading needs of several students with learning disabilities in her history classes. The special education teacher suggests that she teach the students a particular note-taking strategy to use with class reading assignments. The special education teacher then explains the note-taking strategy and models it for her. Which of the following additional steps would best promote the history teacher's success in teaching the strategy to students?
- A. recommending that she reflect daily in a teaching journal on the effectiveness of the strategy
 - B. providing her with support and feedback as she implements the strategy in the classroom
 - C. encouraging her to apply the strategy to her own independent reading before implementing it with students
 - D. giving her articles that provide research-based documentation on the validity of the strategy
28. A special education teacher is working on basic literacy skills with an eleventh grader with a mild intellectual disability who has limited phonemic-awareness skills in English and her home language. Which of the following considerations would be most important for the teacher to keep in mind when planning phonemic-awareness instruction for the student?
- A. The student needs to achieve a high level of English language proficiency before she can develop phonemic awareness in English.
 - B. The student will not be able to develop phonemic awareness in English until she has fully developed phonemic awareness in her home language.
 - C. The student may be able to draw on her knowledge of the home language to facilitate her English literacy development.
 - D. The student is likely to have particular difficulty distinguishing English sounds that do not exist in her home language.

29. A seventh-grade student with a learning disability makes many spelling errors in writing. Which of the following interventions is likely to be most effective in addressing this student's spelling needs?
- A. prompting the student to visualize and then spell aloud the letters in a word
 - B. supporting the student's wide reading of a variety of texts written at the student's independent reading level
 - C. giving the student detailed corrective feedback on each misspelled word
 - D. providing the student with explicit instruction in phonics and syllabication skills
30. Which of the following areas of reading development is considered an essential component of effective reading instruction for both beginning readers and older struggling readers?
- A. vocabulary development
 - B. literary analysis
 - C. academic-language development
 - D. research skills
31. A special education teacher is meeting with two ninth-grade students who have reading disabilities. Their science class is about to begin a unit on weather, and the students will soon start reading a new chapter in their textbook. The special education teacher wants to help prepare the students to understand the chapter. Which of the following would be the best *initial* activity for this purpose?
- A. talking with the students about their relevant background knowledge and experiences
 - B. helping the students create a glossary of the terms they are likely to encounter as they read
 - C. having the students locate and bookmark Web sites that may be useful
 - D. reviewing with the students typical ways in which science texts organize and present information

32. Wide and varied independent reading promotes adolescents' reading achievement primarily by:
- A. enhancing their vocabulary knowledge and academic language.
 - B. increasing their motivation to perform well in class and on assessments.
 - C. facilitating their use of a variety of comprehension strategies and skills.
 - D. developing their awareness of differences between oral and written language.
33. A special education teacher is helping ninth-grade students with disabilities who are struggling readers prepare for a biology lesson on invertebrates. The teacher introduces key vocabulary words (e.g., *echinoderm*, *arthropod*, *mollusk*) and explains the meaning of each word. Which of the following steps would be most effective for the teacher to take *next* to develop the students' understanding of the words?
- A. asking the students to look up the definitions of the words in a dictionary
 - B. prompting the students to practice pronouncing and spelling the words
 - C. having the students locate the words in a science text that contains them
 - D. providing the students with examples and nonexamples of each word
34. An eleventh-grade student with a specific learning disability in basic reading skills has good listening comprehension skills but has extreme difficulty decoding printed text, which impairs his reading comprehension. Providing the student with access to and instruction in the use of which of the following types of assistive technology is likely to best address his academic learning needs?
- A. captioned/subtitled media
 - B. text-to-speech software
 - C. variable speed recording
 - D. voice recognition software

35. A tenth-grade student with ADHD has difficulty organizing her ideas in writing. Which of the following interventions is likely to be most effective in improving the student's writing skills?
- A. providing the student with opportunities to discuss her ideas with a teacher or peers to help her clarify and elaborate her thoughts
 - B. engaging the student in prewriting activities in which she brainstorms lists of words and phrases related to the topic of a writing assignment
 - C. teaching the student how to use concept mapping that allows her to visually represent and manipulate her ideas
 - D. having the student freewrite in a journal about her ideas on the topic of a writing assignment before beginning to write
36. An eighth-grade student with a specific learning disability in reading has developed decoding skills but has difficulty comprehending what she reads because her reading is slow and laborious. The student is likely to benefit most from a reading intervention designed to improve her skills in which of the following areas?
- A. automaticity in word recognition
 - B. higher-order thinking skills
 - C. accuracy in word identification
 - D. phonemic-awareness skills
37. A special education teacher decides to use a reciprocal teaching approach with a small group of struggling readers. The teacher begins by leading a dialogue about the content of a given text and modeling four reading strategies: making predictions, generating questions, clarifying meaning, and summarizing information. Over time, as the students become familiar with this approach, the teacher has them take over leadership of the discussions. This approach most clearly illustrates which of the following elements of effective reading instruction?
- A. promoting habits of wide and varied independent reading
 - B. connecting reading to individual students' daily lives
 - C. encouraging self-assessment of one's own reading progress
 - D. scaffolding students' development of reading skills

38. A ninth-grade student receives special education services due to learning disabilities. In geography class, the student has significant difficulty locating geographic formations on maps. His special education teacher plans an activity during which the student will locate the Allegheny Mountains on a map of Pennsylvania. First the teacher cues the student to find the Allegheny Mountains on the map. Then the teacher waits ten seconds for him to respond. When he does not, the teacher describes how to find the Allegheny Mountains on the map. When the student still does not respond, which of the following prompts should the teacher use *next*?
- A. pointing to the Allegheny Mountains on the map
 - B. physically guiding the student through finding the Allegheny Mountains on the map
 - C. giving the student a checklist of steps for finding the Allegheny Mountains on the map
 - D. modeling finding the Allegheny Mountains on the map
39. According to recent research, peer tutoring of secondary students with mild intellectual disabilities is most effective when peer tutors participate in which of the following activities before they begin tutoring?
- A. observing experienced peer tutors as they work with students
 - B. discussing their expectations and concerns with a teacher
 - C. receiving training from a teacher in explicit instructional strategies
 - D. learning about the causes and effects of mild intellectual disabilities
40. A ninth-grade student with ADHD generally comprehends content while reading his content-area textbooks but has significant difficulty retaining and retrieving information after reading. The student would likely benefit most from instruction in which of the following strategies?
- A. recognizing the organizational structure of a text
 - B. asking himself questions about what he has read
 - C. using context clues to determine word meanings
 - D. pausing frequently to paraphrase what he has read

41. In preparation for an upcoming statewide standards-based assessment, a special education teacher provides direct instruction in test-taking strategies to a small group of students with specific learning disabilities. Which of the following instructional activities would most effectively help the students build confidence and fluency in using the test-taking strategies they have learned?
- A. providing the students with a number of tasks and materials that gradually increase in difficulty to practice applying the strategies
 - B. offering a reward to the student whose score on the standards-based assessment shows the greatest improvement
 - C. encouraging the students to use the strategies on tests and quizzes in their general education classes
 - D. creating acronyms that will help the students recall key elements of each strategy
42. A special education teacher works with seventh- and eighth-grade students on money-handling skills such as counting money and making change for given amounts of money. Which of the following teacher strategies would likely be most effective to enable students to understand and apply these math skills?
- A. having students play board games on a regular basis that require them to use money-handling skills
 - B. arranging for students to run a minibusiness where teachers and staff can purchase items from the students, requiring them to handle real money
 - C. bringing in various containers with a mixture of coins and bills and asking the students to separate the different coins and bills
 - D. designing class and homework sheets that require students to add sums of various coins and determine the correct change to purchase a given item

43. A special education teacher has been teaching learning strategies to a tenth-grade student with a learning disability. The teacher could best facilitate the student's generalization of these strategies to her content-area assignments by:
- A. developing a series of fill-in-the-blank and matching exercises that ask the student to link a type of assignment with an appropriate learning strategy.
 - B. asking the student to start each new content-area assignment by identifying the learning strategy that would be most effective to use.
 - C. developing a notebook for the student that contains examples of content-area assignments annotated with appropriate learning strategies.
 - D. asking the student's content-area teachers to include students' use of learning strategies as one of their standard grading criteria.
44. An eighth grader with a learning disability has difficulty in the area of mathematical reasoning and problem solving. He receives instruction from the special education teacher for 30 minutes each school day to address this need. Which of the following strategies for closing each session would best support the student's development of the targeted skills?
- A. having the student verbalize the concepts he has learned during the session
 - B. assigning the student a problem like those presented in the session to solve for homework
 - C. giving the student a brief multiple-choice quiz on the material covered in the session
 - D. providing the student with a copy of the lesson plan the teacher followed during the session

45. A high school mathematics teacher is preparing a lesson on how to write geometry proofs. The teacher knows this mathematical concept will require students to use their deductive reasoning and organizational skills. One of the teacher's classes includes a student with ADHD. The mathematics teacher consults with a special education teacher regarding how to provide SDI for this student. Which of the following strategies should the special education teacher recommend the mathematics teacher include in the lesson plan to help this student succeed at writing proofs?
- A. dividing the student's class into two large groups to practice writing proofs as a group
 - B. scheduling class time for the student to read the textbook chapter on proofs
 - C. presenting a lecture on proofs at the beginning of class before the student loses focus
 - D. giving the student a checklist of steps to follow when solving proofs

EVALUATING YOUR PERFORMANCE

This section describes how to evaluate your performance on this practice test for the PECT assessment. Your practice test results may provide helpful information regarding your preparedness in the content that will be included on the actual PECT assessment.

In this section you will find:

- An answer key providing the correct response for each selected-response question and indicating the objective to which each item corresponds.
- In the PAPA practice test, you will find (in addition to the answer key for the selected-response questions) sample responses to the short-answer sentence correction assignments and four sample responses (one at each score point) to the extended constructed-response assignment.

Use the answer key to determine your performance on the selected-response section of the test (i.e., how many questions you answered correctly). For each question you answered incorrectly, try to identify any errors you may have made in determining your answer, and try to understand why the response listed in the answer key is correct. It may be helpful to review the test objective to which the item is matched so that you understand what content the item is intended to assess.

For any items with unfamiliar content, or for which you do not understand why the response listed in the answer key is correct, plan to focus additional preparation on the content described by the associated objectives. Remember, the practice test items for each objective are only intended to be samples of some of the content that may appear on the actual test. On the actual test, the specific items associated with each objective will be different from those on the practice test, and may assess different aspects of the content covered by the objective.

If you are taking the PAPA:

- For the sentence-correction assignments, compare your rewritten sentences to the examples provided. If your responses are different, use the responses provided to determine if you identified the two errors in each sentence correctly, then check that your rewritten sentences corrected those errors without introducing new errors. Note: There may be variation in the wording of the corrected sentences.
- For the extended constructed-response assignment, review the associated performance characteristics and score point descriptions, then compare your response to the sample responses provided for each score point. Try to estimate what score point your response would earn, and what you could do to improve your score. Ask yourself questions about your response similar to the following examples: Did you clearly state a main idea and maintain focus on that idea? Did you provide relevant, varied, and specific support to elaborate the main idea? Did you address the constructed-response assignment using language and style appropriate for the specified audience?

Use the resources provided in this section and the PECT test objectives to help you determine your degree of preparedness to take the PECT assessment. Although your results on this practice test cannot be used to determine your score on the actual assessment, your results may help you gauge your readiness to test and help identify any areas for further study.

Selected-Response Answer Key

Module 1

Question Number	Objective Number	Correct Response	Your Response	Correct?
1.	0001	B		Y N
2.	0001	A		Y N
3.	0001	A		Y N
4.	0001	C		Y N
5.	0001	B		Y N
6.	0001	A		Y N
7.	0001	B		Y N
8.	0001	D		Y N
9.	0002	C		Y N
10.	0002	B		Y N
11.	0002	D		Y N
12.	0002	A		Y N
13.	0002	D		Y N
14.	0002	A		Y N
15.	0002	C		Y N
16.	0003	D		Y N
17.	0003	B		Y N
18.	0003	C		Y N
19.	0003	B		Y N
20.	0003	D		Y N
21.	0003	C		Y N
22.	0003	A		Y N
23.	0003	B		Y N
24.	0004	D		Y N
25.	0004	A		Y N
26.	0004	C		Y N
27.	0004	B		Y N
28.	0004	B		Y N
29.	0004	D		Y N
30.	0004	B		Y N
31.	0005	C		Y N
32.	0005	D		Y N
33.	0005	C		Y N
34.	0005	C		Y N
35.	0005	A		Y N

Module 1 *(continued)*

Question Number	Objective Number	Correct Response	Your Response	Correct?
36.	0005	D		Y N
37.	0005	C		Y N
38.	0005	A		Y N
39.	0006	B		Y N
40.	0006	C		Y N
41.	0006	D		Y N
42.	0006	A		Y N
43.	0006	B		Y N
44.	0006	A		Y N
45.	0006	C		Y N

___ correct out of 45

Module 2

Question Number	Objective Number	Correct Response	Your Response	Correct?
1.	0007	C		Y N
2.	0007	B		Y N
3.	0007	C		Y N
4.	0007	B		Y N
5.	0007	A		Y N
6.	0007	D		Y N
7.	0007	C		Y N
8.	0007	A		Y N
9.	0008	A		Y N
10.	0008	C		Y N
11.	0008	B		Y N
12.	0008	D		Y N
13.	0008	A		Y N
14.	0008	C		Y N
15.	0008	C		Y N
16.	0009	C		Y N
17.	0009	A		Y N
18.	0009	B		Y N
19.	0009	C		Y N
20.	0009	C		Y N
21.	0009	B		Y N

Module 2 *(continued)*

Question Number	Objective Number	Correct Response	Your Response	Correct?
22.	0009	D		Y N
23.	0009	B		Y N
24.	0010	A		Y N
25.	0010	D		Y N
26.	0010	C		Y N
27.	0010	B		Y N
28.	0010	D		Y N
29.	0010	D		Y N
30.	0010	A		Y N
31.	0011	A		Y N
32.	0011	A		Y N
33.	0011	D		Y N
34.	0011	B		Y N
35.	0011	C		Y N
36.	0011	A		Y N
37.	0011	D		Y N
38.	0012	D		Y N
39.	0012	C		Y N
40.	0012	D		Y N
41.	0012	A		Y N
42.	0012	B		Y N
43.	0012	B		Y N
44.	0012	A		Y N
45.	0012	D		Y N

____ correct out of 45