

PLACE[®]

STUDY GUIDE

27 Early Childhood Special Education



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PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

PART 2: FIELD-SPECIFIC INFORMATION

TEST FIELD 27: EARLY CHILDHOOD SPECIAL EDUCATION

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

TEST OBJECTIVES. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

PRACTICE MULTIPLE-CHOICE QUESTIONS. The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice 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 to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

OBJECTIVES



TEST FIELD 27: EARLY CHILDHOOD SPECIAL EDUCATION

Understanding Young Children with Special Needs
Promoting Young Children's Growth and Development
Working in a Collaborative Learning Community

UNDERSTANDING YOUNG CHILDREN WITH SPECIAL NEEDS

Understand typical processes of human growth and development.

Includes typical characteristics and progressions relating to young children's physical, communicative, cognitive, psychological, and social/emotional development; interactions among different domains of development; and factors affecting growth and development in various domains, including factors relating to cultural and language differences.

Analyze the developmental significance of disabilities.

Includes effects of disabilities on young children's physical, communicative, cognitive, psychological, and social/emotional development; developmental similarities and differences between children with disabilities and their nondisabled peers; how disabilities relating primarily to one domain of development may affect other domains; and strategies for fostering development that are responsive to children's needs and take advantage of their capacities.

Understand learning processes.

Includes processes by which young children's learning typically occurs; recognition of learning as an active, constructive process; applications of learning theories; and factors that may affect children's learning, including cultural and language differences.

Analyze the significance of disabilities for learning.

Includes effects of various disabilities on children's learning; similarities and differences between children with disabilities and their nondisabled peers with regard to learning processes; factors that may facilitate or impede learning in children with special needs; and strategies for promoting learning that are responsive to children's needs and take advantage of their capacities.

Understand assessment procedures for evaluating individual differences and making placement and programming decisions for young children with disabilities.

Includes types and characteristics of informal and formal assessments used to make placement and programming decisions for young children; interpretation of assessment information to identify and understand children with special needs and to make placement and program recommendations; and assessment-related issues in special education (e.g., early identification and intervention, nondiscriminatory assessment).

Understand medical aspects and physical management implications of disabilities.

Includes medical knowledge required by teachers working with young children with disabilities; procedures for the physical management of children with disabilities; and emergency procedures that may be used in special education settings, including those related to medical conditions and violent behavior.

PROMOTING YOUNG CHILDREN'S GROWTH AND DEVELOPMENT

Apply procedures for structuring space and time to create safe, stimulating, and developmentally appropriate learning environments for children with special needs.

Includes relationships between young children's developmental characteristics and needs and teacher decisions about structuring learning environments; strategies for structuring the physical environment, planning learning areas, and scheduling different types of activities to promote children's development in all domains; and procedures for modifying learning environments in the context of different types of programs (e.g., integrated preschool, self-contained special education preschool) to address children's diverse physical, social, affective, cultural, linguistic, and cognitive needs.

Apply procedures for using developmentally appropriate individual and group management strategies to provide an atmosphere that enhances young children's learning.

Includes factors, processes, and issues related to individual and group management in a classroom that includes young children with special needs; strategies for managing routines and transitions and for establishing and maintaining developmentally appropriate standards of behavior; and strategies for creating a productive and cooperative learning environment.

Apply procedures for establishing a positive and supportive classroom climate that promotes all children's self-esteem and sense of competence.

Includes procedures for establishing a classroom climate that is responsive to the cognitive, social, and affective needs of all children; strategies for ensuring that all children, including those with cultural and language differences, feel a sense of membership in a supportive learning community and develop a sense of achievement and competence; and recognition of the effects of teacher behaviors and expectations on children's self-esteem and attitudes toward learning.

Understand how to promote young children's self-discipline and autonomy.

Includes recognition of how self-discipline and autonomy develop in young children; ways in which children's disabilities may affect the development of self-discipline and autonomy; and learning experiences and environments that foster self-discipline and autonomy (e.g., those that offer children opportunities to apply decision-making, self-assessment, and self-help skills).

Understand how to promote young children's social development.

Includes appropriate expectations for young children's social behaviors; ways in which disabilities and other factors may affect social development; assessment of social skills and interpretation of assessment results; how to address inappropriate social behaviors and enhance the social skills of children with specified needs; and ways to provide children with opportunities to interact productively with peers and adults in various settings.

Understand how to promote young children's receptive language development.

Includes ways in which disabilities and other factors (e.g., having a home language other than English) may affect receptive language development; informal and formal assessment procedures for evaluating needs and progress in receptive language; interpretation of assessment results; selection and adaptation of methods, resources, and technologies to help children meet specified goals and compensate for receptive language impairments; and strategies for providing children with opportunities for meaningful communication in authentic settings.

Understand how to promote young children’s expressive language development.

Includes ways in which disabilities and other factors may affect oral language development; informal and formal assessment procedures for evaluating needs and progress in expressive language; interpretation of assessment results; selection and adaptation of methods, resources, and technologies to help children meet specified goals and compensate for expressive language impairments; and strategies for providing children with opportunities for meaningful oral communication in authentic settings.

Understand emergent literacy and how to encourage the emergence of literacy in young children.

Includes recognition of how literacy emerges; ways in which disabilities and other factors may affect emergent literacy in young children; and strategies for creating a print-rich environment that offers children opportunities to develop skills, knowledge, and positive attitudes related to emergent literacy and to interact with print in varied and meaningful contexts.

Understand how to promote young children’s functional living competence.

Includes ways in which disabilities and other factors may affect functional living competence; assessment procedures for evaluating needs and progress in functional living competence; interpretation of assessment results; use of task analysis to develop instruction; and selection and adaptation of methods, resources, and technologies to address specified functional living goals and needs.

Understand how to promote young children’s cognitive development.

Includes ways in which disabilities and other factors may affect the development of cognitive skills and abilities; informal and formal assessment procedures for evaluating needs and progress related to cognitive skills development; interpretation of assessment results; and selection and adaptation of methods, resources, and technologies to help children develop cognitive skills and meet specific cognitive goals.

Understand how to promote young children’s understanding of their world through exploration of content-area skills and concepts.

Includes recognition of developmentally appropriate learning goals and experiences in mathematics, social studies, and science; assessment procedures for evaluating needs and progress related to content-area skills and concepts; interpretation of assessment results; strategies to facilitate young children’s content-area learning and foster their thinking and problem-solving skills; and selection and adaptation of instructional strategies, resources, and technologies to individualize content-area instruction and facilitate achievement.

Understand aesthetic development and the role of the arts in young children’s overall development.

Includes ways in which disabilities and other factors may affect young children’s appreciation of and engagement with the arts (i.e., visual arts, music, dramatic forms); strategies for providing young children with opportunities to create and respond to various art forms; and strategies for using the arts to help children explore ideas, express personal thoughts and feelings, and achieve desired goals in various developmental domains.

Understand how to promote young children’s physical development.

Includes ways in which disabilities and other factors may affect the development of young children’s gross-motor, fine-motor, and perceptual awareness skills; assessment procedures for evaluating needs and progress related to physical skills development; interpretation of assessment results; strategies for providing developmentally appropriate experiences and activities to promote physical development; and selection and adaptation of instructional strategies, resources, and technologies to address individual goals and needs.

WORKING IN A COLLABORATIVE LEARNING COMMUNITY

Understand how to establish partnerships with other members of the school community to enhance learning opportunities for young children with disabilities.

Includes consultation, collaboration, and communication skills and strategies for working with other school staff and support service providers to solve problems and promote children's development; strategies for providing various services (e.g., providing inservice programs for staff, coordinating instruction involving multiple educators); and strategies for working with other professionals in the context of different types of programs (e.g., home-based program, integrated preschool, self-contained special education preschool).

Understand how to foster strong school-home relationships.

Includes strategies for establishing and maintaining communication with families, including families with diverse backgrounds; how to recognize and overcome barriers to communication; how to work collaboratively with families to solve problems and promote their participation in educational planning, in classroom activities, and in their child's learning at home; and how to provide information, support, counseling, and referrals to families whose children have disabilities.

Understand how to encourage school-community interactions that enhance young children's opportunities for learning and development.

Includes strategies for working effectively with community agencies and services that can help meet the needs of young children with disabilities; how to establish and maintain positive relationships with community institutions to facilitate children's successful transitioning; and strategies for engaging community support for the early childhood special education program.

Understand requirements, responsibilities, and constraints associated with teaching young children with special needs in Colorado.

Includes legal and ethical issues affecting early childhood special education teachers; teacher roles and responsibilities (e.g., resource person, member of IEP committee); application of special education-related regulations (e.g., Section 504 of the Rehabilitation Act, PL 94-142) and guidelines (e.g., involving referral, evaluation, eligibility, equity, program development, due process); and procedures for evaluating programs and using program evaluation results.

Understand the history and philosophy of early childhood special education and key issues, trends, and research relating to the education of young children with special needs.

Includes the historical, philosophical, and theoretical foundations of early childhood special education; current issues and trends in early childhood special education (e.g., regarding alternative delivery systems); and research in early childhood special education and its interpretation and applications.

PRACTICE QUESTIONS: EARLY CHILDHOOD SPECIAL EDUCATION



1. Which of the following language behaviors typically emerges when children in the preoperational stage begin to engage in social play?
 - A. echolalic speech
 - B. mimicking intonation patterns demonstrated by others
 - C. metaphorical speech
 - D. taking turns in conversation
2. A student with a moderate mental impairment is likely to respond most similarly to a regular education student during which of the following sequencing events?
 - A. following multistep verbal commands
 - B. recalling classroom routines over time
 - C. assembling designs from written directions
 - D. retelling the details of a story read the previous week
3. A behavioral assessment instrument that allows a teacher to indicate a student's level of mastery of specified target behaviors under the headings *excellent*, *good*, *fair*, and *poor* is an example of:
 - A. a behavioral rating scale.
 - B. durational recording of behavior.
 - C. a behavioral checklist.
 - D. anecdotal recording of behavior.
4. Which of the following physical features is most important to include in a classroom designed for young students with mental impairments?
 - A. video camera and monitor
 - B. built-in learning stations
 - C. direct access to bathrooms
 - D. wall-to-wall carpeting

5. A student from an ethnic minority group is most likely to experience academic and social success in a school where many of the students and teachers belong to the predominant cultural group if the:
 - A. student is encouraged to de-emphasize his or her ethnic differences and identity while in school.
 - B. curriculum materials and activities used in the school promote respect for ethnic diversity.
 - C. teacher evaluates the student according to different academic standards because of his or her ethnic differences.
 - D. student is generally grouped with other minority students for instructional purposes.
6. Which of the following strategies would be most appropriate for developing the expressive language skills of a student with limited verbal abilities?
 - A. Encourage the student to use verbal communication exclusively.
 - B. Provide language models that are at the same level as the student's language.
 - C. Reinforce consistently the student's attempts to verbalize.
 - D. Provide immediate correction of as many of the student's verbal errors as possible.

7. Compared with the emergent literacy philosophy of reading development, the reading readiness philosophy would be more likely to emphasize helping children to:
 - A. acquire basic concepts about print from a variety of informal interactions with text.
 - B. make connections between their own personal experiences and the content of classroom texts.
 - C. acquire specific prereading skills in a prescribed sequence.
 - D. take an active role in their own growth and development as readers.
8. In which of the following instructional situations would task analysis be the most appropriate approach to use?
 - A. A teacher wants to decrease the time a student takes to perform a mastered skill.
 - B. A student performs a skill only when provided with verbal or gestural cues.
 - C. A teacher is not sure which skill a student is ready to learn next.
 - D. A student is having difficulty performing a multistep skill.
9. A special education teacher physically assists students to perform arm movements by firmly holding their wrists as they begin each arm movement. The teacher gradually reduces the pressure of the grip once the students' arms are in motion. Which of the following techniques is the teacher using in this situation?
 - A. modeling
 - B. prompting
 - C. positive reinforcement
 - D. incidental learning
10. To work effectively with a physical therapist, the special education teacher of a student with a severe physical impairment should:
 - A. modify the student's prescribed equipment for increased adaptability to classroom needs.
 - B. help the therapist conduct the student's orthopedic assessment.
 - C. ensure that the student uses prescribed adaptive equipment properly.
 - D. make recommendations for the appropriate sequence of therapy.

11. When involving parents or guardians in developing an individual behavior management program to use at home with their child, it is most important to:
 - A. arrange for the parents or guardians to meet with others who have carried out successful behavior management programs at home.
 - B. demonstrate how to use a wide variety of behavior management strategies to determine parents' or guardians' preferences.
 - C. ask the parents or guardians to share their observations and concerns regarding behaviors the child exhibits at home.
 - D. encourage the parents or guardians to read research and theories related to the behaviors the child exhibits.
12. Under the provisions of the Family Educational Rights and Privacy Act of 1974, the parents or guardians of a student who is receiving special education services may:
 - A. obtain copies of the student's educational records to share with nonschool professionals.
 - B. prevent the special education teacher from viewing the student's educational records.
 - C. specify that information contained in the student's records be limited to the annual IEP document.
 - D. take permanent possession of the student's records if they contain information that the parents or guardians deem inaccurate.

ANSWER KEY: EARLY CHILDHOOD SPECIAL EDUCATION



Question Number	Correct Response	Objective
1.	D	Understand typical processes of human growth and development.
2.	B	Analyze the significance of disabilities for learning.
3.	A	Understand assessment procedures for evaluating individual differences and making placement and programming decisions for young children with disabilities.
4.	C	Apply procedures for structuring space and time to create safe, stimulating, and developmentally appropriate learning environments for children with special needs.
5.	B	Apply procedures for establishing a positive and supportive classroom climate that promotes all children's self-esteem and sense of competence.
6.	C	Understand how to promote young children's expressive language development.
7.	C	Understand emergent literacy and how to encourage the emergence of literacy in young children.
8.	D	Understand how to promote young children's functional living competence.
9.	B	Understand how to promote young children's physical development.
10.	C	Understand how to establish partnerships with other members of the school community to enhance learning opportunities for young children with disabilities.
11.	C	Understand how to foster strong school-home relationships.
12.	A	Understand requirements, responsibilities, and constraints associated with teaching young children with special needs in Colorado.