Michigan

TEST FOR TEACHER CERTIFICATION

STUDY GUIDE

63 Learning Disabilities

MI-SG-FLD063-02

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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the MTTC Program and Test Preparation

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Understanding Students with Learning Disabilities	22%
Assessing Students with Learning Disabilities and Developing Individualized Programs	17%
Teaching and Modifying Instruction and Curricula for Students with Learning Disabilities	44%
Working in the Professional Environment	17%

UNDERSTANDING STUDENTS WITH LEARNING DISABILITIES

Understand the manifestations of learning disabilities across the age span.

Includes:

- cognitive, linguistic, physical, social, and emotional growth and development of individuals with learning disabilities from birth to adulthood
- effects of learning disabilities on physical, sensory, motor, cognitive, language, social, and/or emotional development and functioning
- implications of learning disabilities on aspects of an individual's life (e.g., education, career, vocation, recreation, interpersonal relationships)
- differences between learning disabilities and other types of disabilities

Understand factors that affect development and learning.

Includes:

- sociocultural, linguistic, and environmental factors influencing learning disabilities
- interplay between cognition and psychosocial functioning
- neurobiological and medical factors that may affect the development and learning of students with learning disabilities
- impact of comorbid or coexisting conditions on students with learning disabilities
- uses and possible side effects of various types of medication (e.g., stimulant, antidepressant, antiseizure) in relation to students' learning, development, and daily living

Understand types and characteristics of receptive and expressive language disorders associated with learning disabilities.

Includes:

- types, characteristics, and etiologies of receptive language and expressive language disorders
- types, characteristics, and etiologies of integrative language disorders
- implications of various types of language disorders on development and learning

Understand types and characteristics of perceptual, memory, and reasoning disorders associated with learning disabilities.

Includes:

- types, characteristics, and etiologies of perceptual disorders associated with learning disabilities (e.g., related to auditory and visual discrimination, perceptual speed, and sequencing)
- types, characteristics, and etiologies of memory disorders associated with learning disabilities (e.g., difficulties in organizing, classifying, storing, retrieving, and interpreting information; difficulties with long-term, short-term, and active-working memory, with recognition, and with recall)
- types, characteristics, and etiologies of reasoning disorders associated with learning disabilities (e.g., difficulties with concept formation and problem solving; difficulties in making judgments, comparisons, calculations, and decisions; difficulties related to metacognition)
- implications of various types of perceptual, memory, and reasoning disorders on development and learning

Understand types and characteristics of behavioral, social, and emotional disorders associated with learning disabilities.

Includes:

- types, characteristics, and etiologies of behavioral, social, and emotional disorders associated with learning disabilities
- knowledge of disorders of attention and hyperactivity often associated with learning disabilities
- implications of various types of behavioral, social, and emotional disorders on development and learning

ASSESSING STUDENTS WITH LEARNING DISABILITIES AND DEVELOPING INDIVIDUALIZED PROGRAMS

Understand types and characteristics of various assessment instruments and assessment methods.

Includes:

- basic concepts and terminology used in assessment, including specialized terminology used in the assessment of students with learning disabilities
- types, characteristics, and methods of formal and informal assessments (e.g., intelligence tests, behavior-rating scales, performance assessments)
- processes for creating, selecting, and evaluating assessment instruments and assessment methods
- uses and limitations of various formal and informal assessment instruments and assessment methods (e.g., intelligence tests, achievement tests, task analyses, functional assessments)

Understand procedures for conducting assessments to address the individual strengths and needs of students with learning disabilities.

Includes:

- procedures for collaborating with students, parents/guardians, general education teachers, related service providers, and others to gather background information on students' academic, medical, and family history
- screening, prereferral, referral, and classification procedures
- procedures for the early identification of young children who may be at risk for disabilities, including those who may have learning disabilities
- principles and procedures for modifying or adapting national, state, and local standardized assessments
- uses of assistive technology for administering assessments
- procedures for developing, selecting, adapting, and modifying various assessment instruments and strategies for students with diverse characteristics and needs (e.g., related to culture, language, nature and severity of disabilities)
- procedures to ensure the use of nonbiased formal and informal assessments, including assessments of students from culturally and linguistically diverse backgrounds

Understand procedures for interpreting and communicating assessment results to stakeholders.

Includes:

- interpretation of results of informal and formal assessments of students with learning disabilities
- factors and procedures involved in diagnosing learning disabilities
- strategies for effectively communicating assessment results to stakeholders (e.g., students with learning disabilities, parents/guardians, general education teachers, administrators, related service providers)
- knowledge of culturally responsive strategies for ensuring effective communication among stakeholders involved in the assessment process

Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with learning disabilities.

Includes:

- procedures for using assessment information to determine eligibility for special education and related services
- strategies for using assessment information to make program, placement, and service delivery decisions for students with learning disabilities
- understanding of assessment bias and issues relative to disproportionate representation of students with learning disabilities
- knowledge of the characteristics, advantages, and disadvantages of various program and related service options
- procedures for developing, implementing, and amending comprehensive, longitudinal individualized programs (e.g., IEPs, IFSPs, transition plans) in collaboration with students with learning disabilities, parents/guardians, general education teachers, and other related service providers
- familiarity with national, state, and local content and performance standards
- strategies for developing, implementing, monitoring, and evaluating individualized goals

TEACHING AND MODIFYING INSTRUCTION AND CURRICULA FOR STUDENTS WITH LEARNING DISABILITIES

Understand strategies for planning and managing the learning environment for students with learning disabilities.

Includes:

- strategies for designing and modifying learning environments (e.g., teaching methods, support services, assistive technologies) to meet the physical, cognitive, socioemotional, and communication needs of students with learning disabilities
- classroom management strategies, including developing and managing daily routines (e.g., transition times between lessons or classes), to optimize students' time on task and facilitate students' effective use of instructional time
- techniques for supporting students' integration into various program placements and for encouraging students' active participation in individual and group activities
- knowledge of the effect of teacher attitude and behavior on all students
- effective strategies for establishing and maintaining rapport with all students
- strategies for preparing students to live productively in a culturally diverse world
- uses of technology for planning and managing the learning environment for students with learning disabilities

Understand principles and methods of individualizing instruction for students with learning disabilities.

Includes:

- knowledge of ways in which learning disabilities may affect students' progress in the general education curriculum
- methods for selecting, adapting, and using research-based instructional methods and materials to address the strengths and needs of students with learning disabilities
- strategies for developing and selecting instructional content, materials, and resources that are responsive to all students
- strategies for teaching students with learning disabilities how to use and maintain assistive technology
- methods for teaching learning strategies and study skills to help students with learning disabilities acquire academic content
- strategies for teaching students with learning disabilities to prepare for and take tests
- strategies for teaching students with learning disabilities how to use self-assessment, problem-solving, and other cognitive strategies to identify and meet their own needs
- strategies for facilitating students' maintenance and generalization of skills across learning environments

Understand strategies for promoting the receptive and oral expressive language skills of students with learning disabilities.

Includes:

- knowledge of the sequence of acquisition of receptive language skills
- strategies for developing students' ability to interpret and process verbal and nonverbal communication
- knowledge of the sequence of acquisition of expressive language skills
- strategies for promoting students' skills in phonology, morphology, semantics, syntax, pragmatics, and fluency
- strategies for promoting effective oral communication
- knowledge of augmentative and assistive communication devices
- strategies for monitoring students' progress in developing receptive language skills and oral expressive language skills

Understand strategies for promoting emergent literacy skills in students with learning disabilities.

Includes:

- skills and concepts related to emergent literacy skills (e.g., phonemic awareness, concepts of print, sound-symbol relationships)
- principles of and methods for teaching prereading skills and phonological awareness to students with learning disabilities, including students who are English language learners
- research-supported practices that promote students' early reading success
- strategies for conducting ongoing assessment of students' progress in developing emergent literacy skills

Understand strategies for promoting reading skills in students with learning disabilities.

Includes:

- types and characteristics of reading difficulties associated with learning disabilities
- research-supported methods of teaching reading skills to students with learning disabilities
- instructional strategies for developing students' decoding, word recognition, vocabulary, fluency, and reading comprehension skills
- instructional strategies for teaching comprehension in content area reading
- strategies for using assistive technology to support students' reading
- strategies for conducting ongoing assessment of students' progress in reading

Understand strategies for promoting written expression in students with learning disabilities.

Includes:

- types and characteristics of written language difficulties associated with learning disabilities
- research-supported methods of teaching writing skills to students with learning disabilities, including students who are English language learners
- strategies for improving students' spelling, vocabulary usage, sentence structure, paragraph development, organizational skills, and composition skills
- strategies for using assistive technology to support students' writing
- strategies for conducting ongoing assessment of students' progress in writing

Understand strategies for promoting mathematical performance in students with learning disabilities.

Includes:

- types and characteristics of mathematical reasoning, application, and calculation difficulties associated with learning disabilities
- research-supported methods of teaching basic math skills to students with learning disabilities
- strategies for improving students' computation, reasoning, and problem-solving skills in mathematics
- strategies for using assistive technology to support students' mathematical performance
- strategies for conducting ongoing assessment of students' progress in mathematics

Understand strategies for promoting the social competence of students with learning disabilities.

Includes:

- strategies for designing instructional programs to enhance students' social skills across environments
- strategies for integrating social skills development with academic curricula
- strategies for enhancing students' self-confidence, independence, self-advocacy skills, decision-making ability, and sense of responsibility and personal ownership of tasks and goals
- strategies for promoting students' ability to manage personal interactions, establish positive relationships with peers and adults, work cooperatively with peers and others, and understand expectations in various social situations

Understand strategies for developing and implementing effective behavioral interventions for students with learning disabilities.

Includes:

- types, characteristics, strengths, and limitations of various behavioral interventions
- strategies for developing and implementing behavioral interventions in given situations
- components of positive behavior support
- strategies for crisis prevention and intervention
- strategies for developing and implementing supports and behavioral intervention plans to meet the needs of students with learning disabilities
- strategies for coordinating behavioral interventions among stakeholders (e.g., students' parents/guardians, general education teachers, related service providers) involved in the implementation of Individualized Education Programs (IEPs)
- strategies for recognizing when behavioral intervention plans are not working and for making changes to such plans

Understand strategies for promoting the functional living skills of students with learning disabilities.

Includes:

- strategies for evaluating, selecting, and adapting instructional materials, assistive technologies, and community resources to promote functional living skills, vocational/career competence, independent and community living skills, citizenship skills, and participation in civic, leisure, and recreational activities of students with learning disabilities
- strategies for integrating life skills with academic curricula
- strategies for promoting successful transitions of students with learning disabilities (e.g., between teachers, grade levels, school, and service options)
- strategies for developing and implementing appropriate goals, activities, programs, and supports to promote students' transition into employment and/or postsecondary education

WORKING IN THE PROFESSIONAL ENVIRONMENT

Understand strategies for communicating and collaborating with students with learning disabilities and their families to help students achieve desired learning outcomes.

Includes:

- understanding the impact of learning disabilities on family systems and the roles families play in the educational process
- strategies for helping students with learning disabilities and their parents/guardians become active participants on the educational team (e.g., during assessment, collaborative conferences, and the development and implementation of an individualized program)
- culturally responsive strategies for ensuring effective communication and collaboration among families of students with learning disabilities, school personnel, and representatives of community agencies

Understand how to establish partnerships with other school personnel and community agencies to enhance learning opportunities for students with learning disabilities.

Includes:

- knowledge of the roles and responsibilities of various school personnel (e.g., general education teachers, speech and language pathologists, occupational therapists, social workers) in providing a comprehensive educational program for students with learning disabilities
- effective strategies of consultation and collaboration (e.g., co-planning, co-teaching) for working with other teachers and school staff to provide instruction for students with learning disabilities
- strategies and procedures for supervising and working with teachers' aides, volunteers, and paraprofessionals
- strategies for collaborating with general education teachers and related service providers in instructional methods, technology, and accommodations for students with learning disabilities
- types and characteristics of agencies, networks, and organizations for students with learning disabilities and their families and strategies for working effectively with representatives of such entities to secure advocacy, educational, and transitional services for students with learning disabilities

Understand the historical, social, and legal foundations of education for students with learning disabilities.

Includes:

- historical and philosophical foundations of special education and the field of learning disabilities
- rights and responsibilities of stakeholders (e.g., students, parents/guardians, teachers, other professionals, schools) related to the education of students with learning disabilities
- legal standards and issues in the education of students with learning disabilities (e.g., procedural safeguards; eligibility; due process; referral, assessment, and placement policies and procedures)
- legal and ethical guidelines in regard to maintaining confidentiality when communicating about students with learning disabilities

Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with learning disabilities.

Includes:

- knowledge of resources (e.g., professional organizations and journals, online resources, conferences, workshops, mentors) for enhancing one's own professional knowledge (e.g., current research-validated practices, knowledge of philosophies and skills related to the education of students with learning disabilities) and engaging in lifelong professional growth and development
- knowledge of the importance of upholding high standards of competence, good judgment, and integrity when conducting instructional and other professional activities, including complying with all applicable laws, policies, and procedures (e.g., related to evaluation requirements, mandated reporting, and behavior management)

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Educators can best increase the likelihood of a full and productive life for students who have learning disabilities by emphasizing which of the following approaches?

   A. providing instruction that focuses primarily on developing student strengths rather than remediating areas of weakness

   B. maintaining expectations for student performance that are equal to or higher than those defined for nondisabled peers

   C. teaching students a variety of specific skills and strategies that they can apply in a broad range of contexts

   D. encouraging students to define their own learning goals and standards and offering them ample choices in how to achieve them

2. Being identified as having learning disabilities is most likely to have a negative effect on a student's learning when the diagnosis:

   A. causes the student, teachers, and others to lower expectations for the student's achievement.

   B. occurs at an early age, before the student has had an opportunity to develop a firm self-concept.

   C. results in rapid and significant changes to the student's educational program.

   D. indicates significant problems in the social-emotional domain as well as the cognitive domain.

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

As part of an informal assessment of students' language skills, a first-grade teacher writes the following sentences that were produced by students in conversations during the first week of school. The teacher's translations are shown in parentheses.

Student	What the Student Said	Teacher's Translation
1	*I dell him a dop running in a hall. He don lisen a me.*	I tell him to stop running in the hall. He doesn't listen to me.
2	*Me goed tomorrow to store with Dad. Him no buy me candy.*	I went to the store with my dad yesterday. He didn't buy me candy.
3	*How did both my pencil get on a floor? I didn't see nobody do it.*	How did both of my pencils get on the floor? I didn't see anybody do it.
4	*Sometime I go over Todd's to play. Sometime he come a my house.*	Sometimes I go over to Todd's (house) to play. Sometimes he comes to my house.

Which of the students in the example above is most likely demonstrating a language delay related to syntax?

A. Student 1

B. Student 2

C. Student 3

D. Student 4

4. Carmen is a fourth-grade student with a learning disability who exhibits the following tendencies:

   - difficulty distinguishing the difference between similarly shaped letters such as *m*/*n*, *p*/*q*, and *b*/*d*;
   - frequently reversing letters while writing; and
   - mixing up numbers with operational signs.

   Carmen's difficulties are most characteristic of a disorder in which of the following areas?

   A. tactile perception

   B. long-term memory

   C. visual perception

   D. conceptual reasoning

5. Which of the following behavioral problems is most characteristic of students with learning disabilities who are prone to internalizing behavior?

   A. hyperactivity

   B. antisocial behavior

   C. tantrums

   D. social withdrawal

6. Ms. Yung is a teacher of elementary students with learning disabilities. Several students in her class have specific learning disabilities in mathematics. Ms. Yung would like to learn more about each student's specific mathematical abilities in order to plan instruction. Which of the following assessment instruments would likely be most appropriate and effective for this purpose?

   A. aptitude test

   B. diagnostic test

   C. screening test

   D. achievement test

7. A seventh-grade student whose family moved to the United States four years ago is referred by his English teacher for a comprehensive evaluation. Although this student is bilingual, has strong written expression skills, does well on quizzes and tests, and has many friendships, the English teacher is concerned because in class the student is silent, reluctant to respond when called on, and does not participate during classroom discussions. Mr. Dawson is the teacher of students with learning disabilities who will be conducting the academic assessment of this student. After reviewing the reasons for the referral, which of the following should Mr. Dawson consider *first* before conducting the assessment?

   A. whether the student's behavior reflects cultural differences

   B. if the student's behavior signifies performance anxiety

   C. whether the student's behavior reflects difficulty in paying attention

   D. if the student's behavior indicates an oral expression learning disability

8. Kirk is an eleventh-grade student with a specific learning disability in written expression who plans to attend college. He has just completed a three-year reevaluation of his academic achievement with Ms. Newhouse, the teacher of students with learning disabilities. To enhance Kirk's self-determination skills, Ms. Newhouse wishes to ensure that Kirk understands the results of his reevaluation so that he can participate actively in his upcoming Individualized Education Program (IEP) team meeting. Which of the following strategies would likely be the most effective for Ms. Newhouse to use in accomplishing this goal?

   A. reviewing with Kirk his current IEP goals and objectives and explaining to him how the assessment results, his daily classwork, and report card grades reflect areas of growth and need

   B. providing Kirk with a summary of all the assessment results, explaining the meaning of the various scores, and comparing the results with his most recent report card grades

   C. reviewing the assessment results with Kirk using nontechnical language, explaining how the results reflect his strengths and needs, and having him practice explaining the results in his own words

   D. having Kirk read through the assessment report, answering any questions that he may have about the results, and then role-playing with him the IEP meeting process

9. Daniel is a second-grade student with learning disabilities in basic reading skills and listening comprehension. His Individualized Education Program (IEP) includes the following goal.

> Daniel will improve his ability to follow oral directions.

Which of the following assessments would be the most appropriate for the teacher of students with learning disabilities to use in monitoring his progress toward meeting the goal above?

A. a functional behavioral assessment

B. a behavior-rating scale

C. a structured behavioral observation

D. a portfolio assessment

10. Mr. House is a fourth-grade teacher of students with learning disabilities. As students enter the classroom each day, he makes eye contact with the students and greets them with a smile. He also makes a point of complimenting the students and asking them questions about their favorite hobbies. Which of the following is likely to be the most important outcome of this practice?

A. facilitating a smooth transition into the day's instructional activities

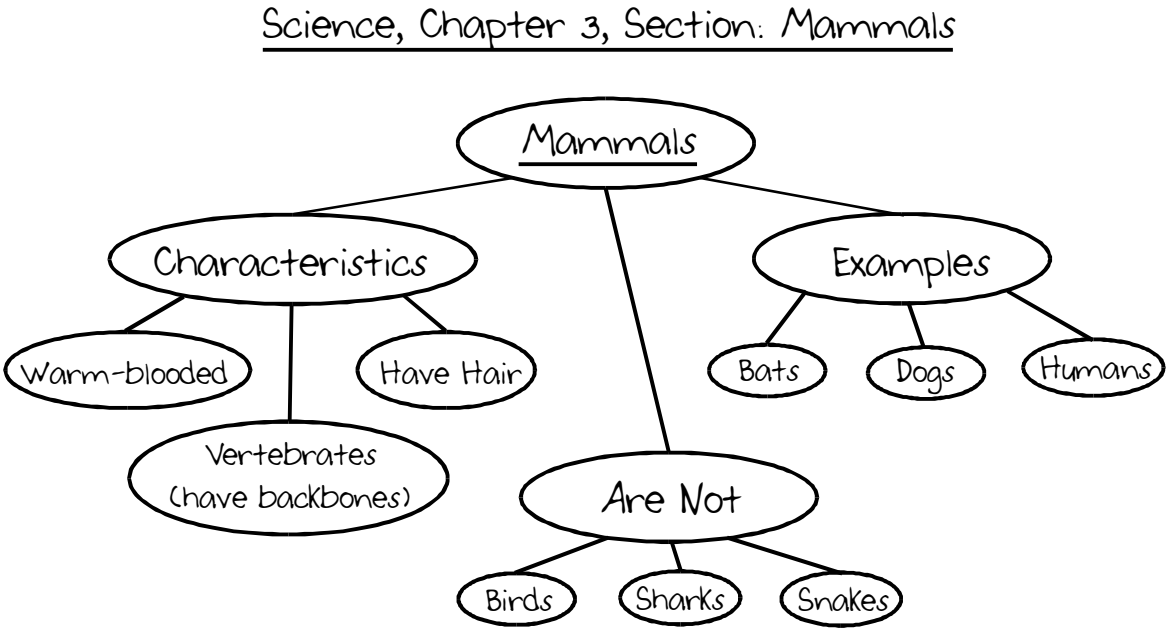
B. communicating to students the teacher's perception of them as valued individuals

C. fostering in students a positive attitude toward others

D. providing students with the opportunity to improve their communication skills

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

A teacher of students with learning disabilities teaches students how to develop concept maps as a strategy for learning new concepts in content-area classes. An example of a student-made concept map is shown below.



Teaching students how to develop and use concept maps is most likely to facilitate their understanding of new concepts by:

A. helping them transfer knowledge between content areas.

B. focusing their attention on specific details.

C. helping them prioritize academic content.

D. increasing their ability to organize information logically.

12. Shawna is an English language learner who has a learning disability in basic reading skills. Which of the following situations would make it particularly difficult for Shawna to develop phonemic awareness in English?

    A. Shawna's primary language has no written form.

    B. English shares very few cognates with Shawna's primary language.

    C. Shawna's primary language uses a nonalphabetic writing system.

    D. Certain English sounds do not occur in Shawna's primary language.

13. Which of the following students is most likely demonstrating difficulty in reading fluency?

    A. Paulo, who can comprehend grade-level texts when they are read aloud to him but has difficulty comprehending such texts on his own

    B. Marta, who can decode most grade-level words but reads grade-level text haltingly with frequent repetitions and self-corrections

    C. Vince, who can read grade-level words that follow common phonics patterns but has difficulty decoding irregular multisyllabic words

    D. Sarina, who can rapidly and automatically read most grade-level texts but has limited comprehension of what she reads

14. Rosa is a third-grade student with a learning disability in written expression that affects her handwriting. Mr. Jackson, the teacher of students with learning disabilities, notices that Rosa is struggling with writing difficult letters such as *q* and *y*. According to research, which of the following approaches to teaching letter formation is likely to be most effective for supporting Rosa's handwriting development?

    A. Mr. Jackson says the steps aloud as he models the formation of each target letter on paper while Rosa observes and then practices writing each letter on her own.

    B. Mr. Jackson forms the target letters on the board and then Rosa copies each letter multiple times on specially lined paper.

    C. Mr. Jackson provides Rosa with practice sheets on which she first traces outlines of the letters with a pencil and then writes each letter on her own.

    D. Mr. Jackson gives Rosa a short paragraph that contains words that use the target letters, which she then copies several times.

15. Ms. Lui is a high school teacher of students with learning disabilities. One of her ninth-grade students, Nathan, has a learning disability in reading comprehension as well as an obsessive-compulsive disorder (OCD). He attends general education classes for the majority of the school day and works with Ms. Lui in the resource room for one period each day. During a recent team meeting, two of Nathan's general education teachers voiced concerns regarding the overall effect of Nathan's behavior in their classrooms. In particular, Nathan's classmates do not like to work with him on small-group projects and activities because he never completes his share of the assigned tasks. Instead, he keeps redoing the same task repeatedly, often for the entire class period. Which of the following steps should Nathan's general education teachers take *first* in promoting Nathan's ability to work cooperatively with peers?

    A. Assign Nathan to work with a peer who will model for him how to complete tasks within a specified time period.

    B. Teach Nathan a cue that his teachers will give to identify when it is time for him to stop focusing on one task and move on to the next.

    C. Provide Nathan with direct instruction in turn-taking and communication skills to increase his positive interactions with peers during group activities.

    D. Write the start and stop times of each task on the board for Nathan and his classmates to refer to during group activities.

16. Mr. Kolinsky, an eighth-grade resource teacher of students with learning disabilities, is concerned about Jacqueline, a student in his morning reading class. In addition to learning disabilities related to basic reading skills and reading comprehension, Jacqueline has attention-deficit/hyperactivity disorder (ADHD). Mr. Kolinsky notices that Jacqueline has recently begun disrupting class on a regular basis. Mr. Kolinsky discusses his observations with Jacqueline's parents and then arranges a meeting of her Individualized Education Program (IEP) team. The team decides to conduct a functional behavioral assessment. Which of the following steps should the team take *first* in conducting this assessment?

    A. arranging for Jacqueline to meet with the school counselor to discuss possible causes for her behavior

    B. interviewing all of Jacqueline's teachers to determine the extent to which she is exhibiting problematic behaviors

    C. having team members observe and record Jacqueline's behavior in various settings throughout the school day

    D. defining Jacqueline's problematic behaviors in concrete and measurable terms

17. A teacher of high school students with learning disabilities works with three students who will soon complete high school. Each of the students has reading difficulties related to a learning disability. The students need to learn to travel independently by bus to access programs and jobs within their community. Which of the following would likely be the most effective strategy for the teacher to use in addressing this goal?

    A. inviting a representative from the bus company to speak with the students and answer their questions about riding the bus

    B. providing an opportunity for each of the students to ride the bus from a bus stop near his or her home to a desired location and then having the students discuss this experience as a group

    C. having each student conduct an interview with an individual who uses the bus system on a regular basis

    D. using direct instruction to teach the students how to understand local bus schedules and routes and having the students practice using this information to access the city bus system

18. Which of the following best describes the primary responsibility of the school social worker in providing a comprehensive educational program for students with learning disabilities?

    A. connecting students and their families to resources in the home, school, and community that will best support students' learning

    B. assuming a leadership role in the development of students' Individualized Education Programs (IEPs)

    C. determining if students and their families are eligible for related services provided by local, regional, and state agencies

    D. monitoring the effectiveness of the various components of students' Individualized Education Programs (IEPs)

19. Learning disabilities emerged as a discrete classification in the field of special education primarily in response to:

    A. pressure to provide educational services to children with unexpected patterns of general strengths and specific weaknesses in learning.

    B. research findings on the impact of environmental factors on children's ability to learn.

    C. technological advances that facilitated the detection of neurological dysfunction in children with learning difficulties.

    D. heightened societal interest in preventing learning problems in young children.

20. Mr. Longman is a teacher of students with learning disabilities in an elementary school. He is planning a staff development workshop for general education teachers at his school about effective instructional strategies to use with students who have learning disabilities. Mr. Longman plans to share some personal classroom experiences as examples to illustrate his points during the workshop. Which of the following guidelines should Mr. Longman follow when using such examples?

    A. Make sure not to disclose any identifying information about an individual student.

    B. Obtain permission from the school principal before presenting any examples from his current school.

    C. Ask attendees to sign an oath not to disclose any personal information given out at the workshop.

    D. Use only examples involving students who attended other elementary schools.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	**C**	Understand the manifestations of learning disabilities across the age span.
2.	**A**	Understand factors that affect development and learning.
3.	**B**	Understand types and characteristics of receptive and expressive language disorders associated with learning disabilities.
4.	**C**	Understand types and characteristics of perceptual, memory, and reasoning disorders associated with learning disabilities.
5.	**D**	Understand types and characteristics of behavioral, social, and emotional disorders associated with learning disabilities.
6.	**B**	Understand types and characteristics of various assessment instruments and assessment methods.
7.	**A**	Understand procedures for conducting assessments to address the individual strengths and needs of students with learning disabilities.
8.	**C**	Understand procedures for interpreting and communicating assessment results to stakeholders.
9.	**C**	Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with learning disabilities.
10.	**B**	Understand strategies for planning and managing the learning environment for students with learning disabilities.
11.	**D**	Understand principles and methods of individualizing instruction for students with learning disabilities.
12.	**D**	Understand strategies for promoting emergent literacy skills in students with learning disabilities.
13.	**B**	Understand strategies for promoting reading skills in students with learning disabilities.
14.	**A**	Understand strategies for promoting written expression in students with learning disabilities.
15.	**B**	Understand strategies for promoting the social competence of students with learning disabilities.
16.	**D**	Understand strategies for developing and implementing effective behavioral interventions for students with learning disabilities.
17.	**D**	Understand strategies for promoting the functional living skills of students with learning disabilities.
18.	**A**	Understand how to establish partnerships with other school personnel and community agencies to enhance learning opportunities for students with learning disabilities.
19.	**A**	Understand the historical, social, and legal foundations of education for students with learning disabilities.
20.	**A**	Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with learning disabilities.