This test is now delivered as a computer-based test. See www.aepa.nesinc.com for current program information.
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General Information About the AEPA and Test Preparation
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 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 provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers.

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.
FIELD 83: SPECIAL EDUCATION: EARLY CHILDHOOD

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

UNDERSTANDING YOUNG CHILDREN WITH SPECIAL NEEDS

0001 Understand typical processes of human growth and development.

For example:
- Typical and atypical characteristics and progressions relating to the essential domains of early childhood development (e.g., language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, social/emotional development).
- Interactions among essential domains of development (e.g., language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, social/emotional development).
- Factors that may influence young children’s growth and development in the essential domains (e.g., language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, social/emotional development).

0002 Analyze the developmental significance of disabilities.

For example:
- Effects of disabilities on the development of the essential domains (e.g., language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, social/emotional development).
- Developmental similarities and differences between young children with disabilities and their nondisabled peers.
- How disabilities relating primarily to one domain of development may affect other domains.
- Strategies for fostering development that are responsive to young children’s individualized needs and optimize their capabilities.

0003 Understand learning processes.

For example:
- Processes by which young children’s learning typically occurs in the essential domains of development (e.g., language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, social/emotional development).
- Recognition of learning as an active, constructive process.
- Applications of learning theories.
- Factors that may influence young children’s learning, including environmental, genetic, health-related, economic, cultural, and linguistic factors.
0004 Analyze the significance of disabilities for learning.

For example:

- Effects of various disabilities on young children’s learning in the five essential domains of development (e.g., language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, social/emotional development).
- Similarities and differences with regard to the learning processes between young children with disabilities and their nondisabled peers.
- Factors that may facilitate or impede learning in young children with disabilities.
- Strategies for promoting learning that are responsive to young children’s individualized needs and optimize their capabilities.

0005 Understand assessment procedures for evaluating individual differences and making placement and programming decisions for young children with disabilities.

For example:

- Types and characteristics of informal and formal assessments used in placement and programming decisions for young children (e.g., screening, diagnostic assessment, Multi-Tiered System of Supports (MTSS)/Response to Intervention (RTI)).
- Principles and procedures for screening and diagnosing young children with disabilities.
- Interpretation and communication of assessment information to identify and understand young children with special needs and to make placement and program recommendations.
- Assessment-related issues and evidence-based practices in special education (e.g., early identification and intervention, differentiated instruction, nondiscriminatory assessment).
- Strategies and guidelines for using assessment data and multiple sources of information to inform instruction, plan interventions, and monitor student progress.
- Procedures for developing, implementing and evaluating Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs), and understanding of similarities and differences between IFSPs, IEPs, and 504 plans.

0006 Understand medical aspects and physical management implications of disabilities.

For example:

- Medical knowledge (e.g., disease etiology, syndromes, impact of chronic illness) required by teachers working with young children with disabilities.
- Procedures for the physical management of young children with disabilities.
- Emergency procedures that may be used in special education settings, including those related to medical conditions and mental health issues.
- Role of assistive, alternative, and augmentative technology and procedures in fostering optimal student development, participation, and access.
PROMOTING YOUNG CHILDREN’S GROWTH AND DEVELOPMENT

0007  Apply procedures for structuring space and time to create safe, stimulating, and developmentally appropriate learning environments for children with disabilities.

For example:

- Relationships between young children’s developmental characteristics and needs and teacher decisions about structuring learning environments.
- Strategies for structuring the physical environment, planning learning areas, and scheduling different types of activities to promote young children’s development in all domains.
- Procedures for modifying learning environments in the context of different program models (e.g., inclusive, resource room, self-contained, least restrictive environment [LRE] placement options) to address young children’s diverse physical, social/emotional, cultural, linguistic, and cognitive needs.

0008  Apply 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 disabilities (e.g., play-based learning, appropriate expectations for students).
- Strategies for managing routines and transitions and for establishing and maintaining developmentally appropriate standards of behavior.
- Strategies for creating productive, cooperative, and inclusive learning environments and experiences.
- Procedures and criteria for conducting and interpreting functional behavior assessments (FBAs) and for developing, implementing, modifying, and monitoring behavior intervention plans (BIPs) and positive behavior interventions and supports (PBIS).

0009  Apply procedures for establishing a positive and supportive classroom climate that promotes all children’s self-esteem and sense of competence.

For example:

- Procedures for establishing a classroom climate that is responsive to the cognitive and social/emotional needs of all young children.
- Strategies for ensuring that all young children, including those with cultural and language differences, develop relationships, feel a sense of membership in a supportive learning community, and develop a sense of achievement and competence.
- Recognition of the effects of teacher behaviors and expectations on young children’s self-esteem, attitudes toward learning, and social acceptance of differences.
0010 Understand how to promote young children’s self-regulation and autonomy.

For example:
- Recognition of how self-regulation and autonomy develop in young children.
- Strategies for fostering self-regulation and autonomy in young children with disabilities.
- Learning experiences and environments that promote self-regulation and autonomy (e.g., those that offer young children opportunities to apply decision-making, self-assessment, and self-help skills).

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

For example:
- Developmentally appropriate expectations for young children’s social/emotional behaviors.
- Strategies for fostering social/emotional development in young children with disabilities.
- Assessment of social/emotional skills and interpretation and communication of assessment results.
- Strategies for addressing young children’s behaviors and developing the social/emotional skills of young children with specified needs.
- Ways to provide young children with opportunities to interact productively with peers and adults in various settings.

0012 Understand how to promote young children’s receptive language development.

For example:
- Factors that may affect young children’s receptive language development (e.g., disability, a home language other than English).
- Informal and formal assessment procedures for evaluating needs and progress in receptive language.
- Interpretation and communication of assessment results.
- Selection and adaptation of methods, resources, and technologies to help young children meet specified goals and compensate for receptive language impairments.
- Strategies for providing young children with opportunities for functional and social communication in authentic settings.

0013 Understand how to promote young children’s expressive language development.

For example:
- Factors that may affect young children’s expressive language development (e.g., disability, a home language other than English).
- Informal and formal assessment procedures for evaluating needs and progress in expressive language.
- Interpretation and communication of assessment results.
- Selection and adaptation of methods, resources, and technologies to help young children meet specified goals and compensate for expressive language impairments.
- Strategies for providing young children with opportunities for meaningful expressive communication in authentic settings.
0014 Understand emergent literacy and how to encourage the emergence of literacy in young children.

For example:

- Recognition of how literacy emerges and develops, and the relationship between literacy and language development.
- Strategies for fostering the development of emergent literacy in young children with disabilities.
- Strategies for creating a print-rich environment that offers young children opportunities to develop skills, knowledge, and positive attitudes related to emergent literacy and to interact with print in varied and meaningful contexts.

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

For example:

- Strategies for fostering the development of cognitive skills and abilities in young children with disabilities.
- Informal and formal assessment procedures for evaluating needs and progress related to cognitive skills development.
- Interpretation and communication of assessment results.
- Selection and adaptation of methods, resources, and technologies to help young children develop cognitive skills and meet specific cognitive goals.

0016 Understand how to promote young children’s daily living skills.

For example:

- Strategies for fostering the development of skills relating to physical health and well-being in young children with disabilities.
- Assessment procedures for evaluating young children’s needs and progress in developing skills in the areas of physical health and well-being.
- Interpretation and communication of assessment results.
- Use of task analysis and other strategies to develop instruction.
- Selection and adaptation of methods, resources, and technologies to address young children’s individual strengths and needs in the development of physical health and well-being.
0017 Understand how to promote young children’s understanding of their world through exploration of content-area skills and concepts.

For example:

- Recognition of developmentally appropriate practices and learning goals and experiences in mathematics, social studies, and science.
- Assessment procedures for evaluating needs and progress related to content-area skills and concepts.
- Interpretation and communication of assessment results.
- Strategies for facilitating young children’s content-area learning and fostering their thinking and problem-solving skills.
- Selection and adaptation of instructional strategies, resources, and technologies to individualize content-area instruction, integrate content-area instruction, and facilitate achievement, learning, and development.

0018 Understand aesthetic development and the role of the arts in young children’s overall development.

For example:

- Strategies for fostering the awareness of and engagement with the arts (i.e., visual arts, music, dramatic forms) in young children with disabilities; and understanding how development in the arts affects development in essential domains of development (e.g., language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, social/emotional development).
- Strategies for providing young children with opportunities to create and respond to various art forms.
- Strategies for using the arts to help young children explore ideas, express personal thoughts and feelings, and achieve desired goals in various developmental domains.

0019 Understand how to promote young children’s physical development.

For example:

- Strategies for fostering the development of gross-motor, fine-motor, and perceptual-awareness skills in young children with disabilities.
- Assessment procedures for evaluating needs and progress related to physical skills development.
- Interpretation and communication of assessment results.
- Strategies for providing developmentally appropriate experiences and activities to promote physical development.
- Selection of developmentally appropriate practices and adaptation of instructional strategies, resources, and technologies to address individual goals and needs.
WORKING IN A COLLABORATIVE LEARNING COMMUNITY

0020 Understand how to establish partnerships with other members of the school community to enhance learning opportunities for young children with disabilities.

For example:

- Consultation, collaboration, coteaching, and communication skills and strategies for working with other school staff and support service providers to solve problems and promote young children’s development (e.g., effective use of Multi-Tiered System of Supports [MTSS]/Response to Intervention [RTI]).
- Strategies for providing various services (e.g., providing in-service programs for staff, coordinating instruction involving multiple educators).
- Strategies for working with other professionals in the context of different program models (e.g., home based, integrated, self-contained classroom).

0021 Understand how to foster strong school-home partnerships.

For example:

- Strategies for establishing family engagement and school-family partnerships, and maintaining effective communication with families, including families with diverse backgrounds.
- How to recognize and overcome barriers to communication, access, and participation.
- How to work collaboratively with families to solve problems and to promote their participation in educational planning, in classroom activities, and in their young child’s learning at home.
- How to provide information, support, counseling, and referrals to families whose young children have disabilities.

0022 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.
- How to establish and maintain positive relationships with community agencies and services to facilitate young children’s successful transitions (e.g., home to preschool, preschool to kindergarten).
0023 Understand requirements, responsibilities, and constraints associated with teaching young children with disabilities.

For example:

- Legal and ethical issues affecting early childhood special education teachers (e.g., least restrictive environment [LRE], mandated reporting, confidentiality).
- Roles and responsibilities (e.g., resource person, advocate, eligibility, IFSP, and IEP development).
- Application of special education–related regulations (e.g., Section 504 of the Rehabilitation Act, PL 94-142, ADA, PL 99-457; Parts B and C of the Individuals with Disabilities Education Act [IDEA]) and guidelines (e.g., involving referral, evaluation, eligibility, equity, program development, LRE, free appropriate public education [FAPE], and due process).
- Procedures for evaluating programs and using and communicating program evaluation results.

0024 Understand the history and philosophy of early childhood special education and key issues, trends, practices, and research relating to the education of young children with disabilities.

For example:

- Knowledge of theoretical foundations of early childhood special education.
- Key issues and trends in early childhood special education (e.g., early intervention, multisensory instruction, alternative assessment, RTI).
- Evidence-based best practices and research in early childhood special education and their appropriate applications.
DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approximate Percentage of Selected-Response Items on Test Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding Young Children with Special Needs</td>
<td>27%</td>
</tr>
<tr>
<td>2. Promoting Young Children's Growth and Development</td>
<td>59%</td>
</tr>
<tr>
<td>3. Working in a Collaborative Learning Community</td>
<td>14%</td>
</tr>
</tbody>
</table>
PRACTICE QUESTIONS

Field 83: Special Education: Early Childhood

1. Which of the following language behaviors typically emerges when children in the preoperational stage begin to engage in social play?
   A. echolalic speech
   B. mimicking intonation patterns demonstrated by others
   C. metaphorical speech
   D. taking turns in conversation

2. Longitudinal studies identify a consistent relationship between young children with communication impairments and the incidence of:
   A. psychosocial and behavior disorders.
   B. autism spectrum disorder.
   C. moderate cognitive disability.
   D. high-risk and addictive personality disorder.

3. 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.

4. A five-year-old child with a moderate intellectual disability 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

5. To ensure that a preschool 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.
6. Which of the following screening activities would be most effective in detecting a deficit in auditory memory in a five-year-old child?

A. asking the child to point to the picture that matches an orally presented word

B. ringing a bell outside of the child's field of vision and asking the child to point to the source of the sound

C. directing the child verbally to perform a series of three sequential tasks and observing his or her performance

D. reading aloud a 200-word story and asking the child to answer questions about details in the story

7. When developing instructional plans for a preschool class of three-year-olds, which includes children with disabilities, 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 child who has multiple disabilities, including visual and hearing impairments and intellectual disability. She communicates primarily through gestures and a few manual signs. Susie has 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. providing language models that are at the same level as the student's language

B. encouraging the student to use verbal communication exclusively

C. reinforcing the student's attempts to verbalize consistently

D. giving immediate correction of as many of the student's verbal errors as possible

12. A kindergarten teacher plays an oral game with students. In the game, the teacher says a familiar word and students respond by repeating and drawing out each individual sound they hear in the word. For example, when the teacher says the word *miss*, the students say /mmmiiisss/. This kind of phonemic segmentation oral language activity most directly supports the development of which of the following future literacy skills?

A. applying word-learning strategies

B. interpreting print conventions

C. spelling regular words

D. recognizing textual structures

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. George slams his book closed and yells, "I can't do it! All this math work is too much and too hard!" George is a third grade student with attention-deficit/hyperactivity disorder (ADHD). The special education teacher walks over to George's desk and quietly says, "I'm hearing you say you are frustrated with your math work assignment and don't feel you can do it. Is that correct?" Which of the following conflict resolution strategies is the teacher using in this scenario?

A. negotiating  
B. active listening  
C. mediating  
D. role-playing

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 work effectively with a physical therapist, the special education teacher of a student with a severe orthopedic impairment should:

A. modify the student's prescribed equipment for increased adaptability to classroom needs.  
B. ensure that the student uses prescribed adaptive equipment properly.  
C. help the therapist conduct the student's gross-motor assessment.  
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. ask the parents or guardians to share their observations and concerns regarding behaviors the child exhibits at home.

C. demonstrate how to use a wide variety of behavior management strategies to determine parents' or guardians' preferences.

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. establishing ongoing relationships with day-care center staff to facilitate continuity between the programs

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 (e.g., independent toileting and handwashing)

C. giving parents/guardians suggestions for promoting positive transitions (e.g., explaining to their children that they are "big" boys and girls now)

D. explaining to the children on the first day of school how kindergarten will differ from their experiences in day care
20. Under the provisions of the Family Educational Rights and Privacy Act of 1974, the parents or guardians of a minor who is receiving special education services may:

A. obtain copies of the student's educational records to share with nonschool professionals.

B. prevent the special education teacher from viewing the student's educational records.

C. specify that information contained in the student's records be limited to the annual IEP document.

D. take permanent possession of the student's records if they contain information that the parents or guardians deem inaccurate.
# ANSWER KEY

Field 83: Special Education: Early Childhood

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Response</th>
<th>Objective</th>
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<tbody>
<tr>
<td>1.</td>
<td>D</td>
<td>Understand typical processes of human growth and development.</td>
</tr>
<tr>
<td>2.</td>
<td>A</td>
<td>Analyze the developmental significance of disabilities.</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>Understand learning processes.</td>
</tr>
<tr>
<td>4.</td>
<td>B</td>
<td>Analyze the significance of disabilities for learning.</td>
</tr>
<tr>
<td>5.</td>
<td>D</td>
<td>Understand medical aspects and physical management implications of disabilities.</td>
</tr>
<tr>
<td>7.</td>
<td>A</td>
<td>Apply procedures for structuring space and time to create safe, stimulating, and developmentally appropriate learning environments for children with disabilities.</td>
</tr>
<tr>
<td>8.</td>
<td>D</td>
<td>Apply procedures for using developmentally appropriate individual and group management strategies to provide an atmosphere that enhances young children’s learning.</td>
</tr>
<tr>
<td>10.</td>
<td>A</td>
<td>Understand how to promote young children’s social development.</td>
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<tr>
<td>11.</td>
<td>C</td>
<td>Understand how to promote young children’s expressive language development.</td>
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<tr>
<td>12.</td>
<td>C</td>
<td>Understand emergent literacy and how to encourage the emergence of literacy in young children.</td>
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<tr>
<td>13.</td>
<td>D</td>
<td>Understand how to promote young children’s daily living skills.</td>
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<tr>
<td>14.</td>
<td>B</td>
<td>Apply procedures for establishing a positive and supportive classroom climate that promotes all children’s self-esteem and sense of competence.</td>
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<tr>
<td>15.</td>
<td>C</td>
<td>Understand how to promote young children’s cognitive development.</td>
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<tr>
<td>16.</td>
<td>B</td>
<td>Understand how to promote young children’s physical development.</td>
</tr>
<tr>
<td>17.</td>
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<td>Understand how to establish partnerships with other members of the school community to enhance learning opportunities for young children with disabilities.</td>
</tr>
<tr>
<td>18.</td>
<td>B</td>
<td>Understand how to foster strong school-home partnerships.</td>
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<tr>
<td>19.</td>
<td>A</td>
<td>Understand how to encourage school-community interactions that enhance young children’s opportunities for learning and development.</td>
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<td>A</td>
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