



ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

28 Special Education: Mental Retardation

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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 28: Special Education: Mental Retardation

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 28: Special Education: Mental Retardation

SUBAREAS:

1. Understanding Students with Mental Retardation
2. Assessing Students and Developing Individualized Education Programs (IEPs)
3. Promoting Student Development and Learning
4. Working in a Collaborative Learning Community

UNDERSTANDING STUDENTS WITH MENTAL RETARDATION

0001 Understand characteristics of students with disabilities, types of disabilities, and the developmental significance of various disabilities.

For example: types and characteristics of various disabilities; similarities and differences among mental retardation, learning disabilities, behavioral disorders, and physical and health impairments; terms and definitions associated with categories of disabilities; and the influence of various disabilities on physical, sensory, motor, cognitive, language, social, and emotional development.

0002 Understand learning processes and the significance of disabilities for learning.

For example: processes by which learning occurs; applications of learning theories; factors that may affect learning, including socioeconomic, cultural, and language differences; effects of disabilities, especially mental retardation, on learning; factors that may impede learning (e.g., abuse/neglect, substance abuse, medications); factors that may facilitate learning in students with disabilities; and strategies for promoting learning that are responsive to students' needs and take advantage of their strengths.

0003 Understand types and characteristics of mild, moderate, and severe mental retardation.

For example: major cognitive, behavioral, and social characteristics of individuals with mental retardation; the concepts of intellectual functioning and adaptive behavior; known causes and contributing factors related to mental retardation; prevention of mental retardation; and definitions and criteria associated with types and levels of mental retardation.

0004 Understand the effects of mental retardation on human development, learning, and adult life roles.

For example: the influence of mental retardation on physical, sensory, motor, cognitive, language, social, and emotional development; learning characteristics of students with mental retardation and ways to address these characteristics; and the implications of mental retardation on students' educational opportunities and adult life roles (i.e., domestic, recreation/leisure, community, and employment).

0005 Understand educator resources relevant to the education of students with mental retardation.

For example: types and characteristics of generic programs, services, networks, and organizations for students with mental retardation and their families; awareness of professional organizations and activities related to the ongoing professional development of educators in the field; and types of information available from families, school officials, and legal, governmental, consumer, community, and advocacy agencies.

ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

0006 Understand types and characteristics of assessment instruments and methods.

For example: basic terminology used in assessment; types, characteristics, and methods of formal and informal assessment (e.g., intelligence tests, behavior-rating scales, functional behavior assessments, adaptive behavior scales).

0007 Understand procedures for evaluating and determining eligibility for students with mental retardation.

For example: procedures, personnel, and functions associated with an evaluation used to determine eligibility for special education and related services; ethical practices and legal provisions regarding unbiased assessment; factors and procedures involved in diagnosing mental retardation; the impact of cultural, linguistic, and socioeconomic diversity on evaluation procedures and decisions about services; strategies for documenting and maintaining ongoing classroom evaluation; appropriate application and interpretation of assessment data; ways in which assessment data can be used to modify a student's educational program; and the use of assessment data to evaluate students' needs and progress, determine learning styles and strengths, and adapt instruction.

0008 Understand procedures for developing, implementing, and revising Individualized Education Programs (IEPs) for students with mental retardation.

For example: rights, roles, functions, and invitation of team members; the rights of students, parents, and guardians in relation to an IEP; information that must be specified in an IEP, including present levels of performance, goals, objectives, benchmarks, types of assistive technology that students may need, and extent of participation in the general education curriculum; and purposes and components of transition planning, including the coordination of members of various disciplines and agencies to ensure the systematic transition of students with mental retardation from school to adult life.

0009 Demonstrate knowledge of options for educational programs and service delivery for students with mental retardation.

For example: the roles of related services personnel; characteristics of program options; and the application of the concept of least restrictive environment.

PROMOTING STUDENT DEVELOPMENT AND LEARNING

0010 Understand how to establish a positive and productive learning environment.

For example: ways in which mental retardation may affect students' progress in the general education curriculum; factors in the learning environment that affect students' self-esteem and attitudes toward learning; strategies for modifying learning environments to address diverse student needs, particularly needs related to mental retardation; strategies for crisis prevention/intervention; and individual and group management strategies and intervention techniques for achieving instructional management goals (e.g., maintaining standards of behavior, maximizing time spent in learning).

0011 Understand strategies and techniques used to improve the communication skills of students with mental retardation.

For example: strategies and techniques for improving students' oral and non-oral language and communication skills, including the use of alternative and augmentative means of communication (e.g., assistive technology), strategies and techniques for working with students who have limited English proficiency; and strategies and activities that promote students' ability to express their wants, needs, and feelings, follow and give directions, and organize and convey information.

0012 Understand strategies and techniques used to improve the social competence of students with mental retardation.

For example: strategies and techniques to develop students' skills in sharing, developing peer relationships, initiating and responding appropriately in social interactions, working cooperatively, understanding expectations in various social situations, accepting responsibility for one's own behavior, and interacting constructively in a variety of group activities and social and workplace settings.

0013 Understand strategies and techniques used to promote students' acquisition of academic skills.

For example: a variety of approaches for teaching academic skills; strategies for integrating reading, writing, and mathematics instruction into daily routines; strategies for adapting instruction (e.g., using manipulatives, modifying assessment); and strategies for developing students' academic study skills (e.g., breaking down assignments into discrete tasks, skimming and scanning texts, recognizing sources of information and help, learning cooperatively in groups, choosing and using technology, completing assignments).

0014 Understand strategies and techniques used to promote students' acquisition of functional skills.

For example: components of a functional curriculum; techniques for designing and implementing functional skills instruction (e.g., observation, task analysis, establishing behavioral outcomes, teaching in context); strategies for teaching functional skills in the major domains (e.g., self-help skills, daily living skills); and techniques for promoting skill transfer and generalization.

0015 Understand strategies and techniques used to improve students' independent learning skills.

For example: strategies and techniques for increasing an individual's self-awareness, self-esteem, and self-control; techniques for responding to the motivational characteristics of individual students; and strategies and activities for helping students to organize and manage time, develop productive routines, seek help when needed, follow instructions, work independently, choose and use technology, persevere at tasks, manage frustration and change, manage leisure time, and participate in problem-solving, decision-making, and conflict resolution processes.

0016 Understand the development and implementation of behavioral interventions.

For example: types, characteristics, strengths, and limitations of various behavioral intervention approaches; characteristics of a functional behavioral assessment; analysis of maladaptive behaviors (e.g., their purposes, what triggers them); strategies and techniques for developing and implementing supports and systematic behavioral intervention plans for students with mental retardation (e.g., using behavioral contracts, teaching new behaviors to replace problem behaviors); appropriate ways of involving family members in behavior intervention plans; strategies for recognizing when plans are not working and making changes; and the importance of coordinating behavioral intervention approaches among persons involved in the implementation of Individualized Education Programs (IEPs).

0017 Understand strategies and techniques used to improve students' transition to adult life roles.

For example: strategies and techniques that promote care for self and others, positive health and fitness habits, and travel and mobility routines; strategies for increasing students' understanding of the responsibilities associated with friendship, human sexuality, family life, and parenting; and techniques for promoting independent and community living skills, citizenship skills, multicultural awareness, and participation in civic, leisure, and recreational activities.

0018 Apply principles of and procedures for supporting students' transition from school to employment and/or post-secondary education and training.

For example: procedures for developing and implementing individualized personal adjustment plans and prevocational and vocational education plans for students with mental retardation; components of vocational training programs, including community-based programs; techniques for enhancing students' work-related skills; strategies for providing work experience and career-planning services to students; strategies for promoting students' ability to be effective self-advocates; and appropriate goals, objectives, activities, programs, and support to promote transition into employment and/or post-secondary education and training.

WORKING IN A COLLABORATIVE LEARNING COMMUNITY

0019 Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with mental retardation.

For example: consultation, collaboration, and communication skills and strategies for working with other school staff and support service providers (e.g., general education teachers) to solve problems and promote student achievement; strategies for integrating therapy services (e.g., speech, occupational, physical) into the daily routines of students; and procedures for coordinating materials, equipment, and services for students in various educational contexts.

0020 Understand how to promote strong school-home relationships.

For example: strategies for establishing and maintaining communication with families; how to recognize and overcome barriers to communication with families; how to work collaboratively with families to promote their participation in planning and implementing their children's education; and how to provide information, training, support, counseling, and referrals to families whose children have mental retardation.

0021 Understand school-community interactions that enhance learning opportunities for students with mental retardation.

For example: strategies for accessing and working effectively with agencies and services that can help meet the needs of students with disabilities; sensitivity to various cultural perspectives within the community; securing advocacy, educational, transitional, and residential services through legal, governmental, consumer, community, and advocacy agencies; and how to engage community support for the special education program.

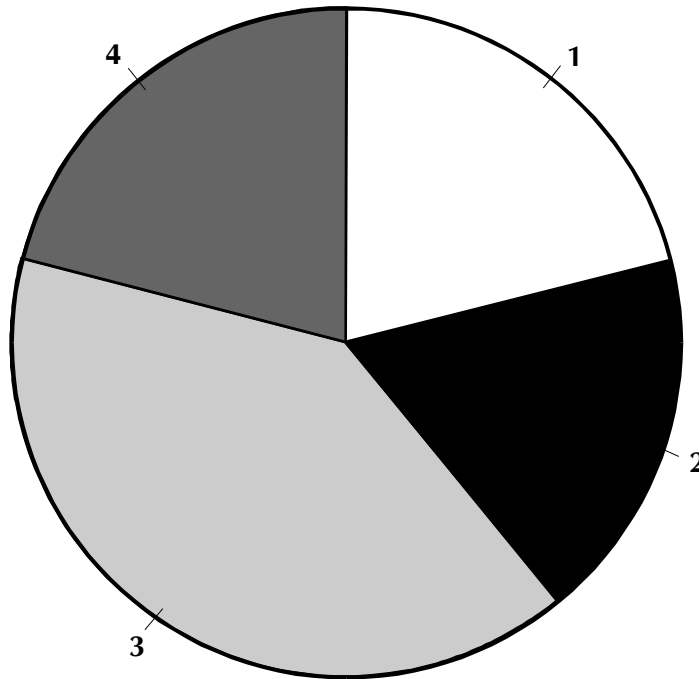
0022 Understand procedures for promoting self-advocacy in students with mental retardation.

For example: strategies that promote self-advocacy, self-determination, responsibility, flexibility, tolerance, and increased independence in students; skills and behaviors that enhance self-advocacy; ways to encourage students to seek assistance and resources, including advocacy agencies, in different situations; and strategies for promoting students' understanding of their legal rights and their willingness to advocate for those rights.

0023 Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.

For example: the historical and philosophical foundations of special education; ways in which approaches to special education have changed over time; legal and ethical issues in special education (e.g., confidentiality, personal involvement with students and families, student discipline); roles and responsibilities of teachers (including professional development) of students with special needs; mediation techniques; and application of special education related laws (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA], the Individuals with Disabilities Education Act [IDEA]), regulations, and guidelines (e.g., regarding referral, evaluation, eligibility, equity, program development, due process).

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



Subarea	Approximate Percentage of Selected-Response Items on Test Form
1. Understanding Students with Mental Retardation	22%
2. Assessing Students and Developing Individualized Education Programs (IEPs)	17%
3. Promoting Student Development and Learning	39%
4. Working in a Collaborative Learning Community	22%

PRACTICE QUESTIONS

Field 28: Special Education: Mental Retardation

1. Which of the following most accurately describes how severe cerebral palsy would be expected to affect a child's cognitive development?
 - A. The child will compensate for physical impairments by developing many cognitive skills more rapidly than normal.
 - B. The child's patterns or ranges of learning will not be affected.
 - C. The child is likely to have limited access to learning experiences that can help develop higher-order thinking skills.
 - D. The child will display a progressive deterioration of cognitive function.

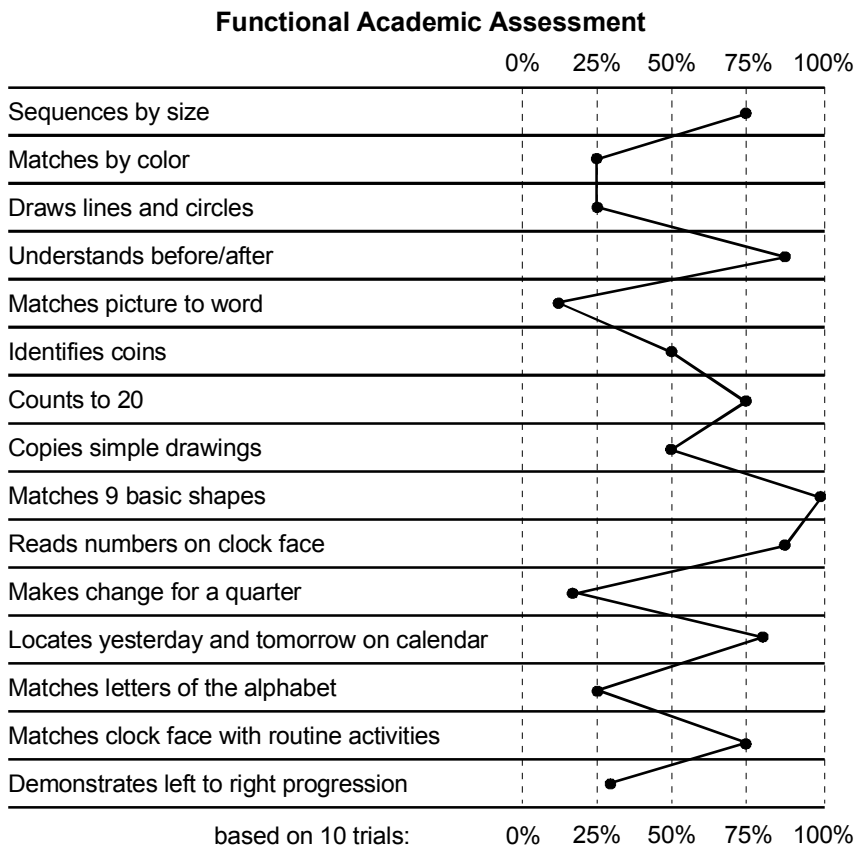
2. Anna, a student with mental retardation, is having difficulty recognizing the letters of the alphabet. Mr. Lopez, her special education teacher, has her make letters using clay, listen to and say letters using a computer program, and look at and touch letters made out of sandpaper. After several weeks of instruction and practice, she is able to recognize most of the letters. Mr. Lopez has facilitated Anna's learning by using instruction that features:
 - A. rehearsal techniques.
 - B. common materials.
 - C. mastery of discrete steps.
 - D. multisensory activities.

3. Which of the following cognitive disabilities is caused by the presence of an extra chromosome?
 - A. Tay-Sachs disease
 - B. fragile-X
 - C. Down syndrome
 - D. phenylketonuria (PKU)

4. An agency that focuses on legal advocacy for individuals with mental retardation would be the most accurate source of information concerning:
 - A. the rights and responsibilities of individuals with mental retardation.
 - B. various support services available in the community for individuals with mental retardation.
 - C. educational and vocational opportunities available for individuals with mental retardation.
 - D. medical and counseling treatments for individuals with mental retardation.

5. A teacher wishes to informally assess George, a student with mental retardation, to determine his understanding of various mathematical concepts. The teacher can best ensure that the assessment will accurately measure George's knowledge by:
 - A. informing George that he is being tested and encouraging him to do his best.
 - B. conducting the assessment using familiar methods in an environment that is comfortable for George.
 - C. soliciting George's suggestions regarding how best to test the targeted concepts.
 - D. specifying a time limit within which each of the tasks involved in the assessment must be accomplished.

6. The graph below shows the results of a functional academic assessment recently administered to a student with mental retardation. Use the assessment results to answer the question that follows.



These assessment results most strongly indicate that the student is ready to learn which of the following skills?

- A. telling time
- B. making change for a dollar
- C. measuring objects
- D. distinguishing traffic and pedestrian safety signs

7. Which of the following is most important to include in an IEP for a student with mental retardation?
- A. a daily schedule specifying the duration and use of structured and unstructured time
 - B. a description of steps to be taken to achieve goals
 - C. a list of textbooks and other instructional materials needed to implement lesson plans
 - D. a description of the student's home environment
8. Molly, a student with mental retardation, has been attending a self-contained special education class. Her father has requested that she be placed in a setting where she would have more contact with peers without disabilities. If her Individualized Education Program (IEP) were revised, which of the following placements would be the most appropriate *next* step for Molly?
- A. special-day school
 - B. general class with resource room assistance
 - C. special class with part-time in a general class
 - D. general class with a few supportive services
9. Teaching relaxation techniques to students with mental retardation is most effective for:
- A. preventing behavioral crises.
 - B. improving concentration skills.
 - C. increasing self-esteem.
 - D. improving aural processing.
10. Some students with mental retardation who have difficulty being understood are taught sign language as an alternative means of communicating primarily if they are having difficulty:
- A. maintaining attention and motivation.
 - B. articulating speech.
 - C. developing language concepts.
 - D. following oral directions.

11. Paul, a student with moderate cognitive disabilities and a learning disability, is having trouble keeping his place when reading, often skipping lines or rereading the same line in his text. Which of the following instructional adaptations would be most appropriate for Paul?
- A. Assign a classmate to read more difficult materials to Paul.
 - B. Assign Paul to a remedial reading program that focuses on visual scanning.
 - C. Have Paul use texts written at a lower reading level.
 - D. Teach Paul to slide a card down each page while reading the line above the card.
12. Which of the following would be the most effective technique for teaching dressing skills to young students with mental retardation?
- A. extinction
 - B. overcorrection
 - C. backward chaining
 - D. total task training
13. When teaching a student with mental retardation to participate in the process of solving practical life problems, which of the following steps should a teacher take *first*?
- A. Have the student rehearse different problem-solving strategies.
 - B. Help the student to recognize that there is a problem to solve.
 - C. Model different problem-solving strategies for the student.
 - D. Assist the student in analyzing a problem.
14. Which of the following would most likely be included in a *functional behavior assessment* of a student with mental retardation?
- A. an evaluation of the student's current curriculum
 - B. interviews with key people in the student's life
 - C. a list of rules and consequences from the student's classroom
 - D. observations of the student in a clinical setting

15. A teacher in an urban high school wants to help adolescents with mental retardation learn to use the city's public transportation system. Which of the following strategies would be most effective for helping the students learn where bus stops are located around the city?
- A. promoting the students' awareness and use of natural cues, such as the signs or symbols that are used to indicate bus stops
 - B. encouraging the students to make use of a trial-and-error strategy to discover bus stops in more and less familiar parts of the city
 - C. providing the students with city maps and having them work in pairs to memorize the locations of important bus stops
 - D. giving the students a detailed verbal description of nearby bus stops and providing directions to more distant bus stops as the students demonstrate an ability to find the closer ones
16. Which of the following would provide the most normalized and least restrictive environment for helping students with moderate to severe cognitive disabilities make the transition to competitive employment?
- A. summer job apprenticeship as part of a structured program
 - B. school-based workshop designed to improve a variety of work skills
 - C. sheltered workshop in a state facility
 - D. portable simulated work training environment designed to promote a variety of work skills
17. Which of the following tasks would be most appropriate to assign to an instructional assistant in a class with students with mental retardation?
- A. evaluating students' abilities
 - B. writing daily lesson plans
 - C. designing behavior management programs
 - D. collecting data on student behavior

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. A special education teacher in a high school would like to help students with mental retardation develop a familiarity with local agencies. Which of the following would be the most effective way for the teacher to accomplish this goal?
- A. taking students on field trips to visit various agencies
 - B. asking various agencies to make brochures available at school about their services
 - C. having students look up the Web sites of various agencies
 - D. compiling a list of agencies and the services they provide to give to parents or guardians
20. Which of the following is a legal responsibility of school administrators with respect to parents or guardians of students with mental retardation?
- A. notifying parents or guardians following the placement of students in a special education program
 - B. ensuring appropriate access to and confidentiality of students' school records
 - C. providing independent comprehensive evaluations of students at the school's expense upon a parent's or guardian's request
 - D. ensuring student access to all programs available within the school

Below are the directions for the Special Education: Mental Retardation 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: Mental Retardation performance assignment.

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
4	The "4" response reflects a thorough knowledge and understanding of the subject matter. <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	The "3" response reflects an adequate knowledge and understanding of the subject matter. <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	The "2" response reflects a limited knowledge and understanding of the subject matter. <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	The "1" response reflects a weak knowledge and understanding of the subject matter. <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	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.
B	There is no response to the assignment.

Practice Performance Assignment

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

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

Using your knowledge of students with mental retardation and learning environments, write an essay in which you:

- describe one environmental factor that would be likely to inhibit learning in a student with mental retardation and one environmental factor that would be likely to promote learning in a student with mental retardation;
- describe two strategies for creating an environment that will promote learning in a student with mental retardation; and
- explain why the strategies you have suggested would be effective.

Sample Performance Assignment Response: Score Point 4

All students, regardless of their needs, are affected by the environment of the classrooms and schools that they attend. Teachers of students with mental retardation need to be aware of the ways that a setting can influence their students' ability to learn. With that knowledge, teachers can make conscious decisions to create classrooms that support student progress.

Teacher expectations make a big difference to students with mental retardation. Children with mental retardation can learn to do many things, although the learning may take them longer than other children and be harder for them to generalize to different contexts. Establishing expectations that are challenging but realistic is an important principle in creating an environment that will prompt these children to learn to their fullest. On the other hand, if the teacher sets very low expectations for the child, this is a factor that would inhibit the child's learning. If teachers (or aides) do too much for them, or constantly have them doing unchallenging busy work, or leave them out of some activities because they will not be able to perform at the same level as their classmates, this will teach the children that they aren't capable of much, and this will seriously inhibit their learning.

One strategy that can promote learning for a student with mental retardation is to provide a well-organized and structured classroom environment. Teachers who work with students with mental retardation should carefully consider the design of the classroom as they plan for instruction. A well-organized classroom can help all children, and children with mental retardation are no exception. Teachers can make sure that materials can be found in the same place each time a student needs to use them, and they can make sure that students know what tools and materials they can use for specific purposes and how to use them correctly. When students with mental retardation are taught in a well-organized environment, they are more likely to feel secure, independent, and confident in exploring and learning on their own. That level of security can significantly enhance students' learning.

Teachers can use a second method to create an environment that promotes learning for students with mental retardation. If teachers set an instructional pace for these children that is slower, but appropriate for the strengths and needs of their students, the learning environment becomes much more supportive. These children can learn quite a bit, especially if the retardation is at a mild or moderate level, but it does take them longer to "get it." Students with mental retardation also benefit when instruction is repeated and they have time to let the new information settle in. Teachers who specifically allow their students time and opportunities to have specific concepts reinforced in a wide variety of contexts create a classroom setting that encourages learning and growth for students with mental retardation.

ANSWER KEY

Field 28: Special Education: Mental Retardation

Question Number	Correct Response	Objective
1.	C	Understand characteristics of students with disabilities, types of disabilities, and the developmental significance of various disabilities.
2.	D	Understand learning processes and the significance of disabilities for learning.
3.	C	Understand types and characteristics of mild, moderate, and severe mental retardation.
4.	A	Understand educator resources relevant to the education of students with mental retardation.
5.	B	Understand types and characteristics of assessment instruments and methods.
6.	A	Understand procedures for evaluating and determining eligibility for students with mental retardation.
7.	B	Understand procedures for developing, implementing, and revising Individualized Education Programs (IEPs) for students with mental retardation.
8.	C	Demonstrate knowledge of options for educational programs and service delivery for students with mental retardation.
9.	A	Understand how to establish a positive and productive learning environment.
10.	B	Understand strategies and techniques used to improve the communication skills of students with mental retardation.
11.	D	Understand strategies and techniques used to promote students' acquisition of academic skills.
12.	C	Understand strategies and techniques used to promote students' acquisition of functional skills.
13.	B	Understand strategies and techniques used to improve students' independent learning skills.
14.	B	Understand the development and implementation of behavioral interventions.
15.	A	Understand strategies and techniques used to improve students' transition to adult life roles.
16.	A	Apply principles of and procedures for supporting students' transition from school to employment and/or post-secondary education and training.
17.	D	Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with mental retardation.
18.	C	Understand how to promote strong school-home relationships.
19.	A	Understand school-community interactions that enhance learning opportunities for students with mental retardation.
20.	B	Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.