

1) A middle school French teacher wishes to build her next language unit around learning the famous French paintings. She is concerned that some of her students will not find artwork engaging enough to stay focused. Which of the following approaches would most likely motivate the entire class to learn the material effectively?

- A. Providing a choice several learning activities, some focusing a lot on the artwork, others little or not at all.
- B. First elicit students' own experiences with art in the target language, and then connect these to French art.
- C. Use the five E's: engage, explore, explain, elaborate, and evaluate, in a joint art/language spiral curriculum.
- D. Assign each student a work of art, in which he or she can take "ownership" and present to the class as the expert.

2) What is true about unlocked "time out" rooms when used as a corrective measure?

- A. Teachers may only use them for students whose IEP gives explicit permission to do so.
- B. More than one student may occupy it at a time if there are enough seats and both remain calm.
- C. Students placed in them must be continuously observable by staff at all times.
- D. A student who states that he or she is ready to return to the classroom may not be kept inside if the teacher thinks otherwise.

3) All of the following would classify as markers of autism except:

- A. Resistance to changes in daily routine or environment.
- B. Failure to appropriately interpret social cues.
- C. Weak listening skills.
- D. An inability to hold interest on one task for very long.

4) Maryanne's mother has stated firmly to you that at the upcoming CSE meeting, she intends to argue that her 5 year old daughter, who has moderate mental retardation, deserves full inclusion. Maryanne has the right, she asserts, to have a chance at learning to read without pictures and gain basic knowledge of social studies in general ed as far as possible before turning to a functional curriculum. Your role should be to:

- A. Explain that no specific curriculum content in the general classroom is mandated to be in an IEP.
- B. Help her realize that even though the committee may determine her requests to be reasonable, that this will not be the best placement.
- C. Offer to explore with her the different issues facing her daughter, and help her prioritize educational objectives.
- D. Respect the mother's strong position and promise to help advocate for the placement and modifications she wants.

Nys Cst Special Education Practice Test

Lingsheng Yao

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the name bar.

Nys Cst Special Education Practice Test:

Reviewing **Nys Cst Special Education Practice Test**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Nys Cst Special Education Practice Test**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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