Michigan

STUDY GUIDE

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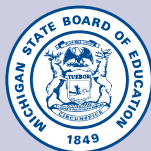
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PART 1:   General Information About the MTTC Program and Test Preparation

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 Cognitive Impairments	20%
Assessing Students with Cognitive Impairments and Developing Individualized Programs	20%
Promoting Development and Learning in Students with Cognitive Impairments	40%
Working in the Professional Environment	20%

UNDERSTANDING STUDENTS WITH COGNITIVE IMPAIRMENTS

Understand typical, atypical, and delayed human growth and development.

Includes:

- cognitive, linguistic, physical, social, and emotional growth and development of individuals from birth to adulthood

- the effects of various disabilities on physical, sensory, motor, cognitive, language, social, and/or emotional development and functioning

- similarities and differences of individuals with and without disabilities in regard to growth and development

Understand factors that affect development and learning.

Includes:

- educational implications of various types of disabilities (e.g., emotional/behavioral disorders, learning disabilities, physical disabilities)

- the implications of various disabilities on an individual's life (e.g., education, career, vocation, social relationships, recreation)

- the roles families play in the development and learning of students with and without disabilities

- the uses and possible side effects of various types of medication (e.g., stimulant, antidepressant, antiepileptic) in relation to students' learning, development, and daily living

Understand types, characteristics, etiologies, and prevention of cognitive impairments.

Includes:

- definitions and criteria related to the types and levels of cognitive impairments

- common cognitive, behavioral, psychological, social/emotional, and motor characteristics of individuals with cognitive impairments

- the concepts of intellectual functioning and adaptive behavior

- various etiologies and contributing factors related to cognitive impairments

- the prevention of cognitive impairments

Understand the effects of cognitive impairments on human development, learning, and transition to postsecondary/adult life roles.

Includes:

- the effects of cognitive impairments on physical, sensory, motor, cognitive, language, social, and emotional development

- learning characteristics of students with cognitive impairments and strategies to address these characteristics

- the implications of cognitive impairments on students' educational opportunities and adult life roles (e.g., adult living, employment, community experience)

ASSESSING STUDENTS WITH COGNITIVE IMPAIRMENTS AND DEVELOPING INDIVIDUALIZED PROGRAMS

Understand types and characteristics of various assessment instruments and methods.

Includes:

- basic concepts and terminology used in assessment, including specialized terminology used in the assessment of students with cognitive impairments

- types, characteristics, and methods of formal and informal assessments (e.g., adaptive behavior assessments, intelligence tests, behavior-rating scales, performance assessments)

- principles of and procedures for creating, selecting, and evaluating educational and adaptive behavior assessment instruments and methods

- uses and limitations of various formal and informal assessment instruments and methods (e.g., task analyses, functional assessments, progress monitoring)

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

Includes:

- procedures for collaborating with students' parents/guardians, classroom teachers, related service providers, and others to gather background information on students' academic, medical, developmental, 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 cognitive impairments

- principles and procedures for modifying or adapting formal national, state, and local standardized assessments

- uses of assistive technology for conducting 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, and nature and severity of disabilities)

- knowledge of environmental conditions during assessment that affect the performance of students with cognitive impairments

- procedures to ensure the use of nonbiased formal and informal assessments, including assessments of students from culturally and linguistically diverse backgrounds (e.g., Michigan's Alternative Assessment Program: ELL-Access)

Understand procedures for interpreting and communicating assessment results to all stakeholders.

Includes:

- the interpretation of results of informal and formal assessments of students with cognitive impairments

- factors and procedures involved in diagnosing cognitive impairments

- strategies for effectively communicating assessment results to all stakeholders (e.g., students with cognitive impairments, their parents/guardians, general education teachers, administrators, service providers)

- 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 cognitive impairments.

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 cognitive impairments, including those from culturally and linguistically diverse backgrounds

- knowledge of the characteristics, advantages, and disadvantages of the continuum of services

- procedures for developing, implementing, and amending comprehensive, longitudinal individualized programs (e.g., IEPs, IFSPs, transition plans) in collaboration with students with cognitive impairments, their parents/guardians, general education teachers, and other professionals

- familiarity with national, state, and local content and performance standards (e.g., Michigan Grade Level Content Expectations [GLCE])

- strategies for prioritizing areas of the general curriculum for students with cognitive impairments

- strategies for developing, sequencing, implementing, and evaluating short- and long-term individualized learning goals

PROMOTING DEVELOPMENT AND LEARNING IN STUDENTS WITH COGNITIVE IMPAIRMENTS

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

Includes:

- strategies for designing and modifying learning environments (e.g., teaching methods, physical arrangement of the classroom, support services, assistive technologies) to meet the physical, cognitive, cultural, and communication needs of students with cognitive impairments

- classroom management strategies, including structuring 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' successful integration into various program placements (e.g., classroom, community-based settings) and for encouraging students' active participation in individual and group activities

- knowledge of the effects of teacher attitudes and behaviors on students with and without disabilities

- effective teacher 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 teaching and learning environment

- appropriate techniques for the safe transfer, lifting, and positioning of students with cognitive impairments who have physical disabilities

Understand principles, methods, and collaboration for individualizing instruction for students with cognitive impairments.

Includes:

- knowledge of ways in which cognitive impairments 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 cognitive impairments, including students who have multiple disabilities

- strategies for developing and selecting instructional content, materials, and resources that are responsive to students' cultural, linguistic, and gender differences

- strategies for designing and implementing sensory stimulation programs for students with cognitive impairments

- strategies for teaching students with cognitive impairments how to use and maintain assistive and adaptive devices and/or technology

- strategies for teaching students with cognitive impairments how to use self-assessment, problem-solving, and other cognitive strategies to identify and meet their own needs

Understand strategies for enhancing the communication skills of students with cognitive impairments.

Includes:

- strategies and techniques for supporting and enhancing students' verbal and nonverbal language and communication skills, including the use of alternative and augmentative means of communication (e.g., assistive technology, American Sign Language)

- strategies and techniques for working with English language learners with cognitive impairments

- strategies and techniques to enhance students' ability to express their wants, needs, and feelings; to follow and give directions; and to organize and convey information

- strategies for conducting ongoing assessment of students' progress in developing communication skills

Understand strategies for enhancing positive self-concept, social interactions, and self-advocacy skills in students with cognitive impairments.

Includes:

- knowledge of social skills that students with cognitive impairments need to develop to be successful in educational and other environments (e.g., working cooperatively, initiating and engaging in conversations)

- appropriate expectations for the personal and social behavior of students with cognitive impairments in given settings (e.g., classroom, workplace, community)

- strategies for integrating social skills development across the curricula

- strategies for developing students' understanding of their rights

- strategies for preparing students to advocate for themselves and to seek out available services through governmental and nongovernmental agencies

- strategies for enhancing students' self-awareness, self-management, self-control, self-esteem, assertiveness, and independence

Understand strategies for enhancing students' acquisition of functional academic skills.

Includes:

- research-based strategies for teaching students with cognitive impairments functional academic skills

- strategies for integrating reading, writing, and mathematics instruction into daily routines and activities

- strategies for developing students' study skills (e.g., using visual aids, recognizing and utilizing sources of information and assistance)

- strategies for helping students with cognitive impairments apply, maintain, and generalize academic skills across learning environments

- strategies for conducting ongoing assessment of students' progress in developing functional academic skills

Understand strategies for developing students' acquisition of functional living skills.

Includes:

- strategies for evaluating, selecting, and adapting instructional materials, assistive technologies, and community resources to support students' development of functional living skills, vocational competence, independent and community living skills, and citizenship skills and to encourage students' participation in civic, leisure, and recreational activities

- knowledge of programs (e.g., academic, vocational, transitional) that are known to be effective for students with cognitive impairments

- strategies for helping students with cognitive impairments maintain and generalize functional living skills across learning environments

- strategies for conducting ongoing assessment of students' progress in developing functional living skills

Understand strategies for managing student behavior and developing and implementing effective behavioral interventions for students with cognitive impairments.

Includes:

- appropriate behavior management techniques (e.g., Positive Behavior Supports, prompting, cuing) to use with students with cognitive impairments to establish and maintain appropriate behavior in the learning environment

- types, characteristics, strengths, and limitations of various behavioral interventions

- components of functional behavioral assessments and behavioral intervention plans

- components of a manifestation determination review

- strategies for crisis prevention and intervention

- strategies for developing, implementing, and modifying supports and behavioral intervention plans to meet the needs of students with cognitive impairments

- strategies for coordinating behavioral interventions among stakeholders (e.g., students' parents/guardians, general education teachers, service providers) involved in the implementation of Individualized Education Programs (IEPs)

- strategies for recognizing when behavioral intervention plans are not working and making changes to such plans

Understand strategies and procedures for supporting students' life transitions.

Includes:

- strategies and techniques to promote care for self and others, positive health and fitness habits, and safe travel and mobility routines

- strategies for increasing students' understanding of the responsibilities associated with friendship, human sexuality, family life, and parenting

- strategies to promote successful transitions for students with cognitive impairments (e.g., between teachers, grade levels, schools, and service options)

- strategies for providing work experience and career-planning services to students with cognitive impairments

- strategies for developing appropriate goals, objectives, activities, programs, and supports to facilitate students' successful transition into employment, postsecondary education, training, and/or other adult services or activities

WORKING IN THE PROFESSIONAL ENVIRONMENT

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

Includes:

- accommodations and alternative methods that can be used in communicating with students with cognitive impairments

- typical concerns of parents/guardians and families of students with cognitive impairments and effective strategies for addressing such concerns

- strategies for planning and conducting collaborative conferences with students with cognitive impairments and their parents/guardians

- strategies for helping students with cognitive impairments and their parents/guardians become active participants on the educational team (e.g., during assessment, during the development and implementation of individualized programs)

- culturally responsive strategies for ensuring effective communication and collaboration among families of students with cognitive impairments, school personnel, and representatives of community agencies

- an understanding of family systems and the roles families play in the educational process

- knowledge of the potential impact of differences in values, languages, and customs that can exist between the home and school

Understand how to establish partnerships with other school personnel, professional organizations, and community agencies to enhance learning opportunities for students with cognitive impairments.

Includes:

- roles and responsibilities of various school personnel (e.g., general education teachers, vocational teachers, speech and language pathologists, occupational therapists, physical therapists, social workers) in providing a comprehensive educational program for students with cognitive impairments

- 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 cognitive impairments

- strategies and procedures for supervising and working with teachers' aides, volunteers, and paraprofessionals

- strategies for consulting and collaborating with general education teachers and other service providers in instructional methods, assistive and adaptive devices, and accommodations for students with cognitive impairments

- strategies for integrating therapy services (e.g., speech/language, occupational, physical) into students' daily routines

- procedures for coordinating materials, equipment, and services for students with cognitive impairments

- types and functions of governmental and nongovernmental agencies and services, networks, and organizations for students with cognitive impairments and their families and strategies for working effectively with representatives of such entities to secure advocacy, educational, transitional, and residential services for students with cognitive impairments

- strategies for coordinating services provided by community agencies for students with cognitive impairments

- strategies for collaborating with team members to plan transitions for students with cognitive impairments that encourage and support their full participation in the community

Understand the historical, social, and legal foundations of education for students with cognitive impairments.

Includes:

- the historical and philosophical foundations of special education and the field of cognitive impairments

- contemporary issues and trends (e.g., early intervention, inclusion, person-centered planning, technological advances) in special education and the field of cognitive impairments

- the rights and responsibilities of stakeholders (e.g., students, parents/guardians, teachers, other professionals, schools, other student advocates) related to the education of students with cognitive impairments

- legal standards and issues in the education of students with cognitive impairments (e.g., confidentiality; eligibility; due process; referral, assessment, and placement policies and procedures)

- legal regulations and guidelines (e.g., Individuals with Disabilities Education Improvement Act [IDEIA], No Child Left Behind Act [NCLB], Americans with Disabilities Act [ADA], Section 504 of the Rehabilitation Act) relevant to the education of students with cognitive impairments

- legal and ethical guidelines (e.g., Family Educational Rights and Privacy Act [FERPA]) in regard to maintaining confidentiality when communicating about students with cognitive impairments

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

Includes:

- knowledge of the importance of upholding high standards for professional practice through participation in professional activities and organizations that benefit students with cognitive impairments

- knowledge of resources (e.g., professional organizations and journals, online resources, conferences, workshops, mentors) to enhance one's professional knowledge (e.g., current research-validated practices, knowledge of philosophies and skills related to the education of students with cognitive impairments) and engage in lifelong professional growth and development

- effective strategies for engaging in reflection and self-assessment activities for the purposes of identifying one's cultural biases and differences, improving instruction, and guiding professional growth

- knowledge of the Council for Exceptional Children (CEC) Code of Ethics (e.g., person first language) and the Michigan Professional Educator's Code of Ethics

- 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)

- appropriate procedures for creating and maintaining records regarding students with cognitive impairments, including following legal and ethical guidelines for maintaining confidentiality

- strategies for advocating effectively for students with cognitive impairments, their families, and the special education program in general

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following 36-month-old children is demonstrating characteristics associated with a significant delay in language development?

   A. Luke uses more nouns than verbs in his speech. His use of "wh-" questions is limited to "what," "when," and "where."

   B. Cristina has an oral expressive vocabulary of 20 words. She does not combine words in her speech.

   C. Mario combines words into short sentences. He tends to simplify the production of multisyllabic words, and he sometimes repeats words.

   D. Tamika uses a new word only after hearing it several times. She can produce similar sounds such as /p/ and /b/ and /s/ and /z/.

2. Erik is a third-grade student who was diagnosed with autism at an early age. His teachers should be aware that Erik will likely experience the most difficulty with which of the following tasks?

   A. working cooperatively with other students on class projects

   B. following classroom routines and procedures

   C. focusing attention on an activity of interest to him

   D. using a computer program that has colorful graphics

3. Which of the following has been shown to be a leading prenatal cause of cognitive impairment?

    A.   exposure to food additives

    B.   low levels of calcium in the bloodstream

    C.   exposure to substance abuse

    D.   high levels of potassium in the bloodstream

4. Mr. Washington teaches fourth- and fifth-grade students with mild and moderate cognitive impairments. He is planning to teach his students the following steps for crossing the street safely.

1.	Stop
2.	Look
3.	Listen
4.	Walk

    Mr. Washington wants to enhance his students' ability to remember and apply these steps. Which of the following strategies is likely to be most effective in achieving this goal?

    A.   having students rehearse the steps aloud several times each day

    B.   providing students with tangible reinforcements each time they perform the steps correctly

    C.   providing students with extended practice sessions in performing the steps

    D.   having students practice the steps as often as possible in the actual setting where they will use the steps

5. In a standardized adaptive behavior assessment of a student with a cognitive impairment, normative data should be used to provide which of the following types of information?

    A. a comparison of the student's conceptual, social, and practical abilities with those of students without cognitive impairments

    B. the level of supportive intervention needed based on the student's individual cognitive abilities

    C. a prediction of the student's future success in acquiring various daily living skills

    D. an indication of the ages at which students without cognitive impairments reach various developmental milestones

6. Ms. Yu is a teacher of students with cognitive impairments who has received a referral to evaluate Germaine. Germaine is a first-grade student who is experiencing difficulty in all academic areas and demonstrates inappropriate social behavior. As part of her evaluation, Ms. Yu is planning to interview Germaine's parents to gather more specific information. During the interview, which of the following questions asked by Ms. Yu would likely provide her with the most useful information?

    A. "When did you first notice Germaine using language to communicate his needs?"

    B. "Does Germaine follow a daily routine at home?"

    C. "Is Germaine involved in any community activities with other children?"

    D. "What kinds of toys and games does Germaine like to play with at home?"

7. Mr. Latour teaches elementary school students with moderate cognitive impairments. Tanya, one of his students, has mild spastic cerebral palsy affecting the left side of her body. Mr. Latour would like to determine the most appropriate instructional materials for teaching Tanya to use assistive technology devices to feed herself independently. Which of the following assessments would likely be the most useful for Mr. Latour to conduct before making this decision?

    A. a standardized assessment of Tanya's sensory-motor and perceptual abilities as an indicator of how successful she will likely be in using various assistive devices

    B. an informal assessment during lunch to introduce Tanya to various assistive technology devices and observe which is the easiest and most effective for her to use

    C. an informal assessment of Tanya's interest and motivation in learning to function independently as an indicator of how well she will learn to use various assistive devices

    D. a cognitive reevaluation to assess Tanya's readiness and ability to learn the necessary skills for incorporating assistive technology into her activities of daily living

8. A teacher of students with cognitive impairments is preparing for a multi-disciplinary evaluation team (MET) meeting to present the results of a comprehensive assessment for a third-grade student. The student and his parents recently moved to the United States, and their primary language is not English. Which of the following would be the most effective way to communicate the test results to the student's parents?

    A. Present all information to the parents in their native language using a professional educational interpreter and translator.

    B. Have the student attend the meeting to demonstrate some sample test items, then explain to the parents how the assessment results reflect the student's performance.

    C. Provide the parents with a summary of the written report that focuses on numerical scores rather than a narrative description.

    D. Encourage the parents to invite a friend or family member who is bilingual to attend the meeting with them to explain the assessment results.

9. Derek is a fifth-grade student with a moderate cognitive impairment. He is currently placed in a general education classroom with pull-out special education services for functional living instruction. Derek was recently diagnosed and placed on medication to treat a complex partial seizure disorder that affects his memory and motor movements. Derek's Individualized Education Program (IEP) team is meeting to discuss if changes need to be made in his placement. Which of the following steps would be most important for the team to take as it decides on an appropriate placement for Derek?

A. Identify possible alternative educational settings for Derek in which staff members are more experienced in providing services to students with multiple disabilities.

B. Determine what kinds of assistive technology devices Derek will require in order to meet his goals and objectives.

C. Consult with the school's administration about any additional costs that will be needed to provide services and accommodations for Derek.

D. Determine the least restrictive environment within the school's continuum of services that meets Derek's learning needs.

10. Which of the following strategies is likely to be most effective in preparing high school students with cognitive impairments to live productively in a culturally diverse community environment?

A. ensuring that the students have regular opportunities to work with students, employers, and coworkers from a variety of cultural backgrounds in both school and on-site vocational-training settings

B. planning schoolwide cultural celebrations featuring food, music, and other key external elements of culture from a variety of different cultural groups in the community

C. helping the students identify cultural stereotypes in various contexts and talking with the students about how the use of stereotypes can discourage positive relations between members of different cultural groups

D. integrating both literary and informational texts written by diverse authors throughout the functional academic, living skills, and vocational curricula

11. Mira, an eight-year-old student with a moderate cognitive impairment, has trouble speaking clearly, which limits her ability to participate in class discussions. Mira's most recent Individualized Education Program (IEP) states that she will use a picture communication device with speech output. The teacher's best strategy for teaching Mira how to use this device would be to:

A. provide Mira with sufficient time to explore and master the device on her own.

B. read the directions to Mira several times slowly and clearly, prompting her to ask questions if she needs clarification.

C. model the use of the device and monitor Mira as she imitates what has been modeled.

D. have Mira practice the actions required for using the device, such as pointing or pressing, before she works with the actual device.

12. Charles is a third-grade student with a moderate cognitive impairment. He currently attends an inclusion class that is co-taught by a general education teacher and a teacher of students with cognitive impairments. Charles has difficulty following simple two-step directions and correctly answering basic questions that require him to name common objects and actions. His teachers have implemented direct instruction and modeling techniques to address Charles's instructional needs, and they would like to conduct an ongoing assessment of his progress in learning these targeted skills. Which of the following steps should his teachers take *first* in conducting such an assessment?

A. Compare Charles's performance of each skill with that of his classmates.

B. Create task analysis goals for Charles based on each of the skills.

C. Develop instructional objectives for Charles that address each of the skills.

D. Collect base-line data of Charles's performance of each of the skills.

13. Janine is a 16-year-old student with a mild cognitive impairment. She has a limited attention span and related difficulties with generalizing previously learned information to new tasks. During her upcoming Individualized Education Program (IEP) meeting, her team will be discussing transition services. The teacher of students with cognitive impairments would like to prepare Janine to advocate for herself during this meeting. Which of the following strategies would likely be most effective for Janine's teacher to use?

A. helping Janine identify her own postsecondary interests and discussing with Janine how her interests can be linked with employment opportunities and adult living options

B. reviewing with Janine state and federal regulations regarding postsecondary options for students with cognitive impairments and how these regulations may affect decisions regarding her future

C. discussing with Janine her current academic and functional performance levels and how they will likely affect her employment and community living options

D. sharing with Janine sample goals from the transition plans of previous students with cognitive impairments and discussing how the other students participated in transition planning

14. A teacher of students with cognitive impairments teaches Robert, a middle school student with a mild cognitive impairment, to skip-count by tens and fives, using dimes and nickels respectively. Working with actual money, Robert uses skip-counting to solve a variety of problems such as how to make a dollar using all nickels, all dimes, and combinations of dimes and nickels. Which of the following would be the most appropriate and effective strategy for the teacher to use *next* with Robert to reinforce his mathematical skills related to skip-counting?

A. arranging for Robert to observe or shadow an actual cashier as the cashier uses skip-counting and other strategies to make change

B. teaching Robert to skip-count by other common multiples, such as by twos and threes

C. providing Robert with opportunities to use skip-counting with money in authentic settings, such as buying his daily lunch ticket

D. introducing Robert to pennies and having him practice adding ones to a sum he has skip-counted

15. A teacher of students with cognitive impairments helps Maya, a 17-year-old student with Down syndrome and an associated moderate cognitive impairment, use clip art to develop a picture schedule for each of her daily scheduled activities. For example, Maya's picture schedule for her functional academic skills class begins with a picture of a person putting home-work in an "in" box, while her picture schedule for lunch begins with a picture of a person washing her hands. The use of picture schedules is most likely to promote Maya's organizational skills by:

A. developing her understanding of a variety of time-management strategies.

B. helping her interpret other types of schedules she encounters such as bus schedules and store hours.

C. providing her with specific directions to follow when she does not know how to do a new task.

D. encouraging her to use self-monitoring to move through an activity with greater independence.

16. Alton, a student with a mild cognitive impairment, is preparing for graduation from high school. Accompanied by his vocational rehabilitation (VR) counselor, Alton recently had a job interview at a hardware store. The store owner and the VR counselor agreed that Alton could learn to perform the job successfully, but he would need extra assistance and supervision at first in learning specific tasks. Which of the following would likely be the best type of program to set up to help Alton make the transition to this employment situation?

A. arranging for Alton to have a job coach who will teach him the tasks on-the-job and then gradually fade his or her assistance

B. asking Alton's new coworkers to offer him natural support until they feel he is capable of performing the tasks alone

C. providing Alton with a videotape of someone performing the tasks and prompting him to view it repeatedly at home during the transition

D. having Alton's immediate supervisor set aside time from his or her daily schedule to give Alton one-on-one training in the first week or two

17. Andre is a 14-year-old student with a moderate cognitive impairment who attends Ms. Egan's self-contained class. Andre's functional living skills goals include grooming and hygiene tasks that he is expected to perform at home in the morning and evening. Andre's parents report that, although he has mastered the skills, Andre often forgets to do the tasks or does not fully complete them. They ask Ms. Egan for help in increasing Andre's ability to perform self-care tasks independently. Ms. Egan could most effectively address this goal by:

   A. working with Andre to create a notebook for his own personal reference that contains pictures of the sequence of steps involved in each of his home self-care tasks.

   B. using direct instruction to reteach the targeted self-care skills to Andre in the school setting and providing him with corrective feedback as necessary.

   C. helping Andre's parents establish a system with Andre whereby he will receive negative consequences for performing self-care tasks incompletely or forgetting them entirely.

   D. doing a task analysis of Andre's most important self-care tasks and having Andre work on each of these tasks step-by-step until he can perform them flawlessly every time.

18. Mr. Watson, a teacher of students with cognitive impairments, will be working with students and families from diverse cultural backgrounds. Mr. Watson wishes to interact effectively with all of his students' families to help their children reach their greatest potential. In working toward this goal, Mr. Watson should be most aware of which of the following?

   A. When educators demonstrate sensitivity to a family's cultural background, the family is more likely to develop a positive attitude toward their child's exceptionality.

   B. Stress levels related to a child's exceptionality tend to be greater in families whose cultural backgrounds differ from the majority of the school population.

   C. When making educational decisions about a child with an exceptionality, families tend to rely most on the advice of educators, regardless of cultural background.

   D. A family's cultural background is likely to have a profound effect on the family's perception of and attitude toward their child's exceptionality.

19. A teacher of students with cognitive impairments is documenting her observations of a particular student who has been diagnosed with autism and an associated cognitive impairment. The notes are intended for the teacher's personal use in determining the student's instructional needs. According to the Family Educational Rights and Privacy Act (FERPA), which of the following teacher actions would be a violation of the student's confidentiality rights in this situation?

A. sharing the notes privately with the classroom's parent volunteer who will be working with the student on a weekly basis

B. discussing the student's behavior and information in the notes with the school principal

C. mailing a copy of the notes to the student's parents/guardians with suggestions on how to meet the student's needs at home

D. placing the only copy of the notes about the student in the teacher's private classroom file

20. Ms. Poschman, a teacher of students with cognitive impairments, is an active member of a professional organization for educators in her field. Through membership in this organization, Ms. Poschman has the opportunity to attend workshops, network with other teachers, and educate the community about students with cognitive impairments. Which of the following is likely to be the greatest benefit of Ms. Poschman's active membership in this type of organization?

A. earning the respect of other professionals in fields related to her own

B. maintaining high standards for professional practice

C. gaining a better understanding of the philosophical foundations of the field

D. increasing her prestige within the school system

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	B	Understand typical, atypical, and delayed human growth and development.
2.	A	Understand factors that affect development and learning.
3.	C	Understand types, characteristics, etiologies, and prevention of cognitive impairments.
4.	D	Understand the effects of cognitive impairments on human development, learning, and transition to postsecondary/adult life roles.
5.	A	Understand types and characteristics of various assessment instruments and methods.
6.	A	Understand procedures for conducting assessments to address the individual strengths and needs of students with cognitive impairments.
7.	B	Understand procedures for conducting assessments to address the individual strengths and needs of students with cognitive impairments.
8.	A	Understand procedures for interpreting and communicating assessment results to all stakeholders.
9.	D	Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with cognitive impairments.
10.	A	Understand strategies for planning and managing the learning environment for students with cognitive impairments.
11.	C	Understand principles, methods, and collaboration for individualizing instruction for students with cognitive impairments.
12.	D	Understand strategies for enhancing the communication skills of students with cognitive impairments.
13.	A	Understand strategies for enhancing positive self-concept, social interactions, and self-advocacy skills in students with cognitive impairments.
14.	C	Understand strategies for enhancing students' acquisition of functional academic skills.
15.	D	Understand strategies for enhancing students' acquisition of functional academic skills.
16.	A	Understand strategies for developing students' acquisition of functional living skills.
17.	A	Understand strategies and procedures for supporting students' life transitions.
18.	D	Understand strategies for communicating and collaborating with students with cognitive impairments and their families to help students achieve desired learning outcomes.
19.	A	Understand the historical, social, and legal foundations of education for students with cognitive impairments.
20.	B	Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with cognitive impairments.