



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

**64 Autism
Spectrum Disorder**

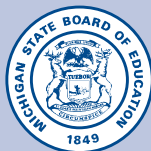


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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

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

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Understanding Students with Autism Spectrum Disorder	21%
Assessing Students with Autism Spectrum Disorder and Developing Individualized Programs	28%
Promoting Development and Learning in Students with Autism Spectrum Disorder	36%
Working in the Professional Environment	15%

UNDERSTANDING STUDENTS WITH AUTISM SPECTRUM DISORDER

Understand typical and atypical human growth and development.

Includes:

- physical, motor, cognitive, language, communication, sensory, social, and emotional growth and development of individuals from birth to adulthood
- educational implications of characteristics of various disabilities
- similarities and differences between individuals with and without disabilities in regard to growth and development

Understand characteristics of autism spectrum disorder.

Includes:

- definition and identification of autism spectrum disorder
- etiology, diagnosis, educational eligibility, and range of autism spectrum disorder characteristics
- characteristics of autism spectrum disorder (e.g., learning, behavior, social, language, and communication characteristics; sensory needs)

Understand the effects of autism spectrum disorder on human development, learning, and transition to postsecondary/adult life roles.

Includes:

- the effects of autism spectrum disorder on cognitive, social, emotional, communication, and expressive and receptive language development
- developmentally appropriate behavior of students with autism spectrum disorder (e.g., coping, self-regulatory behavior)
- educational implications of the characteristics of autism spectrum disorder
- the implications of autism spectrum disorder for aspects of an individual's life (e.g., career, vocation, family life, social relationships, recreation)

Understand factors that affect development and learning in students with autism spectrum disorder.

Includes:

- the potential impact of differences in values, languages, customs, and methods of treatment that can exist between home and school
- the effects of various factors (e.g., the legal system; socioeconomic background; mental health disorders; resources for independent living, recreation, and vocational education) upon the lives and behavior of students with autism spectrum disorder and their families
- the effects of early intervention services upon development and learning in children with autism spectrum disorder
- the effects of additional disabilities and health impairments (e.g., cognitive impairment, seizure disorders) upon development and learning in students with autism spectrum disorder
- the uses and possible side effects of various types of medication (e.g., stimulant, neuroleptic, antiseizure) in relation to students' learning, development, language, and daily living
- the roles families play in the development and learning of students with autism spectrum disorder

ASSESSING STUDENTS WITH AUTISM SPECTRUM DISORDER AND DEVELOPING INDIVIDUALIZED PROGRAMS**Understand types and characteristics of various assessment instruments and methods.**

Includes:

- basic concepts and terminology used in the assessment of students with autism spectrum disorder (e.g., summative and formative)
- types, characteristics, and methods of formal and informal assessments (e.g., screening, adaptive behavior scales, inventories, observations, checklists)
- uses and limitations of various formal and informal assessment instruments and methods (e.g., functional assessments, curriculum-based assessments, achievement tests)
- culturally responsive (i.e., nonbiased) development and use of assessment instruments and methods

Understand procedures for conducting assessments to address the individual strengths and needs of students with autism spectrum disorder.

Includes:

- procedures for collaborating with students, parents/guardians, general education teachers, related service providers, and others to gather background information on a student's academic, medical, developmental, and family history
- policies and procedures involved in the screening, prereferral, referral, assessment, and classification of students with autism spectrum disorder
- principles and procedures for modifying or accommodating national, state, and local standardized assessments for students with autism spectrum disorder

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

Includes:

- procedures for using assessment information to determine eligibility for special education and related services
- the interpretation of results of formal and informal assessments of students with autism spectrum disorder to determine strengths and needs
- effectively communicating assessment results to all stakeholders (e.g., students with autism spectrum disorder, their parents/guardians, general education teachers, paraprofessionals, administrators, related service providers)
- culturally responsive factors (e.g., understanding individual and family needs) for ensuring effective communication among stakeholders involved in the assessment process

Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with autism spectrum disorder.

Includes:

- procedures for planning, organizing, scheduling, and conducting IEP team meetings
- procedures for using assessment information to make program, placement, and service delivery decisions for students with autism spectrum disorder
- characteristics, advantages, and disadvantages of various placement options and the continuum of services for students with autism spectrum disorder
- procedures for developing, implementing, evaluating, and amending IEPs, IFSPs, and transition plans in collaboration with students with autism spectrum disorder, their parents/guardians, general education teachers, and other professionals

Understand procedures for developing, implementing, and amending behavioral support plans for students with autism spectrum disorder.

Includes:

- procedures for conducting team-based behavior assessments
- components of functional behavioral assessments and behavioral support plans and strategies for using the results of functional behavioral assessments to develop behavioral support plans
- procedures for developing, implementing, evaluating, and modifying supports and behavioral support plans to meet the needs of students with autism spectrum disorder
- coordinating behavioral interventions among stakeholders (e.g., students' parents/guardians, general and special education teachers, paraprofessionals, related service providers) involved in the implementation of Individualized Education Programs (IEPs)

Understand uses of ongoing assessment and evaluation in the education of students with autism spectrum disorder.

Includes:

- evaluating instruction and monitoring the progress of students with autism spectrum disorder, including involving students with autism spectrum disorder and their parents/guardians in monitoring progress
- various data-keeping systems used to record progress and evaluate interventions
- making responsive adjustments to instruction based on continual observations and data analysis
- linking assessment outcomes to general education curriculum planning for students with autism spectrum disorder

PROMOTING DEVELOPMENT AND LEARNING IN STUDENTS WITH AUTISM SPECTRUM DISORDER**Understand strategies for planning and managing age-appropriate learning environment(s) for students with autism spectrum disorder.**

Includes:

- designing and modifying learning environments (e.g., teaching methods, physical arrangement of the classroom, support services, assistive technologies) to meet the cognitive, social, emotional, behavioral, communication, sensory, and motor needs of students with autism spectrum disorder
- classroom management strategies, including structuring and managing consistent daily routines (e.g., visual schedules), to optimize students' time on task and facilitate students' effective use of instructional time
- techniques for supporting students' successful integration into various program placements and for encouraging students' active participation in individual and group activities
- uses of technology for planning and managing the teaching and learning environment for students with autism spectrum disorder
- promoting independent functioning skills across environments

Understand principles and methods of curriculum adaptation and instructional planning for students with autism spectrum disorder.

Includes:

- awareness of national, state, and local content and performance standards and the scope and sequence of the general education curriculum
- identifying essential elements of the general education curriculum for students with autism spectrum disorder
- understanding a student's output method (i.e., demonstration of knowledge of content) and aligning it with the general education curriculum
- developing and selecting instructional content, materials, and resources that are responsive to individual students' strengths, interests, and needs

Understand principles and methods of individualizing instruction for students with autism spectrum disorder.

Includes:

- familiarity with research-based, family-centered early intervention strategies for students with autism spectrum disorder
- ways in which autism spectrum disorder may affect students' progress in the general education curriculum
- methods for selecting, adapting, and using research-based instructional strategies to address the strengths and needs of students with autism spectrum disorder (e.g., applied behavior analysis [ABA], visual strategies, incidental learning, direct instruction [DI], peer-to-peer supports)
- integrating age-appropriate affective, social, and life skills with the general education curriculum
- preparing, creating, selecting, and organizing materials to implement daily lesson plans
- facilitating students' maintenance and generalization of skills across learning environments
- methods for teaching students with autism spectrum disorder to use self-assessment, study skills, learning strategies, and other cognitive strategies to identify and meet their own needs
- incorporating and implementing instructional and assistive technology into students' educational programs

Understand strategies for promoting the language and communication skills of students with autism spectrum disorder.

Includes:

- pragmatic functions of communications and language (e.g., relationships among communication, language, behavior, and social skills)
- functional communication systems for students with autism spectrum disorder
- supporting and enhancing students' verbal and nonverbal language and communication skills across environments, including the use of assistive communication strategies
- working with English Language Learners with autism spectrum disorder

Understand strategies for promoting age-appropriate social competence of students with autism spectrum disorder.

Includes:

- understanding social competence within the context of the home, school, and community
- social skills that students with autism spectrum disorder need to develop (e.g., playing with others, working cooperatively, initiating and engaging in conversations) to be successful in educational and other environments
- promoting the development of social skills in students with autism spectrum disorder utilizing mediums of exchange (e.g., peer-to-peer supports, group play)
- appropriate expectations for the personal and social behavior of students with autism spectrum disorder in given settings (e.g., classroom, playground, lunchroom, workplace, community)
- enhancing students' self-awareness, self-management, self-control, and self-esteem
- preparing students to advocate for themselves and to seek out available services in the community

Understand strategies for developing and implementing positive behavioral supports and interventions for students with autism spectrum disorder.

Includes:

- planning and implementing appropriate individualized reinforcement systems and environmental adaptations for students with autism spectrum disorder
- types, characteristics, strengths, and limitations of various behavioral supports, interventions, and reinforcement techniques
- the principle of using the least intrusive behavior-support strategies consistent with the needs of students
- procedures for crisis prevention and intervention

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

Includes:

- techniques for promoting students' acquisition and generalization of life skills
- techniques for promoting students' citizenship skills and participation in civic, leisure, and recreational activities
- promoting students' travel and safety skills
- promoting students' vocational and career awareness, enhancing students' work-related skills, and helping students access employment experiences based on students' interests, resources, and opportunities

Understand strategies and procedures for supporting transitions of students with autism spectrum disorder.

Includes:

- procedures (e.g., common language/terminology, proactive planning) to promote successful transitions for students with autism spectrum disorder between teachers, grade levels, schools, and service options
- supporting students' transitions throughout the school day (e.g., preferred activities, visual schedules)
- procedures to promote successful transitions for students with autism spectrum disorder to higher education, postsecondary environments, and employment

WORKING IN THE PROFESSIONAL ENVIRONMENT

Understand strategies for communicating and collaborating with students who have autism spectrum disorder and their families to help students achieve desired outcomes.

Includes:

- concerns of parents/guardians of students with autism spectrum disorder and effective strategies for addressing such concerns
- planning and conducting collaborative conferences with students with autism spectrum disorder and their parents/guardians
- helping students with autism spectrum disorder and their parents/guardians become active participants on the educational team (e.g., during the evaluation and assessment process, during the development and implementation of individualized programs and interventions)
- culturally responsive methods for ensuring effective communication and collaboration between the parents/guardians of students with autism spectrum disorder and service providers in educational, public, and private agencies
- family systems and the roles families play in the educational process
- the potential impact of differences in values, languages, and customs that can exist between home and school

Understand strategies for establishing partnerships with other school personnel, members of the school community, and community agencies to enhance learning opportunities for students with autism spectrum disorder.

Includes:

- the roles and responsibilities of various school personnel (e.g., general education teachers, speech-language pathologists, occupational therapists, paraprofessionals) in providing a comprehensive educational program for students
- communicating, consulting, and collaborating (e.g., team problem solving) with general education teachers and other service providers about instructional methods, technology, and adaptations for students with autism spectrum disorder
- the roles and responsibilities of the teacher of students with autism spectrum disorder (e.g., consultation, case management) in regard to seeking assistance from and collaborating with other professionals to support student learning
- procedures for training, supervising, and providing feedback to paraprofessionals and volunteers (e.g., peer supports)
- types and characteristics of agencies, networks, and organizations that provide support services for students with autism spectrum disorder and their families

Understand the historical, social, and legal foundations of education for students with autism spectrum disorder.

Includes:

- historical and philosophical foundations of special education and the field of autism spectrum disorder
- issues related to autism spectrum disorder theory, research, and policy
- the rights and responsibilities of stakeholders (e.g., students, parents/guardians, teachers, other professionals, schools) in regard to the education of students with autism spectrum disorder
- federal and state statutes, rules, and regulations relevant to the education of students with autism spectrum disorder

Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with autism spectrum disorder.

Includes:

- resources (e.g., professional organizations and journals, online resources) to enhance one's professional knowledge (e.g., current research-validated practices, knowledge of philosophies and skills related to the education of students with autism spectrum disorder) and engage in lifelong professional growth and development
- effective strategies for engaging in reflection and self-assessment activities for the purposes of identifying one's cultural competence, improving instruction, and guiding professional growth
- the importance of upholding high standards of competence, good judgment, and integrity when conducting instructional and other professional activities, including complying with all applicable laws, policies, and procedures (e.g., related to evaluation requirements, mandated reporting, and behavior management)
- following legal and ethical guidelines for maintaining confidentiality when creating, releasing, and transferring records regarding students with autism spectrum disorder
- advocating effectively for students with autism spectrum disorder and their families

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Germaine is a 10-year-old fifth grader who was referred to the multidisciplinary evaluation team (MET) for a comprehensive evaluation. Which of the following characteristics must Germaine exhibit in order for the MET to make a recommendation of eligibility due to autism spectrum disorder (ASD)?
 - A. reading and/or writing performance at least two years below grade level
 - B. preexisting emotional impairments
 - C. qualitative impairments in reciprocal social interactions
 - D. below-average cognitive abilities
2. Autism spectrum disorder (ASD) most typically affects a student's overall cognitive development as demonstrated by:
 - A. delays in acquiring self-help skills.
 - B. inconsistencies in language acquisition and development.
 - C. delays in developing sensory awareness.
 - D. weaknesses in quantitative reasoning.
3. Beth is a 12-year-old student with autism spectrum disorder (ASD) who is beginning her first year at a middle school. She performs in the average to above-average range academically, has strong verbal skills, and is motivated to learn and succeed in school. Beth is placed in general education classes with support for social skills (e.g., interpretation of nonverbal communication) and transitions (e.g., between tasks and classes). Despite these supports, Beth has responded to the transition to middle school with significantly heightened anxiety. Which of the following best describes how Beth's anxiety is likely to affect her functioning?
 - A. She may experience a significant decline in her academic and social skills.
 - B. Her ability to understand reality may be compromised.
 - C. She may demonstrate a significant increase in aggressive behaviors.
 - D. Her ability to follow school rules may be compromised.

4. Chung is a fourth grader with autism spectrum disorder (ASD) who is placed in a general education classroom. He is verbal and has average cognitive abilities. His Individualized Education Program (IEP) includes several instructional modifications and accommodations in reading and writing. Chung's fourth-grade teacher asks the teacher of students with ASD about formative assessment methods to use with Chung to measure whether he is making academic progress during the school year. Which of the following assessment methods would be most appropriate for the teacher of students with ASD to suggest?
- A. informal reading inventories and a writing portfolio
 - B. selected reading and writing subtests from an individual achievement test with accommodations
 - C. classroom observations during reading and writing instruction
 - D. norm-referenced aptitude tests in reading and writing with accommodations
5. Ms. Ryan is a general education kindergarten teacher who brings concerns about one of her students, Hector, to the Child Study Team (CST). For example, Hector is often in a corner of the room by himself engaged in sorting blocks by color. Ms. Ryan has tried playing with Hector herself, coaxing him to play with a classmate, and switching him to another activity. Hector frequently responds to these efforts with temper tantrums (e.g., throwing blocks, covering his ears with his hands, running in circles). At this point, it would be most appropriate for the CST to take which of the following steps?
- A. administering a standardized assessment of Hector's cognitive abilities
 - B. distributing checklists to be completed by Ms. Ryan and Hector's parents
 - C. requesting that Ms. Ryan conduct an informal assessment of Hector's preacademic skills
 - D. making observations of Hector in a variety of activities and school settings

6. Use the information below to answer the question that follows.

Peter, a seventh grader who is new to the school district, was diagnosed at the end of sixth grade with autism spectrum disorder (ASD). Before the school year begins, the teacher of students with ASD reviews Peter's initial evaluation from sixth grade. An excerpt of the assessment results is shown below.

Wechsler Intelligence Scale for Children–Fourth Edition (WISC–IV):

	Percentile Rank
Verbal Comprehension Index (VCI)	16
Perceptual Reasoning Index (PRI)	95
Working Memory Index (WMI)	86
Processing Speed Index (PSI)	9
Full Scale IQ (FSIQ)	73

Wechsler Individual Achievement Test–Second Edition (WIAT–II):

	Percentile Rank
Reading Composite	12
Mathematics Composite	93
Written Language Composite	16
Oral Language Composite	76
Total Composite	25

Which of the following statements is the best interpretation of Peter's strengths and needs?

- A. Peter demonstrates strength in abstract verbal reasoning and demonstrates need in expressing his knowledge orally.
- B. Peter demonstrates strength in written expression and demonstrates need in analyzing abstract information.
- C. Peter demonstrates strength in working accurately and quickly and demonstrates need in recalling information.
- D. Peter demonstrates strength in manipulating visual information and demonstrates need in using receptive language.

7. In December of the school year, a student is evaluated and determined eligible for special education services. At the end of the student's Individualized Education Program (IEP) team meeting, the team discusses the student's annual review. Which of the following guidelines should the IEP team use in selecting a date for the annual review?
- A. The annual review must occur whenever revisions are made to the student's IEP.
 - B. The annual review must occur before the end of the current school year.
 - C. The annual review must occur within a year of the student's initial placement.
 - D. The annual review must occur in December of the following school year.
8. An Individualized Education Program (IEP) team is meeting at the request of a fifth-grade teacher whose class includes Tommy, a student with autism spectrum disorder (ASD). Tommy's academic performance is in the average range. He uses speech to communicate, and his expressive vocabulary is age appropriate. However, the fifth-grade teacher reports that Tommy often becomes upset during independent work time and begins roaming anxiously around the classroom. When the teacher asks Tommy what is wrong, his anxiety seems to increase. The teacher says that when she is able to determine what is bothering him (e.g., he cannot find a book he needs or does not remember the next step in an assignment) and remedy the problem, he is able to calm down and get back to work. The team could best meet Tommy's needs by providing him with which of the following supports?
- A. offering him more choice in regard to his assignments
 - B. moving his seating location to discourage his roaming behavior
 - C. teaching him to initiate requests for assistance
 - D. identifying consequences to apply if his behavior escalates

9. Karim is a first-grade student with autism spectrum disorder (ASD). He attends a general education class full time with support from Ms. Jones, a teacher of students with ASD. Karim is verbal, but he will only interact with adults. He especially enjoys computer games and jigsaw puzzles. To facilitate Karim's participation in the learning centers in his classroom (e.g., writing, art, and math centers), Ms. Jones first teaches him how to use each center. Then, using a classroom computer, she develops a multimedia activity schedule that shows photos of each center and short videos of Karim in that center (e.g., painting a picture in the art center). A timer signals Karim to refer to the schedule and transition to the next center. This multimedia activity schedule is most likely to benefit Karim by:
- A. fostering his ability to maintain previously learned skills.
 - B. enhancing his nonverbal communication skills.
 - C. promoting his independence in the classroom.
 - D. facilitating his ability to work cooperatively with others.
10. Ten-year-old Katie is a student with autism spectrum disorder (ASD) who has below-average cognitive ability and limited verbal skills. Katie's Individualized Education Program (IEP) team is meeting to plan her IEP for fifth grade. She will be attending a resource room for two hours each day and general education classes for the rest of the day. The team is discussing modifications for Katie in the general education classroom. For example, the fifth-grade teacher gives a weekly 20-word spelling test in which the teacher dictates the words. Katie is able to match, copy, and sequence letters. Which of the following modifications to the weekly spelling test would best allow Katie to demonstrate her knowledge?
- A. reducing the number of spelling words for Katie to 10 each week and having her take the test orally
 - B. creating a fill-in-the-blank version of the test for Katie in which she fills in two or three missing letters for each word
 - C. having Katie write each of the 20 spelling words in a sentence and excusing her from taking the test
 - D. asking Katie to input the spelling words on a computer during the test and to use the spell-check feature to correct her work

11. Use the information below to answer the question that follows.

Diego is a fourth-grade student with autism spectrum disorder (ASD). During reading class, his teacher provides him with a story map to fill out for each story that he reads. A sample of a story map is shown below.

Story Map
Title of Story: _____
Characters:
1. _____
2. _____
3. _____
4. _____
5. _____
Setting:
When: _____
Where: _____
Problem:

Events:
1. _____
2. _____
3. _____
4. _____
Solution to Problem:

Having Diego fill out a story map is an effective strategy for helping him:

- A. make inferences about the text.
- B. improve his reading fluency.
- C. stimulate prior knowledge.
- D. improve his comprehension.

12. Sonia is a 12-year-old student with autism spectrum disorder (ASD) and a cognitive impairment. She attends a special program for students with ASD that is located in a middle school, and she receives services from a speech and language pathologist (SLP) and from an occupational therapist (OT). Sonia is nonverbal, but she will occasionally gesture or make vocalizations to communicate her wants and needs. She frequently engages in rocking and often hums to herself when not directly engaged in an activity with a staff member. Sonia enjoys listening to music, scribbling with crayons, and looking at pictures and books about birds and butterflies. Her current Individualized Education Program (IEP) goals include increasing her independence in dressing and toileting, increasing her frequency of communication, and recognizing colors and letters. Sonia's teacher of students with ASD and her SLP are collaborating to address Sonia's communication goal. Which of the following strategies should they try *first* to increase Sonia's frequency of communication in the classroom?
- A. creating an environment that provides reasons for Sonia to want to communicate (e.g., putting her crayons or music tapes out of reach, hanging up a bulletin board about birds)
 - B. asking her questions about a wide variety of concrete topics or objects (e.g., "What's that over there?" "Did you like your ice cream?")
 - C. teaching her to replace her gestures with single, spoken words to obtain the same objectives (e.g., *crayon*, *book*, *juice*)
 - D. using directions to maintain ongoing communicative interactions with her (e.g., "Look at that bird! Oh, watch him fly away! I wonder what kind of bird that was.")

13. Eddie is a third grader with autism spectrum disorder (ASD) who attends a special education class part time and a general education class part time. One of his behavioral goals addresses his tendency to spin around, often bumping into objects and other people, when not engaged in an activity. This behavior is especially problematic during unstructured activities (e.g., lunch, recess) and independent academic work time. Which of the following behavior support strategies would be the least intrusive in meeting Eddie's needs?
- A. arranging for Eddie to go to a safe place out of the classroom whenever he engages in the behavior
 - B. providing visual prompts to Eddie prior to unstructured and independent activities
 - C. providing Eddie with a light touch to his shoulder whenever he engages in the behavior
 - D. assigning Eddie peer-to-peer supports during independent and unstructured activities
14. Which of the following best describes the primary contribution made by Leo Kanner to the field of autism spectrum disorder (ASD)?
- A. developing the first criterion-referenced checklist used to screen preschoolers for autism
 - B. proposing for the first time a biological theory for the origin of autism
 - C. developing the first educational intervention shown to be effective with children who have autism
 - D. identifying and defining for the first time the major characteristics of autism

15. Max is a second grader with autism spectrum disorder (ASD) who attends a general education class. The second-grade teacher has set up a carrel in the back of the room where Max works with a paraprofessional on activities designed to prepare him for daily inclusion with peers, as specified by his Individualized Education Program (IEP). However, Max spends almost all of his time in the carrel. Mr. Johnson, the teacher of students with ASD, has repeatedly spoken with the second-grade teacher about Max's lack of participation in whole-class and group activities. Mr. Johnson has also increased his own time in the classroom, facilitating Max's class involvement and demonstrating ways to engage him productively with peers. After a number of weeks, however, the classroom teacher shows no signs of making an effort to integrate Max with his classmates. Which of the following describes Mr. Johnson's primary responsibility under these circumstances?

- A. rearranging his schedule to allow him to spend even more time with Max in the second-grade classroom
- B. calling a formal meeting of the IEP team to address the issue of the classroom teacher's noncompliance
- C. alerting Max's parents to the problem and advising them of the legal remedies available to them
- D. documenting his observations and alerting the building administrator

16. Ms. McMahon is a new teacher of students with autism spectrum disorder (ASD) who will be working in an elementary school located in a culturally diverse community. Before the school year begins, she spends time writing in a journal on topics such as those listed below.

1. What traditions did my family have when I was growing up?
2. Have I ever felt uncomfortable when visiting an unfamiliar community?
3. What do I know about my students' backgrounds?

This journal-writing activity is likely to enhance Ms. McMahon's teaching ability most significantly by helping her:

- A. develop a better understanding of family systems.
- B. identify effective ways to advocate for her students.
- C. develop individualized reinforcement systems.
- D. identify her own cultural competence.

Use the information below to answer the four questions that follow.

An Individualized Education Program (IEP) team is conducting an annual review for five-year-old Sam, a student with autism spectrum disorder (ASD). Sam's team includes the teacher of students with ASD, the kindergarten teacher, Sam's parents, a speech and language pathologist (SLP), an occupational therapist (OT), and a physical therapist (PT). Sam is just finishing his kindergarten year. Sam does not use words to communicate with others, although his receptive verbal skills have always been good (e.g., he can follow his parents' instructions). If his parents tell him to do something he does not want to do, he frequently screams and has tantrums. Sam has limited coping skills, and unexpected events or changes in routine often provoke screaming and running.

Sam can be extremely strong willed, especially at home, but he is very loving with his parents and seeks them out for comfort. Sam will not speak to or make eye contact with anyone at school, so the teachers need to interpret his behaviors and eye gazes. He is willing to sit with his classmates at circle time, but he will not engage with them verbally or socially. If anyone accidentally bumps or touches him, he will often scream, cry, or run away. Over the course of the year, however, he has developed an affinity for a few classmates, and he will frequently play or sit near these children, even though he does not directly interact with them.

Sam does not like messy art media such as clay or paint, but he enjoys sand and water play. Sam also likes coloring (with a red crayon only), playing with blocks, and stringing beads. His teachers take advantage of his interests to work on preacademic skills such as learning colors and shapes. Sam loves to be chased or tickled by a puppet, and his teachers use this as a reward for persisting at tasks. He also enjoys a game in the gym in which everyone runs from one side of the room to the other and then stops. Sam laughs hilariously each time he has to stop, and his enjoyment is so infectious that his classmates start laughing too. Sam also loves to sing, and he is better able to focus on tasks when music is playing in the background.

17. Which of the following would be the most effective way for Sam's teachers to monitor his progress in preacademic areas?
- A. conducting a functional behavioral assessment (FBA)
 - B. doing a screening at the end of the year
 - C. administering a comprehensive individual evaluation
 - D. using systematic observational and teacher-made assessments
18. Sam's IEP calls for developing his oral motor skills. Which of the following would likely be the best approach for fostering Sam's oral motor skills in his kindergarten classroom?
- A. reserving a favorite reinforcer (e.g., being chased by a puppet) for the sole purpose of rewarding Sam's production of specific speech sounds
 - B. using Sam's preferred activities as opportunities to strengthen key muscle groups (e.g., including bubble-blowing during water play)
 - C. rewarding Sam with a favorite reinforcer (e.g., running in the gym or coloring) whenever he spontaneously utters a targeted sound
 - D. grouping Sam with his preferred classmates for activities that build targeted skills (e.g., using facial expressions to show various emotions)

19. Sam's parents and teachers share information by means of a communication log. One day, the teacher of students with ASD writes that Sam began screaming and ran down the hall when his class arrived in the music room to find a substitute teacher in charge. Upon reading the entry that evening, Sam's parents talk to Sam about the incident, discussing what happened and labeling the kinds of feelings he may have been experiencing. The parents then write an entry in the log describing the action they took. This interaction best illustrates which of the following?
- A. how parents'/guardians' roles in supporting their children's development can be enhanced through home–school collaboration
 - B. how school professionals can educate parents/guardians about the most appropriate strategies for meeting their children's needs
 - C. how an understanding of family systems can help school professionals individualize each child's educational program
 - D. how parents'/guardians' knowledge of their own children can provide teachers with insights into the child's behavior
20. Which of the following approaches would best foster Sam's social development in his assigned classroom for the next school year?
- A. creating a classroom buddy system and pairing Sam with a friendly and easygoing child
 - B. using songs at circle time to introduce the children to one another and to celebrate each child
 - C. ensuring that Sam is assigned to a new classroom that includes some of his preferred classmates
 - D. planning frequent gross-motor activities that involve cooperation with peers

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Understand characteristics of autism spectrum disorder.
2.	B	Understand the effects of autism spectrum disorder on human development, learning, and transition to postsecondary/adult life roles.
3.	A	Understand factors that affect development and learning in students with autism spectrum disorder.
4.	A	Understand types and characteristics of various assessment instruments and methods.
5.	D	Understand types and characteristics of various assessment instruments and methods.
6.	D	Understand procedures for interpreting and communicating assessment results to all stakeholders.
7.	C	Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with autism spectrum disorder.
8.	C	Understand procedures for developing, implementing, and amending behavioral support plans for students with autism spectrum disorder.
9.	C	Understand strategies for planning and managing age-appropriate learning environment(s) for students with autism spectrum disorder.
10.	B	Understand principles and methods of curriculum adaptation and instructional planning for students with autism spectrum disorder.
11.	D	Understand principles and methods of individualizing instruction for students with autism spectrum disorder.
12.	A	Understand strategies for promoting the language and communication skills of students with autism spectrum disorder.
13.	B	Understand strategies for developing and implementing positive behavioral supports and interventions for students with autism spectrum disorder.
14.	D	Understand the historical, social, and legal foundations of education for students with autism spectrum disorder.
15.	D	Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with autism spectrum disorder.
16.	D	Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with autism spectrum disorder.
17.	D	Understand uses of ongoing assessment and evaluation in the education of students with autism spectrum disorder.
18.	B	Understand principles and methods of individualizing instruction for students with autism spectrum disorder.
19.	A	Understand factors that affect development and learning in students with autism spectrum disorder.
20.	C	Understand strategies for promoting age-appropriate social competence of students with autism spectrum disorder.