



ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

23 Special Education: Early Childhood

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STUDY GUIDE ORDER FORM



PART 1: GENERAL INFORMATION ABOUT THE AEPA™ 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 AEPA and Test Preparation](#)



PART 2: FIELD-SPECIFIC INFORMATION

Field 23: Special Education: Early Childhood

INTRODUCTION

This section includes a list of the test objectives, practice questions, and an answer key for the selected-response questions.

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 practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

Practice questions. The practice selected-response questions and practice performance assignments included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of 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 questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the 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 field.

TEST OBJECTIVES

Field 23: Special Education: Early Childhood

SUBAREAS:

1. Understanding Young Children with Special Needs
2. Promoting Young Children's Development and Learning
3. Working in a Collaborative Learning Community

UNDERSTANDING YOUNG CHILDREN WITH SPECIAL NEEDS

0001 Understand the developmental significance of disabilities.

For example: 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 promoting development that are responsive to children's needs and reinforce and utilize their strengths.

0002 Understand learning processes.

For example: processes by which young children's learning typically occurs; the importance of play in the learning process; recognition of learning as an active, constructive process; applications of learning theories; and factors that may affect children's learning, including cultural and linguistic characteristics.

0003 Understand the significance of disabilities for learning.

For example: 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 other than disability that may impede learning (e.g., abuse/neglect, medications); factors that may facilitate learning in children with special needs; and instructional strategies that are responsive to children's needs and reinforce and utilize their strengths.

0004 Understand medical aspects and physical management implications of disabilities.

For example: working with the multidisciplinary team to identify strategies to meet the individual medical and physical needs of young children with special needs; procedures for the physical management of children with disabilities; and awareness of emergency procedures that may be used with young children in special education settings.

0005 Understand assessment procedures used by multidisciplinary teams to evaluate individual differences and make placement and programming decisions for young children with disabilities.

For example: types and characteristics of informal and formal assessments, including authentic assessments, used with young children; components of a comprehensive evaluation to determine eligibility for special education programs and related services; principles and procedures for screening and diagnosing young children with disabilities; involvement of families in the assessment process; methods for determining learning styles and strengths; working with the multidisciplinary team to interpret assessment information to make placement and program recommendations for young children with special needs; using assessment to monitor young children's learning and progress; and assessment-related issues in early childhood special education (e.g., early identification and intervention, unbiased assessment).

0006 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for young children with special needs.

For example: roles and functions of all team members, including children's families, early intervention personnel, and/or special education and related service personnel; procedures for gathering and maintaining information, determining appropriate service options, and developing IEPs and IFSPs for young children with special needs; components of an IEP and an IFSP; and evaluation of children's progress with respect to IEP and IFSP goals and objectives.

PROMOTING YOUNG CHILDREN'S DEVELOPMENT AND LEARNING**0007 Understand procedures for creating a safe, stimulating, and developmentally appropriate learning environment for young children with special needs.**

For example: knowledge of Developmentally Appropriate Practice for young children with special needs; providing services to infants and toddlers in the most natural environment (e.g., in the home, in a day-care center, at a babysitter's house); strategies for structuring the physical environment, selecting appropriate learning materials, and facilitating 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., home-based, integrated preschool, self-contained special education preschool) to address children's diverse physical, social, affective, cultural, linguistic, and cognitive needs.

0008 Understand procedures for using developmentally appropriate individual and group management strategies to provide an atmosphere that enhances young children's learning.

For example: 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.

0009 Understand procedures for establishing a positive and supportive learning climate that promotes all children's sense of competence and self-worth.

For example: procedures for establishing a learning climate that is responsive to the cognitive, social, and affective needs of all children; strategies that respond to cultural, linguistic, and gender differences; strategies for ensuring that all children feel a sense of membership in a supportive learning community and develop a sense of achievement and competence; strategies for crisis prevention/intervention; and recognition of the effects of adults' behaviors and expectations on children's self-esteem and attitudes toward learning.

0010 Understand how to promote young children's self-discipline and autonomy.

For example: 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; strategies for facilitating children's ability to make successful transitions (e.g., from one activity to another, from one learning setting to another) and learning experiences and environments that promote self-discipline and autonomy (e.g., those that offer children opportunities to apply decision-making, self-assessment, self-help, and self-advocacy skills).

0011 Understand how to promote young children’s social and emotional development.

For example: principles of relationship intervention and strategies for helping young children and their caregivers develop optimum attachments (e.g., helping caregivers understand their infant’s unique patterns of interaction and how to modify their own behaviors to be more responsive); appropriate expectations for young children’s social and emotional behaviors; ways in which disabilities and other factors may affect social and emotional development; assessment of social skills and interpretation of assessment results; strategies for helping young children develop friendships; ways to address inappropriate social behaviors and enhance the social skills of children with given needs; and ways to provide children with opportunities to interact productively with peers and adults in various settings.

0012 Understand how to promote young children’s communication development.

For example: factors that may affect young children’s communication development; working with other multidisciplinary team members to conduct and interpret informal and formal assessments of communication needs and progress; selection and adaptation of methods, resources, and technologies to help children meet specified goals and promote communicative competence; and strategies for providing children with opportunities for meaningful communication in authentic settings.

0013 Understand emergent literacy and how to encourage the emergence of literacy in young children.

For example: recognition of how literacy emerges; ways in which disabilities and other factors may affect literacy development in young children; and strategies for creating an environment that offers children opportunities to interact with print in varied and meaningful contexts and to develop skills (e.g., prereading skills, phonological awareness), knowledge (e.g., concepts about print), and positive attitudes related to literacy.

0014 Understand how to promote young children’s self-help skills.

For example: ways in which disabilities and other factors may affect children’s development of self-help skills; informal and formal assessment procedures for evaluating needs and progress in the development of self-help skills; interpretation of assessment results; use of task analysis to develop instruction; and selection and adaptation of methods, resources, and technologies to address specified self-help goals and needs.

0015 Understand how to promote young children’s cognitive development.

For example: ways in which disabilities and other factors may affect the development of cognitive skills and abilities; working with other multidisciplinary team members to conduct and interpret informal and formal assessments of young children’s cognitive skills; and selection and adaptation of methods, resources, and technologies to help children develop cognitive skills and meet specific cognitive goals.

0016 Understand how to promote young children’s physical development.

For example: ways in which disabilities and other factors may affect the development of young children’s gross-motor, fine-motor, and perceptual awareness skills; working with other multidisciplinary team members to conduct and interpret assessments of children’s physical skills; 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

- 0017 Understand how to establish partnerships with individuals and programs within the AzEIP (Arizona Early Intervention Program) and school communities to enhance learning opportunities for young children with disabilities.**

For example: consultation, collaboration, supervision, and communication skills and strategies for working with early intervention personnel and school staff and support service providers (including general education teachers and instructional assistants) to solve problems and promote children’s learning and development; and strategies for working with other professionals in the context of different types of programs and service options (e.g., home-based programs, integrated preschool, self-contained special education preschool).

- 0018 Understand how to promote strong family-professional partnerships.**

For example: strategies for establishing partnerships with all families; knowledge and application of family systems theory; ways to communicate effectively with families and to recognize and overcome communication barriers; ways to work collaboratively with families to solve problems and promote their participation in planning and implementing IFSP- or IEP-related activities; and how to provide information, support, and referrals to families whose children have disabilities.

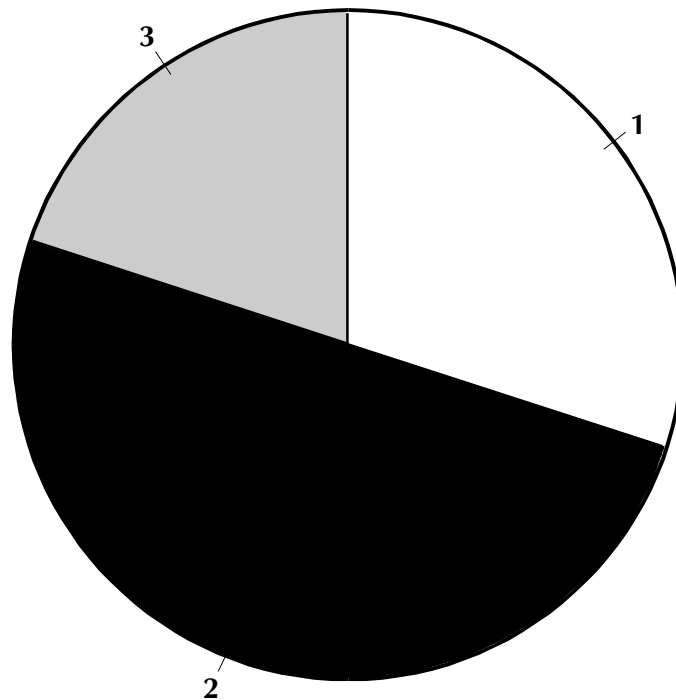
- 0019 Understand how to encourage school-community interactions that enhance young children’s opportunities for learning and development.**

For example: strategies for working effectively with community agencies and services that can help meet the needs of young children with disabilities; sensitivity to various cultural perspectives within the community; and ways to establish and maintain positive relationships with community programs to facilitate children’s successful transitions.

- 0020 Understand the history and philosophy of early childhood special education, key issues and trends, and legal and ethical issues relevant to the education of young children with special needs.**

For example: the historical and philosophical foundations of early childhood special education; ways in which approaches to early childhood special education have changed over time; legal and ethical issues in early childhood special education (e.g., providing services in the most natural environment; educating children in general education classrooms to the maximum extent appropriate; confidentiality; student discipline); and application of special education related laws (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA], Parts B and C of the Individuals with Disabilities Education Act [IDEA]).

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



**Approximate Percentage
of Selected-Response
Items on Test Form**

| Subarea | |
|-------------------------------------|--|
| <input type="checkbox"/> | 1. Understanding Young Children with Special Needs |
| <input checked="" type="checkbox"/> | 2. Promoting Young Children's Development and Learning |
| <input type="checkbox"/> | 3. Working in a Collaborative Learning Community |

30%
50%
20%

PRACTICE QUESTIONS

Field 23: Special Education: Early Childhood

1. Delays in attaining which of the following developmental milestones are most likely to be related to the presence of speech, writing, and perceptual learning disabilities?
 - A. establishment of clear handedness
 - B. ability to balance on one leg
 - C. appearance of primary sex characteristics
 - D. eruption of the second teeth

2. During the preoperational stage, a child's thinking is affected primarily by the child's:
 - A. application of rules of conservation.
 - B. symbolic representation of abstract concepts.
 - C. perceptions of concrete objects.
 - D. sensory and motor reflexes.

3. A five year old with moderate mental retardation is likely to respond most similarly to a peer in the general education program during which of the following sequencing events?
 - A. following multistep verbal commands
 - B. following classroom routines over time
 - C. assembling designs from written directions
 - D. retelling the details of a story read the previous week

4. To ensure that a preschool inclusion classroom is prepared to accommodate the physical needs of a young child with low vision, it would be most important for a multidisciplinary team to recommend that:
 - A. the school purchase large-print books and materials to include in activity centers.
 - B. the teacher identify auditory distractions and any potentially dangerous obstacles.
 - C. the child visit the room and become familiar with its physical layout.
 - D. a vision specialist visit the room and offer specialized consultation to the teacher.

5. Which of the following screening activities would be most effective in detecting a deficit in auditory memory in a five-year-old child?
- A. Ask the child to point to the picture that matches an orally presented word.
 - B. Ring a bell outside of the child's field of vision and ask the child to point to the source of the sound.
 - C. Direct the child verbally to perform a series of three sequential tasks and observe his or her performance.
 - D. Read aloud a 200-word story and ask the child to answer questions about details in the story.
6. In an Individualized Education Program (IEP), the statement regarding current levels of performance should include information regarding:
- A. how the disability affects the child's involvement and progress in the general curriculum.
 - B. behavioral modifications currently in use to facilitate participation and progress in the curriculum.
 - C. modifications used in state- or district-wide assessments of student achievement.
 - D. how the child's home environment may affect his or her academic performance.
7. When developing instructional plans for a preschool class of three year olds, which includes children with special needs, which of the following questions should the teacher address *first*?
- A. How will children with disabilities be integrated in learning activities with their nondisabled peers?
 - B. Which types of toys and objects will make the learning activities interesting for every child?
 - C. How much time will the children with disabilities need to understand the object of the learning activities?
 - D. Which method will be used to assess the new knowledge each child gains from the learning activities?
8. A teacher of young children can most positively influence children's feelings and attitudes toward differences among individuals by:
- A. using learning materials that feature characters with disabilities.
 - B. offering frequent encouragement to children with disabilities.
 - C. avoiding the practice of grouping students based on their performance.
 - D. modeling acceptance through verbal and nonverbal behavior.

9. Darrin is a five year old with mild developmental delays. He frequently has trouble controlling his behavior when he cannot have or do something he wants. Of the following, the most effective strategy for promoting Darrin's development of self-discipline would be to:
- A. review with Darrin every morning a list of the behavior rules he is expected to follow at school.
 - B. establish a behavior contract with Darrin.
 - C. help Darrin reflect on his own behavior in comparison with that of peers who are acting appropriately.
 - D. role play with Darrin appropriate ways to express his feelings.
10. Susie is a five year old who has multiple handicaps, including visual and hearing impairments and mental retardation. She communicates primarily through grunts, gestures, and a few manual signs. Susie throws tantrums when frustrated or when required to make transitions from preferred to less preferred activities, and her parents have gone to the special education teacher for advice about Susie's tantrum behavior. Of the following, the most important initial point for the teacher to make about Susie's tantrums is that they:
- A. represent a means Susie has found for communicating her feelings.
 - B. have been allowed to go on for so long that they may be difficult or impossible to extinguish.
 - C. are universal in children with problems as severe as Susie's.
 - D. will probably disappear fairly quickly if the parents consistently ignore them.

11. 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. Consistently reinforce the student's attempts to verbalize.
 - D. Provide immediate correction of as many of the student's verbal errors as possible.
12. A child with limited spatial awareness will most likely have difficulty understanding which of the following aspects of English grammar?
- A. prepositions such as *over* and *under*
 - B. possessive pronouns such as *mine* and *yours*
 - C. action verbs such as *jump* and *skip*
 - D. common nouns such as *table* and *chair*
13. 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.
14. Using informal observations to assess a child's progress in the development of self-help skills is effective primarily because the format allows the teacher to:
- A. record any behaviors that seem significant in a narrative report.
 - B. keep objective records and discover cause-and-effect relationships within the child's behaviors.
 - C. record behaviors in a variety of situations and observe the child's responses to the environment.
 - D. evaluate the child's progress in a series of predetermined categories.

15. A three-month-old infant shows little interest in the environment, limited responses to visual and auditory stimuli, and a general lack of alertness. These behaviors are most commonly associated with which of the following factors or conditions?
- A. attention deficit disorder
 - B. malnourishment
 - C. developmental delay
 - D. muscular dystrophy
16. 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
17. To best complement the work of the 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.
18. 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.

19. The teachers in a school's kindergarten program are meeting to discuss ways to ease children's transition from day-care centers to the kindergarten setting. Which of the following approaches would likely be most effective for achieving this goal?
- A. explaining to the children on the first day of school how kindergarten will differ from their experiences in day care
 - B. providing the day-care centers with lists of the skills and behaviors that children will need to have acquired by the time they enter kindergarten
 - C. giving parents/guardians suggestions for promoting positive transitions (e.g., explaining to their children that they are "big" boys and girls now)
 - D. establishing ongoing relationships with day-care center staff to facilitate continuity between the programs
20. 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.

Below are the directions for the Special Education: Early Childhood performance assignment.

DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT

This section of the test consists of a performance assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of approximately 2–3 pages on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in Written Response Booklet B.**

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The performance assignment is intended to assess subject knowledge content and skills, not writing ability. However, your response must be communicated clearly enough to permit scorers to make a valid evaluation of your response according to the criteria listed above. Your response should be written for an audience of educators in this field. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Below is the scoring scale for the Special Education: Early Childhood performance assignment.

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

| Score Point | Score Point Description |
|--------------------|---|
| 4 | <p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic. |
| 3 | <p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic. |
| 2 | <p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic. |
| 1 | <p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic. |
| U | <p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p> |
| B | <p>There is no response to the assignment.</p> |

Practice Performance Assignment

21. **Read the information below; then complete the exercise that follows.**

A young child's environment can have a great influence on his or her learning.

Using your knowledge of young children with disabilities and learning environments, write an essay in which you:

- briefly describe a young child with a disability, including his or her age and area of disability;
- describe one environmental factor that would be likely to inhibit learning in the child you have described and one environmental factor that would be likely to promote the child's learning;
- describe two strategies for creating an environment that will promote the child's learning; and
- explain why the strategies you have suggested would be effective.

Sample Performance Assignment Response: Score Point 4

The child I will write about is a one year old who is totally blind in both eyes and has no other disabilities.

Very young children's learning and development depend largely on their interactions with their immediate surroundings. Their parents, siblings, and the objects around them are all extremely important to their developing understanding of the world. A young child who is blind or visually impaired is at a disadvantage in this regard because he does not have the use of the primary sense that prompts exploration of the environment. For example, if a child does not see an object, he will not spontaneously reach for it, and the learning that occurs through that interaction-e.g., that he can make things happen, that objects have different physical characteristics, that objects can be manipulated in various ways-do not occur. For this reason, it is extremely important that a child with a visual impairment be provided with an environment that encourages exploration. A stimulating environment where things make noise, have texture, and, most importantly, are brought to his notice will help compensate for his lack of ability to make observations that excite his curiosity and stimulate him to explore. On the other hand, a sterile environment, one in which caregivers don't talk or play with him much, where there are few toys, and in which no effort is made to help him encounter objects that he cannot perceive visually, will result in a lack of stimulation and a resulting lack of cognitive, social, and fine and gross motor development.

I have already discussed some important ways to create an environment that would promote the child's learning and development. One is for the child's parents to interact with him constantly. Even when they are not directly playing with him, they should be talking to him about what is going on around him. They can talk about environmental sounds-dogs barking, cars going by, phones ringing. They can talk about what they are doing; for example, if they are cooking dinner, they can point out the smells and sounds of cooking, let the child taste the ingredients, etc.

Another strategy, as the child gets older, would be to involve the child directly in daily activities. Using cooking again as an example, the child could be helped to crack an egg that goes into a recipe, stir the ingredients, pour in the cup of milk, or whatever, all the while hearing the adult describe the different ingredients, utensils, tools, temperatures, textures, and flavors as the child experiences them.

These strategies would be effective because they would stimulate the child's use of all his senses to gain information about the world around him. They would also help him recognize that he can participate in and accomplish many tasks and prompt him to want to take active part in the life around him, which is the major way a young child learns.

ANSWER KEY

Field 23: Special Education: Early Childhood

| Question Number | Correct Response | Objective |
|-----------------|------------------|---|
| 1. | A | Understand the developmental significance of disabilities. |
| 2. | C | Understand learning processes. |
| 3. | B | Understand the significance of disabilities for learning. |
| 4. | D | Understand medical aspects and physical management implications of disabilities. |
| 5. | C | Understand assessment procedures used by multidisciplinary teams to evaluate individual differences and make placement and programming decisions for young children with disabilities. |
| 6. | A | Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for young children with special needs. |
| 7. | A | Understand procedures for using developmentally appropriate individual and group management strategies to provide an atmosphere that enhances young children's learning. |
| 8. | D | Understand procedures for establishing a positive and supportive learning climate that promotes all children's sense of competence and self-worth. |
| 9. | D | Understand how to promote young children's self-discipline and autonomy. |
| 10. | A | Understand how to promote young children's social and emotional development. |
| 11. | C | Understand how to promote young children's communication development. |
| 12. | A | Understand emergent literacy and how to encourage the emergence of literacy in young children. |
| 13. | D | Understand how to promote young children's self-help skills. |
| 14. | C | Understand how to promote young children's self-help skills. |
| 15. | C | Understand how to promote young children's cognitive development. |
| 16. | B | Understand how to promote young children's physical development. |
| 17. | C | Understand how to establish partnerships with individuals and programs within the AzEIP (Arizona Early Intervention Program) and school communities to enhance learning opportunities for young children with disabilities. |
| 18. | C | Understand how to promote strong family-professional partnerships. |
| 19. | D | Understand how to encourage school-community interactions that enhance young children's opportunities for learning and development. |
| 20. | A | Understand the history and philosophy of early childhood special education, key issues and trends, and legal and ethical issues relevant to the education of young children with special needs. |