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# ICTS

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**QUESTION: 301**

The letters or letter clusters that represent sounds are called:

- A. phonemes.
- B. b. graphemes.
- C. c. morphemes.
- D. d. lexemes.

**Answer: B**

**QUESTION: 302**

Which of the following would be of equal concern whether a teacher were selecting a fiction book or a nonfiction book for use in the classroom?

- A. The year in which the book was written
- B. The author's style and use of language
- C. The author's expertise in the subject
- D. The author's use of symbolism and imagery

**Answer: B**

**QUESTION: 303**

A teacher tells the class that gasoline prices rose sharply in 2005 when Hurricane Katrina wiped out more than a quarter of crude oil production in the United States. The economic principle being taught in this lesson is the effect of:

- A. inflation.
- B. deflation.
- C. deficit spending.
- D. supply and demand.

**Answer: D**

**QUESTION: 304**

The Maasai people of Kenya live in small villages but spend much of their time traveling great distances across the Serengeti Plains, following the cattle upon which they rely for sustenance. The Maasai are best described as:

- A. sedentary.
- B. agricultural.
- C. semi-nomadic pastoralists.
- D. hunter-gatherers.

**Answer:** C

**QUESTION:** 305

Which of the following statements is NOT true?

- A. The Earth rotates on its axis once every 24 hours.
- B. A solar eclipse can only occur during a new moon.
- C. The Moon rotates on its axis as it revolves around the Earth.
- D. A lunar eclipse occurs when the Moon passes between the Earth and the Sun.

**Answer:** D

Section 24: Sec Twenty Four (306 to 310)  
Details:ICTS Learning Behavior Specialist 1

**QUESTION:** 306

Which of the following factors is most frequently linked with the development of social-emotional disorders in children?

- A. chronic physical illnesses
- B. pressure to conform with peer-group expectations
- C. traumatic brain injury
- D. abuse and/or neglect by caregivers

**Answer:** D

**QUESTION:** 307

Which of the following elements of conversational behavior would be most difficult for an adolescent with a language disorder?

- A. recognizing personal space
- B. taking turns
- C. maintaining eye contact
- D. asking questions

**Answer:** B

**QUESTION:** 308

Of the following, the most important purpose of instructional assessment should be to:

- A. enable teachers to be continually aware of each student's standing in relation to the rest of the class.
- B. serve as a motivational tool to prompt students to increase their effort in the classroom.
- C. guide teachers' decision making regarding how best to promote optimal levels of learning and achievement.
- D. serve as a basis for the teacher's annual performance evaluation.

**Answer:** C

**QUESTION:** 309

A linguistically diverse group of young students has been learning the meaning of the words inside and outside. When the teacher assesses the students' understanding of the words, which of the following modes of response would be the most equitable for the children to use?

- A. drawing a picture of the outside of their classroom
- B. discussing both of the words in small groups
- C. writing a list of objects that are inside the classroom
- D. physically demonstrating the meaning of the words

**Answer:** D

**QUESTION:** 310

A general educator has referred a student for special education assessment because the student exhibits frequent off-task and disruptive behavior. The teacher suspects that the child has Attention Deficit Hyperactivity Disorder (ADHD). To determine whether the child has this condition, the pre-referral intervention team must seek assessment information from:

- A. the school nurse.
- B. the school social worker.
- C. a physician.
- D. a special education teacher.

**Answer:** C

Section 25: Sec Twenty Five (311 to 314)  
Details:CTS Special Education General Curriculum

**QUESTION:** 311

The teacher in the above example wants to give the student something he can manipulate to arrive at the correct answer. The student should be given:

- A. Graph paper so he can properly align the numbers.
- B. A blank page to make a visual representation of the problem.
- C. A calculator.
- D. A digital clock that can be manually moved forward.

**Answer:** D

**QUESTION:** 312

At the beginning of the week, a special education teacher asked a group of students to generate a list of verbs that make visual or sound pictures. She suggests students think of verbs that mean ways of walking, talking, eating, sitting and playing. The students spend the remainder of the week compiling the list. They notice interesting verbs as they read books, remark on less common verbs they hear in conversation or on television and locate interesting verbs in signs, magazines and other printed materials. One child begins to draw pictures to illustrate some of the verbs. Two children collaborate to create a play in which they demonstrate some of the verbs in a dance. A boy writes a song incorporating the list of verbs. The project is extremely successful. At the end of the week the students have created the following list:

TIPTOE, SCOOT, MUMBLE, MUNCH, LEAP, SPIN, DIVE, POUNCE, GLIDE, SLITHER, MOAN, WHISPER, GRUMBLE, NIBBLE, SHRILL, HOLLER, PERCH, LEAN, STOMP, MARCH, GIGGLE, HOP, STRUT, SLOUCH, GULP, HOWL, WHINE, SLURP, CROUCH, DRIBBLE, DROOL, HOOT, YELP, YOWL, GROWL, WHISTLE, SHRIEK, SNICKER, INSULT, COMPLIMENT, PLEAD, BARK, WIGGLE, TWIST, SLINK, TODDLE, TRUDGE, WANDER, STROLL

The teacher's goal is to:

- A. Enhance students' understanding of theme by encouraging them to make connections between categories of verbs.
- B. Enhance students' vocabulary by encouraging them to find examples in the world around them.
- C. Enhance students' understanding of context by encouraging them to explore verbs for contextual clues.
- D. Enhance students' sense of curiosity by directing their attention to a number of different resources they may not have considered.

**Answer:** B

**QUESTION:** 313

In the previous example, how could the teacher extend the lesson and apply it across the curriculum?

- A. Create a Word Wall with the words the students collected.
- B. Have students work on a class dictionary, putting the words in alphabetical order and explaining what they mean.
- C. Ask students to create a chart noting which verbs have 1, 2 or 3 syllables, which verbs contain double letters, which verbs are also nouns and which verbs have common word-endings.
- D. All of the above.

**Answer:** D

**QUESTION:** 314

A middle school Language Arts teacher begins each class with 10 minutes of journal writing. Students are free to write about whatever they choose. She reminds them this is the perfect place to react to something they've read, write about a problem and try to think of solutions, track a project they've undertaken and otherwise interact honestly with themselves. The teacher should periodically:

- A. Collect the journals and select an entry to edit; this will show the student how his writing can improve.
- B. Suggest new and innovative ways students can use their journals, including automatic writing, found poetry, lists, and collages.
- C. Collect and review the journals to identify students at risk for drugs, alcohol or sexual abuse.
- D. Say nothing about the journals during the school year. They are intensely private and discussing them in any way with the students violates trust.

**Answer: B**





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