ED 235 161   SP 023 077

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TITLE   Study Guide for TCT in Special Education:
                Professional Knowledge.
INSTITUTION   Georgia State Dept. of Education, Atlanta.
PUB DATE   Jun 83
NOTE   39p.; For related documents, see SP 023 053-079.
PUB TYPE   Guides - Classroom Use - Materials (For Learner)
                (051)

EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   Behavior Problems; *Educational Objectives; Higher
                Education; Learning Disabilities; Preservice Teacher
                Education; *Program Content; *Special Education;
                *Special Education Teachers; Study Guides; *Teacher
                Certification; Teacher Qualifications; Teaching
                (Occupation); Test Coaching; Testing Programs;
                *Tests
IDENTIFIERS   *Georgia Teacher Certification Testing Program

ABSTRACT
                This study guide is designed for individuals
preparing to take the Georgia Teacher Competency Test (TCT) in
Special Education: Professional Knowledge. The three categories
covered by the test are learning disabilities, behavior disorders,
and special education. A description of the test format is provided,
and suggestions are made for taking the test. Suggestions are also
made for developing study groups in a local school system or region.
Readings and media resources are provided for use in reviewing for
the objective groups in the test. Currently identified "Low Correct
Response" competency objectives are listed. References are included,
as well as a guide to members of the Georgia Learning Resource
System/Child Service Centers. Subject areas covered in the test
include: (1) population identificaton, assessment, and diagnosis; (2)
normal development and learning theory; (3) instructional strategies;
(4) instructional materials; (5) administrative alternatives; and (6)
special education ancillary services. (JD)

STUDY GUIDE FOR TCT IN SPECIAL EDUCATION:
PROFESSIONAL KNOWLEDGE

Published by

Georgia Department of Education

Georgia Teacher Certification Testing Program

Atlanta, Georgia   30334

National Evaluation Systems, Inc., has prepared for distribution by the
Georgia Department of Education the set of content objectives found in
this Study Guide. These objectives have been verified as important
content requirements for initial certification. Not all of the listed
objectives have had test items written for them. The selected ob-
jectives have not been identified. All objectives which appear here
are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests
(TCT) was begun in November 1976, an Ad Hoc Committee composed of
Georgia educators was appointed to work with NES on each TCT. The
function of these Ad Hoc Committees was to review all NES-generated
materials with a goal of making the materials more reflective of
Georgia education needs. The first step in the test development pro-
cess was that of content domain specification. Educators identified
all content knowledge that an applicant would need to know to function
effectively in a Georgia school. This content was further defined
into content objectives, which were sent to currently practicing
Georgia educators for verification. These educators provided actual
ratings of the "job-relatedness" of the content objectives. At that
point, it was possible to identify, from the original domain speci-
fication, the extent of essentiality of specific content skills for
successful performance on the job. Test items were written for the
most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content
required of an applicant for certification in this field. Further,
the statement of these objectives should assist in preparing for the
criterion-reference content knowledge test. We encourage applicants
to study these materials, which will enhance their understanding of
the content field and alleviate any unnecessary concerns about the
nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

> If you have questions or desire further information,
> contact:
>
> > Performance-Based Certification
> > Division of Staff Development
> > 1858 Twin Towers East
> > Atlanta, Georgia   30334
> > (404) 656-2556

Georgia Department of Education

Charles McDaniel, State Superintendent of Schools

The Georgia Department of Education wishes to express its
appreciation to the group of Georgia educators listed below
who volunteered their time and expertise to develop this
Study Guide.

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Study Guide for the Georgia Teacher Competency Test

in Special Education: Professional Knowledge (16)

INTRODUCTION

The purpose of the TCT Study Guide in the area of Special

Education: Professional Knowledge is to provide:

1. A description of the test format and some suggestions
    for taking the test;

2. Suggestions for developing study groups in your local
    school system or region;

3. Readings and media resources to review for the object-
    ive groupings within the areas of the TCT;

4. A listing of currently identified "Low Correct
    Response" competency objectives within the TCT;
    and

5. A rank ordered list of the twelve groupings within the
    TCT subareas by the relative number of test items included
    in each grouping.

For whom is the Special Education: Professional Know-
ledge TCT intended?

The TCT in Special Education: Professional Knowledge is

the criterion-referenced test taken by teachers seeking

certification in the area of Learning Disabilities,

Behavior Disorders and Special Education Interrelated.

Since teachers being certified for Special Education

Interrelated are approved for teaching Mildly Mentally

Retarded as well as Learning Disabilities and Behavior

Disorders Resource Programs, all three categories of

exceptionality are covered on the Special Education:

Professional Knowledge TCT.

TAKING THE TEST

Time of Arrival

The announced time for the test is the time the doors will be opened to the testing center. Should the weather conditions be uncomfortable, try to arrive near the time access to the testing facility is possible.

How to Dress

Wear comfortable clothing. Wear something with pockets if you should have the need for kleenex, cough drops, etc. Purses go under the desk and only the test materials will be permitted on the desk.

Rest Breaks

You can leave for breaks as often as necessary. During the initial directions for taking the test, an announcement will be made as to the procedures to follow/in asking to take a break.

The Test

1. The TCT items are multiple choice with four possible answers.

2. Many of the questions contain a long stem consisting of several paragraphs. There are often only two or three questions per page.

3. With many long questions, you may find it helpful to underline key words or phrases in the stem to aid or assist in selecting the correct answer. (It is permissable to write or make marks in your test booklet. These booklets are used only once.)

4. Some of the questions direct you to choose a response that is "least" or "not" appropriate. These questions present a greater challenge for some examinees. When dealing with these questions, you will need to pick

the most desirable answer, then the next most desir-
able, etc. until you eliminate all but the "least"
or "not" appropriate answer.

5. There are no penalities for guessing. When unsure of
an answer, eliminate all possibilities you can and
then select from those remaining.

6. You are given 3 1/2 hours of actual test time and
you may request up to an additional hour if needed.

7. Not all the subareas have the same number of test
questions. In order to pass the TCT, you do not have
to pass each subarea. Your test score is determined
by the overall number of correct answers on the test
(See page 9, for a rank ordering of the objective
groupings of the test, with the groupings having the
largest number of items listed first and the least
number of items listed last).

8. If you need additional assistance in test taking and/or
dealing with test anxiety, please seek help through a
college or university counseling center or refer to
the list of test taking/anxiety references that follow:

Flippo, R. F. Testwiseness. Rehoboth, MA: Twin
    Oaks Publishing, 1983.

Millman, J. & Pauk, W. How to Take Tests. New York:
    McGraw-Hill, 1969.

Pauk, W. How to Study in College (2nd edition).
    Boston: Houghton Mifflin, 1974.

Preston, R. C. , & Botel, M. How to Study. Chicago:
    SRA, 1975.

Raygor, A. L. & Wark, D. M. Systems for Study. New
    York: McGraw-Hill, 1970.

SUMMARY OF OBJECTIVES WITH LOW CORRECT RESPONSES TO ITEMS

The following is a summary of the objectives which have had the lowest correct responses to their items. This information is based on statewide results. Objectives included in this summary had a correct response rate of less than a standard score of 70 for the items which measure that particular objective.

Content Area - Special Education
(Professional Knowledge)

Population Identification
Average: 70   (N=4008)*

Average Score	Objective
68	Identify the characteristics of the Visually Handicapped.
68	Identify the characteristics of the Speech Handicapped.
65	Analyze the relationship between environmental factors and educational progress.

Assessment
Average: 66   (N=5010)*

Average Score	Objective
63	Identify due process procedures required by law in the identification, referral, evaluation, and placement of students with special needs.
30	Define the term reliability as it applies to tests, and explain how it affects the interpretation of test results.
69	Explain the purpose of screening tests.
57	Distinguish between group tests and individual tests.

*N is equal to the number of items times the number of examinees.

Normal Development
         Average: 72   (N=3674)*

Average Score   Objective

   58   Be able to determine whether or not the
                 student recognizes a sound.

   64   Assess the student's ability to respond
                 verbally to auditory stimuli in the class-
                 room and in daily living.

         Diagnosis
                 Average: 62   (N=2672)*

Average Score   Objective

   63   Understand how to assess, define, and
                 apply knowledge of a student's general
                 intellectual level.

   57   Identify academic achievement levels.

   51   Identify significant discrepancies
                 between comprehension and expression.

         Administrative Alternatives
                 Average: 70   (N=3006)*

Average Score   Objective

   58   Demonstrate an understanding of the
                 conditions which indicate that a preschool
                 or school-age child should be placed in a
                 regular class.

   65   Demonstrate an understanding of the
                 conditions which indicate that an
                 adolescent or adult should be placed in
                 a program of vocational training.

         Task Analysis
                 Average: 72   (N=3340)*

Average Score   Objective

   68   Be able to sequence the components of a
                 task.

   68   Be able to analyze a task into its compon-
                 ent parts according to their levels of
                 difficulty.

*N is equal to the number of items times the number of
examinees.

Teaching Strategies
Average: 74   (N=7014)*

Average Score	Objective
52	Analyze individual learning styles and provide effective group instruction according to the identified styles.
62	Identify teaching strategies designed to move a learner from dependence to independence, (e.g., demonstration, assistance, verbal instruction).
69	Be able to apply the principles of contingency management in the classroom.

Learning Theory
Average: 64   (N=4008)*

Average Score	Objective
60	Understand that the reinforcing value of secondary reinforcers is learned through association with known reinforcers (either primary or secondary reinforcers).
66	Understand those variables which influence the storage (quality, clarity, and cues), rehearsal (once assimilated) and retrieval (recall, association) of information.
42	Understand the conditions under which consequent events function as primary reinforcers and know the limitations of their use in an educational setting.

Instructional Materials
Average: 63   (N=4676)*

Average Score	Objective
55	Given the learning characteristics of special needs students, select and evaluate workbook materials.
63	Given the learning characteristics of special needs students, select and evaluate appropriate textbook materials.
59	Evaluate instructional material in terms of its relevance to various types of special needs students.

*N is equal to the number of items times the number of examinees.

44	Demonstrate an understanding of the construction and use of tapes as instructional materials.
57	Demonstrate an understanding of the construction and use of games and puzzles as instructional materials.
64	Given instructional material indicate the instructional level for which it is best suited.
61	Identify and know how to operate equipment which can be used as or with instructional materials.

Basic Knowledge
Average: 69   (N=7682)*

Average Score	Objective
60	Identify Math readiness skills and indicate teaching strategies appropriate to the development of each.
62	Given the necessary data, design an individual education program and explain its relationship to regular education.
68	Explain ways of developing social skills, i.e. (1) accepting authority, (2) cooperation, (3) good peer relations.
69	Identify effective teaching strategies for developing the ability to use Math skills in problem solving.
64	Identify teaching strategies appropriate to the development of number concepts.
63	Identify teaching strategies appropriate for the development of the following aspects of responsibility: (1) self-concept, (2) decision-making, (3) autonomy, (4) moral behavior.

Ancillary Service
Average: 65   (N=2004)*

Average Score	Objective
60	Understand how in-service training to regular staff in the principles and methods of special education can benefit the school as a whole.

*N is equal to the number of items times the number of examinees.

62	Know the variety of community resources (e.g., information sources, advocacy groups, group homes) that can benefit students both before and after they have been graduated from school.

Interpersonal Communication
                    Average: 71   (N=3006)*

Average Score	Objective
69	Know how a teacher can modify her/his feedback in response to the specific needs of the student.
64	Recognize the appropriate use of immediate and delayed feedback.

*N is equal to the number of items times the number of examinees

NUMBER OF QUESTIONS INCLUDED FROM EACH OBJECTIVE GROUPING

The objective groupings are listed below according to the number of questions each has represented on the test. For example, the subarea, "Basic Knowledge," is listed first because it has the largest number of questions. "Ancillary Service" is listed last because it has the fewest number of test questions. The asterisk(s) by each grouping also provides information regarding the approximate number of questions asked in each area.

> **Basic Knowledge
> **Teaching Strategies
> **Assessment
> *Instructional Materials
> *Population Identification (1)
> *Learning Theory (1)
> *Normal Development
> *Task Analysis
> *Administrative Alternatives (2)
> *Interpersonal Communication (2)
> *Diagnosis
> *Ancillary Service

(1) These groupings contain the same number of questions.
(2) These groupings contain the same number of questions.

*(10 or less questions)

**(11 to 20 questions)

USE OF THE STUDY REFERENCES

A list of numbered references follows this section of
the STUDY GUIDE. The number is used to identify the
appropriate reference for each of the TCT Objectives
found on pages 19-32.

In some cases, specific references are listed for specific
objectives and in other cases a general reference list
is provided at the end of each grouping of objectives.
The general references listed at the end of each object-
ive grouping are usually broad enough to cover the entire
set of objectives.

For POPULATION IDENTIFICATION and the Objective, "Identify
the Characteristics of the Learning Disabled," you will find
four (4) references provided. Reference No. 18, pp. 365-375,
is to the text by Kirk and Gallagher (1983), Educating
Exceptional Children, 4th edition. Reference No. 4 is to
Blackhurst and Berdine (1981), An Introduction to Special
Education. Reference No. 8 is to Georgia Department of
Education (1982), Special Education: Regulations and
Procedures. And Reference No. 10 is to Hallahan and
Kauffman (1982), Exceptional Children: Introduction to
Special Education.

A list of numbers is also provided at the bottom of the
POPULATION IDENTIFICATION objective. These are additional

resources for the total set of objectives listed in this
grouping.

WHERE TO FIND THE STUDY RESOURCES

Many school systems, regional organizations and college/
universities are already offering reading materials
related to the objectives found on the Professional Know-
ledge TCT.

For specific reference materials listed on the following
pages, please contact your local college/university or
GLRS/Child Serve Center which serves your area.

The GLRS/Child Serve Centers maintain a library of pro-
fessional-use materials (as well as child-use materials)
and will have these resources or equivalent referenced
materials available. For a list of GLRS/Child Serve
centers, directors, and phone numbers, please see pages
16-18.

REFERENCES

1. Alberto, P. A. & Troutman, A. C. Applied Behavior
        Analysis for Teachers. Columbus, Ohio: Charles
        E. Merrill Publishing Company, 1982.

2. Basile-Jackson, J. The Exceptional Child in the
        Regular Classroom. Augusta, Georgia: East Georgia
        Center, Georgia Learning Resource System, 1982.

3. Bateman, B. Essentials of Teaching. San Rafael,
        California: Dimensions Publishing Company, 1969.

4. Blackhurst, A. E. & Berdine, W. H. An Introduction to
        Special Education. Boston: Little, Brown and
        Company, 1981.

5. Blake, K. The Mentally Retarded: An Educational
        Psychology. Englewood Cliffs, N. J., 1976.

6. Charles, C. M. & Malian, I. M. The Special Student.
        St. Louis, Missouri: Mosby Publishing Company,
        1980.

7. Collins, E. Project STRETCH (strategies to train
        regular educators to teach children with
        handicaps), Northbrook, IL: Hubbard, 1980.

8. Georgia Department of Education. Special Education:
        Regulations and Procedures. Atlanta, GA: Georgia
        Department of Education, 1982.

9. Geren, K. Complete Special Education Handbook. West
        Nyack, N. Y.: Parker Publishing Company, Inc., 1983.

10. Hallahan, D. P. & Kauffman, J. M. Exceptional Child-
        ren: Introduction to Special Education, 2nd edition.
        Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1982.

11. Hammill, D. D. & Bartel, N. Teaching Children With
        Learning and Behavior Problems, 2nd edition.
        Boston: Allyn and Bacon, 1978.

12. Haring, N. G. & Bateman, B. Teaching the Learning
        Disabled. Englewood Cliffs, N. J.: Prentice Hall,
        Inc., 1977.

13. Howe, C. E. Administration of Special Education.
        Denver, Colorado: Love Publishing Company, 1981.

14. Johnson, D. W. Human Relations and Your Career: A
        Guide to Interpersonal Skills. Englewood Cliffs,
        N. J.: Prentice-Hall, Inc., 1978.

15. Johnson, S. W. & Morasky, R. L. Learning Disabilities. Boston: Allyn and Bacon, 1977.

16. Jones, V. F. & Jones, L. S. Responsible Classroom Discipline. Boston: Allyn and Bacon, 1981.

17. Kerr, M. M. & Nelson, C. M. Strategies for Managing Behavior Problems in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Company, 1983.

18. Kirk, S. A. & Gallagher, J. J. Educating Exceptional Children, 4th edition. Boston: Houghton Mifflin Company, 1983.

19. Kohfeldt, J. Blue Prints for Construction. Focus on Exceptional Children, 1976, 8(5), 1-14.

20. Lambie, R. A. A systematic approach for changing materials, instruction and assignments to meet individual needs. Focus on Exceptional Children, 1980, 13(1), 1-12.

21. Larsen, S. C. & Poplin, M. S. Methods for Educating the Handicapped: An Individualized Education Program Approach. Boston: Allyn and Bacon, 1980.

22. Long, N. J., Morse, W. C. & Newman, R.G. Conflict in the Classroom, 2nd edition. Belmont, California: Wadsworth Publishing Company, 1980.

23. McDowell, R. L. Adamson, G. W. & Wood, F. H. Teaching Emotionally Disturbed Children. Boston: Little, Brown and Company, 1982.

24. Morris, C. G. Psychology: An Introduction. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1982.

25. Ray, H. W. Media for the Exceptional Child. In E. L. Meyen, G. A. Vergason & R. J. Whelan (Eds.), Strategies for Teaching Exceptional Children. Denver: Love Publishing Company, 1972. Pp. 330-348.

26. Schubert, D. G. Your Teaching Twin--The Tape Recorder. Reading Improvement, Vol. 15, No. 1, Pp. 78-80. Delwyn, 1978.

27. Smith, C. R. Learning Disabilities. Boston: Little, Brown and Company, 1983.

28. Thiagarajan, S. Designing instructional games for handicapped learners. Focus on Exceptional Children, 1976, 7(9), 1-11.

29. Wiig, E. H. & Semel, E. M. Language Assessment and
       Intervention for the Learning Disabled. Columbus,
       Ohio: Charles E. Merrill Publishing Company, 1980.

30. Ysseldyke, J. E. & Salvia, J. Assessment in Remedial
       and Special Education, 2nd edition. Boston:
       Houghton Mifflin, 1981.

PARTICIPATION IN STUDY GROUPS

Group Participation in Preparing for the TCT

Local or regional study groups have proven to be bene-
ficial in providing a structure to review the TCT object-
ives. If you are interested in becoming a part of a
study group, contact your local special education
administrator, personnel director, or regional Georgia
Learning Resource System (GLRS)/Child Serve Center.
These individuals may be able to refer you to persons
in your area who have organized study groups in the past.

Preparation for Participation

When participating in a study group, it is recommended
that you collect all textbooks, notes, and resource
manuals that have been used in your college classes to
share with the other group members. The resource materials
listed in this study guide should be available in your
regional Georgia Learning Resource System/Child Serve
Center. In addition, Georgia Education Department publi-
cations such as the Regulations and Procedures for Special
Education in Georgia should be available in each local
school system and is an important source of information in
preparing to take the TCT.

GLRS/Child Serve Directory

For Reference Materials in the Study Guide and Information
Available on Study Groups, contact your local GLRS/Child Serve
Director listed on the following page(s).

GLRS/CHILD SERVE STATEWIDE NETWORK

Mrs. Katheryn B. Bush
Georgia Department of Education
State Coordinator, GLRS/Child Serve
Georgia Department of Education
Program for Exceptional Children
Twin Towers East
19th Floor
Atlanta, GA 30334

Coastal Area Center, GLRS . . . . . . Mrs. Nell Veale
Armstrong State College   GLRS Director
Room 109, Victor Hall
111935 Abercom Street   Ms. Ann Considine
Savannah, GA 31406   Child Serve Director
(912) 927-5239

East Central Center, GLRS . . . . . . Mrs. Marcia Vinci
Wrightsville Primary School   GLRS Director
P. O. Box 275
Wrightsville, GA 31096   Ms. Marilyn Craft
(912) 864-3246   Child Serve

East Georgia Center, GLRS . . . . . . Ms. Joan Basile-Jackson
3108 Lake Forest Drive   GLRS Director
Augusta, GA 30909
(404) 736-0760   Mrs. Margaret Hawkins
                                       Child Serve Director

Metro East Center, GLRS . . . . Mr. Randall F. Dobbs
Robert Shaw Center   GLRS Director
385 Glendale Road
Scottdale, GA 30079   Ms. Betsy Primm
(404) 292-7272   Child Serve Director

Metro South Center, GLRS. . . . . . . Mrs. Myrna Stenson
P. O. Drawer H   GLRS Director
Griffin, GA 30224
(404) 227-0632   Mr. Harry Odham
                                       Child Serve Director

Metro West Center, GLRS . . . . Mr. John Eckert
2268 Adams Drive, N. W.   GLRS Director
Atlanta, GA 30318
(404) 352-2697   Ms. Linda Black
                                       Child Serve Director

Middle Georgia Center, GLRS . . . . . Mr. Victor Hobbs
Room 101   GLRS Director
Alexander IV School
3769 Ridge Avenue   Mr. Warren Moncrief
Macon, GA 31204   Child Serve Director
(912) 474-1513

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GLRS/CHILD SERVE STATEWIDE NETWORK (CONT'D)

North Georgia Center, GLRS . . . . .   Mr. Jerry Cleveland
P. O. Box 546   GLRS Director
Cleveland, GA 31528
(404) 865-2043   Mr. Philip Wright
                                          Child Serve Director

North Central Georgia, GLRS . . . .   Mr. James Knox Carson
Route 3, Box 232-A   GLRS Director
Highway 5 South
Ellijay, GA 30540   Ms. Frances Hensley
(404) 635-5391   Child Serve Director

Northeast Georgia Center, GLRS . . .   Mrs. Gloria Frankum
375 Winter Drive   GLRS Director
Winterville, GA 30683
(404) 742-8292   Ms. Luann Purcell
                                          Child Serve Director

Northwest Georgia Center, GLRS . . .   Mr. Joe Pullen
115 West Washington Street   GLRS Director
Summerville, GA 30747
(404) 857-5421   Mr. Don Kinder
                                          Child Serve Director

South Central, GLRS. . . . .   Ms. Rose Ann Knowlton
1492 Bailey Street   GLRS Director
Waycross, GA 31501
(912) 285-6191   Ms. Nancy Gregory
                                         Child Serve Director

South Georgia Center, GLRS . . . . .   Mrs. Cuba McKay
Route 10, Box 155   GLRS Director
Valdosta, GA 31601
(912) 247-3514   Mrs. Lynn Taylor
                                         Child Serve Director

Southeast Georgia Center, GLRS . . .   Mrs. Faye Waugh
801 Washington Street   GLRS Director
Vidalia, GA 30474
(912) 432-9151   Ms. Patricia Lynch
                                         Child Serve Director

Southwest Georgia Center, GLRS . . .   Mr. Larry Aultman
P. O. Box 1470   GLRS Director
400 S. Monroe Street
Albany, GA 31703   Mr. Jim Whiting
(912) 432-9151   Child Serve Director

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GLRS/CHILD SERVE STATEWIDE NETWORK (CONT'D)

West Central Georgia Center, GLRS . .   Ms. Mary Yeomans
Post Office Box 4569   GLRS Director
Whitesburg, GA 30185
(404)832-0506   Mr. Richard Roberson
                                         Child Serve Director

West Georgia Center, GLRS . . . . . .   Ms. Margie Oliver
1532 Fifth Avenue   GLRS Director
Columbus, GA 31901
(404) 324-5661   Mrs. Cathy Webb
                                         Child Serve Director

CONTENT OBJECTIVES

FIELD 16:   SPECIAL EDUCATION
(PROFESSIONAL KNOWLEDGE)

POPULATION IDENTIFICATION

Identify the characteristics
of the Learning Disabled.
(18, pp. 365-375; 10; 4; 8)

Anayze the relationship
between environmental factors
and educational progress.

Identify the characteristics
of the Emotionally Disturbed.
(18, pp. 321-338; 4,; 8)

Analyze the similarities and
differences among the three
types of Mentally Retarded
(educable; trainable; pro-
found).
(5, pp. 10-12; 18, pp. 119-
124; 4; 8)

Identify the characteristics
of the Speech Handicapped.
(4; 8; 18, pp. 277-308; 10,
pp. 225-226)

Identify the characteristics
of the Hearing Handicapped.
(18, pp. 231-250; 4; 8)

Identify the characteristics
of the Visually Handicapped.
(4; 18, pp. 181-199; 10, pp.
284, 315-316)

Identify the characteristics
of the Multiply Handicapped.
(4; 18, pp. 413-452; 8)

Recognize appropriate expected
percentages of different types
of exceptionality.
(4; 18, pp. 50-55)

Be familiar with pre-, post-,
and perinatal complications.
(18; 29)

General References

9, pp. 63-71; 7, Module 12

ASSESSMENT

Identify due process proce-
dures required by law in the
identification, referral,
evaluation, and placement of
students with special needs.
(18, pp. 19-23; 8, pp. 3-12;
13, pp. 15-30; 24 Chapter 10)

Know several methods of
systematic observation used
to assess academic achieve-
ment and social behavior.
(1, pp. 86-118)

Define and compare intelli-
gence, achievement, and
adaptive behavior tests.
(30)

Explain the purpose of
screening tests.
(30)

Distinguish between group
tests and individual tests.
(30)

Demonstrate an understanding
of the variety of derived
scores (i.e., percentile, grade
equivalent, age equivalent,
quotient).
(18; pp. 40-50; 29)

Be able to emply behavior
rating scales to assess
behavior (e.g., AAMD, Mykel-
bust).
(18, pp. 40-50; 29)

Demonstrate an understanding
of raw scores.
(30).

Define the term validity as
it relates to tests, and
analyze emoticnal, cultural,
and environmental factors
which limit its usefulness.
(30)

Define the term reliability as
it applies to tests, and explain
how it affects the interpretation
of test results.
(1, pp. 86-118; 30)

Explain the dangers of choosing
a test solely on the basis of
its headings.
(30)

Identify the factors involved
in choosing between formal
and informal tests.
(30)

Identify by name sources
information about tests,
including textbooks, profes-
sional journals, and technical
manuals.
(30)

Given a test name, indicate
the level of training or
expertise necessary for its
administration and interpre-
tation, and analyze the reasons
for requiring these qualifi-
cations.
(30)

Identify and compare several
language and speech tests.
(30)

Demonstrate an understanding of
the feasibility factor (e.g.,
cost, time, space considerations)
in choosing an appropriate test.
(30)

Compare criterion-referenced and
norm-referenced tests.
(30)

General References
(7, Module 4)

2b

NORMAL DEVELOPMENT

Be able to determine whether
or not the student recognizes
a sound.

Assess the student's
ability to respond verbally
to auditory stimuli in the
classroom and in daily
living.

Be able to assess a child's
sequencing skills and compare
these with those of a normal
child.

Identify several activities
for evaluation auditory dis-
crimination.

Assess the student's ability
to identify and attach meaning
to visual stimuli in the
environment.

Identify several activities
for assessing visual discri-
mination.

Analyze those variables which
inhibit or facilitate atten-
tion to auditory stimuli in
classroom instruction and
daily living.

Identify symptoms which could
result from the inability to
analyze and synthestize stimuli
students with problems of
analysis and synthesis.

Recognize behaviors which indicat
that a student's auditory acuity
should be checked by an expert
(e.g., watching lips, repeatedly
asking for directions, increasing
number of responses when sitting
close to speaker, etc.)

Understand that students
receive and attach personal
meaning to auditory information/
stimuli which may be different
from the intended meaning.

Analyze those variables which
inhibit or facilitate attention
to visual stimuli.

Understand that students may
attach a personal meaning to
visual information which is
different from the intended
meaning.

List several activities for
teaching tactile discrimin-
ation.

Define visual acuity.

Know the educational implica-
tions of the cognitive develop-
mental stages, e.g., Piaget,
Bruner, etc.

General References
(4, Chapter 2: 24, Chapter 3)

2 7

DIAGNOSIS

Identify academic achieve-
ment levels.

Recognize verbal and non-
verbal modes of communication.

Understand how to assess,
define, and apply know-
ledge of a student's
general intellectual
level.

Identify processes designed
to measure retention of learn-
ing, i.e., short term, long
term, incidental.

Be able to measure a student's
rate of learning on a specific
task.

Explain the possible impli-
cations of intra-individual
discrepancies in diagnostic
findings.

Analyze discrepancies to
performance for diagnostic
purposes.

Explain the possible impli-
cations of inter-individual
discrepancies in diagnostic
findings.

Identify significant discre-
pancies between comprehension
and expression.

General References
(1; 8; 18; 30)

ADMINISTRATIVE ALTERNATIVES

Demonstrate an understanding of the concept of the Resource room.

Given information about a child (i.e., age, grade, test results, home situation), indicate and explain the type of special class placement needed (e.g., fulltime, 1/2 time, 1/4 time, other).

Demonstrate an understanding of the conditions which indicate that a preschool or school-age child should be placed in a regular class, with consultation services available to the teacher.

Demonstrate an understanding of the conditions which indicate that a preschool or school-age child should be placed in a regular class.

Demonstrate an understanding of the conditions which indicate that an adolescent or adult should be placed in a program of vocational training.

Demonstrate an understanding of the conditions which indicate the placement of a preschool or school-age child in a fulltime instruction.

Demonstrate an understanding of the conditions which indicate the placement of a preschool or school-age child in a special school.

Compare group, individual, and family counseling. (22, pp. 129-173; 6, pp. 67-89)

Demonstrate an understanding of the function of the community-based sheltered workshop.

Demonstrate an understanding of the function of the institution-based sheltered workshop.

General References
(6; 8; 18, Pp. 55-65; 22)

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TASK ANALYSIS

Relate a task to the cap-
abilities and entering
skills of a student.

Be able to specify the
skills that are necessary
prerequistes for learning
a task.

Be able to establish
criteria for skill
mastery.

Be able to analyze a task
into its component parts
according to their levels
of difficulty.

General References
(3, Chapter 3; 15,
Chapter 13, 14, 17;
1, pp. 253-255)

TEACHING STRATEGIES

Be able to provide indivi-
dual instruction, according
to student needs, space,
staff, resources, and time.

Be able to create a learning
environment which can be
adapted to a variety of pur-
poses and activities to meet
individual needs.

Analyze individual learning
styles and provide effective
group instruction according
to the identified style.

Know whether to present a
task or an item of infor-
mation in its entirety or
broken down into its com-
ponent parts, according to
the nature of the task and
the learning patterns of the
student.

Know how to set up and main-
tain a safe learning environ-
ment.

Understand the imporatance
of the use of routine when
teaching students.

Understand the ways in which
a learning environment can
motivate students to learn.

Identify teaching strategies
designed to move a learner
from dependence to indepen-
dence, (e.g., demonstration,
assistance, verbal instruc-
tion).

General References

(7, Module 5; 7, Module 20;
7, Module 14)

Know when it is important to
continue to teach tasks beyond
the point at which the student
exhibits mastery, in order to
ensure retention.

Describe methods for altering
the presentation of tasks to
match the student's rate of
learning.

Know the effects that an
attractive learning environ-
ment has upon teachers and
students.

Explain how the stressing of
relationships can facilitate
transfer of learning.

Know how to apply the principles
of behavioral analysis to the
classroos instruction.
(17, pp. 80-107)

Be able to apply the principles
of contingency management in
the classroom.
(17, pp. 80-107; 6; pp. 98-107;
22, pp. 242-247)

List the elements of classroom
design that ensure ease of
observation.

Know the value of a given
stimulus, how to regulate it
and why it is necessary to do
so.
(17, pp. 80-107)

Analyze the factors involved
in deciding whether to use
massed or distributed prac-
tice in a certain situation.

31

Understand that the primary function of a learning environment is to stimulate personal and academic development.
(17, pp. 80-107)

Given a response pattern to a learning goal, identify alternate response patterns to the same goal.

Know how to make a learning environment comfortable

Identify examples of inductive and deductive teaching techniques.

Be able to analyze those educational situations in which rote learning is necessary to assure efficient and effective learning.

Describe the methodology of backward chaining and know situations to which it should be applied.
(1, pp. 251-255)

Given a description of a teaching technique, indicate to which of the following categories it belongs: (1) confirmation, (2) prompting, (3) study-test.

General References
(27, Chapter 12;
4; 12, Chapter 7;
2; 11; 7, Module 2;
21)

32

Be able to analyze and effect change in the learning environment (i.e., auditory invormation, visual information, prompts) which influence selective attention.

When teaching a student to interpret information, determine the level of comprehension (e.g., literal, inferred, analytical, critical) that matches the student's abilities and the material being taught.

Be able to analyze and effect change in the rate, level, and sequence at which new concepts are acquired.

Be able to teach students how to identify relevant and essential concepts inherent in a variety of objects, situations, or ideas and to develop generalizations.
(1, pp. 271-298)

Understand those variables which influence the storage (quality, clarity, and cues), rehearsal (once assimilated) and retrieval (recall, association) of information.

Be able to transfer theoretical knowledge of learning theory to applied teaching situations.
(1)

Be able to assess and identify techniques to improve the quality of observational learning.

General References

(24, Chapter 5; 7, Module 16)

Understand that the reinforcing value of secondary reinforcers is learned through association with known reinforcers (either primary or secondary reinforcers).
(1, pp. 171-187)

Understand the effect that different schedules of reinforcement have upon the quality and quantity of information learned, and be able to apply this knowledge to facilitate learning.
(1, pp. 194-200)

List criteria that influence the setting of priorities when selecting behavior modification procedures.
(1. pp. 35-54

Understand the conditions under which consequent events function as primary reinforcers and know the limitations of their use in an educational setting.
(1, pp. 35-54)

Know the conditions that influence transfer (intertask similarity, degree of first-task learning, and specific instructions to transfer) and be able to inhibit or strengthen the tendency to transfer according to whether the transfer has a positive or negative effect upon learning.
(1, pp. 274-275)

Understand effects of punishment techniques used as a means of behavior change (e.g., aversive shock, physical restraint, conditioned aversive presentation).
(1, pp. 205-237)

Define the dimensions of a dis crimination task (i.e., distinctive, irrelevant, dismensionality)
(1, pp. 238-251)

33

INSTRUCTIONAL MATERIALS

Given the learning charac-
teristics of special needs
students, select and evaluate
workbook materials.

Given the learning charac-
teristics of special needs
students, select and evaluate
appropriate textbook materials.

Demonstrate an understanding
of the construction and use
of games and puzzles as
instructional materials.

Given instructional material
indicate the instructional
level for which it is best
suited.

Evaluate instructional
material in terms of its
relevance to various types
of special needs students.

Demonstrate an understanding
of the construction and use
of tapes as instructional
materials.

Given the learning charac-
teristics of special needs
students, select and evaluate
a kit.

Identify and know how to
operate equipment which can
be used as or with instruc-
tional materials.

Demonstrate an understanding
of the construction and use
of flashcards.

Demonstrate an understanding
of the construction and use
of charts.

List some of the criteria
which can be used to deter-
mine the quality of instruc-
tional material.

Demonstrate an understanding
of records as instructional
materials.

Demonstrate an understanding
of utility as a criterion
for the selection of materials.

Demonstrate an understanding
of filmstrips as instructional
materials.

Demonstrate an understanding
of price as a criterion for
material selection.

Given instructional material,
analyze its durability.

Demonstrate an understanding
of films as instructional
materials.

Demonstrate an understanding
of availability as a criterion
for material selection.

Demonstrate an understanding
of ease of storage as a
criterion for material
selection.

General Reference
(19; 20; 26; 7;
Modules: 2, 14, 13, 25, 28)

3 4

Identify basic reading skills
(ie., word recognition,
decoding, structural analysis,
oral reading, word study
skills, comprehension, sight
vocabulary, context cuing,
silent reading) and indicate
teaching strategies appro-
priate for the development
of each skill.

Given the necessary data,
design an individual education
program and explain its
relationship to regular
education.

Identify the various Math
operations and indicate
teaching strategies appro-
priate to the development
of each.

Identify Math readiness skills
and indicate teaching strat-
egies appropriate to the
development of each.

Explain ways of developing
social skills, i. e. (1)
accepting authority, (2)
cooperation, (3) good peer
relations.
(23, pp. 194-205)

Understand the relationship
between reading and prereading
skills, i.e., (1) observation,
(2) listening, (3) talking,
(4) following instructions;
(5) sequencing ideas orally,
(6) adequate eye movements,
and (7) left-right orientation,
and indicate teaching strat-
egies appropriate for the
development of each skill.

Identify effective teaching
strategies for developing
the ability to use Math skills
in problem solving.
(29, pp. 25-229)

Identify teaching strategies
appropriate to the development
of the following language
skills: (1) comprehension,
(2) interpretation, (3) appli-
cation, (4) self-expression
(i.e., fluency, articulation).
(29, pp. 25-229)

Identify the components of
language (ie., sounds, words,
phrases, sentences).
(29, pp. 25-229)

Differentiate between profes-
sionally ethical and unethical
behavior.

Demonstrate an understanding
of the following learning pro-
cesses as they relate to
language learning: (1) dis-
crimination, (2) recognition,
(3) imitations.

Describe teaching strategies
for the development of an
effective spelling program
for a given population of
students.

Demonstrate an understanding
of the philosophy of Special
Education that has led to the
passage of Public Law 94-142
(effective 9/78).
(13, pp. 15-31)

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Demonstrate an understanding of local, state, and federal laws, regulations, and guidelines that apply to special education.
(8)

Identify teaching strategies appropriate to the development of number concepts.

Identify teaching strategies appropriate for the development of the following aspects of responsibility; (1) self-concept, (2) decision-making, (3) autonomy, (4) moral behavior.

Identify teaching strategies appropriate for the development of auditory skills, i.e., (1) the recognition of gross sounds, (2) the recognition of the rhythm patterns, (3) the recognition of vowel sounds, (4) the recognition of consonant sounds, (5) speech in noisy situations.

Identify the various purposes of reading (e.g., for protection, for information, for enjoyment) and indicate the level of reading skill necessary for each.

Identify teaching strategies appropriate for developing the ability to measure time and space accurately.

Demonstrate an understanding of the relationship between language usage and Math instruction.

Identify professional publications of interest to Special Educators.

Identify professional organizations of interest to Special Educators.

Know the major developments in the history of Special Education.

Define the following terms:
(1) phonology, (2) morphology, (3) syntax, and (4) semantics (both connotative and denotative).

General References
(15, pp. 145-160;
22, pp. 331-336; 21)

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ANCILLARY SERVICES

Know when to refer a student to a consultant (e.g., psychologist, physical therapist, hearing/vision therapist), and why close contact between the base school and the ancillary service is important.

Know the variety of community resources (e.g., information sources, advocacy groups, group homes) that can benefit students both before and after they have been graduated from school.

Understand how in-service training to regular staff in the principles and methods of special education can benefit the school as a whole.

Understand how in-service training for special education staff in the principles and methods of regular education can benefit the schools as a whole.

General References
(8; 13)

INTERPERSONAL COMMUNICATIONS

Demonstrate an understanding of the fact that one can and should respond to feelings as well as words.

Given a response a teacher might typically make in a classroom, evaluate it in terms of clarity of expression.

Identify attentional skills that are especially necessary when dealing with Special Needs students.

Know why it may be advisable to check one's perceptions with another person before giving feedback.

Know how a teacher can modify her/his feedback in response to the specific needs of the student.

Given a typical classroom response, paraphrase it as simply and explicitly as possible.

Know why it is advisable to give feedback regarding only those things the receiver can do something about.

Compare descriptive and evaluative feedback.

Recognize the appropriate use of immediate and delayed feedback.

General References
(7, Module 3; 7,
Module 1; 14, Chapter
5, 6, and 7)

REPORTING OF THE TEST RESULTS

When you receive your test results from National Evaluation Systems, Inc., a scaled score derived from the number of items you responded to correctly for the TOTAL TEST will be reported. A score of 70 or better is passing. In addition, there will be five scaled scores representing the number of items you correctly responded to for each subarea of the TCT: Professional Knowledge.

The broad subarea scores and the respective objective groupings of the TCT: Professional Knowledge are as follows:

I. Population Identification, Assessment, and Diagnosis

   Population Identification
   Assessment
   Diagnosis

II. Normal Development and Learning Theory

   Normal Development
   Learning Theory

III. Instructional Strategies

   Task Analysis
   Teaching Strategies
   Interpersonal Communication

IV. Instructional Materials

   Instructional Materials

V. Special Education Programs

   Administrative Alternatives
   Basic Knowledge
   Ancillary Services

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