

**ALCORN STATE UNIVERSITY
GRADUATE AREA EXAM STUDY GUIDE (SPECIAL EDUCATION)**

I. FOUNDATIONS

1. Provide a detailed description of special education as a unique field of study.
2. Compare and contrast the rights guaranteed under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.
3. List the six canons/principles of special education delineated in the Individuals with Disabilities Education (Improvement) Act and evaluate/document specific implications for practice.
4. Contemplate the No Child Left Behind Act and document at least two implications for practice relative to the field of special education.
5. Provide a detailed description of the following litigation cases and explain their relevance to the field of special education: (1) Larry P. v Riles, (2) Diana v Board of Education, and (3) Brown v Board of Education.
6. Define each disability category designated within the Individuals with Disabilities Education (Improvement) Act and provide a list of common disability-specific characteristics for each category.

II. COLLABORATION

7. Define the concept of collaborative consultation and list and explain at least three specific related strategies.
8. Delineate a detailed list of relevant stakeholders and the manifold collaborative relationships regarding each person/entity.

III. INSTRUCTIONAL STRATEGIES/INDIVIDUAL LEARNING DIFFERENCES

9. Select and explain at least two research-based instructional strategies for each disability designated within the Individuals with Disabilities Education (Improvement) Act.
10. Define and explain the relevance of the concept of Universal Design of Learning (UDL).
11. Define and explain the concept of differentiated instruction.

IV. LEARNING ENVIRONMENTS/SOCIAL INTERACTIONS

12. List and explain at least five specific strategies that special educators can employ to create authentic learning communities and foster positive social interactions among students with and without disabilities.
13. List and discuss at least three learning environments/instructional arrangements that have been proven effective in meeting the needs of children and youth from diverse linguistic backgrounds.
14. Provide a detailed description of a Functional Behavioral Assessment (FBA) and explain the importance of an FBA to the creation of a safe and fair learning environment.

V. ASSISTIVE TECHNOLOGY

15. Provide a detailed description of assistive technology, assistive technology devices, and assistive technology services.
16. Identify and discuss how at least three assistive technology devices can be used to bolster student access and achievement in at least two of the following academic areas: mathematics, reading, writing, communication-receptive and/or expressive, and mobility.

VI. INSTRUCTIONAL PLANNING

17. Define and identify the components of one of the following: (1) Individualized Education Plan, (2) Individualized Family Service Plan and (3) Transition Plan.
18. Explain and justify at least five teacher dispositions/competencies critical to effective instructional planning.
19. Define and describe the potential contributions made by the following practices/concepts: (1) related services, (2) extended school year, (3) disability etiquette, and (4) continuum of placement options.

VII. ASSESSMENT

20. Discuss the potential impact of linguistic and cultural differences on the assessment process.
21. Explain the referral-to-placement process operative in the state of Mississippi.

22. Craft an argument for or against the practice of including children and youth with disabilities in high stakes testing.

VIII. PROFESSIONAL AND ETHICAL PRACTICES

23. Explain the role of professionalism and ethical practice with regard to pre-referral intervention or response to intervention (e. g., consider the impact of labeling either erroneous or appropriate on the academic and social development of students).

24. Define inclusion and explain the pros and cons with regards to children and youth of color.

25. Define and explain how the manifestation determination process protects the rights of children and youth with disabilities.

26. Explain the relevance of the Institutional Review Board and related processes.

27. What critical skills must an educator possess in order to understand, critically examine, and implement research-based information/strategies (e. g., referred journal articles)?