

COLLEGE OF COMMUNITY INNOVATION AND EDUCATION —
EXCEPTIONAL EDUCATION
Master's Comprehensive Examination – Question Pool

O V E R V I E W

(Revised August, and December, 2011 with final approvals 1.12 by UCF ESE faculty)
(Standards in italics are from new CEC Standards, 7th Edition 2015, as of 10/10/16)

Purposes of Master's Comprehensive Exam

The purposes are:

1. For the student in Exceptional Student Education (ESE) to synthesize in writing the knowledge gained through coursework and experiences during his/her graduate program.
2. For the student to demonstrate in writing professional content knowledge of the Council for Exceptional Children (CEC) Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers (2009) for Masters of Arts candidates. These Common Core Knowledge and Skills include: Philosophical and Legal Foundations; Student Characteristics; Assessment, Diagnosis and Evaluation; Instructional Content and Practice; Planning and Managing the Teaching and learning Environment; Managing Student Behavior and Social Skills; Communication and Collaboration Partnerships; and Professionalism and Ethical Practices.
3. For continuous program evaluation to assure the program goals and objectives related to student content knowledge mastery is demonstrated through a summative assessment related to standards-based goals, objectives, and specified criteria within the Master's program of study.

Administration and Procedures:

The Master's Comprehensive Examination in the Exceptional Student Education (ESE) program area is administered each semester (three times per year) as per procedures and guidelines established by the UCF College of Education. Graduate students will apply to take the Comprehensive Exam close to the completion of their graduate Program of Study (coursework) by completing the application available on-line through the CED Student Services. See <https://ccie.ucf.edu/wp-content/uploads/sites/12/2018/01/GradCompExamApplication.pdf>

The application must be submitted (either scanned to your advisor or faxed to the ESE Department at 407.823.3859) for review, approvals, and signature by the candidate's advisor by the announced due date. Once approved, the candidate will receive confirmation and directions from the CED Student Services-Graduate Program. The Masters Comprehensive Exam is administered on the Orlando campus (Location TBD) from 9:00-noon on the established date OR electronically through the student's Knights Mail account. No tardy arrivals will be admitted to the exam. For sessions administered on campus, candidates must bring photo identification for

entrance into the examination venue. For students completing the Masters program on-line, please contact your advisor.

This Comprehensive Exam study guide is available on the UCF Advising website at <https://ccie.ucf.edu/wp-content/uploads/sites/12/2018/01/MastersCompExamStudyGuide.pdf>

or by e-mailing your advisor.

General Guidelines:

The advisor will select six questions for the comprehensive examination from a Test Pool of questions. The student must answer three of the six questions. Answer all parts of the questions. Citations are important. Be certain to include at least three current and accurate embedded citations per question. No references are required, however. Be certain to include at least three citations per question.

Criteria as “Pass” for completed exam include:

- Answers THREE questions accurately and completely;
- Addresses all sections and questions within each question asked;
- Original writing/synthesis of research throughout examination;
- Includes at least THREE accurate and current within-text citations to support content; and
- Professional writing demonstrated throughout essays.

Criteria as “Conditional Pass” for completed exam include:

- Answers THREE questions, with ONE question written accurately and completely meeting all criteria as listed;
- Addresses all sections and questions within question asked;
- Original writing/synthesis of research throughout examination;
- Includes at least THREE accurate and current within-text citations to support content; and
- Professional writing demonstrated throughout each written answer.

If candidate receives a “Conditional Pass” on the comprehensive Exam, the candidate must meet with ESE Program advisor for feedback to re-write the examination. The rewritten Comprehensive Exam will be submitted via Turnitin.com within the timeframe stipulated by the Program advisor. Failure to meet these criteria and timeframes will result in a “Fail” of this exam for this examination period. Candidates who do not meet criteria to “Pass” the Masters Comprehensive Exam (initially or after revisions to “Provisional Pass”) must apply to retake the exam in a subsequent CED administration in another semester.

Citations and examples may be drawn from your specific area of expertise and study in terms of disability population and focus of coursework. Please be advised that all procedures in the UCF Golden Rule must be followed, especially as related to plagiarism. University protocol will be followed, as needed, to investigate and resolve any infractions against UCF Golden Rule. Please see: <https://goldenrule.sdes.ucf.edu/>

Preparation:

Study Guide Areas of Emphasis and Sample Questions aligned with Council for Exceptional Children (CEC) Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers (2009).

The following resources are provided as standards to guide review for the candidates. The questions for the Masters Comprehensive Exam are based upon the approved standards of the Council for Exceptional Children, initial and advanced.

Standard 1: Learner Development and Individual Learning Differences

1. Discuss the role families have on the development of children with exceptional learning needs. What are some of the characteristics and affects the cultural, linguistic and environmental setting can have on the development of children with special needs? (*ICSI.1.K7; ICSI.1.K5; ICSI.1.K4; ICSI.1.K13*)
2. Describe developmental similarities and differences of individuals with and without disabilities. Also, describe the similarities and differences among individuals with exceptional learning needs, including the psychological and social-emotional characteristics. (*ICSI.1.K8; ICSI.1.K2*)
3. Discuss the laws and policies related to provision of specialized health care in schools, as well as, complications and implications of medical support services. Include the effects that various medications can have on students with exceptional learning needs. (*ICSI.1.K9*)
4. Jennifer Saltz, a first year teacher in Exceptional Student Education, has a unique situation. In her self-contained classroom, of the twelve students, four have speech and language needs. She has been told by her principal that her school will become an inclusive school in the next school term. Further, she and the speech pathologist will be co-teaching a language class. Her principal has asked that she prepare a presentation for the incoming parents on normal language acquisition during the elementary school years. She is beginning to outline her presentation, but needs guidance in important points to consider. She has been asked to begin with the newborn child all the way up to sixth grade. Reference the developmental data, highlighting important communication/speech/language milestones. (*ICSI.1.K1*)
5. Describe some of the effects having an exceptional condition(s) can have on an individual's life. Be sure to discuss the impact disabilities may have on auditory and information processing skills, as well as, the impact multiple disabilities may have on behavior. (*ICSI.1.K10*)

6. In a staffing meeting on the status of Joey, a student with intellectual disability and an emotional and behavioral disorder, Joey's mother commented that he is nonverbal. He does not say his name clearly, and infrequently responds 'yes' or 'no.' She feels he is able to understand a lot more than he is able to say. It becomes clear that she is confusing the terms communication, speech, and language. Sometimes, she uses these terms interchangeably. Based upon your understanding of the area of communication, should these terms be used interchangeably? Are there distinct differences between the three? Defend your answer based upon your documented definitions and your understanding of the research (*ICSI.1.K12; ICSI.7.K3*)
7. Describe the characteristics of your own culture and use of language and the ways in which these can differ from other cultures and uses of language. Discuss some ways of behaving and communicating among different cultures that can lead to misinterpretation and misunderstanding. (*ICSI.1.K15; ICSI.1.K14*)

Standard 2: Learning Environments

1. Research has shown that students benefit from being involved in managing their own behavior. Select a social skill or class of skills and design a plan that you could implement with a student. This plan would assist the student in moving from external locus of control (teacher-directed) to internal locus of control (student-directed). The plan would also assist the student in generalizing these skills and behaviors to different environments (at school, at home, or in the community). In your answer, describe the theories of reinforcement techniques used. (*ICSI.2.K5*)
2. Design an intervention plan for a student using the information provided below. Describe how you would explain the intervention to the student's parents, including the ethical and legal considerations of implementation. (*ICSI.2.K6; ICSI.6.K2*)

A seven-year old boy is in a self-contained classroom. He has temper tantrums that are unpredictable, frequent, and often violent. The tantrums involve the student lying on the floor with feet and arms flailing while uttering a string of inordinately coherent vulgarities. Baseline data indicate that the tantrums last 25 minutes on the average, with a range of from 12 to 45 minutes. The boy's tantrums disrupt the class, frighten the other students, and interfere with the student's ability to learn appropriate skills and behaviors.

3. Rodney is a thirteen-year old student with exceptional learning needs in your class. You are concerned because, when you place an assignment in front of him, he begins to scream and throws the materials on the floor. You have conducted a FBA and hypothesize that the function of the behavior is task escape/avoidance. Describe an intervention strategy that you might implement to effectively manage academic instruction and behavior, so that teaching and learning can occur. Identify the type of single subject design that you would use to verify the effectiveness of your intervention or instructional strategy. Describe the procedures in implementing the design and identify the independent and dependent variables. (*ICSI.2.K2, ICSI.2.K3*)

4. Discuss how teacher attitudes and behavior, as well as, demands of the learning environment can influence the behavior of students with exceptional needs. What are some ways you can create learning environments that assist individuals to appreciate their own and each other's cultures? (*ICSI.2.K1; ICSI.2.K4; ICSI.2.K8*)
5. Describe strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. Discuss why specific cultures are sometimes negatively stereotyped, why barriers to accessibility and acceptance of students with disabilities still exist, and what strategies are used to combat racism. (*ICSI.2.K7; ICSI.2.K9; ICSI.2.K10*)
6. Describe strategies to adapt the physical environment to provide optimal learning opportunities for individuals with special needs and methods for ensuring individual success in one-to-one, small group and large group settings. (*ICSI.2.S1*)

Standard 3: Curricular Content Knowledge

1. Name and describe the special education process, including definitions, legislation, and issues related to the identification of individuals with exceptional learning needs. Second, discuss the continuum of placement and services available for individuals with exceptional learning needs. Discuss Response to Intervention, least restrictive environment, inclusion, and co-teaching as part of your answer. (*ICSI.3.K2*)
2. Synthesize what you have learned about Universal Design for Learning (UDL). Include the purpose of UDL and an analysis of the three principles, and subsequent guidelines and checkpoints from Version 2.0 guidelines (Center for Applied Special Technology). Be aware that the guidelines are interpreted vertically from top to bottom with principle (least detail) followed by guideline and checkpoint (most detail). Include a discussion of the instructional process from the UDL Implementation and Research Network. Describe the steps you would take in developing a UDL-aligned lesson plan. Describe how you would evaluate the cognitive, physical, social, and cultural barriers in the lesson. Be sure to provide specific references. (*ICSI.3.K1, ICSI.3.K2, ICSI.3.K3, ICSI.3.K4, ICSI.3.S1, ICSI.3.S2*)
3. Describe the various interventions and services available for children who may be at risk for exceptional learning needs. Discuss the theories and research that form the basis of curriculum development and instructional practice, available technology for the teaching and learning environment, and the roles and responsibilities of the paraeducator. (*ICSI.3.K4; ICSI.5.K1; ICSI.3.K1*)
4. Discuss how educational programming should be arranged to address the exceptional learning needs associated with one specific disability category (e.g., learning disability, autism spectrum disorder, emotional behavior disorder, etc.). In this discussion, identify the major components of a comprehensive program, including general and special curricula, and tell why they are important in relation to national, state and local curricula standards. (*ICSI.1.K3; ICSI.1.K11; ICSI.3.K2; ICSI.3.K3*)

5. The ESE teacher has an important role in the development of the Individual Education Plan. Once the results of the Multidisciplinary Team evaluations are available, describe the steps that the ESE teacher would take to develop an I.E.P. What would the important considerations be in developing an appropriate I.E.P. for a student with exceptional learning needs associated with one specific disability category (e.g., learning disability, autism spectrum disorder, emotional behavior disorder, etc.)? Be sure to discuss the relationship between learning needs and instruction. (*ICSI.3.S1; ICSI.5.S2*)

Standard 4: Assessment

1. Discuss in depth three informal assessment strategies in terms of their significant roles in the following areas of the educational process: (a) decision-making, (b) placement and programming, and (c) instruction. Include in your discussion curriculum-based assessment (CBA) or curriculum-based measurement (CBM) as one of the informal assessment strategies. (*ICSI.4.K1; ICSI.4.S6*)
2. Define, as well as, compare and contrast formal and informal assessment procedures. Identify and describe at least two specific tests or strategies to illustrate each procedure. In your discussion, include when and under what circumstance you should use these procedures (universal screening, diagnostic, progress monitoring, etc). (*ICSI.4.K4; ICSI.4.K3*)
3. Identify and discuss one formal and one informal assessment procedure you could use for students with varying exceptionalities in each of the following content areas: reading, written expression and mathematics. Provide the rationale for the use of assessment instruments and the limitations of assessment instruments, as well as, the importance of information available from families and public agencies. (*ICSI.4.K4; ICSI.4.S5*)
4. Identify and discuss at least five assessment guidelines mandated by IDEA. In your discussion, be sure to include the historical background of each guideline you selected including key legislation. (*ICSI.4.K2; ICSI.6.K8*)
5. Describe terminology used in the assessment of students with exceptional learning needs and discuss the national, state and/or local assessment accommodations and modifications available for students with exceptional learning needs. (*ICSI.4.K5; ICSI.4.K1*)

Standard 5: Instructional Planning and Strategies

1. Define: non-aversive techniques to target behavior and maintain student attention and engagement. Name, describe, and identify the researcher for each of three evidence-based instructional or intervention programs in use in the schools to meet social and/or behavioral needs of students with exceptional needs. (*ICSI.5.K2*)
2. Name and describe affective, physical, and communication aspects and needs of students with exceptional learning needs (e.g., autism spectrum disorder, specific learning disability, blind-deafness, etc.). Given these characteristics, name and describe three evidence-based

instructional practices/programs related to the identified characteristic of the disability. (ICSI.5.K2)

3. Discuss “least restrictive environment” and “inclusion” with regards to “appropriate services” for students with sensory impairments, physical, and health exceptional learning needs. Describe several examples of necessary services and evidence-based instructional practices. (ICSI.5.K2)
4. Many students with exceptional needs exhibit challenging behaviors requiring individualized interventions. In such cases, the teacher is then required to conduct ongoing measurement of behavior. What is the rationale for behavioral data collection in the classroom? Describe at least three specific systems of data collection that a teacher might use and provide a situation/example in which the teacher might employ each of these systems. (ICSI.5.S3; ICSI.5.K2)
5. Name and describe affective, physical, and communication aspects and needs of students with various auditory and information processing problems from one disability category (e.g., autism, specific learning disability, blind-deafness, etc.). Given these characteristics, name and describe three evidence-based instructional practices/programs related to the identified characteristics of the disability. (ICSI.5.K2)
6. Define *evidence-based instructional practices*. Name, describe, and identify the researcher for each of three evidence-based instructional or intervention programs in use in the schools to meet social and/or behavioral needs of students with exceptional needs. (ICSI.5.K2)
7. Define *Response to Intervention (RTI)*. Describe several methods to adapt, modify, and/or intensify instruction/interventions for students related to RTI. (ICSI.5.S15)
8. Define *evidence-based instructional practices*. Name, describe, and identify the researcher for each of three evidence-based instructional or intervention programs in use in the schools to meet academic needs of secondary students with exceptional needs. In addition, describe several strategies and/or programs that promote successful transitions for secondary students with exceptional learning needs. (ICSI.5.K2; ICSI.5.S18)
9. As the models for service delivery in special education continue to evolve, the population in classrooms becomes more diverse. You have been assigned a class in which several students use augmentative/assistive technology. Demonstrate your understanding of some of the systems by describing at least three augmentative/assistive devices and their advantages and possible disadvantages for communication and social interaction of individuals with communication needs. (ICSI.5.K3)
10. You are a teacher in a self-contained classroom. Two students in your class have very limited communication skills. You believe these students would benefit from the use of augmentative/assistive technology strategies/devices. Describe at least three augmentative/assistive strategies/devices that might be considered and their advantages and possible disadvantages. What are the important considerations in identifying the most

appropriate device for a specific student need? Describe your role and how you would coordinate with the speech-language pathologist and assistive/instructional technology specialist on the educational team to meet the communication needs of these students. (ICSI.5.K3)

Standard 6: Professional Learning and Ethical Practice

1. Identify and discuss two research studies in which assessment played a major role. Name the authors and describe the implication of each on assessment in special education. (ICSI.6.K14)
2. Describe the theories, philosophies and research methods that inform the basis for special education practice. Discuss the relationship of special education to the function and organization of educational agencies that serve students with special needs. (ICSI.6.K1; ICSI.6.K3)
3. Name and describe the major components of the Individuals with Disabilities Education Improvement Act (2004) as related to the rights and responsibilities of individuals with exceptional learning needs, their parents, teachers, and other school personnel. In your answer, include court cases and other legislation related to education for students with exceptional learning needs. (ICSI.6.K4)
4. Describe the issues and factors that contribute to current over-representation of culturally/linguistically diverse (CLD) individuals with exceptional learning needs in programs for individuals with exceptional learning needs. In your answer, include current research, legislation, and court cases. Lastly, name and describe several solutions to address over-representation of CLD individuals in exceptional student education. (ICSI.6.K5)
5. Discuss the issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. Describe the role of families in the educational process and the potential impact of differences in values, languages, and customs that can exist between the home and school, including the impact the dominate culture can have on shaping schools. (ICSI.6.K6; ICSI.6.K7; ICSI.6.K9; ICSI.6.K10; ICSI.1.K6)
6. Select three research studies from the past 10 years that you feel contributed most to the field of special education. Summarize each of the three research studies and discuss its importance, contributions, and how those contributions have changed the field of special education. (ICSI.6.K14)
7. Select two current critical issues in special education. Describe each of the two critical issues and provide a rationale for your selection. Discuss the pros and cons of each issue, the cultural biases and differences that can affect others' viewpoints, and its effect on the field of special education. (ICSI.6.K11)
8. Discuss the importance of a teacher serving as a model for students with disabilities, including the desire for lifelong learning and/or professional development. (ICSI.6.K12; ICSI.6.K13)

Standard 7: Collaboration

1. If you were to design a teacher education program incorporating both regular and special education, what specific features of collaboration would you include? In your answer, you must include a rationale, discussion of implementation, (e. g., coursework and internship) and related research. *(ICSI.7.K1)*
2. Discuss the critical aspects of effective collaboration among teachers and families. Identify factors that impede and enhance effective collaboration among teachers and families, including culturally responsive factors, and describe strategies that may be implemented to increase effective collaboration. *(ICSI.7.K4)*
3. Compare and contrast two models of collaboration. Describe each model and its potential benefits as well as challenges. Be sure to include the researchers supporting each model. *(ICSI.7.K1)*
4. From a historical perspective, trace the history of service delivery, its impact on the field of special education, and implications for the twenty-first century. Be sure to discuss the role of multidisciplinary team members and the role of collaboration in the evolution of service delivery models. *(ICSI.7.K1; ICSI.7.K2)*
5. Multiple specialists work together to provide services for children with communication disorders. Describe the role of five members of a multidisciplinary team, including potential professional groups and referral agencies, and the contributions that each team member might make for a child with a severe language disorder. *(ICSI.7.S9)*
6. Define: collaboration. Describe multiple important skills needed for effective collaboration with teachers, parents, and administrators. Describe necessary collaborative skills within each of the following situations: instructional, IEP meetings, and team level meetings. *(ICSI.7.K1; ICSI.7.K4)*