



SECTION 4

TEST II SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

QUESTIONS

1. Mr. Pham is a special education teacher who works with young children. The children often sustain cuts and scrapes during outdoor recess. Which of the following is a standard safety practice Mr. Pham should follow to minimize the risk of infection associated with such mishaps?
 - A. washing his hands after treating a child with a cut or scrape
 - B. sending any child with a cut or scrape to the school nurse immediately
 - C. putting on sterile gloves before ministering to a child with a cut or scrape
 - D. ensuring that the children develop a habit of washing their hands several times a day
2. Denise is a third grader with an emotional/behavioral disorder (E/BD). Her guidance counselor and special education teacher recently wrote a behavioral intervention plan to address her aggressive behavior toward peers on the playground. Which of the following actions should the special education teacher take to help ensure the success of this plan?
 - A. Make sure that all teachers who work with Denise implement the plan.
 - B. Obtain the school principal's approval for the plan.
 - C. Have Denise read and sign a copy of the plan.
 - D. Hold a meeting with Denise's class to explain how the plan works.
3. Antoine is an eighth-grade student with a learning disability that affects his visual processing. Which of the following strategies would likely be most effective for Antoine's teachers to use in modifying multiple-choice tests for him?
 - A. highlighting key words in the questions
 - B. providing a scribe to record his answers
 - C. eliminating multisyllabic words
 - D. limiting the number of answer choices to two

4. A special education teacher is working to implement a transition plan for Heather, a high school student who will be making the transition from school to the workplace. One goal of the transition plan is to promote the development of Heather's self-advocacy skills. Which of the following instructional activities would likely be most effective in addressing this goal?
- A. completing a skills and interest inventory
 - B. participating in a simulated job search and job interview
 - C. making a table of skills needed for various vocations
 - D. researching a variety of vocational and educational options

5. **Use the information below to answer the question that follows.**

Leon is a high school student with a mild intellectual disability. Before a scheduled Individualized Education Program (IEP) committee meeting to discuss transition planning, the special education teacher asks Leon, with the help of his parents, to fill out the questionnaire shown below.

1. What are my strengths?
2. What are my weaknesses?
3. What are my hopes for my life after high school?
4. Where would I like to live and work?
5. What kinds of supports do I think I will need?

The special education teacher could use the above questionnaire most effectively to:

- A. help Leon and his parents become aware of various service options.
- B. prepare an agenda for Leon's IEP meeting.
- C. involve Leon and his parents in developing appropriate goals.
- D. document Leon's progress in attaining life skills.

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6. A special education teacher will be teaching in a second-grade inclusion classroom. Two paraeducators have also been assigned to this classroom. Which of the following steps should the special education teacher take in clarifying the roles of the paraeducators?
- A. Have the paraeducators review the Individualized Education Programs (IEPs) of students in the class with disabilities.
 - B. Divide the class into two groups and assign one group to each of the paraeducators.
 - C. Have the paraeducators observe in the classroom for the first few days until they feel comfortable with classroom procedures.
 - D. Ask the paraeducators about their experiences, skills, and interests before assigning them specific duties.
7. According to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, all students with disabilities should be offered:
- A. instruction based on the general education curriculum.
 - B. remedial instructional programs in the general education setting.
 - C. alternate assessments in place of standardized statewide assessments.
 - D. access to the latest assistive and instructional technologies.
8. Ms. Frank is a special education teacher who has been working to modify a student's inappropriate behavior. Since the student has not responded to positive reinforcement, Ms. Frank is considering whether to try an aversive method. According to the Council for Exceptional Children (CEC) Code of Ethics, Ms. Frank should adhere to which of the following standards?
- A. Think of an aversive technique as simply one possible technique among many.
 - B. Use an aversive technique only after repeated trials of other methods.
 - C. Obtain approval from the school principal before using any aversive technique.
 - D. Do not use aversive techniques under any circumstances.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	C	In the case of injuries that break the skin, teachers must take particular care to guard themselves and their students against infection by bacteria or other disease-causing agents. Wearing sterile gloves when treating cuts or scrapes helps protect the child from infection by ensuring that any microbes on the teacher's hands do not enter the child's bloodstream, while at the same time protecting the teacher from contact with any potentially infectious blood-borne pathogens.	0009
2	A	Consistency of response is a key factor in the effectiveness of a behavior intervention plan for students with emotional/behavioral disorders (E/BD). If such a plan is implemented only sporadically, or by only a few of the teachers who work with a child, the intervention is unlikely to be successful. Thus, in Denise's case, if the specified positive reinforcers for appropriate behavior and/or negative reinforcers for aggressive behavior are not consistently applied, she will be unlikely to respond by developing more prosocial behaviors. In order to be optimally effective, the plan must be implemented in a consistent manner by everyone working with Denise.	0010
3	A	Students with visual processing deficits associated with learning disabilities often have trouble recognizing key pieces of information in written text. In a testing situation, this problem may interfere with a student's ability to demonstrate what he or she actually knows. That is, the student may fail to answer a question correctly, not from a lack of content knowledge, but from confusion over what is being asked. A modified test form in which the key words are highlighted may be all that is necessary to allow Antoine to perform to the best of his ability on multiple-choice tests.	0011
4	B	Before they leave high school, students with special needs must be prepared to advocate effectively for themselves. One of the best ways for special education teachers to foster self-advocacy is to provide opportunities for students to receive coaching as they practice these skills. Creating simulations of real-world situations that require self-advocacy is a useful means of doing this. A simulated job search and interview, for example, would require students to present themselves persuasively to a potential employer while enabling the teacher to identify areas in need of improvement. Such simulations help lay the groundwork for practicing the skills in community settings and, ultimately, for applying them in the "real world."	0012

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For question	The correct response is	Reason	Test Objective
5	C	In order to develop the best possible transition plan for a student, the Individualized Education Program (IEP) committee must be guided by the student's own life goals and aspirations. The questionnaire shown is designed to prompt Leon, with the help of his parents, to reflect on his skills, values, needs, and life goals in order to begin formulating plans for a future that will be personally satisfying and fulfilling.	0013
6	D	The presence of paraeducators in the classroom can make a significant contribution toward meeting the needs of individual students. In order to make the best possible use of such assistance, it would be especially important for the classroom teacher(s) to be familiar with each paraeducator's experiences, skills, and interests. Having this information will enable the teacher to assign clear, specific roles that are as close a match as possible with the paraeducators' knowledge and skills.	0014
7	A	The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 is the latest in a series of reauthorizations of the landmark Education for All Handicapped Children Act of 1975 (Public Law 94-142) that guaranteed students with disabilities access to a free appropriate public education. The 1997 reauthorization of this legislation assured access to the general education curriculum for students with disabilities; the 2004 reauthorization (IDEA 2004) continues to assure such access.	0015
8	B	Knowledge of a wide range of strategies for managing student behavior is an essential component of the special educator's job. Reinforcement of desired behaviors should always be the technique of choice. However, in extreme situations, it may be appropriate to use an aversive technique, one that serves to create in a student's mind a negative association with a specific behavior. The Council for Exceptional Children's (CEC) Standards for Professional Practice stipulate that special education professionals "[r]efrain from aversive techniques unless repeated trials of other methods have failed." The standards further specify that the use of such techniques requires consultation beforehand with parents and appropriate agency officials.	0016