

TEXES | Texas Examinations of Educator Standards

Preparation Manual



163 Special Education Supplemental

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PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects SBEC's commitment to help align Texas education from kindergarten through college. SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

If you have any questions after reading this preparation manual or you would like additional information about the new TExES tests or the educator standards, please visit the SBEC Web site at www.sbec.state.tx.us.

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test questions

Sample test items and answer key

TABLE OF CONTENTS

SECTION I	THE NEW TExES TESTS FOR TEXAS TEACHERS	1
	Development of the New TExES Tests Taking the TExES Test and Receiving Scores Educator Standards	
SECTION II	USING THE TEST FRAMEWORK	5
	Organization of the TExES Test Framework Studying for the TExES Test Test Framework (Including Proportions of Each Domain)	
SECTION III	APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS	19
	Item Formats —Single Items —Items With Stimulus Material	
SECTION IV	SAMPLE ITEMS	25
	Sample Items Answer Key	
SECTION V	PREPARATION RESOURCES	37
	Other Sources Online Resources	

SECTION I

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are convened to recommend what the beginning educator should know and be able to do. To ensure vertical alignment of standards across the range of instructional levels, individuals with expertise in early childhood, elementary, middle, or high school education meet jointly to articulate the critical knowledge and skills for a particular content area. Participants begin their dialogue using a "clean slate" approach with the Texas Essential Knowledge and Skills (TEKS) as the focal point. Draft standards are written to incorporate the TEKS and to expand upon that content to ensure that all beginning educators possess the appropriate level of both knowledge and skills to instruct students successfully.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a paper-and-pencil-based or a computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks and may accept, revise, or reject test items. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test *scaled* score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of items answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
 - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you understand the score scale and interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report mailing date of each test administration. Information about receiving unofficial scores via the Internet and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at www.sbec.state.tx.us.

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the *competency statement*, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 8. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

Special Education Supplemental

Competency:

The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

Descriptive Statements:

The beginning special education teacher:

- Knows characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experience.
- Knows how the developmental, academic, social, career, and functional characteristics of individuals with disabilities relate to levels of support needed, and applies knowledge of human development and disabilities to plan and implement appropriate curriculum.
- Knows theoretical explanations for behavioral disorders, and analyzes the varied characteristics of behavioral disorders and their effect on learning.
- Knows the different ways that students with and without disabilities learn.
- Applies knowledge of human development and the effects of various types of disabilities on developmental processes in order to identify the needs of individuals with and without disabilities.
- Understands the effects of cultural and environmental influences (e.g., linguistic characteristics, socioeconomic issues, abuse/neglect, substance abuse) on the child and family.
- Understands normal, delayed, and disordered communication patterns, including nonsymbolic communication, and the impact of language development on the academic and social skills of individuals with disabilities.
- Knows aspects of medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation [CPR]).
- Understands ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities.

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the "Preparation Resources" section of this manual for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES Program.

TEST FRAMEWORK FOR FIELD 163: SPECIAL EDUCATION SUPPLEMENTAL

**Domain I Understanding Individuals with Disabilities and Evaluating Their Needs
(approximately 20% of the test)**

Standards Assessed:

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.

**Domain II Promoting Student Learning and Development
(approximately 50% of the test)**

Standards Assessed:

Special Education Supplemental Standard VI:

The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.

Special Education Supplemental Standard VII:

The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Special Education Supplemental Standard VIII:

The special education teacher understands assistive technology as defined by state and federal regulations.

Special Education Supplemental Standard IX:

The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Special Education Supplemental 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.

**Domain III Foundations and Professional Roles and Responsibilities
(approximately 30% of the test)**

Standards Assessed:

Special Education Supplemental Standard I:

The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Special Education Supplemental Standard II:

The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Special Education Supplemental Standard III:

The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

DOMAIN I—UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

Competency 001

The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

The beginning special education teacher:

- Knows characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experience.
- Knows how the developmental, academic, social, career, and functional characteristics of individuals with disabilities relate to levels of support needed, and applies knowledge of human development and disabilities to plan and implement appropriate curriculum.
- Knows theoretical explanations for behavioral disorders, and analyzes the varied characteristics of behavioral disorders and their effect on learning.
- Knows the different ways that students with and without disabilities learn.
- Applies knowledge of human development and the effects of various types of disabilities on developmental processes in order to identify the needs of individuals with and without disabilities.
- Understands the effects of cultural and environmental influences (e.g., linguistic characteristics, socioeconomic issues, abuse/neglect, substance abuse) on the child and family.
- Understands normal, delayed, and disordered communication patterns, including nonsymbolic communication, and the impact of language development on the academic and social skills of individuals with disabilities.
- Knows aspects of medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation [CPR]).
- Understands ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities.

Competency 002

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

The beginning special education teacher:

- Applies knowledge of basic terminology used in assessment and evaluation, the uses and limitations of various types of instruments and techniques, and methods for monitoring the progress of individuals with disabilities.
- Understands ethical concerns related to assessment and evaluation, including legal provisions, regulations, and guidelines regarding unbiased evaluation and the use of psychometric instruments and instructional assessment measures with individuals with disabilities.
- Identifies appropriate evaluation strategies for individual students with diverse characteristics and needs (e.g., related to culture, language, personal beliefs, nature, severity of disabilities).
- Applies knowledge of procedures for screening, prereferral intervention, referral, and determining eligibility, including criteria used to determine eligibility.
- Knows how to gather background information regarding academic, medical, and family history, collaborate with parents/guardians and with other professionals to conduct assessments and evaluations, document ongoing student assessment, and maintain accurate records.
- Knows how to interpret and apply information from formal and informal assessment and evaluation instruments and procedures, including interpreting various types of scores (e.g., standard scores, percentile ranks, age/grade equivalents).
- Knows how to communicate assessment and evaluation results appropriately to individuals with disabilities, parents/guardians, administrators, and other professionals.
- Understands the reciprocal nature of assessment and instruction; applies skills for developing individualized assessment strategies to evaluate the results of instruction; and knows how to use assessment and evaluation results to design, monitor, and modify instruction for individuals with disabilities.
- Knows how to design and use ecological assessments, portfolio assessments, task analyses, and functional assessments (e.g., behavioral, social, communication) to accommodate the unique abilities and needs of individuals with disabilities.
- Applies skills for using assessment and evaluation information from various sources (e.g., teachers, other professionals, parents/guardians, individuals with disabilities) to make instructional decisions, plan effective programs for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds, and identify supports needed for integration into various program placements.

DOMAIN II—PROMOTING STUDENT LEARNING AND DEVELOPMENT

Competency 003

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

The beginning special education teacher:

- Knows how to select, develop, and apply instructional content, materials, resources, and strategies that are responsive to cultural and other factors (e.g., language, religion, gender, personal beliefs, nature and severity of disability).
- Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition, and career life skills for individuals with disabilities.
- Knows the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individual Education Programs (IEPs) for students with disabilities, and applies skills for sequencing, implementing, and evaluating individual learning objectives.
- Applies procedures for developing and using Individual Education Program (IEP) objectives to plan instruction for individuals with disabilities.
- Prepares, adapts, and organizes materials to implement developmentally appropriate and age-appropriate lesson plans based on Individual Education Program (IEP) objectives for individuals with disabilities.
- Applies knowledge of issues, resources, and appropriate strategies for teaching students with disabilities in specialized settings (e.g., alternative schools, special centers, hospitals, residential facilities), including transitions to and from school- and community-based settings.
- Knows how to collaborate with other professionals to interpret and use sensory, mobility, reflex, and perceptual information to create appropriate learning plans (e.g., sensory stimulation, physical positioning, lifting).
- Knows how to collaborate with other professionals to plan, adapt, and implement effective instruction in the least restrictive setting for individuals with disabilities.
- Knows how the general or special classroom and other learning environments (e.g., home, job site, cafeteria, transportation, community) impact student learning and behavior, and applies strategies for planning educational environments that promote students' learning, active participation, communication, self-advocacy, increased independence, and generalization of skills.
- Identifies ways in which technology can assist in planning and managing instruction for individuals with disabilities.
- Knows how to use local, state, and federal resources to assist in programming for individuals with disabilities.

Competency 004

The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

The beginning special education teacher:

- Applies procedures for ensuring a safe, positive, and supportive learning environment in which diversities are valued, and knows how to address common environmental and personal barriers that hinder accessibility for and acceptance of individuals with disabilities.
- Knows how to use instructional time efficiently and effectively for individuals with disabilities.
- Knows how to design, structure, and manage daily routines, including transition time, for students in a variety of educational settings, and applies procedures for monitoring behavior changes across activities and settings.
- Applies knowledge of basic classroom management theories, methods, and techniques for individuals with disabilities, research-based best practices for effective management of teaching and learning, and management procedures that are appropriate to individual needs.
- Identifies ways in which technology can assist in managing the teaching and learning environment to meet the needs of individual students.
- Knows various types of assistive technologies, devices, services, and resources and their role in facilitating students' educational achievement, communication, positioning, mobility, and active participation in educational activities and routines.
- Knows how to make informed decisions about types and levels of assistive technologies, devices, and services for students with various needs, collect and analyze information about a student's environment and curriculum to identify and monitor assistive technology needs, and support the use of assistive technologies, devices, and services.
- Applies procedures for participating in the selection and implementation of assistive technologies, devices, and services for students with various needs.
- Applies procedures for coordinating activities of related services personnel and directing the activities of paraprofessionals, aides, volunteers, and peer tutors.
- Under the direction of related services personnel, applies knowledge of appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.

Competency 005

The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

The beginning special education teacher:

- Analyzes cultural factors and perspectives that affect relationships among students, parents/guardians, schools, and communities with regard to providing instruction for individuals with disabilities.
- Knows how to serve as a resource person for families, general education teachers, administrators, and other personnel in recognizing the characteristics of and meeting the needs of individuals with learning differences in the general education classroom.
- Knows how to use assessment results to design, monitor, and adapt instruction to enhance student learning, and applies skills for selecting, adapting, and using effective, research-based instructional strategies, practices, and materials that are developmentally appropriate and age appropriate and that meet individual needs.
- Knows instructional, compensatory, enrichment, and remedial methods, techniques, and curriculum materials, and applies strategies for modifying instruction based on the differing learning styles and needs of students.
- Applies knowledge of techniques for motivating students, including the effects of high teacher expectations on student motivation.
- Knows life-skills and self-help curricula and strategies for providing students with life-skills instruction relevant to independent or assisted living and employment.
- Knows how to select and use appropriate technologies to accomplish instructional objectives, and applies skills for appropriately integrating technology into the instructional process.
- Applies strategies for integrating affective, social, and career/vocational skills with academic curricula, teaching students with disabilities to solve problems and use other cognitive strategies to meet their individual needs, and facilitating maintenance and generalization of skills across learning environments.
- Knows how to adapt lessons to maximize the physical abilities of individuals with specialized needs.
- Knows how to integrate related services into all types of educational settings.
- Knows how to provide community-referenced and community-based instruction as appropriate.
- Knows how to design and implement instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities and how to promote the use of medical self-management procedures for students with specialized health care needs.

Competency 006

The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

The beginning special education teacher:

- Applies knowledge of how culturally and/or linguistically diverse backgrounds of students impact behavior management and social skills instruction.
- Recognizes ways in which teacher attitudes and behaviors and personal cultural biases influence the behavior of students.
- Applies knowledge of ethics, laws, rules, and procedural safeguards related to planning and implementing behavior management and discipline for individuals with and without disabilities.
- Knows theories relating to student problem behavior (e.g., noncompliance, self-stimulation, self-injury, withdrawal, aggression, defiance) and the theoretical basis of behavior management techniques (e.g., positive behavioral support, reinforcement, proactive strategies, reductive strategies that decrease negative behaviors).
- Develops and/or selects social skills and behavioral curricula and strategies that promote socially appropriate behavior, and prepares individuals to live cooperatively and productively in society.
- Incorporates social skills instruction across settings and curricula and knows how to design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.
- Identifies realistic expectations for personal and social behavior in various settings, and applies procedures for increasing an individual's self-awareness, self-control, self-management, self-reliance, and self-confidence.
- Knows strategies for modifying learning environments (e.g., schedule, physical and instructional arrangements) to promote appropriate behaviors.
- Knows the impact of language on an individual's behavior and learning and knows how the communication skills of nonspeaking/nonverbal individuals affect their behavior.
- Understands functional behavior assessments and evaluations and their role in developing behavior intervention plans.
- Knows strategies for crisis prevention, intervention, and postvention; applies procedures for developing, implementing, and evaluating individual behavior crisis-management plans in educational settings; and implements the least intensive intervention consistent with individual needs.

Competency 007

The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

The beginning special education teacher:

- Knows how to plan, facilitate, and implement transition activities as documented in Individualized Family Services Plans (IFSPs) and Individual Education Programs (IEPs).
- Knows how to plan for and link students' current and previous developmental and learning experiences, including teaching strategies, with those of subsequent settings.
- Knows programs and services available at various levels and how to assist students and families in planning for transition.
- Knows how to teach students skills for coping with and managing transitions.
- Knows sources of unique services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support.
- Applies knowledge of procedures and supports needed to facilitate transitions across programs and placements.
- Knows how to collaborate with the student, the family, and others to design and implement transition plans that meet identified student needs and ensure successful transitions.
- Applies skills for communicating with families about issues related to transition and strategies for helping their children make successful transitions.

DOMAIN III—FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 008

The special education teacher understands the philosophical, historical, and legal foundations of special education.

The beginning special education teacher:

- Knows the historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities, and current issues and trends in special education.
- Applies knowledge of models, theories, and philosophies that provide the basis for special education practice.
- Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.
- Analyzes issues relating to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds.
- Understands factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for individuals with disabilities.
- Recognizes various perspectives (e.g., medical, psychological, behavioral, educational) regarding definitions and etiologies of disabilities.
- Understands cultural variations in beliefs, traditions, and values and their effects on the relationships among child, family, and school.
- Applies knowledge of the continuum of placement and services for individuals with disabilities.

Competency 009

The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The beginning special education teacher:

- Knows how to exercise objective professional judgment, maintain a high level of competence and integrity in professional practice, and participate in professional activities and organizations that may benefit individuals with disabilities, their parents/guardians, and/or colleagues.
- Knows consumer and professional organizations, publications, and journals relevant to individuals with disabilities, and knows how to access information on cognitive, communicative, physical, cultural, social, and emotional characteristics and needs of individuals with disabilities.
- Applies skills for participating effectively in identifying, diagnosing, placing, and developing programming for students with disabilities, including using advocacy skills and competencies to support the education of students in least restrictive environments.
- Applies knowledge of assurances and due process rights related to assessment, eligibility, and placement, and knows the rights and responsibilities of parents/guardians, students, teachers, other professionals, and schools.
- Knows legal and ethical issues (e.g., liability) relevant to working with individuals with disabilities, and knows how to conduct instructional and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures, including complying with local, state, and federal monitoring and evaluation requirements.
- Knows the roles of and relationships among federal, state, and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.
- Applies knowledge of practices that conform to standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics.
- Demonstrates awareness of personal cultural biases and differences that may affect one's teaching, and knows how to demonstrate respect for the culture, gender, and personal beliefs of individual students.
- Applies procedures for safeguarding confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records, ensuring the confidentiality of conversations), and recognizes the importance of respecting students' privacy.
- Knows laws, regulations, and policies related to the provision of specialized health care in the educational setting.

Competency 010

The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

The beginning special education teacher:

- Understands the collaborative roles of students, parents/guardians, teachers, and other school and community personnel in planning and implementing an individualized program, and applies effective strategies for working collaboratively in various contexts.
- Applies knowledge of factors that promote effective communication and collaboration with students, parents/guardians, teachers, paraprofessionals, and other school and community personnel.
- Knows how to foster respectful and beneficial relationships between families and professionals in the school and community.
- Knows typical concerns of families of individuals with disabilities and appropriate strategies to support families in dealing with these concerns.
- Applies knowledge of strategies for encouraging and assisting parents/guardians in their role as active participants in their children's education, and applies procedures for planning and conducting collaborative conferences with parents/guardians.
- Applies knowledge of effective communication in various professional contexts, and knows ethical practices for confidential communication regarding individuals with disabilities.
- Knows the types of information generally available from parents/guardians, school officials, the legal system, and community service agencies.
- Applies knowledge of the collaborative and consultative roles of special education teachers, paraprofessionals, and other school personnel in integrating individuals with disabilities into general educational settings.
- Knows how to collaborate with teachers in the general educational setting and other school and community personnel to integrate individuals with disabilities into various learning environments.
- Knows how to serve as a resource person for families, general education teachers, administrators, and other school personnel regarding the characteristics and needs of individuals with disabilities.

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the TExES test in this field and to suggest possible ways to approach thinking about and answering the multiple-choice items. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The Special Education Supplemental test is designed to include 80 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice questions assess your ability to recall factual information **and** to think critically about the information, analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

You may see the following two types of multiple-choice questions on the test.

- Single items
- Items with stimulus material

You may have two or more items related to a single stimulus. This group of items is called a cluster. Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final response must be indicated on the answer sheet provided.**

SINGLE ITEMS

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following question is an example of this type. It tests knowledge of Special Education Supplemental competency 007: *The special education teacher understands and applies knowledge of transition issues and procedures across the life span.*

The most important reason for involving a student in the creation of goals for transition from high school is that transition goals should reflect:

- A. the student's independent judgment of what is best for him- or herself.
 - B. the plans and values of the student's family.
 - C. the realities of the student's social and economic circumstances.
 - D. the student's own aspirations and interests.
-

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

As you read this question, think about the process of transition planning for students with disabilities. The question requires an analysis of that planning process for a high school student and asks for the most important reason for having a student in this age range involved in the formal planning for the transition to adult life. Now look at the response options and consider which of them describes the most important reason for the student's participation in the process.

Option A suggests that a student should be involved in the transition planning process primarily to provide his or her independent judgment of what is best for him- or herself. While a student with a disability may have strong feelings about what would be best for him- or herself, that sense may or may not be accurate or complete. Secondly, transition planning is designed to be a collaborative process. The independent judgment of any individual must be incorporated with other views and other sources of information in order to create an effective transition plan. Option A can therefore be eliminated as the best response to this item.

Option B suggests that having knowledge of the plans and values of the student's family would be especially helpful for developing the transition plan for a student with a disability. The purpose of the transition plan is to help a student move from school into adult life, and that student should be the focus of the planning process. In addition, a student is unlikely to have the most accurate information about the

plans of his or her family. Thus, option B would not be the most important reason for having a student involved in the transition planning process.

Option C suggests that the most important reason for a student with disabilities to participate in the transition planning process would be to help the people involved in transition planning recognize the realities of the student's social and economic circumstances. It is questionable whether these factors would have any legitimate role in the process of setting goals for a student's transition plan. In addition, a student might not be the best source for this type of information about his or her family. Therefore, option C would not be the most important reason for having students involved in the transition planning process.

Option D suggests that having knowledge of the student's aspirations and interests would be useful for transition planning. A student would be the best source of this type of information. The more a student can express his or her own goals and have them considered in transition planning, the more likely it will be that the student will be invested in the transition process. Any transition plan is more effective when the student involved has a sense of ownership. Thus option D, knowledge of the student's aspirations and interests, would be the most important reason for the student to be involved in transition planning.

Of the alternatives offered, only learning the student's own aspirations and interests could be considered the most important reason for a student's involvement in the transition planning process. Therefore, the correct response is option D.

ITEMS WITH STIMULUS MATERIAL

Some questions are preceded by stimulus material that relates to the item. Some types of stimulus material included on the test are reading passages, graphics, tables, or a combination of these. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

One or more items may be related to a single stimulus. You can use several different approaches to answer these types of questions. Some commonly used approaches are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the item and refer again to the stimulus material to verify the correct answer.

Strategy 2 Read the item *before* considering the stimulus material. The content of the item will help you identify the purpose of the stimulus material and locate the information you need to answer the question.

Strategy 3 Use a combination of both strategies; apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the item, you should read it carefully and critically. You may want to underline its important points to help you answer the item.

As you consider items set in educational contexts, try to use the identified teacher's point of view to answer the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered.

Suggested Approach

First read the stimulus (excerpts from case study information regarding an elementary student who has been diagnosed with Asperger syndrome).

Read the information below about Walter, an elementary student who has been diagnosed with Asperger syndrome; then answer the question that follows.

Excerpt from Psychological Evaluation

Age: 9 years, 3 months

Woodcock-Johnson III Tests of Achievement (WJ III ACH)

Subtest	Standard Score
Broad Reading	93
Reading Comprehension	93
Broad Written Language	82
Broad Math	108
Listening Comprehension	106

Wechsler Intelligence Scale for Children—Fourth Edition (WISC-IV)

	Standard Score
Verbal Comprehension Index	96
Perceptual Reasoning Index	121
Working Memory Index	104
Processing Speed Index	115
Full Scale IQ	111

Excerpt from Interview with Walter's Teacher

Walter has great difficulty interacting with others. He has strong receptive language skills, but he has difficulty expressing himself in writing and in speaking. He uses a computer for writing. Walter is fascinated with numbers. Sometimes it is difficult to get him to do anything but math in the classroom. He also has great difficulty attending to activities and with organizational skills.

Excerpt from Walter's Current IEP

Walter should be placed in the general classroom full time.

Now you are prepared to address the question associated with this stimulus. The question measures knowledge of Special Education Supplemental competency 002: *The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.*

Based on the information in this report, which of the following would best help Walter to succeed in the general classroom?

- A. weekly meetings with a school social worker
 - B. a highly structured classroom environment
 - C. daily tutoring in a resource room
 - D. a behavior intervention plan
-

Consider carefully the information presented in the stimulus regarding the student's strengths and needs; then read the question. Now look at the response options to consider which action or activity would best support the student in the general classroom.

Option A suggests that regular meetings with a school social worker would best help the student succeed in a general education classroom. Typically, a school social worker's role is to identify resources and make referrals that give students access to appropriate services. A school social worker would not be able to provide direct services that would help the student succeed in the classroom. Option A is not the best response to this question.

Option B suggests that a highly structured environment in the general education classroom would be most helpful to the student. A structured environment typically helps students with needs similar to this student's to compensate for difficulties they have with attending to activities and organizing materials. Thus option B accurately describes an approach that would support the student in that setting.

Option C suggests that daily tutoring in the resource room would best help the student succeed. While the student might benefit from consultation or support from a special education teacher or paraprofessional, receiving that help in the resource room may be counterproductive to the goal of the student succeeding in the general classroom. Assistance in the general education classroom could contribute to the student's ability to succeed in that setting, but tutoring in the resource room would not. Therefore, option C may be eliminated.

Option D suggests that a behavior intervention plan should be developed for this student. While the student may have difficulty interacting with others, there is no indication in the assessment results that his general behavior interferes with his learning or the learning of his classmates. A behavior intervention plan would be more appropriate for a student who is acting out in ways that are disruptive. Option D is therefore not the best response to this item.

Of the four options offered, option B describes the most appropriate strategy for helping this student succeed in a general education classroom setting.

SECTION IV

SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency number that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency numbers will not appear on the actual test form.

An answer key follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual examination.

Special Education Supplemental

Competency 001

1. Which of the following behaviors demonstrated by a two-year-old child would be the clearest indicator that the motor development of that child may be impaired?
 - A. difficulty coordinating hands and eyes
 - B. inability to climb stairs with alternating feet
 - C. falling frequently while running
 - D. making involuntary hand movements

Competency 001

2. A fifth grader has diabetes and manages her illness through insulin injections. Which of the following symptoms should indicate to a teacher that this student may be experiencing insulin shock?
 - A. trembling and irritability
 - B. a high fever
 - C. muscle and joint pain
 - D. an increased level of thirst

Competency 002

3. Gina is a fourth grader who receives math instruction in the resource room and spends the rest of her day in a general education classroom with support from her special education teacher, Mr. Macke. Next month, all students in grades 3–8 will be taking the Texas Assessment of Knowledge and Skills (TAKS), the State-Developed Alternative Assessment (SDAA) or a Locally Developed Alternative Assessment (LDAA). Which of the steps should Mr. Macke plan to take with regard to Gina's participation in the testing?
- A. Test Gina only in the subjects for which she receives general education instruction, and then only if the accommodations required by her Individualized Education Program (IEP) will not invalidate the test.
 - B. Administer the SDAA for math and use the TAKS, with any necessary accommodations, for all of Gina's other subjects.
 - C. Refer to the instructions in Gina's IEP to determine what test(s) to administer and what accommodations to make.
 - D. Administer an informal pretest and meet with the team to decide whether, based on the results, Gina can successfully participate in the TAKS.

Competency 003

4. Which of the following statements best describes how the objectives in a student's Individualized Education Program (IEP) should relate to the Texas Essential Knowledge and Skills (TEKS)?
- A. The IEP objectives should be identical to the TEKS with modifications in grade level only.
 - B. The IEP objectives should be developed independently and then correlated with the TEKS.
 - C. The IEP objectives for any given student should reflect the TEKS as closely as possible.
 - D. The IEP objectives should be developed to meet student needs with no reference to the TEKS.

Competency 003

5. Which of the following strategies would be most effective for providing job training to a student with mental retardation for work as a food server in a fast-food restaurant?
 - A. Pair the student with an employee who can work beside him or her and model the required tasks.
 - B. Make a list of job tasks for the student to refer to as necessary throughout his or her shift.
 - C. Explain the steps of the job to the student carefully and check on him or her at regular intervals.
 - D. Simulate the work environment and practice the job sequence in the classroom.

Competency 004

6. Early in the school year, the students in a fifth-grade class have been demonstrating exclusionary behavior. There are two dominant cliques, and there are several children, including two with disabilities, who are generally treated as outcasts. When considering how to respond, the classroom teacher should be aware that:
 - A. in such situations, it is generally best to let the students work the issues out among themselves rather than to intervene in their social relationships.
 - B. the most effective response would be to ask the parents of the students in the cliques to apply disciplinary measures if their children continue the exclusionary behavior.
 - C. his or her response should be aimed primarily at bolstering the resilience and self-assertiveness of the children with the lowest social status.
 - D. it is imperative to institute a program specifically designed to build a learning community in which all students feel safe and accepted.

Competency 004

7. An adult is preparing to manually lift a small preschooler with multiple disabilities. Which of the following practices would best ensure the adult's safety during the lift?
- A. Prompt the child to support himself or herself during the lift to the greatest extent possible.
 - B. Maintain a straight back and lift with the legs.
 - C. Perform the lift as quickly as possible in a way consistent with the child's safety and comfort.
 - D. Initiate the lift by bending from the waist.

Competency 005

8. A middle school special educator has been teaching students with learning disabilities how to use textbook aids, such as chapter headings and subheadings, indexes, and glossaries, when doing content-area reading. The greatest benefit of this approach is that it:
- A. promotes students' use of critical-thinking skills.
 - B. enables students to synthesize new information more quickly.
 - C. encourages students to relate new information to prior knowledge.
 - D. gives students tools for taking control of their own learning.

Competency 005

9. Use the information below to answer the question that follows.

A special educator is teaching Monica, a 12 year old with multiple disabilities, how to identify pennies, nickels, dimes, and quarters. Every day, the teacher gives Monica 20 coins to identify. With the help of a chart showing each coin and its name, Monica is asked to use her speech-generating communication device to identify each coin. The results after one week of instruction are shown below.

Day	Number of Coins Identified Correctly
Monday	5
Tuesday	6
Wednesday	4
Thursday	3
Friday	4

Based upon these assessment results, the special educator's next step should be to:

- A. try a different instructional approach.
- B. repeat the same activity with Monica the following week.
- C. state the value of the 20 coins.
- D. give Monica a reward every time she identifies a coin correctly.

Competency 006

10. Ten months ago, 16-year-old Andrew suffered a head injury in an automobile accident and was left legally blind. Since the accident, Andrew seldom leaves his house. A few friends occasionally come over to listen to music, but Andrew fears that they will get bored and stop visiting. Of the following, Andrew's special educators' best response would be to:
- A. suggest a variety of new and interesting activities that can be done at home and that his friends are likely to enjoy.
 - B. help Andrew develop proficiency with electronic media that will both entertain him and allow interactions with others from home.
 - C. ask Andrew what social activities he would like to participate in outside the home and help him develop the skills for doing so.
 - D. arrange for Andrew to begin socializing with peers who are blind or visually impaired.

Competency 006

11. A sixth grader with a learning disability immigrated with his family to the United States a year ago. Although the student speaks English well, he never speaks to his classroom teacher unless spoken to. Concerned about this behavior, the teacher suggests to the special education teacher that the student may need social skills instruction. Which of the following factors would be most important for the special educator to take into account when considering this suggestion?
- A. Teachers can misperceive and misunderstand students' behaviors by interpreting them from one perspective.
 - B. Self-confidence with regard to schoolwork depends primarily on a student's belief in his or her ability to succeed through effort.
 - C. Low self-esteem can be a sign of abuse or neglect, and it is a teacher's responsibility to report all instances of suspected child abuse.
 - D. General education teachers are often unclear about the special education teacher's role and make unfounded demands for assistance.

Competency 007

12. Of the following, the most effective means of providing program continuity for children making the transition from preschool to kindergarten is to provide:
- A. a preschool program that stresses the development of independent work habits and the ability to follow directions.
 - B. a developmentally appropriate program in both preschool and kindergarten that is responsive to individual differences.
 - C. a preschool environment that strongly emphasizes the development of literacy skills.
 - D. an environment in both preschool and kindergarten that engages children in collaborative planning and problem solving.

Competency 008

13. In 1990, the Individuals with Disabilities Education Act (IDEA) added which of the following provisions in its reauthorization of the 1975 Education of All Handicapped Children Act (EHA)?
- A. Intervention services for children with possible disabilities began at the age of five.
 - B. Assistive technology services were added as special education services that must be provided if necessary.
 - C. A single valid and reliable measure was required to determine special education placement.
 - D. Schools could no longer discipline students with disabilities in the same manner as their nondisabled peers.

Competency 008

14. In which of the following ways has the movement toward accountability in education most significantly affected those students who receive special education services?
- A. Students must now achieve Individualized Education Program (IEP) goals before graduation.
 - B. Special education students' grades must reflect the standards applied to general education students.
 - C. Fewer special education students pass general state assessments.
 - D. More students with disabilities are participating in statewide testing.

Competency 009

15. From which of the following organizations would a special education teacher find the most specific information for understanding the characteristics and needs of a student who acts in very aggressive ways?
- A. American Psychological Association (APA)
 - B. Division of Youth and Family Services (DYFS)
 - C. Council for Children with Behavioral Disorders (CCBD)
 - D. Adults and Children with Learning and Developmental Disabilities

Competency 009

16. A beginning special educator teaches middle school students from diverse backgrounds in a resource room. At the beginning of the school year, the teacher reviews a list of rules for the resource room with each group of students and hangs the list on the classroom wall. One rule states, "Work quietly without disturbing others." Several times during the first weeks of school, students start helping each other with their work instead of focusing on their own. Consequently, the teacher has given out warnings to students for breaking the rule. When reflecting upon the students' behavior, the teacher should be aware that:
- A. students from some cultures embrace a belief of interdependence rather than independence.
 - B. rules should be consistently enforced to create a secure environment for students.
 - C. students are more likely to follow rules that are accompanied by some form of reinforcement.
 - D. resource rooms typically do not require the same degree of structure that general classrooms do.

Competency 010

17. During mathematics lessons, a special educator has students work in groups of two or three. Which of the following strategies would be most effective in teaching students the social skill of sharing during these lessons?
- A. giving the groups a time limit to solve a set of problems
 - B. reviewing the answers to all of the problems at the end of class
 - C. having the students work with the same group for several days
 - D. providing each group with only one set of materials

Competency 010

18. Mr. McClure, a special education paraprofessional assigned to an elementary resource room, has a tendency to come in late to class. His supervisor, Mr. Washington, would like to discuss the issue with Mr. McClure in a way that would elicit the paraprofessional's genuine cooperation. Which of the following types of statements could the special educator make to address this goal most effectively?
- A. a reminder about Mr. McClure's responsibilities as they are stated in his contract
 - B. a description of what the special education teacher observes Mr. McClure doing and the effect it has on the class
 - C. a summary clearly indicating the special education teacher's impressions of Mr. McClure's needs
 - D. a promise that if Mr. McClure is punctual all week, the special education teacher will let him leave early on Friday

ANSWER KEY

Item Number	Correct Answer	Competency
1	D	001
2	A	001
3	C	002
4	C	003
5	A	003
6	D	004
7	B	004
8	D	005
9	A	005
10	C	006
11	A	006
12	B	007
13	B	008
14	D	008
15	C	009
16	A	009
17	D	010
18	B	010

SECTION V

PREPARATION RESOURCES

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

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Online Resources

Assistive Technology Strategies, Tools, Accommodations and Resources, www.atstar.org

Burnett, J. *Critical Behaviors and Strategies for Teaching Culturally Diverse Students*.
<http://ericec.org/digests>

Fitzsimmons, M. K. (1998). *Functional Behavior Assessment and Behavior Intervention Plans*.
[http://www.ed.gov/databases/ERIC Digests](http://www.ed.gov/databases/ERIC_Digests)

Jolivet, K., Scott, T. M., and Nelson, C. M.. (2000). *The Link Between Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs)*, <http://ericec.org/digests>

Legal Framework for the Child Centered Process, www.tea.state.tx.us/special.ed/forms/index.html

Procedural Safeguards, Parents Rights, www.tea.state.tx.us/special.ed/explainsaf/

Reading Resources, www.tea.state.tx.us/special.ed/reading/resource.html

Student Success Initiative, www.tea.state.tx.us/student.assessment/resources/ssi/index.html

Texas Education Agency, Division of Special Education. *A Guide to the Admission, Review, and Dismissal Process*, www.tea.state.tx.us/special.ed/ardguide

Texas Education Agency, Student Assessment Division. *ARD Committee Decision-Making Process for the Texas Assessment Program*, www.tea.state.tx.us/student.assessment/admin/sdaa

Texas Education Agency, Division of Special Education. *Assistive Technology*,
www.tea.state.tx.us/special.ed/astech

Texas Education Agency, Division of Special Education. *Federal Regulations: Individuals with Disabilities Education Act (IDEA) '97*, www.tea.state.tx.us/special.ed/rules/cfr

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Texas Education Agency, Student Assessment Division. *State-Developed Alternative Assessment (SDAA)*, www.tea.state.tx.us/student.assessment/admin/sdaa

Transition Planning: A Team Effort, www.nichy.org

Transition Services in the IEP, www.nichy.org

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