



TEXAS PROFESSIONAL EDUCATIONAL DIAGNOSTICIANS

Board of Registry

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Debra Hawkins
PO Box 53661
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www.regped.com

Thank you for your interest in becoming a
Registered Professional Educational Diagnostician.

The motto of Texas Professional Educational Diagnosticians is “*Excellence, Not Just Competence.*” The board has adopted standards for membership in TPED. The standards for acceptance include all components from *your application packet* as well as your performance on *the Registry Examination*.

We are attaching a packet containing the forms and information that you will need to complete this process. Enclosed you will find:

1. Qualifications for Registration
2. Application and Examination Procedures
3. Instruction Sheet (2 pages - *please read each item carefully*)
4. Application for Registry (2 pages)
5. Reference Request Forms (you will need to make three copies)
6. *Registry Examination Study Guide 2019*

After the application packet has been approved, applicants will be given a list of approved licensed testing facilities in their area. The applicant will be responsible for completing and submitting an Alternate Test Site form indicating the testing facility of their choice, contact information, and scheduled testing appointment. TPED will work with and provide test materials to the testing facility. Applicants will be responsible for any testing fees incurred. Testing fees typically range from \$30.00 to \$40.00.

If you have any questions after reading the material, please contact Debra Hawkins. She will be glad to answer any questions and assist in any manner possible.

Sincerely,

Dr. Jeanine Birdwell

Credentials Chair

All forms need to be emailed to debhawk1995@live.com or mailed to:
TPED/Board of Registry
PO Box 53661
Lubbock, TX 79453



TEXAS PROFESSIONAL EDUCATIONAL DIAGNOSTICIANS

Board of Registry, Inc.

PO Box 53661
Lubbock, TX 79453

QUALIFICATIONS FOR REGISTRATION

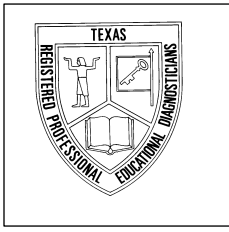
Please read these qualifications carefully before completing the instructions. To be qualified you must:

1. Be at least 21 years of age.
2. Have completed a certification program acceptable to the Board in the field of educational diagnostic services at an educational institution approved by the Board, or the equivalent as determined acceptable by the Board.
3. Have the minimum full-time teaching experience required by the certification board or agency of the State of Texas in a manner acceptable to the Board.
4. Hold Professional Certification by the State Board of Educator Certification as an Educational Diagnostician, or the equivalent as determined by the Board.
5. Have completed two full years of full-time experience or (at least 40 hours per week) as an Educational Diagnostician, four full years of part-time experience (at least 20 hours per week).
6. Submit to the Board a completed application for registration as prescribed by the Board and such other information as the Board may require.
7. Take the Examination for Registry.
8. Complete ten (10) CEUs annually.
9. Pay annual dues set by the Board.

THE EXAMINATION IS ADMINISTERED AT LEAST ONCE PER YEAR. YOU WILL BE INFORMED OF THE DATE AND LOCATION OF THE EXAMINATION.

THE COMPLETED APPLICATION IS DUE NO LATER THAN MARCH 15th.

E-mail: debhawk1995@live.com Phone: 806 853-9399



**Texas Professional Educational Diagnosticians
Board of Registry, Inc.**

APPLICATION & EXAMINATION PROCEDURES

1. The applicant submits the completed application forms and fees.
2. The Board of Registry considers the application and, if needed, requests more information.
 - A. The applicant must supply documentation of his/her qualifications which includes, but is not restricted to, the following items:
 - (1) Education
 - (2) Experience - Refer to Standing Rules XXI.M (www.regped.com Benefits page)
 - (3) References
 - (4) Felony Conviction
 - B. Falsification or misrepresentation by an applicant of his qualifications or any of the information requested is grounds for denial of the certificate upon satisfactory completion of the above.
 - C. Applications will be declared void and the fee forfeited if there has been no response for one calendar year despite reasonable requests from the Board for communication.
3. Upon satisfactory completion of the application, the Board of Registry declares the applicant a candidate and eligible to take the examination.
4. The candidate is sent notice of eligibility for the examination and a questionnaire.
5. The candidate completes the questionnaire and response form and mails them to the directed address and by the designated time.
6. Examination site is subject to change or cancellation.
7. The candidate shall present photo identification to the proctors at the examination site.
8. Completed examinations are processed by the Board.
9. If the candidate passes the examination, his/her candidacy will be presented to and considered by the Board following the administration of the examination. Upon final approval the candidate will be sent an acceptance letter/email with the results of his/her examination.
10. If the candidate fails the examination, he/she will be notified of his/her failure along with the results. The candidate may request a re-examination within two years of the first examination. The candidate will be given an opportunity to update their application packet and an alternate form of the examination at the next scheduled examination administration. If the candidate fails the re-examination, he/she must wait two years before requesting a new application for Registry.

Texas Professional Educational Diagnosticians

Board of Registry, Inc.
PO Box 53661, Lubbock, TX 79543

Passing Standards for Registry Exam:

The motto of Texas Professional Educational Diagnosticians is “*Excellence Not Just Competence.*” The Board has adopted standards for membership in TPED. *Besides the score on the Registry Exam*, the standard includes the following components from your application packet:

- (1) *Strong (positive) letters of recommendation.*
- (2) *Professional credentials and experience.*
- (3) *FIIIE with expansion in the areas of evaluation.* **NOTE: Expansion includes original interpretation of testing results and a thorough summary of evaluation results, determination of disability and recommendations for instruction. Merely copying publisher test results is not sufficient.**

INSTRUCTIONS

(Please read carefully)

- A. Read the Texas Professional Educational Diagnosticians *Bylaws* and the *Board Standing Rules* found on our website www.regped.com on the *TPED Resources* page.
- B. Complete and return the signed application form with the non-refundable application fee of \$100. Applications received without this fee will not be considered.
- C. Include these documents with your application:
 1. Copy of **Teaching Certificate**, reflecting certification as Educational Diagnostician available at http://tea.texas.gov/Texas_Educators/Certification/Certificate_Lookup/
 2. Copy of complete **Public School Service Record**, of service including classroom experience. If in private practice, please submit documentation of work served as an educational diagnostician. Black out your social security number on all documents.
- D. Enclosed you will find **three (3) reference forms** that are to be mailed directly to **TPED**.
The three references are to be as follows:
 1. **Texas Professional Educational Diagnostician (TPED)** with current membership who is not serving on the Board. If you do not know a TPED, contact Debra Hawkins debhawk1995@live.com. *TPED and TEDA are different organizations.*
 2. The special education administrator (or other identified supervisor) aware of your experience as an Educational Diagnostician.
 3. Your choice of a professional in your field.*Please note on the reference form which of these positions the reference fulfills.*
- E. Compose a typewritten **INITIAL Full & Individual Evaluation (FIIIE)** report for a student *eligible for special education services as a student with a Specific Learning Disability*. Substitute your name for the student’s name. Include **ALL** areas required in an FIIIE. *(Remove any data that identifies an individual student.)*
- F. It is your responsibility to provide a complete application. Debra Hawkins will email you periodically on the status of your application packet and will be glad to answer any questions. You will also be notified by email when your application packet is complete. After your application materials have been evaluated by the Board, you will be notified if your application has been accepted and if you are approved as a candidate to take the exam. You will also receive specific information as to the exam site and procedures.
- G. This application will be declared void and the application fee forfeited if there has been no response for two calendar years despite reasonable requests from the Board for communication.

Email: debhawk1995@live.com Phone: 806 503-4093



TEXAS PROFESSIONAL EDUCATIONAL DIAGNOSTICIANS

Board of Registry, Inc. PO Box 53661, Lubbock, TX 79453

NOTICE: If this application is incomplete in any manner, it may be returned, and the application fee forfeited.

APPLICATION FOR REGISTRATION

Last Name First Name Middle or Maiden

Other names that may appear on transcripts or other official papers:

Mailing Addresses: HOME PLACE OF EMPLOYMENT

Name Street City, State, ZIP Telephone (with area code) Birthdate Citizen of which country Email

Type or print your name as it is to appear on the certificate

Please list current membership in professional organizations

Fees table with 2 columns: Fee description and Amount. Includes Application fees (\$100.00) and Initial Registry fee (\$50.00).

- 1. Have you ever been denied a certificate? No Yes
2. Have you ever had your certificate revoked or suspended? No Yes
3. Have you ever been convicted of a felony? No Yes
4. Years of Teaching: Years as an Educational Diagnostician:

In making this application to the Texas Professional Educational Diagnosticians Board of Registry for the issuance of a certificate or registration, I agree to abide by the rules and regulations of the Texas Professional Educational Diagnosticians' Board of Registry and to take all examinations necessary to the processing of my application.

I agree to hold the Texas Professional Educational Diagnosticians' Board of Registry, its certificate holders, officers, agents, and examiners free from any damage or claim for damage or complaint by reason of any action they or any one of them take in connection with this application, the attendant examination, the grades with respect to any examination, and/or failure of the Board to issue me a certificate.

I further agree that if issued a certificate, upon the revocation, suspension, or cancellation of that certificate, I shall return the said certificate to the Board. I have read the Bylaws of the Texas Professional Educational Diagnosticians' Board of Registry and am familiar with the requirements and the Standing Rules of the Board.

The information that I have provided in this application is truthful. I understand that giving the Board false information of any kind may result in the voiding of the application and my failing to be granted registration.

Signature of Applicant

Date

TEXAS PROFESSIONAL EDUCATIONAL DIAGNOSTICIANS

Summary of Education:

Applicant's Name _____

College or University	Major/Field	Dates Attended	Degree or Certificate Rec'd
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

For Alternative Certification only:

Certifying Agency

Date Completed

PROFESSIONAL EXPERIENCE: Describe your professional experience for the time period necessary to establish your qualifications for registration. You should provide sufficient detail so that the relevance of your experience as teacher and as educational diagnostician can be determined. Use exact dates including month and year. Lack of pertinent information may prevent prompt processing of your application. Use an additional page if necessary.

Present Position _____ Date: From _____ To _____

Name and Address of Employer _____

Your Duties and Responsibilities _____

Present Position _____ Date: From _____ To _____

Name and Address of Employer _____

Your Duties and Responsibilities _____

Present Position _____ Date: From _____ To _____

Name and Address of Employer _____

Your Duties and Responsibilities _____

Email: dehawk1995@live.com Phone: 806-853-9399



TEXAS PROFESSIONAL EDUCATIONAL DIAGNOSTICIANS

REFERENCE REQUEST

To the candidate: Mark the appropriate identification of the provider of this reference.

- Texas Professional Educational Diagnostician* _____
- Special Education Administrator/Supervisor _____
- Other Professional _____

For TPED Reference only

____ I am a current RegPED
Registered Professional Educational
Diagnostician

Certificate No. _____

The person named below has applied for registration and requests your recommendation. You may use the back of this form if extra space is needed.

Candidate for Registration

Name _____

Address _____

City, State, ZIP _____

Telephone (AC _____) _____

A. Relationship to the candidate:

Personal _____ years Professional _____ years

Fellow employee or colleague _____ now _____ formerly

A supervisor of the candidate _____ now in this capacity _____

_____ formerly in this capacity _____

I feel I know this candidate _____ well _____ casually

_____ I do not know this candidate's qualifications well enough to provide a reference.

B. Admission to Registration requires that the candidate be professionally qualified in the fields relevant to this organization's interests. These specific competencies should be considered, and comments added.

1. Knowledge of special education legal requirements.

_____ Novice _____ Proficient _____ Highly Proficient _____ Outstanding

Comment: _____

2. Evaluation: test administration, interpretation, accuracy in evaluation and reporting.

_____ Novice _____ Proficient _____ Highly Proficient _____ Outstanding

Comment: _____

3. Consultation/Communication: with parents, students, school and other agency or professional personnel.

_____ Novice _____ Proficient _____ Highly Proficient _____ Outstanding

Comment: _____

4. Application: utilizing instructional strategies and materials for appropriate educational programming, proficiency in recommending and/or assisting in developing individualized education programs including goals and objectives.

_____ Novice _____ Proficient _____ Highly Proficient _____ Outstanding

Comment: _____

C. Considering the competencies for registration, I recommend this candidate.

_____ Yes _____ No

Comment: _____

D. I believe that the candidate's personal/professional ethics are in keeping with the aims of the educational professions of Texas.

_____ Yes _____ No

Comment: _____

E. To the best of my knowledge this candidate has the equivalent of no less than eighteen months of full-time experience as an educational diagnostician.

_____ Yes _____ No

Comment: _____

If you would be willing to discuss this recommendation, please provide your telephone number.

() _____

Form must be signed.

Signature _____

Print or type name _____

Position _____

Place of employment _____

and address _____

Date _____

**Email/Mail DIRECTLY TO: dehawk1995@live.com
TPED/Board of Registry, PO Box 53661, Lubbock, TX 79453**

Texas Professional Educational Diagnosticians
Board of Registry, Inc.

**REGISTRY
EXAMINATION STUDY
GUIDE**

PURPOSE OF STUDY GUIDE

The purpose of this guide is to give information about the examination for Registry. Included in this guide are sample questions and suggested resources for study.

The Texas Professional Educational Diagnosticians' Board of Registry examination consists of approximately 100 multiple choice questions. The questions were derived from the Ten SBEC Standards for Educational Diagnosticians and the Seven CEC Advanced Standards for Educational Diagnosticians. The Examination was field tested with a representative sample of diagnosticians across the state of Texas.

Prior to approval to take the Examination, applicants must verify their credentials through an application process. Qualification for Registry is based on the test score, strength of references, experiences and quality of a sample initial Full and Individual Evaluation for a child who meets the criteria for special education services as a student with a Specific Learning Disability.

SBEC STANDARDS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision-making.

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

CEC ADVANCED STANDARDS

Advanced Standard 1: Assessment specialists use valid and reliable assessment practices to minimize bias.

Advanced Standard 2: Assessment specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Advanced Standard 3: Assessment specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

Advanced Standard 4: Assessment specialists conduct, evaluate, and use inquiry to guide professional practice.

Advanced Standard 5: Assessment specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Advanced Standard 6: Assessment specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the

profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Advanced Standard 7: Assessment specialists collaborate with stakeholders to improve programs services, outcomes for individuals with exceptionalities and their familie

In addition, the Board of Registry developed the Best Practice Guidelines for Special Education Evaluations, which have appeared in several publications.

BEST PRACTICE GUIDELINES FOR SPECIAL EDUCATION EVALUATIONS

1. Observe the student in various settings prior to the administration of tests.
2. Select valid and appropriate evaluation instruments based on student needs and strengths. Examiners should select instruments with which they are proficient.
3. Consider all suspected conditions and components of the evaluation.
4. Consult with other professionals throughout the evaluation process.
5. Create a strong foundational evaluation that will be used to develop an individual instructional program.
6. Construct a report that accurately reflects the uniqueness of the individual student.
7. Respect all formal and informal evaluation data.
8. Encourage the evaluation team to function as a cohesive unit, focusing on the whole child.
9. Encourage active and appropriate parent participation in the evaluation process. Ensure that all communications with parents are clearly understood.
10. Convey honest, accurate information with integrity, empathy and respect for confidentiality.
11. Use language that all members of the evaluation team understand.
12. Meet with parents regarding new information prior to ARD/IEP meetings to review the evaluation and ARD procedures.
13. Adhere to high ethical standards.
14. Develop and maintain a congenial working relationship with other professionals.
15. Engage in continuous education to increase knowledge of the field and enhance job performance.
16. Be knowledgeable of language acquisition history.

Choose the *BEST* answer from among the four choices given. There is only one best answer for each question.

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

The educational diagnostician:

- 1) Demonstrates knowledge of models and theories that provide the basis for special education and knows the purpose of evaluation procedures.
- 2) Applies knowledge of state and federal laws, rules and regulations regarding special education
- 3) Applies knowledge of issues, assurances and due process rights related to evaluation, eligibility and placement with in a continuum of services

1. The following are valid reasons for keeping of accurate and detailed records of assessments, evaluations, and related proceedings (ARD/IEP meetings, parent/guardian communications and notifications), EXCEPT:
 - a. to reduce professional liability
 - b. for quality control inspections by the school board
 - c. to follow LEA regulations
 - d. to compare results of past and current evaluations

2. Which of the following laws applies to both children who have disabilities yet are served in general education:
 - a. OSEP and NCLB
 - b. IDEA and NCLB
 - c. Section 504 and NCLB
 - d. IDEA and 504

3. When determining SLD eligibility, IDEA requires all the following EXCEPT:
 - a. student exhibits an above average IQ
 - b. student exhibits strengths and weaknesses
 - c. student exhibits deficits in academics
 - d. student does not achieve satisfactorily on the state assessments and/or grade level work

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

The educational diagnostician:

- 1) Applies knowledge of ethical practices
- 2) Demonstrates knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers
- 3) Knows qualifications necessary to administer and interpret assessment instruments
- 4) Knows organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs.

4. An educational diagnostician administered a Minnesota Multiphasic Personality Inventory (MMPI-2) on a 4th grade student. Would the score be considered valid and why:
 - a. No, this test is normed for children over 10
 - b. Yes, if administration procedures were followed
 - c. No, the educational diagnostician is not qualified to administer personality measures, unless diagnostician also has training as an LSSP and serves in a dual role
 - d. Yes, because the teacher agreed with results
5. The full and individual evaluation and subsequent three-year reevaluations can be useful for several purposes for all of the following EXCEPT:
 - a. determine current levels of performance
 - b. determine special education eligibility
 - c. serve as an additional accountability measure in addition to STAAR
 - d. help develop educational programs
6. An educational diagnostician receives a special education referral and realizes the student who is referred stole his/her vehicle two years prior. According to ethical guidelines for assessment professionals, the diagnostician should take which of the following steps:
 - a. conference with student and parent prior to the evaluation to clear the air
 - b. make sure to acknowledge examiner bias in the report
 - c. complete the evaluation, but have another diagnostician verify your results
 - d. request another education diagnostician perform the evaluation

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

The Educational Diagnostician:

- 1) Applies skills and strategies for engaging in effective communication, collaboration and consultation with students, parents/guardians, teachers and community
 - 2) Applies skills for effective communication in conducting conferences with students, families and other professionals and agencies in the community
 - 3) Knows the roles of students, parents/guardians, teachers and other school and community personnel in planning educational programs
7. A teacher wants to refer fifteen-year-old Jordan for a special education evaluation due to persistent behavior problems, but there is no record of the aunt with whom he is living with has guardianship. What action should the school take:
- a. Locate and train a surrogate parent to represent Jordan
 - b. Modify the classroom environment.
 - c. Refer the student to Children's Protective Services (CPS).
 - d. Refer the student to the general education counselor
8. Joel is a student in high school and is identified as having a Specific Learning Disability. When should the school notify Joel that his educational rights will transfer to him from his parents:
- a. prior to graduation
 - b. prior to the annual ARD/IEP meeting
 - c. at least one year before his 18th birthday
 - d. at least one year before his 21st birthday
9. Which of the following professionals should contribute to an evaluation of a student with a suspected autism disorder:
- a. behavior specialist, SLP, related service personnel
 - b. speech language pathologist, related service personnel
 - c. classroom teacher, diagnostician, parent, SLP, LSSP
 - d. classroom teacher, diagnostician, parent

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision-making.

The Educational Diagnostician:

- 1) Demonstrates knowledge of characteristics and needs of individual students in relation to assessment and evaluation for the least restrictive placement within a continuum of services
- 2) Interprets and uses assessment and evaluation information to plan individualized programs, make instructional decisions and support ongoing review
- 3) Knows the roles of team members, including the student in planning the IEP when appropriate

10. A student's PLAAFP's, as reported at the ARD/IEP meeting should include which of the following:

- a. raw and composite scores from standardized testing.
- b. strengths and weaknesses to determine goals and objectives.
- c. a graph of the lack of progress in the general curriculum.
- d. a schedule of services

11. Areas to be addressed when considering transition include:

- a. auditory, visual, tactile-kinesthetic, intellectual and achievement scores.
- b. math, reading, writing, social studies, science and physical education.
- c. social, self-help, gross motor, fine motor, cognitive and communication.
- d. employment, home & independent living, community participation, post-secondary education and services for adults.

12. The ARD committee must ensure that students with emotional disturbance are served in the LRE considering all of the following EXCEPT:

- a. which supplementary aids and services are required
- b. what is the school board policy for serving students with ED
- c. what is the most appropriate placement for implementing the IEP
- d. what are the benefits of general ed and special ed placements

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

The Educational Diagnostician:

- 1) Recognizes and applies knowledge of the cognitive, academic, communicative, physical, social and emotional characteristics of individuals with disabilities.
- 2) Knows how to access information on the cognitive, academic, communicative, physical, social and emotional characteristics
- 3) Demonstrates awareness of the variation in ability among individuals with particular types of disabilities
- 4) Analyzes the educational implications of various disabilities
- 5) Knows how to use various types of assessment and evaluation procedures to identify students with disabilities and determine the presence of an educational need.
- 6) Knows how to gather and use background information

13. In evaluating classroom behavior of a student referred for an emotional disturbance, one should consider all of the following characteristics EXCEPT:

- a. frequency and/or duration of behaviors
- b. antecedents of behaviors
- c. consequence of behaviors
- d. satiated behaviors

14. In order to determine an educational need, students who are referred to special education must be evaluated:

- a. using multiple intelligence tests
- b. in all areas of suspected disabilities.
- c. by a physician.
- d. none of the above

15. Potential explanatory reasons for significant academic deficits include all of the following EXCEPT:

- a. lack of motivation
- b. social/emotional disturbance
- c. ability level two or more standard deviations below the mean
- d. lack of multi-sensory instruction

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

- 1) Applies knowledge of basic terminology and statistical concepts used in assessment
- 2) Demonstrates knowledge of standards for test norming, reliability and validity, procedures used in standardizing assessment instruments and sources of measurement of error
- 3) Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual needs
- 4) Applies knowledge of methods used for academic and nonacademic assessments
- 5) Applies knowledge of procedures for screening prereferral, referral and eligibility

16. Which of the following broad ability areas would not provide diagnostic information regarding reading

achievement:

- a. Gc
- b. Ga
- c. Gf
- d. Gq

17. Which of the following measures both broad and narrow cognitive abilities:

- a. WJ IV Cog & WISC V
- b. KABC II & DAS II
- c. WJ IV Ach & WIAT III
- d. Both A & B

18. A student performed in the below-average range on standardized measures of academic achievement. This performance is consistent with classroom performance and teacher reports. Which of the following may be deduced from this information:

- a. the student may have a SLD but more information is required to make this determination
- b. the student's instruction was poor
- c. the student does not receive academic support at home
- d. the student can be identified as SLD based on response to intervention

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

19. An acceptable practice for bilingual assessment purposes would include:

- a. use of nonverbal assessment instruments
- b. using a teacher aide who is fluent in the child's native language
- c. having the child's parents in the testing room to translate for the child
- d. having a bilingual teacher's aide present in the testing room

20. Members of an ARD committee for an ESL student who qualifies for special education must include:

- a. LPAC representative
- b. bilingual assessment personnel
- c. 504 coordinator
- d. None of the above

21. When testing an ESL student for special education, the diagnostician must ensure which of the following:

- a. all assessments are administered in the language of classroom instruction and the student's language of proficiency
- b. all testing is done in only the student's native language
- c. assessment procedures differentiate between language proficiency and handicapping conditions
- d. All of the above

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

22. The timeline required for an LEA to provide the parent with prior written notice before proposing or refusing to initiate or change identification, evaluation or educational placement of student is:
 - a. at least five school days before the action
 - b. at least five calendar days before the action
 - c. at least ten school days before the action
 - d. at least ten calendar days before the action
23. If neither parent can attend a scheduled ARD meeting, a diagnostician can schedule all of the following methods of participation EXCEPT:
 - a. individual telephone call with ARD committee members present
 - b. telephone conference call with ARD committee members present
 - c. individual telephone call between diagnostician and parent
 - d. video conference with ARD committee members present
24. The diagnostician must complete a written report within the following timeline:
 - a. 45 school days from the date LEA receives written consent for evaluation
 - b. 45 calendar days from the date LEA receives written consent for evaluation
 - c. 60 calendar days from the date LEA receives written consent for evaluation
 - d. 60 school days from the date LEA receives written consent for evaluation

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

25. The school principal has recommended long-term discipline removal for a student with a Specific Learning Disability. What is the next step:
 - a. Manifestation Determination
 - b. immediate expulsion
 - c. parent conference and removal to a Discipline Alternative Education Placement (DAEP)
 - d. procedural due process
26. The ARD/IEP committee of a student with a diagnosis of Emotional Disturbance must:
 - a. place the student in a classroom for behavior disorders.
 - b. make sure the student is subject to the same disciplinary procedures as all other students.
 - c. make specific recommendations for behavioral supports and interventions.
 - d. select counseling as a related service.
27. The analysis of conditions and events that trigger a challenging behavior consists of investigating:
 - a. antecedents
 - b. behaviors
 - c. consequences

- d. all of the above

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

28. A student with a Specific Learning Disability in the area of Math Calculation should be instructed using which of the following principles:
- a. overlearning math facts for all operations
 - b. tape recorder and slide rule
 - c. teach specific skills using word problems
 - d. teach calculator skills prior to numeration
29. An appropriate reading program for a sixteen-year-old with a moderate Intellectual Disability should emphasize
- a. phonics
 - b. functional sight words
 - c. word fluency
 - d. syllabication
30. Which of the following are the most appropriate instructional interventions for weaknesses in Glr:
- a. use of puzzles, multisensory teaching techniques
 - b. rehearsal, overlearning, mnemonics
 - c. oral elaboration, multisensory teaching techniques
 - d. direct instruction, reduce distractions

STUDY RESOURCES

- Federal legislation, such as IDEA, NCLB, FERPA, Rehabilitation Act (Section 504), ADA (January 2002)
- Legal Framework for the Child-Centered Process, citations and references, ESC 18
- Official Texas Education Agency documents such as: Procedural Safeguards, *Parents' Guide to ARD*
- ESC 18 Legal Framework: Federal & Texas Laws, Commissioner's Rules
- Texas Essential Knowledge and Skills Curriculum
- Test manuals and related materials for the WISC V, WJ IV
- Textbooks related to Exceptional Children
- Current hearing office and Federal Court decisions regarding special education issues, TEA website
- *Woodcock Johnson IV: Reports, Recommendations and Strategies*, N. Mather & L. Jaffe
- *Assessing Culturally and Linguistically Diverse Students*, Rhodes, R. L., Ochoa, S. H., Ortiz, S.O.
- *Assessment in Special and Inclusive Education*, Salvia & Ysseldyke 12th Edition
- *Applied Behavior Analysis for Teachers*, P. Alberto & A. Troutman, 6th Edition
- *Principles of Behavior Behavior Analysis*, Malott, R. W. & Shane, J. T.
- **Essentials of Specific Learning Disability**, Wiley
- **Essentials of IDEA for Assessment Professionals**, McBride, Dumont, Willis
- **Essentials of Cross Battery Assessment**, 3rd Edition, Flanagan, Ortiz, Alfonzo
- **Essentials of WJ IV Tests of Achievement**, Mather & Wendling

ANSWERS: See Resources for Reference

1. b
2. c
3. a
4. c
5. c
6. d
7. a
8. c
9. c
10. b
11. d
12. b
13. d
14. b
15. d
16. d
17. d
18. a
19. d
20. a
21. a
22. a
23. c
24. a
25. a
26. c
27. a
28. a
29. b
30. b