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Chapter One: Special Education: An Introduction to Teaching Students with Special Needs

Multiple Choice Questions

1. Teachers should consider all the following when attempting to match curriculum design and instructional methods to students' needs *except:*

    a. categorical labels—as it conveys little about curriculum design and specific teaching strategies that should be utilized in the classroom.
    b. change in policy—as it does not directly affect what takes place in the classroom.
    c. students who have not met eligibility criteria for special education—as instruction may be similar as students with special needs.
    d. individualized instruction—as it addresses the person's needs.

2. Categorical labels for special education are only useful for:

    a. designing the entire criteria for individualized curricula.
    b. deciding how much money a student will need for services.
    c. indicating that students will need some form of directive, intensive individualized instruction to learn properly.
    d. providing all the necessary information used in making placement decisions and fully designing curricula to meet the student's needs.

3. The individuals with Disabilities Education Act (IDEA) was originally known as:

    a. The American with Disabilities Act.
    b. Education for All Handicapped Children Education Act.
    c. Section 504 of the Rehabilitation Act.
    d. The No Child Left Behind Act.

4. According to U.S. Department of Education (2014), which three groups of students comprise of more than fifty percent of individuals served under IDEA?

    a. Students with learning disabilities, autism, and emotional and behavioral disorder
    b. Students with autism, intellectual disabilities, and emotional and behavioral disorders
    c. Students with speech and language
    d. Students with learning disabilities, intellectual disabilities, and emotional and behavioral disorders

5. Which of the following is defined as "written document summarizing a student's learning program"?

    a. Curricular planning
    b. IEP

   c. Transition services
   d. Lesson planning

6. According to the Federal law, transition planning and services should begin:

   a. prior to a student reaching 18.
   b. after an IEP is unsuccessful.
   c. prior to a student reaching 16.
   d. after a student reaches 16.

7. Which of the following is defined as "a coordinated set of activities for a student designed within an outcome oriented process, which promotes motivation from school to post school activities"?

   a. Curricular planning
   b. IEP goals
   c. Transition services
   d. Lesson planning

8. Which IDEA principle has been influential in the trend towards more inclusive classrooms?

   a. Appropriate evaluation
   b. Least Restrictive Environment (LRE)
   c. Procedural Safeguards
   d. Individualized Education Plans

9. Under which circumstances can a parent request an independent education evaluation?

   a. Whenever they want to
   b. Only when their child is attending a private school
   c. Whenever the parents can afford one
   d. When they disagree with the results of the current assessment

10. What is one strategy that teachers can use to provide the best possible instruction for students who have special needs?

   a. Good personal insurance coverage
   b. A break from teaching every few years to reenergize and devise new methods to instruction
   c. A commitment to continuing professional development
   d. Always trying the newest approaches to instruction

11. One problem that has plagued the role of the teacher as a professional in special education over the last 30 years has been:

a. There are too few laws protecting students
b. Decision-making and choice making
c. Problem solving and decision-making
d. Goal setting and self-instruction

12. Which term emphasizes that students' success in the general education class hinges on the provision of appropriate supports.

a. Scaffolding
b. Least Restrictive Environment
c. Inclusion
d. Supported Education

13. Which of the following is the most accurate statement about evidence-based interventions for students with disabilities?

a. Interventions include those that provide immediate and guaranteed results.
b. Instruction is systematic, explicit and intensive.
c. Interventions are layered to meet student needs.
d. Instruction is proactive rather than reactive.

14. According to the text, teachers must develop _____ of students who are showing up in our schools today.

a. validated research to the needs of a diverse group
b. logic and efficiency to the needs of a diverse group
c. sensitivity to the needs of a diverse group
d. choice making, to become advocates of a diverse group

15. The text explains that to be a change agent, special education teachers require:

a. an appropriate curriculum for students with disabilities.
b. the importance of student transitional needs.
c. limited use for curriculum design
d. question whether their own and others' actions best benefit students

Short Answer Questions

16. Why is the term "high incidence" more preferable to mild disabilities for some of those in the field of special education?

17. Discuss the role of the teacher as a professional.

18. Successful programs for students with special needs is based on universal design for learning

(UDL). Discuss.

Essay Questions

19. Describe the various types of transition that students encounter.

20. Standards-based education is an important part public education. Discuss three reasons why standards-based education is important.

Chapter Two: Foundations of Effective Instruction

Multiple Choice Questions

1. A key component of teacher effectiveness includes:

   a. the undertaking of weekly reviews.
   b. keeping parents involved as much as possible.
   c. the provision of guided and independent practice to students.
   d. the learning student achieves.

2. Where might one find the explicit curriculum?

   a. Teacher lesson plans
   b. School documents
   c. State standards and school district curriculum guidelines
   d. Educational research

3. All the following are components of an IEP *except:*

   a. description of child's cultural background.
   b. projected date for the beginning of the services and modifications.
   c. explanation of how the child's parents will be regularly informed of their child's progress.
   d. statement of the child's present level of academic achievement.

4. Research has shown the value of the comprehensive curriculum for students with special needs. Which of the following is a proven reality, further justifying the need for comprehensive curriculum for students with disabilities?

   a. Many students in special education are not being adequately prepared for adulthood.
   b. Educational programs tend to focus on academic needs only.
   c. The comprehensive curriculum currently exists only at the elementary school level.
   d. Teachers are overusing anecdotal reports as a substitute for the comprehensive curriculum.

5. Which step of the PURPOSE approach to learning requires teachers to review each component of skill's task analysis?

   a. Prepare the student to learn the skill
   b. Understand the skill steps
   c. Rehearse the skill
   d. Perform a self-check

6. Student-directed learning is an important component of effective instruction because:

a. Teacher's methods aren't always guaranteed to work.
b. Students must become independent learners and take responsibility for their own learning.
c. It is a requirement of high stakes assessment protocols.
d. It shows teachers are paying attention to empirically-based research.

7. Why is goal planning an important skill to teach?

a. It helps the student clarify behaviorally what is required of them to achieve their goal.
b. It identifies what the student wants to do.
c. Because researchers say it is.
d. It determines the reward system that the teacher will use.

8. Shortening assignments, changing assessment criteria, and providing extra time are examples of:

a. assignment adaptations.
b. alternative technology.
c. homework adjustments.
d. testing adaptations.

9. Which of the following is *not* a component of problem-based learning?

a. Exploration of topics
b. Choosing a topic
c. Cooperative learning
d. Self- management

10. Which of the following strategies involve a teacher modeling a learning-related process by talking through the steps of a task to reach a specific conclusion?

a. Problem-based learning
b. Peer tutoring
c. Scaffolding
d. Cooperative learning

11. Which of the following can be used to provide effective grading interventions?

a. Assistive technology
b. Use of portfolios
c. Personalized grading plans
d. Use of checklists

12. Self-monitoring, self-instruction, self-evaluation, and self-reinforcement are components of:

a. Teacher-directed instruction
b. Student-directed learning
c. Problem-based learning
d. Self-regulation

13. Any type of material that requires reading as a primary source of information is known as:

a. textual materials.
b. content enhancement.
c. learning strategies.
d. graphic organizers.

14. The IEP is the primary document which outlines all of the following *except:*

a. transitional planning.
b. vocational assignment.
c. placement.
d. specific plans for services.

15. Which is an example of peer mediated learning?

a. PURPOSE
b. Universal Design for Learning
c. Personalized Grading Plans
d. PALS

16. One of the major motivations for designing and implementing adaptations for students with disabilities is:

a. teachers making their jobs easier for themselves.
b. lowering of standards and expectations for students with learning disabilities.
c. it boosts scores and results for high stakes assessment statistics.
d. lack of motivation to learn caused by lack of understanding of content.

17. What instructional adaptation includes consultative arrangements, additional help from special educators and sharing of teaching assistants?

a. Instructional planning
b. Cooperative teaching
c. Assistive technology
d. Personalized grading plans

18. Which of the following is characterized by dividing the physical classroom arrangement into sections, separating course content and class work into distinct lessons, and assigning students to separate groups?

    a. One teaching and one assisting
    b. Station teaching
    c. Parallel teaching
    d. Alternative leading

19. A reward system is a subskill of:

    a. problem-based learning.
    b. teacher-directed learning.
    c. cooperative learning.
    d. self-management.

20. Students who can successfully demonstrate competence in using learning strategies have a higher chance of:

    a. receiving more adaptations to their curriculum.
    b. learning in a more self-regulated and in an independent manner.
    c. being peer tutors.
    d. studying a more functionally based curriculum.

21. Which of the following actions show that a teacher is utilizing culturally responsive instruction?

    a. Teacher is knowledgeable about several cultures.
    b. Teacher utilizes a wide range of teaching materials.
    c. Teacher uses a variety of instructional techniques that cater to cultural learning needs, preferences, and communication styles of students.
    d. Teaching explicitly outlines all assignments.

22. What should teachers focus on in providing the success of students with disabilities in terms of access to the general curriculum?

    a. Instructional planning
    b. Learning strategies
    c. Classroom adaptations
    d. Cooperative learning

23. Choose the teacher-directed instruction that engages teachers in the instructional method.

    a. Social constructivist
    b. Direct Instruction
    c. Whole Language

    d. Language for learning

24. Functional academics, daily, and community living skills, and transition-related skills are definitive components of:

    a. vocational training.
    b. life skills curriculum.
    c. apprenticeship.
    d. an IEP.

25. Which strategy analyzes the curriculum and generates instructional units and lesson plans to promote academic engagement?

    a. Content enhancement
    b. Academic skills remediation
    c. Tutorial instruction
    d. Academic content mastery

Short Answer Questions

26. Describe three main purposes of IEPs.

27. What is student-directed learning and how does it encourage students to become independent learners?

28. Why is it important to incorporate technology in the inclusive classroom?

Essay Questions

29. Teachers, especially special education teachers, should be able to interpret the functionality of grade-level standards. Discuss.

30. Using at least two examples, explain why peer-mediated strategies may be helpful to students with disabilities.