



Sample Test Questions

Early Childhood Special Education



SAMPLE TEST QUESTIONS

The sample test questions in this document are designed to give you an introduction to the nature of the questions included in the Washington Educator Skills Tests—Endorsements™ (WEST-E™). They represent the various types of questions you may expect to see on an actual test in this test field; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strength or weakness or to predict your performance on the test as a whole.

Work through the sample questions carefully before referring to the answer key that follows. The answer key provides the correct response for each question and lists the objective within the test framework to which each question is linked. When you are finished with the sample questions, you may wish to review the test objectives and descriptive statements provided in the test framework for this test field.

In addition to reading and answering the sample questions, you should also utilize the following preparation materials available on the WEST Web site:

- Read **WEST-E Test-Taking Strategies** to understand how test questions are designed to measure specific test objectives and to learn important test-taking strategies for the day of the test.
- Review the **Test Summary and Framework** for your test field to familiarize yourself with the structure and content of the test. This document contains general testing information as well as the percentage of the total test score derived from each content domain described in the test framework.

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SAMPLE MULTIPLE-CHOICE QUESTIONS

1. Which of the following terms describes the critical stage in language development in which typical four-month-old infants begin to vocalize the consonant and vowel sounds used in speech?
 - A. babbling
 - B. mouthing
 - C. cooing
 - D. gurgling

2. In which of the following situations must an early childhood special education teacher employ universal precautions for health and safety?
 - A. when serving a snack to a group of students
 - B. when washing the face of a student who has been crying
 - C. when shaking the hand of a new student in the class
 - D. when cleaning a cut on a student's forehead

3. Ensuring the consumption of sufficient calories to support health and development is an issue of particular concern with young children who have:
 - A. cystic fibrosis.
 - B. epilepsy.
 - C. muscular dystrophy.
 - D. asthma.



4. Mr. Liu is an early childhood special education teacher who co-teaches in a classroom with three-year-old children. The teachers routinely provide children with opportunities to choose an area in which they would like to play. For example, children can choose between a block area with vehicles and various building blocks, a kitchen area with play food and utensils, and a writing area offering a variety of writing tools and papers. Which of the following statements best explains why this is a developmentally appropriate practice for young children?
- A. Playing in themed interest centers increases children's understanding of social rules.
 - B. Young children learn best in relatively unstructured environments.
 - C. Exercising choice fosters children's development of self-directedness and a sense of control.
 - D. Young children tend to play more creatively when the play ideas are generated by adults.
5. Ms. Stevens is a special education teacher who works in a preschool classroom. Whenever Ms. Stevens sees a potential dispute developing, she defuses the situation by providing words to use and actions to take. For example, she might say, "Jean, please give the drum back to Terica and tell her you would like to use it when she is through." The best rationale for this type of behavior management is that such an approach:
- A. resolves conflicts instantly and allows for no argument.
 - B. definitively identifies the individual who initiated the conflict.
 - C. takes advantage of peer pressure to minimize the incidence of conflicts.
 - D. models tools students can use to avoid or resolve conflicts.
6. A special education teacher has administered a norm-referenced test to reevaluate a kindergarten student. At the team meeting, which of the following types of scores would be the most meaningful for reporting areas of improvement?
- A. grade equivalent score
 - B. percentile rank score
 - C. developmental score
 - D. age equivalent score



7. Ms. Guilamo is a special education teacher who has decided to evaluate a second-grade student using a curriculum-based assessment. Which of the following would be the most appropriate *first* step in this process?
- A. planning an effective way to score the test
 - B. describing the skills that need to be measured
 - C. creating a comprehensive bank of test items
 - D. determining the appropriate performance standards
8. An Individualized Education Plan (IEP) team has decided to conduct a Functional Behavioral Assessment (FBA) of a kindergartner who has suddenly become physically aggressive with peers and adults. In order to develop an effective intervention plan, which of the following FBA procedures should the team follow *first* ?
- A. Create a hypothesis to explain the purpose of the behavior.
 - B. Identify the events that occur before the behavior.
 - C. Define the behavior in observable and measurable terms.
 - D. Prepare a plan for collecting data on the behavior.
9. Which of the following methods is most efficient and effective in identifying preschoolers who may be in need of intervention services?
- A. behavior rating scales
 - B. developmental screenings
 - C. curriculum based assessments
 - D. standardized instruments
10. A team will be meeting to develop an Individualized Family Service Plan (IFSP) for an infant with Down syndrome. Which of the following would be the most appropriate strategy for engaging the infant's parents in the IFSP process?
- A. putting the parents in touch with other families who have participated in IFSP development
 - B. drafting a tentative IFSP for the parents to review and respond to before the meeting is held
 - C. asking the parents to read specific articles on Down syndrome prior to the IFSP meeting
 - D. helping the parents identify family needs, concerns, and preferences to address in the IFSP



11. Marika is a kindergartner who receives Specially Designed Instruction (SDI) for mild developmental delays that affect learning, behavior, and social interactions. Marika spends much of her time alone. Her infrequent attempts to play with peers generally result in tearful or angry complaints that Marika shoved someone, or grabbed a toy, or knocked over something that had been carefully built. Which of the following would be the teacher's most effective strategy for meeting Marika's needs under these circumstances?
- A. watching closely when Marika tries to play with others and stepping in immediately if she starts behaving inappropriately
 - B. explaining to Marika why her classmates respond the way they do and encouraging her to consider the situation from their perspective
 - C. teaching Marika specific skills for initiating play and turn-taking, and coaching her in the context of actual play situations
 - D. guiding Marika to play beside other children who are playing alone, and gradually prompting the children to combine their activities
12. Joseph is a four year old with mild mental retardation. One morning, the teacher sees that Joseph is becoming frustrated because a tower he is trying to build keeps falling down. The teacher could best respond in this situation by:
- A. redirecting Joseph to an activity the teacher knows he can perform successfully.
 - B. asking a peer who is playing near Joseph to assist him with his building project.
 - C. reminding Joseph of the consequences for losing his temper in the classroom.
 - D. helping Joseph move to the time-out area.



13. A third-grade general education teacher asks a special education teacher for advice about working with Roy, a student who has an auditory processing disorder. The teacher says that Roy does not answer questions during whole-class and small-group discussions about familiar content, even when asked a direct question. Which of the following would be the special education teacher's best *initial* suggestion for supporting Roy's participation in discussions?
- A. Review questions with Roy at the beginning of the week that may be asked during upcoming lessons.
 - B. Ask Roy questions that require simple yes-or-no responses.
 - C. Have Roy write down his answers and give them to you to read aloud for him.
 - D. Provide Roy with additional wait time after you ask him a question.
14. Mr. Warner is a special education teacher who teaches in a first-grade inclusion classroom. The class is studying a mathematics unit in which they identify various coins and their values and applying basic addition and subtraction concepts. Which of the following instructional strategies would be most appropriate for Mr. Warner to recommend to promote all students' understanding and acquisition of these skills?
- A. creating a classroom store in which students use play money to purchase items while acting out the roles of shoppers and cashiers
 - B. playing a math Bingo game based on the various coins and their denominations
 - C. designing a long-term project in which students and their parents/guardians open savings accounts and make deposits and withdrawals
 - D. assigning homework in which students match pictures of coins with their corresponding values



15. Which of the following approaches would likely be most effective in promoting the expressive language skills of a preschool student who has language delays?
- A. assigning the student classroom helper jobs that require gathering information from others
 - B. ensuring that the student is called upon each day to answer a question during circle time
 - C. providing the student with activities where an item essential to completing the activity is missing
 - D. encouraging the student to bring a favorite toy from home to play with each day
16. The Individuals with Disabilities Education Improvement Act (IDEA) safeguards the interests of infants, toddlers, and preschoolers by:
- A. requiring states to create child find and early intervention programs.
 - B. directly monitoring the services received by each child.
 - C. mandating federal funding for early childhood programs.
 - D. affirming children's right to state-of-the-art assistive technologies.
17. The trend toward incorporating play and other developmentally appropriate activities into the education of young children with disabilities is supported by research that demonstrates the benefits of:
- A. resource rooms.
 - B. center-based programs.
 - C. clinical instruction.
 - D. natural environments.
18. Mr. Mertins is an early childhood special education teacher in a kindergarten inclusion classroom. Which of the following approaches would likely be the most effective way for Mr. Mertins to promote positive and strong relationships with students' parents/guardians?
- A. creating a classroom newsletter that highlights parents/guardians who have donated materials or volunteered time in the classroom
 - B. contacting parents/guardians on a regular basis to report their children's successes and accomplishments in school
 - C. scheduling yearly parent-teacher conferences in the late afternoon and early evening to accommodate parents'/guardians' work schedules
 - D. requesting that parents/guardians send in photographs to be displayed on a classroom bulletin board featuring the children's families



19. A new paraeducator will begin working with Linda, a first-grade student with severe mental retardation. The early childhood special education teacher would like to ensure that the paraeducator understands Linda's needs and knows some strategies for working effectively with Linda. Which of the following approaches would be the most appropriate *first* step for the teacher to take in meeting this goal?
- A. providing the paraeducator with journal articles about students with mental retardation to read prior to working with Linda
 - B. encouraging the paraeducator to contact Linda's parents to introduce herself and to ask for advice on how best to establish a bond with their daughter
 - C. having the paraeducator read Linda's Individualized Education Plan (IEP) reports from the time she began attending school
 - D. discussing Linda's strengths and needs with the paraeducator and having the paraeducator observe as the teacher works with Linda in various contexts
20. Five-year-old Preston walks with crutches as the result of an orthopedic impairment. He attends a general education preschool class and receives related services twice a week. One day Preston tells his special education teacher that his class will be going on a field trip to the zoo. The special education teacher knows that this type of trip may be physically difficult for Preston. The special education teacher could best advocate for Preston in this situation by:
- A. contacting Preston's parents to encourage one of them to volunteer as a trip chaperone to monitor Preston's comfort and well-being.
 - B. offering to plan a substitute activity for Preston at school that would present similar concepts without the physical burdens a trip would entail.
 - C. meeting with the preschool teacher to discuss accommodations that would enable Preston to participate fully during the trip.
 - D. suggesting other potential field trip ideas that would be less likely to pose significant difficulties for Preston.



ANSWER KEY

Question Number	Correct Response	Test Objective
1	A	0001
2	D	0002
3	A	0002
4	C	0003
5	D	0003
6	C	0004
7	B	0004
8	C	0005
9	B	0005
10	D	0006
11	C	0007
12	A	0007
13	D	0008
14	A	0008
15	C	0009
16	A	0010
17	D	0010
18	B	0011
19	D	0012
20	C	0012