



## 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.

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## QUESTIONS

1. When planning instruction for students with moderate intellectual disabilities, teachers should follow which of the following principles?
  - A. Use simple teaching materials suitable for independent drill and practice (e.g., workbooks and flash cards).
  - B. Teach in multiple contexts and provide opportunities for students to apply what they have learned.
  - C. Ensure that students are protected from failing at any task they attempt in the classroom.
  - D. Focus on skills typically mastered by age-mates (e.g., teaching young children to recite the alphabet or count to ten by rote).
2. Sandra, a student with a severe intellectual disability and a profound hearing loss, will use sign language as her primary communication mode. Which of the following practices by Sandra's educators would best foster her development of signed communication skills?
  - A. Each educator should use unique signs to reinforce Sandra's ability to differentiate among the individuals with whom she interacts.
  - B. The educators should jointly create an individualized sign language for Sandra based solely on her own spontaneous gestures.
  - C. Each educator should wait for Sandra to initiate communication before beginning the process of teaching her specific signs.
  - D. The educators should use the same signs and form them in the same ways to support Sandra's recognition and use of them.

3. For students with significant developmental disabilities, the primary benefit of being provided with natural supports in the general education classroom environment is that this practice:
- A. fosters the students' awareness of their own strengths and needs.
  - B. ensures that the students have access to professionals with specialized training.
  - C. promotes the students' friendships and collaborations with peers.
  - D. encourages the students to seek assistance only when they truly require it.
4. A special education teacher is planning community-based instruction in independent living skills for Tony, a student with significant developmental disabilities. Which of the following would be the most important principle to follow when planning such activities?
- A. Business owners should be informed well in advance that Tony will be receiving instruction in their establishments.
  - B. The targeted sites should be located as close to Tony's school as possible to minimize travel time.
  - C. The special educator should request a meeting of Tony's multidisciplinary team to determine the most appropriate sites.
  - D. The sites where Tony will receive instruction should be ones that he is likely to use as an adult.
5. A student with significant developmental disabilities has begun engaging in a noisy, repetitive movement that is contributing to the student's social isolation in the classroom. The best step for the teacher to take *first* in addressing this issue would be to:
- A. determine what function the targeted behavior is serving for the student.
  - B. identify a less disruptive activity with which to replace the targeted behavior.
  - C. determine the extent to which the behavior is affecting the student's relationships with peers.
  - D. identify teacher responses that will help extinguish the behavior.

## Section 4: Test II Sample Questions

6. Tiffany is a 15-year-old student with a moderate intellectual disability. During an Individualized Education Program (IEP) committee meeting, Tiffany says that when she leaves high school she would like to live in her own apartment in the community. Her parents express support for this goal, but say that they are unsure what options are available to Tiffany. Which of the following would be the committee's best response to this information?
- A. helping the family make contact with local community service agencies and begin scheduling information-gathering visits
  - B. urging the parents to request a reassessment of Tiffany's adaptive behavior to evaluate her competence for independent living
  - C. supplying the family with a list of specific Web sites that provide information about various types of supported living arrangements
  - D. encouraging the parents to speak with the school counselor about the types of support services Tiffany is likely to need to live independently
7. Darcy is a seventh-grade student in Mr. Chua's self-contained special education classroom. She has a moderate intellectual disability and has difficulty with fine-motor skills. Darcy receives pull-out services from an occupational therapist three times a week to work on fine-motor activities related to her life skills goals. With regard to Darcy's occupational therapy, Mr. Chua's primary responsibility is to:
- A. reorganize his weekly instructional schedule to accommodate Darcy's sessions with the occupational therapist.
  - B. integrate the skills that Darcy is working on in her therapy sessions into the context of naturally occurring classroom routines.
  - C. provide the occupational therapist with monthly progress reports regarding Darcy's use of fine-motor skills in his classroom.
  - D. arrange to attend Darcy's occupational therapy sessions periodically so that he can inform her parents about her progress.

8. Julian is a 16-year-old high school student with a moderate intellectual disability. He plays on a recreational soccer team and participates in a student service organization that collects and bags food for the local food bank. Julian's Individualized Education Program (IEP) committee would like to help ensure that Julian's transition to adulthood is characterized by community participation. Which of the following steps should the committee take *first* in addressing this goal?
- A. asking Julian to identify one or more extracurricular activities to include in his IEP transition plan that he would like to pursue through a community-based organization
  - B. sharing information about Julian's current extracurricular activities and interests with various community-based organizations
  - C. creating an appendix to Julian's IEP that lists community-based organizations that offer similar activities to those in which Julian is currently participating
  - D. inviting members of various community-based organizations to discuss their activities and mission statements with Julian's IEP committee
9. The Council for Exceptional Children (CEC) recommends which of the following with respect to the professional development of special education teachers?
- A. obtaining a Master's degree before working in a school setting
  - B. focusing their practice on one specific disability
  - C. seeking opportunities continually to improve their practice
  - D. remaining open-minded with regard to controversial practices

## ANNOTATED ANSWER KEY

| For question | The correct response is | Reason  | Test Objective |
|--------------|-------------------------|---|----------------|
| 1            | B                       | Students with intellectual disabilities characteristically have trouble applying knowledge or skills in new contexts. For example, a student who is able to identify denominations of coins and bills, count money, and read price tags in a classroom setting may not understand how to purchase items in a store. Receiving instruction in a variety of contexts, including real-world settings, fosters students' ability to apply important skills without becoming distracted or confused by unfamiliar surroundings.                | 0010           |
| 2            | D                       | Consistency is a key element of instruction for individuals with severe intellectual disabilities. By employing a standard set of signs that are always presented in the same way, Sandra's educators will encourage her to associate specific signs with predictable meanings. This strategy will promote both her receptive and expressive use of signed communication.   | 0011           |
| 3            | C                       | Implementing natural supports in an inclusion classroom typically involves having general education students provide routine assistance to classmates with disabilities in the course of everyday instruction. For example, during a chemistry experiment, a general education student might be responsible for pouring the chemicals when working with a partner with motor disabilities. This type of collaboration smoothly integrates supports into instructional activities while creating opportunities for developing friendships. | 0012           |
| 4            | D                       | Sites for Tony's community-based instruction should be selected based on how likely they are to provide learning opportunities that match his needs. The key principle is functionality. The more experience Tony garners in the environments in which he will likely be functioning as an adult, the more easily he will be able to make the transition to independent living.   | 0013           |
| 5            | A                       | While the motivation(s) for a specific problem behavior may be difficult for an observer to discern, identifying the motivation is key to developing a successful intervention to address it. Educators can better encourage a student to replace a problematic behavior with an acceptable one if both behaviors meet a similar need.  | 0014           |

Section 4: Test II Sample Questions

| For question | The correct response is | Reason  | Test Objective |
|--------------|-------------------------|---|----------------|
| 6            | A                       | Tiffany and her parents will need information in order to make decisions about how best to realize her goals. The committee should play an active role in this effort, providing information and guidance in the process of identifying relevant agencies and facilities, contacting them, setting up schedules for visiting them, and perhaps even accompanying the family on their visits. As Tiffany and her parents, with the committee's help, educate themselves about the available services and facilities, they will acquire a basis for making sound decisions to achieve Tiffany's goals.  | 0015           |
| 7            | B                       | The best reinforcement that Mr. Chua can provide in regard to Darcy's occupational therapy (OT) is to ensure that instructional activities encourage her to employ her new skills for meaningful and productive purposes. Not only is this likely to provide Darcy with needed practice in the skills learned in OT, but it will also help her understand when and how to apply them. Finally, it will promote her full participation in the general education curriculum, as required by state and federal law.  | 0016           |
| 8            | A                       | A key principle of transition planning is to ensure that the student's own interests and aspirations feature largely in the process. Such involvement fosters students' personal investment in designing and implementing a viable transition plan. Taking a leading role reinforces the student's sense of self-determination—a critical factor in a successful transition to adulthood—and provides opportunities to identify and explore potential areas of interest and participation. For Julian, who has demonstrated ongoing enthusiasm for team sports and community service, having a voice in how he will participate in the community as an adult is a natural first step. | 0017           |
| 9            | C                       | The Council for Exceptional Children (CEC) has developed a comprehensive set of professional standards for the preparation and certification of special educators, as well as for professional practice among educators currently in the field. In describing the professional development responsibilities of special educators, the CEC specifies that special education professionals systematically pursue a program of continuing education to advance their knowledge and skills, maintain a high level of competence, and ensure responsiveness to the changing needs of persons with exceptionalities.  | 0018           |