

Instructor's Manual

Strategies for Teaching Students With Special Needs: Methods and Techniques for Classroom Instruction

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Answer Key

Questions Prepared by Instructor

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Chapter 1

Mainstreaming and Inclusion Movements

Objectives

After studying this chapter, you will be able to:

1. Describe the event that led to the mainstream movement.
2. Describe two of the most dominant reform trends that have been directed toward achieving social and academic integration of students with disabilities.
3. List and explain five factors that contributed to the inclusion movement.
4. Define the principle of normalization and describe its role in the mainstream movement.
5. Explain how the practice of labeling emerged and list the subsequent resulting traditional special education categories.
6. Describe the rationale that led to and the purpose of labeling in special education.
7. Explain the negative effect labeling has had on children.

Special Projects

1. Contact your local school district to find out the history of inclusion in your area. Trace the history by researching the types of special education programs offered and when they were started. Also, find out what programs were discontinued. You might look at funding patterns as well as provide simple time lines.
2. Identify parent and other advocacy groups in your local district. Find out the goals and objectives of each group and describe how these groups have influenced your local education agency (LEA). Identify the current role of these groups as related to inclusion activities.
3. Write to local members of Congress and ask them to define their position on mainstreaming or inclusion. Ask them to provide you with a state legislative history, including passed and unpassed bills or laws, of either mainstream education or special education in general.

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- a. collaboration
- b. inclusion
- c. Individuals With Disabilities Education Act (IDEA)
- d. least restrictive environment (LRE)
- e. mainstream
- f. normalization
- g. regular education initiative (REI)
- h. trait theory

- _____ 1. A law passed in 1990 to revise and update the Education for All Handicapped Children Act
- _____ 2. Behavior explained in terms of characteristics considered relatively consistent across all situations
- _____ 3. An effort to combine general education and special education into one system
- _____ 4. A term referring to a need for special and general educators to work more closely, especially in communicating about children with special needs
- _____ 5. Refers to the educational setting that is as much like that of the “mainstream” school environment as is appropriate for a child’s needs
- _____ 6. The practice of education of children with disabilities in general education
- _____ 7. An ideology that has been emphasized as a principle of human service; addresses the provisions of a normal life style for persons with disabilities
- _____ 8. A term used to describe the integration of students with disabilities into general education classrooms

Key Points

1. The mainstream movement began with the passage of the Education for All Handicapped Children Act (PL 94-142). Describe what this act did for children with disabilities.

2. Describe at least two significant reforms in special education that have resulted from the Education for All Handicapped Children Act.

3. Name four factors that have contributed to the inclusion movement.
 - a.
 - b.
 - c.
 - d.

4. List and provide the various definitions of the term *inclusion*.

5. List and describe three things to which students with disabilities need to be exposed to benefit from the general education curriculum.
 - a.
 - b.
 - c.

6. Describe teacher-related factors that influence the education of students in general education settings. Include concepts related to teacher training in your discussion.

7. Students with disabilities who are educated in general education classrooms will require accommodations in their IEP or through their 504 plan to be successful. List three examples of accommodations for these students.
 - a.
 - b.
 - c.

8. The practice of labeling special populations grew out of the belief that if we educate children whose needs are _____, we can be more effective in our _____.
9. The text notes that labeling children may lead to serious problems. Complete the following statements:
 - a. Labels may apply _____ connotations to children.
 - b. _____ toward the children may result.
 - c. _____ of the child may result.
 - d. The label may attribute a whole set of _____ to the child.
10. Describe factors that may influence the overidentification of students with disabilities.

Multiple Choice

1. Officially, the exodus of many children with disabilities from special classes began with
 - a. mainstreaming.
 - b. deinstitutionalization.
 - c. the passage of PL 94-142.
 - d. normalization.

2. According to PL 94-142, children with disabilities must be placed in the
 - a. general education classroom.
 - b. self-contained classroom.
 - c. resource classroom.
 - d. least restrictive environment.

3. The group of children taught in an inclusion room are
 - a. heterogeneous.
 - b. homogeneous.
 - c. handicapped.
 - d. normal.

4. If Ms. Johnson desired to apply the normalization principle in her community-based home, she could
 - a. have birthday parties.
 - b. have picnics with other handicapped individuals in the community.
 - c. take the clients shopping for stylish clothes.
 - d. both a and c.

5. The normalization principle suggests that individuals with disabilities be
 - a. segregated from society.
 - b. integrated into society.
 - c. taken out of all institutions.
 - d. educated in the least restrictive environment.

6. Research has revealed that children with disabilities in special classes
 - a. benefit from special class instruction.
 - b. have superior academic skills when compared to children in general education classrooms.
 - c. do not acquire superior skills to those children with disabilities receiving instruction in the general education classroom.
 - d. have emotional scars from being segregated from other children.

7. Public schools can ensure that many special students receive an appropriate education in the general education classroom by
 - a. segregating the students with disabilities from the students without disabilities.
 - b. improving the self-concepts of the students with disabilities.

- c. improving the educational flexibility of general education classrooms.
 - d. eliminating special classrooms.
8. The rate at which children with disabilities are being included in the general education settings is
- a. appropriate.
 - b. debatable.
 - c. too slow.
 - d. too rapid.
9. The practice of labeling special populations grew out of the belief that if we educate children whose needs are similar
- a. we can be more effective in our instruction.
 - b. we can teach each child exactly the same.
 - c. we will be able to identify children with mental retardation.
 - d. we can include them into the general education classrooms.
10. The need for labeling children with disabilities diminishes
- a. as we spend less time identifying children with disabilities.
 - b. as classroom instruction becomes more skill oriented.
 - c. as classrooms become more homogeneous.
 - d. as classification techniques improve.
11. The major purpose of labels and categorization of children is to provide information that can be used in the
- a. homes of the children.
 - b. medical care of the children.
 - c. placement of the children in general education classrooms.
 - d. education of the children.
12. Studies suggest that the education of children with disabilities in the general education setting is
- a. affected by the type of education experiences teachers have had with children with disabilities.
 - b. receiving widespread acceptance.
 - c. positively facilitated by immersion.
 - d. strongly assisted by short one-day inservices.
13. When labels with negative connotations are applied to children
- a. expectations are set.
 - b. rejection of the child generally results.
 - c. prejudice of the child occurs.
 - d. all of the above.
14. The most productive way to organize a classroom is
- a. based on the skills of the children.

- b. based on the labels of the children.
 - c. to utilize the normalization principle.
 - d. to include all of the special needs children.
15. Ms. Taylor has discovered one of her new students has been labeled mildly mentally retarded. Being a concerned teacher, Ms. Taylor immediately researches mental retardation. Without realizing it, Ms. Taylor has
- a. done the most appropriate thing.
 - b. set expectations for her student based on her research of children with mental retardation.
 - c. violated PL 94-142.
 - d. completed the first step in designing an individualized program for her student.
16. Mr. Hopkins runs a community-based home for adults with mental retardation. At his home everyone participated in activities within the community. They also wear age-appropriate clothing that they pick out, which allows them to easily integrate into the community. This is an example of
- a. PL 94-142.
 - b. mainstreaming.
 - c. the normalization principle.
 - d. desegregation.
17. Mr. Dawson argues that children with disabilities must be separated from children without disabilities to enhance the lives of the children with disabilities. He also believes that children with disabilities will develop better self-concepts if they are placed in homogeneous classrooms. Mr. Dawson is
- a. an advocate of segregation.
 - b. an opponent of mainstreaming.
 - c. violating PL 94-142.
 - d. an advocate of normalization.
18. While many eligibility categories comprise disabilities considered mild to moderate, the largest subgroups by far is
- a. specific learning disabilities.
 - b. mentally handicapped.
 - c. emotionally disturbed.
 - d. behaviorally disordered.
19. The philosophy of inclusion sends the message that
- a. children with mild disabilities are welcome in the general education setting for all of the day.
 - b. not all children are accepted in the general education setting.
 - c. all persons are valued equally in this society.
 - d. all children with disabilities should be included in special education.

20. The Special Education Director in the Pillsbury Unified School District spends a large amount of time grouping children into homogenous classrooms. Based on this fact, she probably believes that
- skill-oriented classrooms are most effective.
 - ability grouping promotes individualized learning.
 - labeling children is unnecessary.
 - effective instruction depends on the abilities of the teacher.
21. Mrs. Owen is a special education teacher in a self-contained classroom for children with severe disabilities. To ensure she meets the needs of all her students, she should organize her classroom based on the
- labels of the children.
 - individual skill needs of the children.
 - similar needs of the children.
 - mental ages of the children.
22. Mrs. Smith prides herself on the fact that she has five mainstreamed students in her general education classroom. All five students participate in reading and math in her classroom in their own group. What has Mrs. Smith forgotten?
- Segregating children with disabilities from normal children may increase negative self-concepts.
 - Ability grouping does not promote individualized learning.
 - Special students should be mainstreamed for nonacademic subjects only.
 - Both a and b.

Chapter 2

Children With High-Incidence Disabilities

Objectives

After studying this chapter, you will be able to:

1. Describe the evolution of cross-categorical programming.
2. Differentiate among severity of disability levels.
3. Describe the major characteristics of children with mild disabilities.
4. Compare and contrast the characteristics of children without disabilities to children with mild disabilities.
5. Identify and describe setting accommodations.
6. Identify and describe setting expectations.
7. Describe 5 learning strategies.
8. Discuss the importance of generalization in instruction.

Special Projects

1. Arrange an interview with the director of special education in your district. Discuss the district philosophy related to categorical and cross-categorical classrooms. Find out what types of classes lend themselves to most often to cross-categorical configurations. Pursue the notion of cross-categorical classrooms across levels of disabilities.
2. Observe a general education classroom that includes students with mild disabilities. Make note of learning adaptations made for students and compare and contrast what you observed with learning strategies and adaptations described in your text.
3. Observe students with mild disabilities either in a self-contained or inclusion setting. Make note of student characteristics and compare your observations with characteristics described in your text.

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- a. brain injured
- b. generalization
- c. mental imagery
- d. mnemonic devices
- e. negative reinforcement
- f. reinforcement
- g. spaced reviews
- h. stimulus selection

- _____ 1. Refers to something that makes a behavior more likely to occur in the future
- _____ 2. Practice and drill exercises that are spaced in order to require recall at reasonable intervals after initial learning
- _____ 3. A person with a presumed injury or infraction to the brain that impedes normal development
- _____ 4. A procedure to aid children in organizing information for learning by assisting them to focus beyond the first letter of a term
- _____ 5. A stimulus that, when removed as a consequence of a response, results in an increase or maintenance of that response
- _____ 6. Visual references seen by the mind's eye to increase memory and meaning of material presented or read
- _____ 7. The transfer of skills learned across new settings and formats
- _____ 8. Techniques to aid memory

6. According to the text, there are five factors teachers can include in instruction that will increase learning. List these factors.
 - a.
 - b.
 - c.
 - d.
 - e.

7. Feedback can play a positive or negative role in a child's learning, depending on how the feedback is delivered. Discuss three points a teacher must include when providing functional feedback.
 - a.

 - b.

 - c.

8. Grouping is a method of organizing information often introduced to children with learning problems. Define the four most common methods of groups.
 - a.

 - b.

 - c.

 - d.

9. Drill and practice are techniques used to enhance learning. Describe how the following aspects of drill and practice can be used to strengthen a child's recall ability.
 - a. Prompts and cues

 - b. Spaced review

 - c. Overlearning

10. According to the text, list the three things teachers can do to improve organization for students who exhibit disorganized behavior.
 - a.
 - b.
 - c.

Multiple Choice

1. Treatment of students with intellectual and emotional disabilities began with the child with
 - a. mild disabilities.
 - b. learning disabilities.
 - c. visual impairment.
 - d. extreme severe disabilities.
2. Individualized education led to the era of
 - a. the severely disturbed.
 - b. IEPs.
 - c. learning disabilities.
 - d. segregated institutions.
3. Through the research of Goldstein and Strauss and Werner, it was discovered that
 - a. children with mental disabilities were always brain injured.
 - b. brain injured soldiers were *traumatic dements*.
 - c. individual differences among persons with mental disabilities did exist.
 - d. children were severely disturbed because they were severely retarded.
4. Most students with mild high-incidence disabilities receive services in
 - a. an institution.
 - b. the general education setting.
 - c. at home.
 - d. an EMH room.
5. Children with high-incidence disabilities may have
 - a. low self-esteem.
 - b. academic stress.
 - c. difficulty in social situations.
 - d. all of the above.
6. Which of the following adaptations is an accommodation?
 - a. Highlighting key phrases in a reading assignment
 - b. Setting a grading criterion at 60% accuracy when the rest of the class must have 80% mastery
 - c. Providing an alternate reading assignment at a lower grade level
 - d. All of the above
7. Mary is a child with a mild disability. Her disability was most likely identified
 - a. at school age.
 - b. at birth.
 - c. in preschool.
 - d. as a toddler.

8. Jennifer is a student with a *failure mentality*. The best ways for Ms. Martin to deal with Jennifer's failure expectancy is
 - a. remove possible sources of failure.
 - b. force Jennifer to spend more time on academic subjects.
 - c. use negative reinforcement to increase test scores.
 - d. ignore Jennifer's behavior.

9. Mr. Ryan knows how important feedback is to his students. He tells Matt that his handwriting paper is not acceptable and must be done over. What did Mr. Ryan forget about delivering feedback?
 - a. Providing immediate feedback
 - b. Providing functional feedback
 - c. Providing rules
 - d. Providing for correction of responses

10. Ms. Tyland is a new teacher and knows very little about functional feedback. She hasn't been able to keep up with correcting her students' papers and sometimes hands papers back a week after they were completed. What important aspect of functional feedback is she missing?
 - a. Self-monitoring
 - b. Cross-age tutors
 - c. Overlearning
 - d. Immediate feedback

11. Ms. Carter is very concerned with preserving her students' self-image at all times. Keeping her students' self-image in mind, she corrects their responses by
 - a. repeating the child's correct answers and saying, "good."
 - b. not repeating incorrect answers, but saying, "no," and then giving the correct answer.
 - c. ignoring incorrect answers and focusing only on correct answers.
 - d. both a and b.

12. Melissa is a child with a mild disability. She has problems in reading and especially in tasks requiring memorization. As a concerned teacher, what is a good technique to help Melissa with these tasks?
 - a. Reduce the number of items Melissa must memorize for individual tasks
 - b. Require that Melissa drill and practice memorization tasks an hour each day
 - c. Teach Melissa mnemonic devices to help her memorize
 - d. Don't require Melissa to memorize to preserve her self-image

13. Frank has experienced considerable failure in school and as a result has a very poor attitude when it comes to academic subjects. What might a teacher do to spark some enthusiasm with Frank?
 - a. Make material relevant and meaningful to Frank
 - b. Ease up on Frank in academic areas
 - c. Use punishment to encourage Frank to try new things
 - d. Allow Frank to choose his own subjects to study

14. Mr. Solomon is very frustrated with several of his students. He teaches a concept, immediately requires the students to recall the information, and is then disappointed when the students are unable to recall the information a few days later. What techniques might help these students retain the material?
 - a. Drill and practice
 - b. Spaced review
 - c. Modeling
 - d. Prompting

15. What is the most commonly suggested technique for maintaining a skill?
 - a. Drill and practice
 - b. Spaced review
 - c. Cross-age tutors
 - d. Overlearning

16. Many children with mild disabilities often need adaptation in presentation format such as
 - a. highlighting essential from nonessential information.
 - b. reminding them to try harder.
 - c. asking them to rest for ten minutes.
 - d. having them use recess time to complete unfinished tasks.

17. Whenever Marta tries to recall the short sound of *a* she sees a picture in her head. Marta is using
 - a. Drill and practice
 - b. Mental imagery
 - c. Reinforcement illustration
 - d. Insight visualization

18. In order to facilitate generalization a teacher should
 - a. identify relevant real-life applications of the content.
 - b. vary instructional techniques and materials.
 - c. make sure that the content is mastered.
 - d. all of the above.

Chapter 3

Children With Low-Incidence Disabilities

Objectives

After studying this chapter, you will be able to:

1. Describe the historical and current issues regarding the inclusion of students with low-incidence disabilities.
2. Define and provide examples of differentiated instruction and universal design.
3. Identify characteristics of children with physical disabilities and other health impairments.
4. Describe academic and social provisions for children with physical disabilities in the general education classroom.
5. Discuss self-care for children with physical disabilities in the general education classroom.
6. Discuss techniques for enhancing communication among children with physical disabilities and other members of the general education classroom.
7. Identify characteristics of children with visual impairments (VI).
8. Describe academic and social provisions for children with VI in the general education classroom.
9. Discuss self-care for children with VI in the general education classroom.
10. Discuss techniques for enhancing communication among children with VI and other members of the general education classroom.
11. Identify characteristics of children with hearing impairments (HI).
12. Describe academic and social provisions for children with HI in the general education classroom.
13. Discuss self-care for children with HI in the general education classroom.
14. Discuss techniques for enhancing communication among children with HI and other members of the general education classroom.

Special Projects

1. Select a physical, visual, or auditory disability to research. Review the characteristics. Go to a public place, such as a mall, and do not use or do things that are not accessible for the disability you selected. Make notes on accessibility issues and your reaction to the experience.
2. Interview a parent, a general education teacher, and a person with a sensory disability. Ask each how they feel about the effect of the condition on themselves and on others in the inclusion/mainstream setting.
3. Contact a representative of your local education agency and inquire about the types of services available for students with sensory impairments. Determine whether all services are provided within the district or whether some services must be contracted, and if so, which. What effect does provision of services have on the financial needs of the district, and how does the state assist the district in meeting needs?

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- | | |
|----------------------------|-------------------------------|
| a. albinism | k. gross-motor |
| b. anophthalmos | l. multiple sclerosis |
| c. blindness | m. muscular dystrophy |
| d. cerebral palsy | n. nystagmus |
| e. conductive hearing loss | o. photophobia |
| f. congenital | p. receptive language |
| g. degenerative | q. sensorineural hearing loss |
| h. epilepsy | r. spastic diplegia |
| i. expressive language | s. spina bifida |
| j. fine-motor | t. visual acuity |

- _____ 1. A loss of hearing characterized by obstruction along the sound conduction pathway leading to the inner ear
- _____ 2. A disease of progressive deterioration in which the protective mullein sheath surrounding the nerves degenerates and causes failure in the body's neurological system
- _____ 3. The aspect of communication whereby messages are conveyed verbally, symbolically, or in writing
- _____ 4. An inherited condition that results in a deficiency of pigment in the skin, hair, and iris of the eye
- _____ 5. A condition in which a child is born without normal true eyeballs
- _____ 6. One's ability to see things and to accurately distinguish their characteristics
- _____ 7. A chronic condition of the central nervous system, characterized by periodic seizures accompanied by convulsions of the muscles
- _____ 8. The aspect of communication that involves an individual's reception and comprehension of information from others
- _____ 9. A condition involving impairment in the inner ear or the central nervous system
- _____ 10. A paralysis of the same muscles on both sides of the body.
- _____ 11. Manneristic or stereotypic behaviors

- _____ 12. Refers to large muscle activities
- _____ 13. Refers to skills involving the small muscle groups
- _____ 14. Refers to an extreme sensitivity to and dislike of light
- _____ 15. A breaking down, usually of a progressive nature, of body tissues
- _____ 16. Describes the characteristics in an individual at birth, not limited to hereditary factors
- _____ 17. A hereditary disorder that causes a loss of vitality and progressive deterioration of the body as a result of atrophy
- _____ 18. Continuous involuntary movements of the eyeball
- _____ 19. A congenital malformation characterized by lack of closure of the vertebral column
- _____ 20. A static condition characterized by low muscle control caused by brain damage occurring around the time of birth

Key Points

1. Children with physical disabilities have disorders in three major areas. List them.
 - a.
 - b.
 - c.

2. In order to understand the educational and social needs of a child with physical disabilities, a teacher should ask basic questions of key persons. List eight basic questions that should be asked.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.

3. Mr. Jones has not had much experience with children with physical disabilities and needs assistance in determining the type of accommodations Luanne is going to require in his classroom. In order to ask specific classroom questions for general education classroom participation, Mr. Jones should consider four basic categories. List the four basic categories that should guide his questions.
 - a.
 - b.
 - c.
 - d.

4. For children with physical disabilities, self-care can be divided into the areas of _____, _____, _____, and _____.

5. Justin has cerebral palsy and has difficulty speaking. What four tips might you give to a general education classroom teacher for working with Justin in the area of expressive language?
 - a.
 - b.
 - c.
 - d.

6. In planning for special equipment to accommodate Sharon's gross-motor coordination problems associated with her multiple sclerosis, Mr. Henderson should consult with Sharon's _____.

13. Ms. Olson, an itinerant teacher for persons with hearing impairments, will be working with Ms. Clancy. What general guidelines should Ms. Olson discuss regarding the use of hearing in the classroom?
- a.
 - b.
 - c.
 - d.
 - e.
14. Alicia has expressive language problems as a result of a hearing impairment. As a general education classroom teacher, what should Mr. Rodriguez remember when conducting group discussions that include Alicia?

Multiple Choice

1. Which of the following is NOT a barrier to including students with low-incidence
 - a. The continuum of service model
 - b. Research evidence
 - c. Financial resources
 - d. The stigma of particular low-incidence disability labels
2. Cooperative learning groups are an example of
 - a. incidental learning.
 - b. anticipatory set.
 - c. differentiated instruction.
 - d. universal design.
3. Ms. Rogers has prepared a social studies lesson. She presents her material using graphic organizers, models, and videos so all of her students (those with and those without
 - a. incidental learning.
 - b. anticipatory set.
 - c. differentiated instruction.
 - d. universal design.
4. Tommy has chronic heart problems as the result of a congenital malformation; Lisa has rheumatoid arthritis, a musculoskeletal problem; and Ramon has multiple sclerosis, a disorder of the nervous system. The term used to categorize these conditions is
 - a. crippled.
 - b. multiple handicapped.
 - c. physical disability and other health impaired.
 - d. sensorially impaired.
5. Hugh's ability to move is impaired as a result of cerebral palsy. In reference to his ability to move, the classroom teacher might indicate that Hugh has limited
 - a. orientation.
 - b. perception.
 - c. ambulation.
 - d. mobility.
6. The cafeteria at Meyer Elementary School is located in the basement and Penny is unable to access the cafeteria because of her wheelchair. This particular building structure would be referred to as
 - a. an architectural barrier.
 - b. an architectural provision.
 - c. a management problem.
 - d. an educational barrier.

7. Jennifer uses nonverbal signs to communicate. When she wants to respond in the affirmative, she lowers her head. Her teacher also uses pictures to help Jennifer communicate. These communication alternatives and other such systems refer to the use of
 - a. Rebus symbols.
 - b. lip reading.
 - c. signals.
 - d. sender communication signs.

8. James' medical summary reports that he has retinitis pigmentosa. A categorical definition which includes this condition is
 - a. visual impairment.
 - b. hearing impairment.
 - c. physical disability.
 - d. multiple handicapped.

9. Mr. Horner is a specialized teacher who supports general education classroom instruction. His job title would be that of
 - a. speech and language teacher.
 - b. itinerant teacher.
 - c. elementary teacher.
 - d. special teacher.

10. Sarah's IEP includes procedures in which a child with visual impairment is introduced to the location of work spaces, materials, furniture, and so forth within a room. This procedure is known as
 - a. mobility.
 - b. orientation.
 - c. tracking.
 - d. mediation.

11. Ana has a visual impairment and engages in repetitive behaviors that are age-inappropriate and excessive (e.g., body rocking, light gazing, hand flapping). These behaviors are often referred to as stereotypic behaviors. Another term is
 - a. bruxism.
 - b. peripherisms.
 - c. blindisms.
 - d. photophobia.

12. Ms. Alexander uses a technique that involves focusing Brian's auditory attention by setting up anticipation for what is going to be heard and then comparing what was expected with what is actually heard. Because of Brian's visual impairment, she uses this technique when she wants Brian to attend to auditory information. This technique refers to
 - a. orientation.
 - b. focusing.
 - c. feedback.
 - d. anticipatory set.

13. Alexis has a hearing loss as a result of otitis media and has severe articulation errors of substitution. This type of hearing loss is
 - a. conductive hearing loss.
 - b. medial hearing loss.
 - c. sensorineural hearing loss.
 - d. acoustical hearing loss.

14. Jane's hearing loss is a result of a problem in her inner ear. This type of hearing loss is
 - a. conductive hearing loss.
 - b. medial hearing loss.
 - c. sensori-neural hearing loss.
 - d. acoustical hearing loss.

15. Mr. Stevenson assists Ms. Lyons, Jane's (see question 14) social studies teacher, in developing strategies for teaching concepts from her curriculum that revolve around Jane's level of language development. He also works directly with Jane. Mr. Stevenson's job title would probably be
 - a. language therapist.
 - b. speech and language clinician.
 - c. teacher of the hearing impaired.
 - d. teacher of the visually impaired.

16. Ms. Lund works directly with Jane (see question 14), but does not instruct on curriculum subject matter. She works primarily on remediation of Jane's speech problems. Ms. Lund's job title would be
 - a. itinerant teacher.
 - b. consultant teacher.
 - c. hearing impaired teacher.
 - d. speech and language clinician.

17. Jonathan is a child with a hearing impairment; however, he has some hearing capacity and uses a hearing aid. By using amplification to enhance Jonathan's hearing, Ms. Smith is taking advantage of
 - a. residual hearing.
 - b. distance listening.
 - c. orientation.
 - d. visual access.

18. Mr. Bell is aware that much learning occurs without planning or formal instruction, but as a teacher of persons with hearing impairments, he also realizes that this type of learning is often seriously limited for his students. He encourages the general education classroom teacher to provide opportunities for this type of learning by the informal presentation of materials suitable for children with hearing impairments. This type of learning is
 - a. observational learning.
 - b. incidental learning.

- c. regular feedback.
 - d. formal learning.
19. Ms. Harris draws a smiley face on Belinda's paper and also writes a brief phrase to explain to Belinda why she got a smiley face on her homework. This technique lets Belinda know immediately that she did a good job on her paper and is an example of the use of
- a. self-instruction.
 - b. modeling.
 - c. feedback.
 - d. incidental learning.
20. Cynthia has a hearing impairment and has problems with the ability to receive information through sounds. This refers to a problem in the area of
- a. expressive language.
 - b. receptive language.
 - c. total communication.
 - d. articulation.

Chapter 4

Individualized Education Program: Fact or Fiction?

Objectives

After studying this chapter, you will be able to:

1. Describe the six basic content areas of an individualized education plan (IEP).
2. Describe the role and responsibility of an IEP team member.
3. Distinguish between the use of norm-referenced tests and criterion-referenced tests in the assessment process.
4. Discuss the use of test results in the general education classroom.
5. Describe the use of a curriculum planning grid in the IEP process.
6. Specify general education classroom factors that determine placement of a mainstreamed student.

Special Projects

1. Sit in on a child study team meeting. Record the dynamics of the meeting (e.g., Who did most of the talking? Who made most of the decisions? Who seemed less involved in the process?). Take special note to analyze the roles of the parents.
2. Talk to at least three general education teachers about the IEP process. Have each describe his or her interaction with the special education teachers. Ask them how they feel about their role and whether they think the IEP process and the resultant IEP is beneficial to the students in their classrooms.
3. Compare the content of an IEP written in the fall and then again in the spring for a particular student. Discuss objectives and recommendations and your observations relative to the student's academic and social growth.

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- | | |
|--|---|
| a. achievement tests | m. mean |
| b. ad hoc teams | n. normal curve |
| c. attention-deficit hyperactivity disorder (ADHD) | o. norm-referenced tests |
| d. audiogram | p. percentile scores |
| e. authentic assessments | q. perceptual-motor performance |
| f. behavior intervention plan (BIP) | r. portfolio |
| g. collaboration | s. present levels of educational performance (PLEP) |
| h. criterion-referenced tests | t. screening test |
| i. grade equivalents | u. sensory acuity |
| j. individualized family service plan (IFSP) | v. standard deviation |
| k. individualized education program (IEP) | w. standard scores |
| l. IQ | x. standardization group |
| | y. stanines |
| | z. task analysis |

- _____ 1. A bell shaped curve that is a theoretical reflection of a normal distribution
- _____ 2. The process of breaking down learning tasks into the smallest elements in the proper sequence of instructions
- _____ 3. Special normative group for determining scores on a norm referenced test
- _____ 4. A way of expressing what a particular raw score represents in terms of average school achievement
- _____ 5. A measure that compares an individual's performance to that of a group
- _____ 6. Alternative to standardized test that requires realistic results that are set in real life situations and measure actual performance
- _____ 7. A term used to refer to interaction of the various aspects of perception with motor activity
- _____ 8. Denoting a rank in a distribution at or below which falls the percent of cases indicated by the percentile
- _____ 9. One of the classifications of the DSM-IV system indicating inattention, impulsivity, and hyperactivity

- _____ 10. An alternative to standardized testing that show pupil work and progress, including samples, over a period of time
- _____ 11. A measure of expressing the variability of a set of scores or attributes
- _____ 12. A problem-solving group of professionals who collaborate for a particular immediate objective and purpose
- _____ 13. Designed to measure specific knowledge or content a student has learned
- _____ 14. Refers to accuracy of response to sensory stimuli
- _____ 15. Refers to nine equal segments into which normed standard scores are grouped by rank
- _____ 16. A requirement of PL 94-142 stipulating that a written educational plan must be developed and maintained for each child with a disability
- _____ 17. A general term for referring to transformed scores used to compare an individual's performance to that of a norm group
- _____ 18. The arithmetic average; the sum of all scores divided by the number of scores
- _____ 19. Abbreviated testing procedures conducted to locate children requiring more detailed testing or specialized teaching
- _____ 20. A term referring to a need for special education and general education to work more closely for the good of the child
- _____ 21. A graph of hearing threshold levels as measured by an audiometer
- _____ 22. Instruments designed to measure a person's knowledge, skills, and understanding in a subject matter area
- _____ 23. A report of a child's current behavior and academic performance
- _____ 24. Compares a child's level of information to other children of a similar age, grade, sex, socioeconomic status, and culture
- _____ 25. An individualized plan for children younger than 3 years old
- _____ 26. Describes interventions for students with disabilities who have challenging behaviors

Key Points

1. The IEP format can vary from state to state and from district to district. The content of an IEP, however, must include six basic components. List the six components of the IEP.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

2. The IEP team will be meeting in September to develop Margaret's IEP. List the minimum composition of the IEP team.

3. Raymond is being mainstreamed. Record keeping for Raymond should include three major ingredients. List them.
 - a. Criteria for _____.
 - b. Description of _____ that helped achieve criteria.
 - c. Description of any _____ of teaching between _____.

4. Alicia's present educational performance can be examined in one of two ways. Norm-referenced tests may be used to compare her performance to _____. Criterion-referenced tests may be used to compare her performance to _____.

5. Ms. Hammer can report both grade equivalency scores and percentile scores by comparing performance of an individual child with performance _____.

6. Although group intelligence tests have been thought to be useful in identifying children who are at the extreme ends of a normal distribution of intelligence, the results must be interpreted carefully. List three drawbacks of the group intelligence test for identification of children who may have disabilities.
 - a.
 - b.
 - c.

7. Mr. Kruger will be using the results of criterion-referenced tests to plan his students' specific programs. List three basic uses of CRTs that he can take advantage of in his planning.
 - a.
 - b.
 - c.

8. Ms. Lyons will be conducting Stuart's IEP meeting. In order to find a common basis for decision making, she will follow four guidelines. Complete the following statements that represent the guidelines.
- a. Examine the student's _____ levels of _____.
 - b. Examine areas in which the student's performance is _____.
 - c. Determine which areas are thought to be of _____ by each team member.
 - d. Determine the _____ or _____ required for the instructional setting.
9. The Orlando School District provides a continuum of placement options to meet the needs of children with disabilities. List five placement options that are most likely in effect at Orlando which involve the general education classroom.
- a.
 - b.
 - c.
 - d.
 - e.

Multiple Choice

1. The IEP can be considered the cornerstone of
 - a. the educational process.
 - b. assessment.
 - c. inclusion.
 - d. the placement process.
2. Which of the following is NOT a type of IEP?
 - a. Initial
 - b. Annual
 - c. Interim
 - d. None of the above
3. Which of the following individuals would not be considered a regular participant at an IEP meeting?
 - a. School district representative
 - b. Child's teacher
 - c. School psychologist
 - d. Neurologist
 - e. One or both parents
4. Which of the following tests would Mr. Maher use to compare Willy's performance to specific objectives?
 - a. Criterion-referenced tests
 - b. Norm referenced tests
 - c. Intelligence tests
 - d. Academic achievement tests
 - e. Specialized normative tests
5. The transformation of a raw score to a set of scores which always has the same mean and the same standard deviation refers to
 - a. grade equivalents.
 - b. standard scores.
 - c. percentile scores.
 - d. all of the above.
6. The mean is obtained by
 - a. subtracting the individual score from the number correct.
 - b. adding all the scores obtained by people in the norm group and then dividing this sum by the number of people in the norm group.
 - c. dividing the standard deviation by the test error.
 - d. adding all the correct scores together and dividing by the number of incorrect scores.

7. If the mean score for the norm group is 60 and the value of the standard deviation is 10, what would May's score be if it were one standard deviation above the mean?
 - a. 16
 - b. 70
 - c. 40
 - d. 50
 - e. 6

8. In constructing a norm-referenced test, what percentage of the normative group should earn scores in the interval between +1 and -1 standard deviation from the mean?
 - a. 13%
 - b. 100%
 - c. 95%
 - d. 68%

9. Mr. Jackson is administering a group intelligence test. In addition to careful interpretation, the results should be used primarily
 - a. for making decisions on placement in special classes.
 - b. as a screening instrument.
 - c. for diagnosis of a specific learning problem.
 - d. for categorizing students with mental retardation or learning disabilities.

10. The WISC-R and Stanford Binet are examples of
 - a. criterion-referenced tests.
 - b. group intelligence tests.
 - c. individual intelligence tests.
 - d. specialized normative tests.

11. Which of the following statements about intelligence is NOT true?
 - a. Reliance on intelligence tests for placement is diminishing.
 - b. For teaching, an IQ measure is functionally useless.
 - c. Group intelligence tests have been designed as screening instruments.
 - d. Most group intelligence tests intended for use with children in the fourth grade and up do not require reading ability.

12. Which of the following tests is NOT an example of a specialized normative test?
 - a. Leiter International Performance Scale
 - b. California Test of Mental Maturity
 - c. Blind Learning Aptitude Test
 - d. Snellen E Test

13. Testing that involves analyzing a test, item by item, and describing a student's results in terms of some expected level of performance refers to
 - a. norm-referenced testing.
 - b. specialized normative testing.
 - c. criterion-referenced testing.

- d. group intelligence testing.
14. Which of the following statement is NOT true about criterion referenced testing?
- a. Each test item can be reworded as a specific behavioral objective.
 - b. Results from a CRT can provide information concerning where a child can succeed in a particular sequence of skills.
 - c. Criterion-referenced tests should be used only for screening and not program planning.
 - d. Criterion-referenced tests are commonly used to identify specific instructional needs.
15. Which of the following should be considered by the IEP team in determining priorities?
- a. The student's present level of performance
 - b. The areas in which the student's performance is inadequate
 - c. The areas thought to be of highest priority by each team member
 - d. The demands of prerequisite skills required for the instructional setting
 - e. All of the above
16. The process of breaking goals and objectives into subobjectives or subtasks is called
- a. objective infusion.
 - b. normative evaluation.
 - c. task analysis.
 - d. sequencing.
17. One major difference between instruction in a general education class and instruction in a special class is the _____ of subtasks written in a task analysis.
- a. specificity
 - b. frequency
 - c. evaluation
 - d. sequential matching
18. Which of the following statements is NOT true of task analysis?
- a. Sequencing is an important consideration of task analysis.
 - b. It is important to include only essential subtasks in writing a task analysis.
 - c. The number of subtasks written in a task analysis should not vary between a general education class and instruction in a special class.
 - d. Subtasks in a sequence are not always dependent upon acquisition of a preceding subtask.
19. Which of the following is NOT a factor in determining the placement of a mainstreamed child?
- a. The proximity of the general education classroom to the resource room
 - b. The skills of the general education teacher
 - c. The demands of the general education classroom environment
 - d. The availability of special services
20. The general education classroom teacher is NOT expected to have primary responsibility for the education of a mainstreamed child in a

- a. general education classroom with resource room help.
 - b. general education classroom with assistance by itinerant specialist.
 - c. special education classroom.
 - d. general education classroom plus part-time special class.
21. The purpose of an annual review planning conference is to
- a. get the signature of the parents on the IEP.
 - b. discuss purchase of new materials for the classroom.
 - c. show the district administrators the IEP.
 - d. assess the degree to which the IEP is meeting the student's needs.

Chapter 5

Informal Assessment

Objectives

After studying this chapter, you will be able to:

1. Describe the purposes and benefits of informal assessments.
2. Compare and contrast the appropriate uses of informal assessments versus standardized testing.
3. Discuss best practices for conferencing with parents and students.
4. Describe the PEPSI model and its underlying philosophies.
5. Identify and describe typical classroom assessments.
6. Identify and describe performance assessments.

Special Projects

1. Interview a special education teacher and a general education teacher regarding informal assessments. Have the teachers describe the informal assessments they use and how they use results to make instructional decisions.
2. Review a set of classroom portfolios. Analyze the components based on student-centered versus teacher-centered purposes as well as types of work samples included.
3. Observe a set of parent conferences. Take notes and compare and contrast your observations with best practices described in the text.

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- | | |
|--------------------------------------|--|
| a. anecdotal record | l. PEPSI model |
| b. assessment | m. performance measures |
| c. authentic assessment | n. portfolio assessment |
| d. classroom-based measure | o. student-centered portfolio assessment |
| e. critical reflection | p. teacher-centered portfolio assessment |
| f. event sampling | q. testing |
| g. formative assessment | r. time sampling |
| h. global tests | s. work product assessment |
| i. informal assessment | |
| j. informal tests | |
| k. normative or standardized testing | |

- _____ 1. Used to monitor class work in progress and can include probes, error analysis, and work samples
- _____ 2. Assesses students based on instructional objectives of the class
- _____ 3. Used in assessment to consider the whole child based on five areas of developmental milestones
- _____ 4. Measures a student's ability to carry out behaviors according to a prescribed set of expectations
- _____ 5. A collection of student work samples used to document achievement, which usually includes samples the student chooses
- _____ 6. Refers to a collection of information about what does and does not work with students that is used to make educational decisions
- _____ 7. Collections of student work samples that can also include reflections and observations
- _____ 8. Provides information on how students are thinking out solutions
- _____ 9. A collection of student work samples selected for specific purposes, which also includes an observation section
- _____ 10. Used to determine a student's ability on specific tasks, skills, or content

- _____ 11. Provides a standard for comparing students' skills
- _____ 12. Includes samples of student assignments, skill tests, projects, and original artwork
- _____ 13. Provides general information about performance
- _____ 14. A written narrative used to keep track of student social, emotional, physical, aesthetic, and cognitive progress
- _____ 15. Teacher-made assessments that are given as deemed appropriate and feasible by the teacher
- _____ 16. Used to observe and document behaviors over a short period of time
- _____ 17. Allows students to demonstrate understanding through projects and activities
- _____ 18. Includes the identification of assumptions governing others' actions, questioning the meaning of assumptions, and developing ideas about the underlying reason for the actions
- _____ 19. Used to document behaviors by recording information about the behavior (may include what happened before and what happened after) and is appropriate for keeping track of social interactions

Key Points

1. Informal assessments can include probes, error analysis, work samples, and checklists. List the three main advantages of informal assessments.
 - a.
 - b.
 - c.
2. When inclusion teachers find something a student cannot do, they must regard it as a _____ rather than a _____.
3. Ms. Janes is preparing to use informal and standardized testing results. Describe the appropriate conclusions/uses for each type of test.
 - a. informal tests

 - b. standardized tests
4. John's teacher is using anecdotal records to document observations about him. List 4 things that the teacher will likely include in the record.
 - a. Strings of single _____, limited to a single _____
 - b. Description of the _____ in which the incident occurs so that the meaning of the _____ can be _____
 - c. _____ descriptions of the incident
 - d. Separate section for describing one's _____ about the anecdote
5. Mr. Clumpner is preparing for parent conferences. List at least four things he can do to get the most out of discussions with parents.
 - a.
 - b.
 - c.
 - d.
6. Mr. Clumpner plans on utilizing student conferences this year. He wants to make sure he is listening during these conferences and really hears what his students have to say. List at least four things he can do to get the most out of his student conferences.
 - a.
 - b.
 - c.
 - d.
7. List the five areas of the PEPSI model.
 - a.
 - b.

- c.
- d.
- e.

8. Ms. Jones uses quizzes to assess her students. She also uses strategies to help her students successfully prepare for the quizzes. Describe four strategies Ms. Jones should incorporate to help her students prepare for the quizzes.

- a.
- b.
- c.
- d.

9. Portfolio assessment is an _____ process that captures the accomplishments of students. Portfolios can be _____ -centered or _____ -centered. Most portfolios include student _____ and _____ components.

Multiple Choice

1. Which of the following statements is NOT true?
 - a. Normative tests provide an overview.
 - b. Informal tests provide details about individual students.
 - c. Teachers should make decisions about instruction based solely on normative test results.
 - d. Inclusion teachers should utilize a microscopic view of all students.
2. Ms. Reagan continuously observes her students to check their understanding by paying attention to their levels of concentration, their ease of completing tasks, and errors. Ms. Reagan is using
 - a. assessment.
 - b. testing.
 - c. portfolios.
 - d. none of the above.
3. Mr. Maher wants to check his students' understanding of a recent lesson on regrouping. He checks his students' homework and analyzes them for errors. He finds that five students need to be retaught the carrying component of regrouping. Mr. Maher used which of the following:
 - a. Portfolios
 - b. Normative tests
 - c. Informal assessments
 - d. None of the above
4. Ms. Reagan has a student in her class who is having difficulty during parts of the school day. Ms. Regan decides she will document what is happening using anecdotal records. Which of the following is an example of an anecdotal record?
 - a. During independent reading time, Johnny got out his library book. He also got out a piece of paper and drew on it instead of reading his book.
 - b. During social studies, the class members took turns reading paragraphs from the text. Johnny put his head down during the activity and did not respond when it was his turn to read.
 - c. I think I need to evaluate Johnny's reading skills.
 - d. All of the above.
5. Which of the following is NOT true about parent conferences?
 - a. Parent conferences are a good way to get information about the parent's perspective on their child.
 - b. A teacher should be friendly with parents during conferences.
 - c. During a good conference, the teacher does most of the talking.
 - d. During a conference, the teacher should ask parents for explanations about what the child is doing.
6. Which of the following are benefits of observation?

- a. Can occur at any time or place
 - b. Can provide information about what a student has learned
 - c. Can provide information about which activities will benefit students most
 - d. All of the above
 - e. None of the above
7. The PEPSI model is used to
- a. understand the preferences of students.
 - b. compare a child's development to typical development.
 - c. sell PEPSI.
 - d. a and b.
 - e. none of the above.
8. Mr. Clark has decided to use developmental screening with one of his students. He has just learned about developmental screening and the philosophies behind it. Which of the following is NOT true regarding developmental screenings?
- a. Developmental screenings are human-centered in their focus.
 - b. The procedure is informal.
 - c. It is used to diagnose disabilities.
 - d. The process is flexible and can be adjusted to meet teacher needs.
9. After administering the developmental screening, Mr. Clark has noted that his student falls within the normal criteria on philosophical and intellectual domains, fell slightly below the normal criteria on social and emotional domains, and was above the normal criteria on the physical domain. Based on these results, Mr. Clark can conclude that
- a. his student probably has a social and emotional disability.
 - b. his student is gifted in the area of physical ability.
 - c. his student is most likely typically developing.
 - d. a and b.
10. Mr. Clark wants to help his fifth grade student develop social and emotional domains. Mr. Clark can
- a. encourage group memberships.
 - b. encourage engagement in hobbies.
 - c. consistently use praise.
 - d. all of the above.
11. Ms. Jackson wants to teach students, not subjects. She plans on taking advantage of opportunities to learn more about how she can best teach her students through informal assessments. Which of the following is not an opportunity for an informal assessment?
- a. Haley said "no" when Ms. Jackson asked to her read a passage on rainbows.
 - b. Jason said he couldn't do his work when he was given an essay to write.
 - c. Janet expressed discouragement when given a science project.
 - d. All of the above.
 - e. None of the above.

12. Which of the following is NOT an example of a testing adaptation?
- Providing extra-large print to an entire class of students with typical vision
 - Providing a word bank for fill-in-the-blank questions
 - Highlighting directions and key words
 - Using carrels to minimize distractions
13. Ms. Jackson uses tests in her classroom to measure student learning. She has several students with slower processing rates in her class. Which of the following types of test questions are more likely to demonstrate true knowledge for these students?
- Multiple-choice and fill-in-the blanks
 - Matching, multiple-choice, and true false
 - Essays
 - Short answers and completions
14. Which of the following is NOT another name for performance assessments?
- Alternative assessments
 - Direct assessments
 - Authentic assessments
 - Portfolio assessments
15. Portfolio assessment is an example of
- a normative assessment.
 - a developmental assessment.
 - a performance assessment.
 - a rubric.
16. Mr. Ray plans on using portfolios this year for his class. Which of the following is NOT a general guideline he should consider when creating the portfolios?
- Start collecting work samples early to show greater growth over time.
 - Involve parents in the selection of work samples.
 - Select a variety of types of work samples.
 - Involve students in the process of selecting work samples to include in the portfolio.
17. In student-centered portfolios, the students can use which of the following questions to guide their selection of work samples to include:
- What, if anything, would you do to improve the quality of the work?
 - What did you learn from completing this piece of work?
 - What did you need to do to complete this piece of work?
 - All of the above.
 - a and b only.
18. Which of the following statements is NOT a benefit of student-centered portfolio assessment?
- Provides information that can be used in a normative assessment
 - Provides concrete evidence of student growth and progress
 - Provides students with accountability for their work

d. Provides students with a sense of empowerment

Chapter 6

Classroom Management: Building Schedules, Routines, and Instruction Formats

Objectives

After studying this chapter, you will be able to:

1. Describe four principles of good instruction that should be considered when setting up a classroom system.
2. Describe the key to “reducing the extraneous.”
3. List three guidelines for choosing essential information in content areas.
4. Name and describe three areas teachers must consolidate to be effective teachers.
5. List and describe four steps to organizing classroom teaching time.
6. Explain how to set up an effective cross-age or peer tutoring program.
7. List and describe four considerations a teacher should take into account when developing a time management system.
8. Discuss the use of delegation, including the concepts of collegial delegation and technological delegation.

Special Projects

1. Observe implementation of three or four general education classroom daily schedules. Based on a consolidation of the three (or four) routines, design the best and most realistic routine for either a class period, such as reading, or the whole day, which would be your ideal for including any type of student with a disability.
2. Given a real setting, design a schedule/routine which utilizes peer or cross-age tutoring for both mainstreamed and non-mainstreamed students. Ask a general education and special classroom teacher to critique your plan relative to their class organization.
3. Based on either your own personal materials or the materials of an established teacher, develop an organizational system. Start with a materials inventory and then create a file system.

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- a. buddy system
- b. daily log
- c. materials inventory
- d. peer tutoring
- e. time management
- f. transition time

- _____ 1. Involves consolidation, filing by objectives, and matching materials to the skill level of the children
- _____ 2. Time between subjects or activities
- _____ 3. A type of tutoring that allows a friend to help another friend
- _____ 4. A device that allows teachers to keep track of time increments for teaching and managing classroom time
- _____ 5. Academic assistance given to a student by another student of approximately the same grade or age
- _____ 6. System to examine hours available and plan activities to cover material appropriately in the time available

Key Points

1. Ms. Standish and her class of 35 students are in desperate need of an organized plan of attack to design an efficient classroom. List three parts Ms. Standish must include in her plan.
 - a.
 - b.
 - c.
2. To reduce the extraneous, the general education classroom teacher must have a clear and definite vision of what she or he wants to teach. Name the key to reducing the extraneous and describe how this key is used.
3. Mr. Garzon realizes that he must include only essential terms and concepts in his social studies instruction. Fill in the blanks below to list the three guidelines he should use to do this.
 - a. Is the term or concept one that will recur throughout the _____?
 - b. Is the term, concept, or unit one that will recur in other _____
_____?
 - c. Is the term, concept, or unit one that will recur in more _____?
4. Consolidation is important to the success and effectiveness of any teacher. Fill in the blanks below to list three areas that should be consolidated.
 - a. Consolidate the number of _____ you teach.
 - b. Consolidate the way you use your _____.
 - c. Consolidate the way you manage your _____.
5. Mr. Avanti wishes to organize his teaching time but is not sure what to do first. List four steps he could take to be sure he is making full use of all his teaching time.
 - a.
 - b.
 - c.
 - d.
6. Mr. Gail has decided to use the art of delegation to make better use of his teaching time. He has no problems delegating logistical tasks but becomes uneasy when it comes to delegating instructional tasks. Name and describe one way he can comfortably delegate instructional tasks.

7. Ms. Turner has decided to utilize a peer tutoring program in her classroom. Fill in the blank statements below to assist Ms. Turner in setting up her program.
- Selection of Tutors: Select tutors who either _____ or show _____ in the task.
 - Selection of Tutee: Pick students who _____ to be tutored and be sure the student has enough _____ to work in a one-to-one relationship.
 - Tutor Training: Tutors should be given some systematic training in how to provide _____, _____, and _____ effectively.
8. Ms. Vincent wants to better organize her teaching time. She plans on shifting her focus from physical time to time defined by values and goals. Complete the following questions to help Ms. Vincent assess her value system relative to her students' needs and school's demands.
- What academic and social skills are essential for my students' _____ situation and _____ situation?
 - How do my beliefs correspond to my _____ expectations and my _____ expectations?

Multiple Choice

1. Reducing the extraneous means
 - a. having a definite vision of what to teach.
 - b. recognizing individual differences among students.
 - c. being a decision maker.
 - d. all of the above.
2. Essential information is that information which
 - a. is extraneous.
 - b. should be consolidated.
 - c. must be acquired to learn new information.
 - d. should be considered only in special classrooms.
3. When Ms. Winkler makes the decision to teach reading in small groups, math in large groups, and give John and Melissa individualized instruction in all academic areas, she is proving an example of
 - a. inclusion.
 - b. consolidating students.
 - c. consolidating materials.
 - d. normalization.
4. The consolidation principle takes into account
 - a. both group and individual needs.
 - b. similarities of students.
 - c. differences of students.
 - d. instructional skills of the teacher.
5. Mr. Johnson has been told he will be a more efficient teacher if he consolidates all of the material he has collected over the years. Mr. Johnson is anxious to being so he
 - a. keeps only material that the majority of his students will use.
 - b. neatly stacks all material in his storage cupboard.
 - c. files his material by subject matter and/or objectives.
 - d. files his material alphabetically.
6. When considering time management in the average classroom, a teacher should be most concerned with
 - a. covering all of the material.
 - b. covering only material at the appropriate grade level of that classroom.
 - c. keeping all of the students at the same place.
 - d. appropriate coverage of some material.
7. Ms. Tucker is a first year teacher and trying desperately to be “super teacher.” She takes attendance and lunch count, arranges time for individual instruction for all of her students, and then stays at school until 8:00 every evening in order to correct papers and provide written feedback. She needs someone to tell her about

- a. taking material home from school to work on.
 - b. reducing the extraneous.
 - c. consolidating her materials.
 - d. the art of delegation.
8. The most efficient way to delegate instructional tasks is to
- a. use peer tutoring.
 - b. train a very efficient aide.
 - c. use cross-age tutoring.
 - d. both a and c.
9. When Mr. Stevens begins his peer tutoring program, it is most important that he select a pair of students who
- a. desire to be involved in the program.
 - b. need to develop social interaction skills.
 - c. perform academically the same.
 - d. have the same IQ.
10. Ms. Truman is having a difficult time trying to teach all of the subjects she wishes to cover. She feels she is not covering many of the subjects sufficiently due to lack of time. She should
- a. reduce the extraneous in her curriculum.
 - b. consolidate her students and material.
 - c. group work items that are similar.
 - d. eliminate less worthwhile subjects.
11. Mr. Neals wants to try collegial delegation this school year to consolidate his time. Mr. Neal should
- a. ask other teachers to do things for him.
 - b. ask the principal which teachers have the most free-time to know which teachers to approach for collegial delegation.
 - c. collaborate with other teachers in a way that will provide a trade-off to benefit both teachers.
 - d. all of the above.
12. The first step in developing a checklist or rubric is to
- a. set a measurable goal.
 - b. complete a task analysis.
 - c. identify the state standards that go with the assignment.
 - d. develop a routine.
13. Ms. Reed has one computer in her classroom that can be used for students. She wants to make sure to utilize technology in her classroom. Which of the following is the best way Ms. Reed can make use of the available computer for instruction?
- a. Utilizing groups, Ms. Reed schedules times for students to complete projects on the computer.

- b. Ms. Reed allows the first student finished with a project to practice skills on the computer to fill his or her free time.
 - c. Ms. Reed schedules individual computer time for each of her students throughout the day.
 - d. Ms. Reed has students who are struggling practice skills on the computer during recess.
14. Jake, a nonverbal student in Mr. Cruver's inclusive classroom, uses AAC to communicate. Mr. Cruver wants to help Jake improve his social interactions with his peers. Mr. Cruver starts a bank of phrases that may be useful for Jake's social communication. Mr. Cruver can categorize his collection of phrases into which of the following categories?
- a. Communicating needs
 - b. Keeping social closeness
 - c. Social etiquette
 - d. All of the above
15. Which of the following is NOT true regarding teacher proficiency and technology?
- a. Many teachers feel unprepared or somewhat prepared to use technology in teaching.
 - b. Teachers tend to use power point presentations when developing units.
 - c. Teachers have limited computer skills.
 - d. Computer use in classrooms for instructional purposes is limited.

Chapter 7

Reading Evaluation in Inclusive Settings

Objectives

After studying this chapter, you will be able to:

1. Describe two dominant philosophies of reading pedagogy and the need for a combination of techniques to meet instructional needs of students.
2. List three major characteristics of students with reading problems and of students who are skilled readers.
3. List and describe the four basic components of reading.
4. Provide examples of test items for each of the four basic components of reading.
5. List and provide examples of each of the five major types identified when evaluating reading.
6. Describe and provide examples of how to use an IRI to evaluate the four basic components of reading.
7. Describe special considerations that need to be taken when evaluating reading skills of children in special populations.
8. Discuss how to measure listening comprehension for written material with children who do not yet possess word analysis or word recognition skills.

Special Projects

1. Conduct an item analysis on a reading test administered in an inclusion setting. Group students according to skill need and discuss the mainstreamed students' reading needs relative to non-mainstreamed students' needs.
2. Interview the reading specialist or consultant and the teachers of children with learning disabilities. Compare the types of reading tests and objectives each uses to analyze reading needs.
3. Describe how you would modify a testing situation for a mainstream student who exhibits severe test anxiety. Develop alternatives to traditional paper-and-pencil group test situations.
4. Compare the contents of a primary level basal text with a "Big Book." Analyze the text by type of reading skills presented (i.e., word recognition, word analysis, and comprehension).

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- a. basal reader
- b. comprehension
- c. DIBELS
- d. linguistic approach
- e. phonics
- f. skills-based instruction
- g. whole language instruction
- h. whole word method
- i. word analysis
- j. word recognition

- _____ 1. Instruction once a student's performance level has been established within a sequence of skills
- _____ 2. The teaching of reading involving the structure and semantics of language
- _____ 3. Primary reading series that a school system adopts for use in all elementary and middle grades
- _____ 4. Understanding the meaning of spoken or printed language
- _____ 5. Ability to analyze words not easily identified on sight
- _____ 6. Refers to a person's ability to immediately identify a word
- _____ 7. A method that requires the student to recognize the entire word without further instruction
- _____ 8. A philosophical shift from a basal skill approach to a literature based language approach
- _____ 9. The area of linguistics dealing with speech sounds and their relationship to symbols
- _____ 10. An evaluation tool used to provide quick feedback on student progress in primary-level reading skills

Key Points

1. Define skill-based and whole language philosophies. Describe the positive and negative effects of these two dominant reading philosophies. Include information instructors know about the needs of learners.

2. List three characteristics of students with (a) reading problems and students who are (b) skilled readers.

a. poor readers

b. skilled readers

3. Ms. Tuney is aware of the need to evaluate her students reading skills in order to provide appropriate instruction. List below the four areas she should include in her evaluations.

a.
b.
c.
d.

4. Mr. Carver has decided to evaluate each of his students' reading skills under all of the four reading categories, but he does not wish to use a time consuming reading test. Help Mr. Carver design a short reading test by providing a sample test question for each reading category.

a. Word Analysis

b. Word Recognition

c. Oral Reading

d. Comprehension

5. Ms. Logan plans to use a follow-along sheet to record her students' errors in order to identify specific error patterns. List the five most common errors Ms. Logan will be looking for and provide an example of each.

a.
b.

- c.
 - d.
 - e.
6. The purpose of using classroom materials (e.g., an Informal Reading Inventory) with error analysis is to quickly determine the child's appropriate _____ reading _____ as well as areas for _____ reading _____.
7. Describe how to use an Informal Reading Inventory to evaluate the four components of reading.
- a.
 - b.
 - c.
 - d.
8. The purpose of reading evaluation is to determine the reader's _____ and the _____ of current instruction.
9. Mr. Steward has a student who is blind in his classroom. Although the areas of evaluation in reading are the same for this student, what areas does Mr. Steward need to consider before evaluating this special student?
- a.
 - b.

Multiple Choice

1. Anthony does not read very well. He has a limited knowledge of sounds. According to research findings, Anthony should be encouraged to learn how to
 - a. skip unknown words.
 - b. create his own sound systems.
 - c. guess from context.
 - d. translate sound symbol systems into speech sounds.
2. According to the text, the most effective classroom teachers teach reading using which method(s)?
 - a. Phonics
 - b. Meaning-based
 - c. Top-down and bottom-up
 - d. Whole word and meaning-based
3. Mr. Alvers has a student who seems to decode words very well but has trouble learning the sight words in social studies and science. This student is having trouble with which component of reading?
 - a. Comprehension
 - b. Word recognition
 - c. Word analysis
 - d. Oral reading
4. Jamie has trouble sounding out words as she reads and as a result stumbles over words and reads very slowly. Jamie is having trouble with which component of reading?
 - a. Comprehension
 - b. Word recognition
 - c. Word analysis
 - d. Oral reading
5. When Cindy reads, she reads so smoothly and with such ease that she appears to be a very skilled reader; however, when Cindy is asked a question about what she has read, she is unable to answer accurately. Cindy is having trouble with which component of reading?
 - a. Comprehension
 - b. Word recognition
 - c. Word analysis
 - d. Oral reading
6. Ms. Manion is ready to evaluate a new student in her class in reading. What is the first thing she must identify?
 - a. Oral reading ability
 - b. Frustration level
 - c. Reading attitude
 - d. A skill level

7. Initial screening has revealed that Tim may have some serious reading problems. With this information, what should Tim's teacher do next?
 - a. Refer Tim to special education
 - b. Place Tim in a low reading group
 - c. Administer an IRI
 - d. Place Tim in an intense reading program

8. When Jorge's teacher asks him to read a list of nonsense words, what component of reading is she testing?
 - a. Comprehension
 - b. Word analysis
 - c. Oral reading
 - d. Word recognition

9. Taylor practices reading words from her social studies text in the form of a word list every day. As she masters one word list, her teacher presents her with a new word list. What area of reading is Taylor's teacher hoping to improve through this activity?
 - a. Comprehension
 - b. Word analysis
 - c. Oral reading
 - d. Word recognition

10. Ms. Finch is very concerned with selecting appropriate reading material for all of her students. What two things should she identify in each of her students to ensure appropriate placement for all?
 - a. Level and rate
 - b. Error patterns and level
 - c. Error patterns and rate
 - d. Frustrations and instructional levels

11. The classroom teacher is faced with many choices to help determine reading placement of his or her students. What is the best choice to ensure appropriate placement for each student?
 - a. Place the child in the lowest reading group and go from there
 - b. Test each student using specific standardized diagnostic tests
 - c. Initiate informal testing
 - d. Refer the low readers to special reading groups

12. Tammy's teacher has given her an informal reading inventory. When Tammy leaves out words as she reads or says, "I don't know," Tammy's teacher should record these errors as
 - a. substitutions.
 - b. repetitions.
 - c. miscalls.
 - d. omissions.

13. Jackson is a fairly good reader and seems to enjoy reading. His teacher is concerned because he often substitutes words as he reads; however, these substitutions make sense contextually. What should Jackson's teacher do?
- Multiple-choice and fill-in-the blanks
 - Matching, multiple-choice, and true–false
 - Essays
 - Short answers and completions
14. Although the text states that insertion errors are usually not too serious, what area of reading can these errors affect?
- Oral reading
 - Comprehension
 - Word analysis
 - Word recognition
15. Ms. Santos uses word lists in her classroom daily. What information does she obtain through this activity?
- Error patterns
 - Rate of student progress
 - Type of student progress
 - Both a and c
16. Mr. Gadzia does not like the basal series selected by his district for the current school year. What does he suggest as a useful option?
- Word lists
 - Library books
 - A social studies text
 - Stick with the basal
17. Ms. Drew is concerned because her lower reading students are not able to read and comprehend the social studies text. To help the student get the necessary information from the text, what should she do?
- Read the text to the students
 - Develop word lists using the content words from the text
 - Avoid teaching from the text
 - None of the above
18. When evaluating reading skills in students with mild disabilities, which of the components of reading should be avoided?
- Word analysis
 - Oral reading
 - Comprehension
 - None of the above
19. Fredrico has a mild disability. Due to past failure in school, he is petrified of formal testing situations. What should Fredrico's teacher do?

- a. Avoid testing Fredrico
 - b. Try to ease Fredrico into a formal testing situation
 - c. Use informal testing in the form of games and enjoyable activities
 - d. Send Fredrico to the psychologist who is a professional in testing
20. Ms. Marcus has a student who is visually impaired. The student can see large, clear objects. What modifications should Ms. Marcus make in the material this student needs to read?
- a. Enlarge the print
 - b. Have the text printed in Braille
 - c. Make the print dark and clear
 - d. Both a and c
21. Ms. Kosednar is looking for books that have a controlled vocabulary and build from sentence or phrase repetition. She doesn't want to use a basal. Her best choice is
- a. A Big Book
 - b. A linguistic reader
 - c. A social studies text
 - d. A language experience story
22. Mr. MacDonald's goal for Sean's sound and word recognition skills is to have him
- a. learn them perfectly in isolation.
 - b. learn a lot of words and all the sounds.
 - c. become quick and accurate with words and sounds.
 - d. develop his own approach to learning sounds and words.
23. Min-Jah comes from a very intellectually stimulating home environment. Initially, her problems in reading were disguised because she
- a. had familiarity with language structures.
 - b. liked school.
 - c. could write interesting stories.
 - d. attended well in class.
24. Mr. Jasmin is concerned about Julie's reading comprehension skills. Perhaps his best measure to determine Julie's potential for reading comprehension is a test of
- a. word recognition.
 - b. listening comprehension.
 - c. word analysis.
 - d. oral reading.
25. Ms. Wright wants to be sure that the evaluation she uses with her students is applicable to the classroom. Accordingly she has chosen to use an evaluation based on
- a. national norms.
 - b. standardized measures.
 - c. class assignments.
 - d. formal measures.

Chapter 8

Reading Methods in Inclusion Settings

Objectives

After studying this chapter, you will be able to:

1. Describe the needs for literacy instruction.
2. Describe the components of reading instruction.
3. Identify and describe the philosophical approaches to teaching word recognition.
4. Describe three technological adaptations that can be used in reading instruction.
5. Identify and describe three interventions that can be used to increase word recognition skills.
6. Identify and describe three interventions that can be used to increase comprehension skills.
7. Explain the factors relating to reading skills and self-identify.

Special Projects

1. Observe a general or special education teacher teaching reading to one or more students. Make notes of learner characteristics and identify the strategies the teacher uses. Compare and contrast your observation with information from your text.
2. Using Appendix A on p. 376 of your text, develop a graphic organizer to go with a specific science or social studies lesson. If feasible, complete the graphic organizer activity with a student or set of students. Reflect on your experience.
3. Develop a reading lesson plan that incorporates student use of websites. Be sure to impose structure by following the tips in Table 8.3 on p. 345 of your text.

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- | | |
|---|--|
| a. accelerated reader (AR) | l. linguistic approach |
| b. anecdotal records | m. No Child Left Behind Act of 2001 (NCLB) |
| c. basal reader | n. oral language skills |
| d. classroom reading kits | o. oral reading |
| e. comprehension | p. poor readers |
| f. curriculum-based assessments | q. reading fluency |
| g. English language learners (ELL) | r. running record |
| h. good readers | s. story retell |
| i. Individuals with Disabilities Education Act of 2004 (IDEA) | t. whole-language approach |
| j. informal reading inventory (IRI) | u. word analysis |
| k. learning information systems (LIS) | v. word recognition |

- _____ 1. The speed and accuracy of reading that affects cognitive processing space for comprehension
- _____ 2. An approach that restricts vocabulary based on phonetically regular words and bridges the gap between the bottom-up and top-down approaches
- _____ 3. Students who have low scores on standardized reading comprehension tests and difficulty with everyday reading experiences
- _____ 4. Provides guidelines for reform and accountability in the area of reading instruction
- _____ 5. Informal collection of information about a child's reading skills based on the memories of individuals involved with the child in situations that require reading
- _____ 6. Students who easily comprehend text
- _____ 7. The ability to look at a word and immediately recognize how it is pronounced
- _____ 8. Law requiring adaptations and appropriate instruction for students with disabilities
- _____ 9. Students whose primary language is not English
- _____ 10. A top-down approach emphasizing meaning

- _____ 11. The process of decoding
- _____ 12. Informative sources of information about students' reading skills based on classroom materials
- _____ 13. A computer or machine scored test that provides teachers with immediate feedback on the appropriateness reading material for students
- _____ 14. A popular reading practice program that has computerized multiple-choice tests for students to take after reading a book
- _____ 15. A set of reading instruction materials that typically provide placement tests, reading materials by grade level, and student record books
- _____ 16. Can be used to provide information about how a child uses language skills to predict appropriate words
- _____ 17. The ability to understand the meaning of printed text
- _____ 18. An informal test used to measure appropriateness of texts for students (i.e., placement within texts)
- _____ 19. An informal test used to frequently measure a student's progress in reading material
- _____ 20. Used during read-aloud tests that may result in inaccurate results for individuals who are ELL, deaf, or language impaired
- _____ 21. A comprehension strategy where the student summarizes the main points of a passage
- _____ 22. A text type that is designed for teaching reading and controls for word types, sentence length, and difficulty

Key Points

1. Reading, writing, and thinking are interrelated _____ that foster _____.
2. Mr. Rogers is preparing to teach his students, who could be classified as poor readers, sight words. He wants to increase their sight word vocabulary to facilitate their reading progress. Describe the philosophical approaches to teaching word recognition.
 - a. Text-based model
 - b. Reader-based model
 - c. Differentiating Instruction
 - d. Blending Models
3. Three technology areas that have the capacity to allow access to text to more students include
 - a.
 - b.
 - c.
4. Identify and describe three strategies for teaching word recognition.
 - a.
 - b.
 - c.
5. Identify and describe three strategies for teaching reading comprehension.
 - a.
 - b.
 - c.
6. Comprehension is the _____ that establishes _____ between the reader and the author.

7. Mr. Maher is planning on using mnemonic strategies to help his students' comprehension. List and describe 4 options for facilitating the use of mnemonic-based comprehension strategies.
 - a.
 - b.
 - c.
 - d.

8. List the four component activities included in reciprocal teaching.
 - a.
 - b.
 - c.
 - d.

Multiple Choice

1. Which of the following statements about reading disabilities is NOT true?
 - a. It is easy to determine the cause of a reading disability.
 - b. Lack of progress may be due to a poor fit between the student's processing abilities and the reading approach.
 - c. Reading disabilities can be the result of neurological processing and/or memory problems.
 - d. Reading disabilities can be the result of poor teaching practices.
2. Jack is a third grade student who has difficulty learning to read. According to extreme proponents of Reading First legislation, Jack's teacher should
 - a. refer Jack for special education services.
 - b. read to Jack daily to help him learn to read through observation.
 - c. retain him in third grade until he is a proficient third-grade level reader.
 - d. none of the above.
3. Which of the following statements on the effects of disability is NOT true?
 - a. The type of disability influences the development of schemata.
 - b. A lack of social interaction, which often affects individuals with language disabilities, can affect the acquisition of incidental knowledge.
 - c. Skill deficits determine one instructional approach per disability category.
 - d. None of the above
4. Ms. Janes has been teaching Janice phonics-based skills. Ms. Janes has selected highly predictive rhyming texts and has Janis fill in the blanks as they read the text together. They are working on
 - a. phonemic insight.
 - b. rhyme awareness.
 - c. alphabet recognition.
 - d. tracking print.
5. As Janis and Ms. Janes (see question 4) read together, Ms. Janes models by placing her finger under each word. She also has Janis take turns pointing. Ms. Janes is attempting to teach Janis to
 - a. have phonemic insight.
 - b. have rhyme awareness.
 - c. have alphabet recognition.
 - d. track print.
6. Which of the following skills are good predictors of success in beginning reading?
 - a. Alphabet recognition
 - b. Phonemic Awareness
 - c. Linguistic Approach
 - d. a and b
 - e. All of the above

7. Ms. Janes (See question 4) also wants Janis to have the ability to look at a word and instantly recognize its pronunciation. This reading skill is called
 - a. decoding.
 - b. word recognition.
 - c. comprehension.
 - d. tracking.

8. Mr. Marks is planning on using Sustained Silent Reading with his students so they can practice independent reading skills. Mr. Marks plans on helping his students find the right level of books to read during this time. He can use which of the following techniques?
 - a. A readability formula
 - b. Have the student read a passage from the text and then paraphrase what they read
 - c. The linguistic approach
 - d. a and b
 - e. None of the above

9. Mr. Clark plans on using the internet as a source for reading instruction. Which of the following is NOT something Mr. Clark should consider when giving students access to web sites?
 - a. Selecting sites that are relevant to the targeted learning objectives
 - b. Giving students specific learning activities for each site
 - c. Sequencing student access to the sites
 - d. None of the above

10. Janis is learning to read using a set of basal readers. The books limit the number of words on a page and in a sentence, as well as repeat new words throughout the text. This basal set is using which of the following?
 - a. Form constancy
 - b. Cues
 - c. Scaffolds
 - d. Decodability

11. Edward is just learning to read. He has had some difficulty differentiating between some letters, such as b and d. These differences are due to orientation changes and relate to which of the following?
 - a. Form constancy
 - b. Cues
 - c. Scaffolds
 - d. Decodability

12. Ms. Rogers helps the students who are struggling in reading by having them read with a skilled peer. This strategy is called
 - a. read-alouds.
 - b. incidental word study.
 - c. critical concepts.

- d. paired reading.
13. Ms. Jackson uses this activity to model reading skills to teach her students that printed language is connected to spoken language.
 - a. Read-alouds
 - b. Incidental word study
 - c. Critical concepts
 - d. Paired reading
 14. Which of the following is NOT an effective practice to increase sight vocabulary and word meaning?
 - a. Contextual exposure
 - b. Small group active learning
 - c. Word memorization
 - d. Multiple exposure to words
 15. Mr. Ray creates a diagram to organize key concepts related to the social studies chapter in their district mandated text. Mr. Ray is using which of the following comprehension strategies?
 - a. Mnemonics
 - b. Graphic organizers
 - c. Literature discussions
 - d. Reciprocal teaching
 16. Ms. Santos uses conversations with her students to improve their reading comprehension and to engage them in higher level and active thinking skills. Ms. Santos is using which of the following strategies (which may not be the best choice for students with deficits in expressive and receptive language)?
 - a. Mnemonics
 - b. Graphic organizers
 - c. Literature discussions
 - d. Reciprocal teaching
 17. Children who are poor readers may
 - a. avoid reading activities.
 - b. have a lower social position in the class.
 - c. have low self-worth.
 - d. all of the above.
 18. Mr. Arnold wants to help his struggling readers develop a positive self-identity as learners. Which of the following are strategies that Mr. Arnold can use?
 - a. Have students read aloud in class
 - b. Develop literacy around student interests
 - c. Have students memorize lists of words
 - d. All of the above

Chapter 9

Literacy in the Language Arts

Objectives

After studying this chapter, you will be able to:

1. Identify characteristics of a successful language arts program.
2. Discuss techniques for nurturing expressive language.
3. Identify language dimensions and strategies for teaching.
4. Describe the development of written expression and the relationship between written and oral language.
5. Identify five basic components of written expression and the assessment of these areas.
6. Describe a collaboration process used by the teacher and the student to write a composition.
7. Describe when it is appropriate and not appropriate to use invented spelling.
8. Describe a variety of techniques used to provide practice in developing vocabulary.
9. Discuss guidelines for integrating reading and writing.
10. Discuss techniques used to teach handwriting.

Special Projects

1. Choose two techniques for nurturing language development. Adapt these techniques for a primary-age student and an intermediate student with language difficulties. Explain how these two techniques can be used in a general education setting and a special education setting.
2. Examine writing samples of children with disabilities in a general education setting and children in a resource room. Compare the writing in terms of content, vocabulary, semantic maturity, and fluency. Discuss any differences in light of the writing instruction taking place in the respective rooms.
3. Analyze the content of spelling texts. Compare at least one basal and one linguistic spelling series. Discuss the positive and negative features of each as related to mainstream students with learning problems or sensory problems.

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- a. articulation
- b. D'Nealian writing
- c. fluency
- d. invented spelling
- e. journal writing
- f. modeling
- g. receptive language
- h. syntax

- _____ 1. Students select topics and write for a designated time without teacher evaluation of the work
- _____ 2. Initial attempts at spelling by children that occur at the prephonic or phonetic stage
- _____ 3. Speech sound production by modification of the stream of voiced and unvoiced breath, usually through movements of the jaws, lips, tongue, and soft palate.
- _____ 4. The aspect of communication that involves an individual's comprehension of information from others
- _____ 5. The linguistic rules of word order for meaningful sentences
- _____ 6. A teaching technique in which the teacher performs a desired behavior and encourages the student to try the same behavior in the same way
- _____ 7. Uninterrupted smoothness and rapidity in reading, speaking, or writing
- _____ 8. Manuscript letters that resemble cursive letters rather than the traditional stick and circle strokes

Key Points

1. List three reasons a child may have a delay or difficulty in language.
 - a.
 - b.
 - c.
2. Jacob becomes easily confused when a two- or three-step direction is given. What other difficulties might be noted in order to confirm a receptive language problem?
 - a.
 - b.
 - c.
3. Mr. Horn is concerned about nurturing expressive language in his classroom. What tips would you give him? (Name five.)
 - a.
 - b.
 - c.
 - d.
 - e.
4. List and define the three dimensions of language.
 - a.
 - b.
 - c.
5. Ms. Ambrose is developing activities to enhance Josie's ability to listen for content. List three types of activities she could incorporate in her lessons and give an example of each.
 - a.
 - b.
 - c.
6. List the five basic components of written expression that combine to make a good composition.
 - a.
 - b.
 - c.
 - d.
 - e.
7. Ms. Matthews is interested in evaluating the content of Eric's narrative composition. What six general qualities should she assess?
 - a.
 - b.

- c.
 - d.
 - e.
 - f.
8. Maria has mastered the spelling of many frequently used words and is beginning to write original compositions with gradually longer sentences. As a teacher, what techniques could you use to encourage Maria to write expanded, more complex sentences?
9. Mr. Schuurman is working with Amelia on increasing her written vocabulary. Name four ways he might develop her written vocabulary.
- a.
 - b.
 - c.
 - d.
10. Zoe's expression of ideas doesn't make a lot of sense. She seems to have no idea of how to relate to her reader. Zoe needs to keep in mind what the intended reader does or does not know about the topic. Describe five orienting strategies of a pre-writing process that asks the following questions to help Zoe make herself more clear to her audience.
- a.
 - b.
 - c.
 - d.
 - e.
11. Mrs. Cruver is considering using a basal spelling text with Charles. List three problems she should be aware of when using a basal spelling text with a student with learning problems.
- a.
 - b.
 - c.
12. Marlene has a problem learning to spell. Describe how she could use the steps in the "Copy-Cover-Compare" strategy to learn to spell *hippopotamus*.

13. List and briefly describe three instructional techniques that will help a child learn to write better.

- a.
- b.
- c.

14. Jennifer reverses the letters *b* and *d*. In addition to immediate corrective feedback and massed practice of the problem letter, list three strategies that are suggested for this problem.

- a.
- b.
- c.

Multiple Choice

1. Michael's teacher observes that he becomes easily irritated when directions are given and often begins assignments only after everyone else has begun. What suggestion would you give to his teacher?
 - a. Use time-out procedures, as he is exhibiting a behavior problem.
 - b. Refer him for a hearing test, as he is showing signs of a possible hearing loss.
 - c. Implement an overcorrection procedure for the behavior.
 - d. Don't do anything, as he is probably just seeking attention.

2. Annabelle frequently confuses pronouns and is inconsistent in the use of tense. You might suspect
 - a. an expressive language problem.
 - b. a receptive language problem.
 - c. an articulation disorder.
 - d. a hearing impairment.

3. Mrs. Rotter incorporates lots of language practice by dramatizing everyday routines to stimulate language practice. She gives students many opportunities to speak and provides and good language model. She uses these strategies to promote
 - a. a reactive environment.
 - b. a differential environment.
 - c. an interactive environment.
 - d. an imitative environment.

4. Mr. Addie uses riddles and following-direction activities to teach
 - a. usage.
 - b. fluency.
 - c. form.
 - d. content.

5. Mrs. Matthews is concerned about Tracy's ability to generate written language from her own inner language. An analysis of Tracy's paragraph indicates that she is writing only six words per sentence, which is below the norm for her age. This area of concern refers to
 - a. vocabulary.
 - b. fluency.
 - c. conventions.
 - d. content.

6. Combining sentences in which more importance is given to one message and less importance to the other with words such as *if*, *unless*, and *because* refers to
 - a. connecting.
 - b. embedding.
 - c. subordinating.
 - d. conjoining.

7. Mrs. Rosen is scheduling her class time for writing instruction. Based on research findings, she should be aware that a major predictor of achievement is
 - a. amount of teacher-directed instruction.
 - b. amount of group instruction.
 - c. amount of individualized instruction.
 - d. amount of student's active time on task.

8. Mr. Thompson wants to avoid excessive correction of Matt's writing. A technique he could use would be
 - a. selective checking.
 - b. corrective feedback.
 - c. negative reinforcement.
 - d. overcorrection.

9. Mr. Franks wants to incorporate research findings into his spelling lessons. Which of the following statements does NOT reflect the research on methods of teaching spelling?
 - a. Ten to fifteen minutes a day appears to be as beneficial as longer periods of time.
 - b. The test-study method is more effective than the study-test method.
 - c. Writing words in the air or writing them on paper over and over again is a valuable means of learning the word.
 - d. The student should engage in guided self-correction of his or her own spelling.

10. Which of the following statements is not representative of the research findings regarding teaching handwriting?
 - a. Legibility should be the primary objective in handwriting.
 - b. Children with learning problems should have a program in which writing patterns are consistent as practiced throughout their school career.
 - c. A student's letter formation, slant, or hand and paper position should always be corrected regardless of legibility or fluency.
 - d. The use of italic or continuous flow scripts is becoming an accepted practice in districts.

11. Mrs. Valverde will be teaching letter formation and is interested in those instructional techniques that are most effective with learning handicapped students. Which of the following techniques are acceptable?
 - a. Moving models
 - b. Verbalized prompts
 - c. Feedback
 - d. All of the above

12. Emily is reversing letters. What procedures would you suggest as the best approach to letter reversals?
 - a. Immediate corrective feedback followed by massed practice of the problem letter
 - b. Ignoring the reversal as it is probably developmental
 - c. Intermittent correction of the reversed letter
 - d. Using air writing with the reversed letter

13. In writing, the secretary is responsible for
 - a. margins, spelling, punctuation, and handwriting.
 - b. the language in which to express ideas.
 - c. the message.
 - d. the effect of the writing on the audience.

14. Crucita is getting distracted from her topic ideas because she has problems with writing mechanics. One way her teacher can help her overcome her mechanical obstacles is to
 - a. have her practice the skills to mastery.
 - b. collaborate with the teacher.
 - c. ignore violations of rules.
 - d. have her memorize the rules.

15. Hiranda needs to learn how to enhance the organization and quality of content of his writing. The first step for Hiranda is to
 - a. brainstorm.
 - b. map.
 - c. plan before writing.
 - d. use a computer outline program.

16. Ivan's text structure needs to be more coherent. One way he could improve his text structure is to use words that predict or suggest information. Such words are called
 - a. lock words.
 - b. signal words.
 - c. function words.
 - d. collaboration words.

17. One of the best ways for Anna to learn spelling, punctuation, and handwriting is to provide
 - a. incidental learning.
 - b. authorship experiences.
 - c. invented symbol systems.
 - d. a strong instructional program.

18. Ms. Molly wants to start a program in which she integrates reading and writing. Which of the following principles should she follow?
 - a. Make the reading–writing connection one to be inferred.
 - b. Teach both reading and writing.
 - c. Deemphasize communications.
 - d. Downplay the purposes toward which adults use literacy.

Chapter 10

Mathematics Evaluation in Inclusive Settings

Objectives

After studying this chapter, you will be able to:

1. Briefly describe three factors affecting math learning.
2. Discuss the role teacher attitudes play in a student's math performance and interest.
3. Identify the three general skill areas related to math content and the evaluation components of each.
4. Identify the major diagnostic mathematics tools.
5. Describe error analysis and identify three computational error classes.
6. Identify informal evaluation strategies.

Special Projects

1. Conduct a mini poll in a school asking students and teachers how they feel about certain aspects of math. Compare the responses of mainstream and general education students. Reanalyze by comparing the responses of students, mainstream and general education, who are instructed by teachers with positive attitudes toward math versus teachers who have negative attitudes toward math.
2. Develop an informal math test based on a classroom text. Identify and describe areas that may need to be modified for a child with a sensory impairment or learning problem in the general education setting.
3. Locate a normative test, such as the WRAT III, and an individually administered test, like the KeyMath. Choose a grade level and analyze the type and number of items representing math skills at that level. Be sure to include items occurring at lower grade levels.

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- a. algorithms
- b. conceptual learning
- c. error analysis
- d. Piagetian theory
- e. problem solving
- f. procedural learning

- _____ 1. The process used to determine the specific problem areas for a student
- _____ 2. Word or story problems
- _____ 3. Emphasizes the interaction between intellectual activity and the kind of mental organization that characterizes children at various levels of development
- _____ 4. Rules or procedures used to solve a math problem
- _____ 5. Students taught to follow a step-by-step sequence and use math facts to solve problems
- _____ 6. A developmental approach to teaching mathematics where students construct or “discover” their own ways to solve math problems

Key Points

1. List and describe three factors that affect math learning.
 - a.
 - b.
 - c.
2. Ms. Martin wants to have a positive effect on her students' performance and interest in math. What suggestions would you give about her attitude that would help her accomplish this goal?
3. Mr. Garzon has a student with cerebral palsy included full time in his first grade general education classroom. In terms of evaluating basic concepts, what should Mr. Garzon be aware of in regards to task demands to get accurate results?
4. Successful completion of story problems is the result of students effectively utilizing five skills. List the five skills.
 - a.
 - b.
 - c.
 - d.
 - e.
5. Math content can be viewed from three general skills areas. List these three skill areas and give an example of each.
 - a.
 - b.
 - c.
6. To determine Jeremy's teaching needs, Ms. Spence wants to perform a diagnostic evaluation of problem solving. Complete the following statements regarding math diagnosis that Ms. Spence should know.
 - a. Ms. Spence should evaluate Jeremy's _____ and _____ understanding in order to determine whether he is using an effective strategy.
 - b. Supply students with _____ tools to test their problem solving _____.

- c. Students should _____ and write about their problem-solving _____.
7. Marisol, a new student in Mr. Garzon's class, makes a lot of errors. Mr. Garzon wants determine the possible sources of Marisol's errors. List the three error types identified in your text.
- a.
 - b.
 - c.
8. Mr Jenson knows Matt is having difficulty in problem solving. What are the eight steps for diagnosing errors?
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
9. In arithmetic instruction, the focus of readiness should be upon what two aspects of learning?
- a.
 - b.
10. Ms. Price wants to compare Lance's work to prespecified objectives. What three basic sources of information does she have available?
- a.
 - b.
 - c.

Multiple Choice

1. Janis learns best in math class if each step of the problem is modeled and she is allowed to work step-by-step through practice problems. Janis falls into which learning style?
 - a. The mastery style
 - b. The understanding style
 - c. The interpersonal style
 - d. The self-expressive style
2. Daily or weekly checklists provide a source of
 - a. formal evaluation.
 - b. achievement test.
 - c. informal evaluation.
 - d. skills mastery evaluation.
3. Mr. Rice is to determine whether Sara is at an appropriate instructional point. He methodically notes how long it takes Sara to complete a math task over a 3-day period. The technique Mr. Rice is using is
 - a. timings.
 - b. error analysis.
 - c. tangential responding.
 - d. achievement testing.
4. Mrs. Carson wants to compare Cynthia's work to prespecified objectives. Which of the following data sources will also allow error analysis to be conducted?
 - a. Daily class work
 - b. Informal survey tests
 - c. Informal specific tests
 - d. All of the above
5. Mr. Dobbs wants to use a math test in which all of the test items are coded to specific well-stated math objectives. Which of the following would you suggest?
 - a. Peabody Individual Achievement Test–Revised
 - b. Wide Range Achievement Test III
 - c. KeyMath–Revised/NU
 - d. Iowa Test of Basic Skills
6. Most formal tests used to evaluate mathematics in the classroom are
 - a. formative.
 - b. normative.
 - c. summative.
 - d. criterion-referenced.
7. Ms. McElroy feels that Rodnes is at the preoperational stage and therefore is not ready for math instruction. Based on the research cited in the text, which statement should guide Ms. McElroy?

- a. Readiness is limited to pre-arithmetic skills.
 - b. Considerable evidence supports the relationship between concrete operational tasks and mathematics achievement.
 - c. Waiting for Piagetian readiness does not appear to be the best use of a child's mathematical instruction time.
 - d. Scholars are sure of those tasks that actually reflect formal operational thinking.
8. "Scout ran 6 miles on Monday, 4 miles on Tuesday, and 5 miles on Thursday. How many miles did she run all together?" This is an example of a test item using
- a. basic facts.
 - b. algorithms.
 - c. problem solving.
 - d. manipulatives.
9. Knowledge of basic facts in arithmetic is very similar to
- a. comprehension in reading.
 - b. word recognition skills in reading.
 - c. problem solving in math.
 - d. reading a word problem in math.
10. Mr. Clumpner uses manipulatives to help students understand arithmetic lessons. Mr. Clumpner is trying to help his students develop
- a. procedural knowledge.
 - b. conceptual knowledge.
 - c. addition skills.
 - d. none of the above.

Chapter 11

Mathematics Instruction in Inclusion Settings

Objectives

After studying this chapter, you will be able to:

1. Describe those factors most easily manipulated by the teacher within the instructional environment.
2. Discuss the principles for enhancing basic fact recall.
3. Identify alternative approaches for teaching addition and subtraction facts.
4. Discuss the meaning of basic operations, the interpretation required by the math situation or question.
5. Identify those basic instructional principles that should be applied when teaching algorithms.
6. Identify those strategies associated with solving story problems.
7. Describe three common estimation techniques.
8. Discuss special factors, such as perceptual difficulties and language concerns in relation to mathematics instruction.

Special Projects

1. Observe a math teacher who has a positive attitude towards math instruction and a math teacher who has negative feelings toward math instruction. Identify the time, size of group, type of reinforcement, and materials used by each teacher. Compare the effect of instruction in each setting specifically related to students with math problems.
2. Choose two strategies for solving story problems (e.g., looking for patterns, drawing a picture, using manipulatives, acting it out, etc.) and design activities for use in a general education classroom setting. Discuss modifications for students with learning problems or sensory disabilities. Discuss your ideas with both a general education and special education teacher for practicality.
3. Examine at least two basal math texts. Analyze the language demands of each (e.g., syntactical difficulty). Describe how you would modify math texts to accommodate the needs of students with language disorders.

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- a. array
- b. Cartesian cross-product
- c. decomposition
- d. diagnostic teaching
- e. estimation
- f. regrouping
- g. rubrics
- h. standard algorithms

- _____ 1. Method used to simplify addition, subtraction, multiplication, and division; process whereby place value is reordered
- _____ 2. Method used to solve the number of combinations for a given scenario; an array is typically used to determine the answer
- _____ 3. Skill used to determine a solution that is not an exact answer
- _____ 4. A graphic composed of a specified number of rows and columns used to solve various math problems
- _____ 5. Scoring system focusing on the solution process as well as the answer
- _____ 6. Small group instruction based on skill level
- _____ 7. Most commonly used rules for basic operations
- _____ 8. Standard subtraction rule commonly called borrowing

- d.
- e.
- f.
- g.

7. Ms. Sinclair is aware that she must teach strategies that can help students understand the problem, organize information, and use the information to find a solution. What are the seven strategies she could teach?

- a.
- b.
- c.
- d.
- e.
- f.
- g.

8. Mr. Bond has heard about reciprocal reading instruction and wants to use it to teach problem solving in mathematics. What are the four strategies associated with this approach?

- a.
- b.
- c.
- d.

What are the three steps of the teaching technique?

- a.
- b.
- c.

9. Ms. Gartland knows that historically a major goal of mathematics instructors has been to have children recall facts rapidly, but with the advent of technology she is not sure about memorization of basic facts. What would you tell Ms. Gartland?

Multiple Choice

1. The difficulty of _____ can contribute to misunderstandings in mathematics.
 - a. language
 - b. mathematic symbols
 - c. mathematic vocabulary
 - d. Both b and c
2. Samantha has difficulty working problems from up to down. Her teacher suspects Samantha may have
 - a. a cognitive problem.
 - b. problems in logical thinking.
 - c. perceptual problems.
 - d. difficulty understanding math symbols.
3. Ms. Chalmus is teaching her students estimation techniques. One technique involves considering only those digits in the left-most column of the problem and operating with them. This is known as
 - a. front-end.
 - b. rounding off.
 - c. stating the range.
 - d. guessing.
4. Mr. Williams uses a teaching technique that involves modeling, requiring students to summarize, and working with the student's responses. This teaching technique is found in a process called
 - a. front-end instruction.
 - b. estimation instruction.
 - c. reciprocal reading instruction.
 - d. problem solving.
5. Ms. Anderson has given Michelle the following problem: "It is 15 miles to Franklin and 45 miles to Burton. How far apart are these cities?" What strategy should Michelle use to solve this problem?
 - a. Looking for patterns
 - b. Using manipulatives
 - c. Making a table
 - d. Drawing a diagram or picture
6. The two most commonly taught developmental algorithms in long division are
 - a. scaffolding and pyramid.
 - b. expanded notation and partial sums.
 - c. decomposition and placement.
 - d. Hutchings low stress and consolidation.

7. Subtraction has three meaningful situations: take away, comparison, and
 - a. joining of sets.
 - b. missing addend.
 - c. partition.
 - d. repeated addition.

8. Mimi has problems with long division. Like most children, her problem is basically due to poor or incomplete knowledge of
 - a. multiplication facts.
 - b. division facts.
 - c. regrouping algorithm.
 - d. long division algorithm.

9. Zack does not like story problems because he usually does not get them correct. Zack's teacher, Ms. Delevitt needs to help Zack with his powers of
 - a. reasoning.
 - b. reading.
 - c. numbers.
 - d. operations.

10. Dinesh has difficulty learning subtraction facts, so his teacher, Ms. DiGangi, must show him how
 - a. to use a hand-held calculator.
 - b. addition and subtraction are related.
 - c. to practice using finger strategies.
 - d. arrays are used.

Chapter 12

Social Aspects of Inclusion: Preparing Students for Life

Objectives

After studying this chapter, you will be able to:

1. Describe the importance of social skill instruction in inclusive settings.
2. Identify the three key factors in promoting socialization.
3. Describe the four principles of conversation and interventions for conversational behaviors.
4. Describe the relationship between language skills and social acceptance.
5. Identify and describe how temperament can affect social situations.
6. Describe how the classroom community affects socialization for individuals with disabilities and how teachers can facilitate social acceptance.
7. Identify classroom management strategies.
8. Discuss the role of self-determination in social integration.

Special Projects

1. Make arrangements to observe an inclusion student. Take notes on the students' social communication skills. Analyze your results in relation to the four principles of conversation (i.e., quantity, quality, relevance, and clarity). Develop a level one (whole class accommodation) intervention to address one skill deficit.
2. Interview a teacher about the structural aspect of classroom management. Find out what the teacher does on the first day or week of school to teach rules and routines, how the teacher communicates expectations, and how the classroom logistics are organized.
3. Observe a student with limited social skills on the playground. Make notes of the student's social strengths and weaknesses. Develop three recess activities to facilitate social development, taking into account the target student's interests and strengths.

Matching Key Terms

Choose from among the key terms listed below and write the correct letter next to the appropriate definition/example.

Key Terms

- | | | | |
|----|---------------------------------|----|------------------------------------|
| a. | categorical dispositions | m. | predictable routines |
| b. | climate | n. | principles of shaping |
| c. | constructivism | o. | schemata |
| d. | conversational language | p. | self-determination |
| e. | culture | q. | signal system |
| f. | discipline | r. | social–emotional issues |
| g. | entry/exit tips | s. | socioemotional expression |
| h. | four principles of conversation | t. | sociometric techniques |
| i. | help signals | u. | structure |
| j. | intent | v. | student-led IEPs |
| k. | intonation patterns | w. | teacher-controlled transition time |
| l. | pragmatics | x. | transition time |

- _____ 1. Language for socialization purposes
- _____ 2. Mental networks that allow children to learn new ideas based on prior knowledge
- _____ 3. A whole-class signal or cue used to remind students to follow the conversation principles
- _____ 4. Body language, such as posture and facial expressions
- _____ 5. Emotional tone of the classroom
- _____ 6. Start and stop times between speakers
- _____ 7. The melodies of speech
- _____ 8. Teachers have a definite idea of why they are stopping and what they plan to do next
- _____ 9. A nonverbal aspect of communication that relates to social communication monitoring
- _____ 10. A perspective that emphasizes how individuals create their own realities through language, beliefs, and social interaction with others
- _____ 11. Problems fitting in socially in inclusion settings

- _____ 12. Includes quantity, quality, relevance, and clarity
- _____ 13. Includes teaching rules and procedures and organizing space
- _____ 14. A way to let the teacher know the student needs assistance, such as the student raising his or her hand
- _____ 15. Cumulative set of shared experiences
- _____ 16. Teacher-provided direct input to what happens between the starts and stops of classroom activities
- _____ 17. A subcategory of management
- _____ 18. Assists in maximizing teaching time during transitions and increase students' understanding of classroom logistics
- _____ 19. Student use of self-determination to help develop and lead the meeting to develop his or her individualized education plan
- _____ 20. Includes either having a special teacher work with a child in the general education setting (preventing that extra disruption) or having a peer orient the child when he or she returns to the general education setting
- _____ 21. A combination of skills that help a person engage in autonomous behavior
- _____ 22. Set a behavioral goal and then mold this behavior one tiny step at a time
- _____ 23. Temperaments including passive, aggressive, attention problems, perfectionist, and socially inept
- _____ 24. These are used to determine group composition and create positive working relationships in the classroom, such as the sociogram, for example

Key Points

1. List the three key factors in promoting socialization.
 - a.
 - b.
 - c.
2. List and describe the four principles of conversation.
 - a.
 - b.
 - c.
 - d.
3. Ms. Walker wants to shape her inclusion students' conversation behaviors. What are the seven shaping guidelines that will help Ms. Walker develop her shaping plan?
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
4. Social acceptance is based on _____ .
Acceptance into a social group often hinges on the ability to use _____ in an _____ way.
5. Identify the five basic categorical descriptions.
 - a.
 - b.
 - c.
 - d.
 - e.
6. Mr. Gully wants to improve his classroom community and improve the social acceptance of his students with special needs. What can you tell Mr. Gully about the three Cs and research-based strategies for improving climate, culture, and community?
 - a.
 - b.
 - c.
7. List and describe two things a teacher can do to guide transition times in the classroom.

- a.
 - b.
8. Provide three examples of options teachers can utilize for providing help to students who need assistance in the classroom.
- a.
 - b.
 - c.
9. List 6 noncommercial techniques for teaching social skills.
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
10. Procedures to remediate chronic behavior problems are intertwined with the teacher's _____, _____, _____, and _____ related to social-emotional development.

Multiple Choice

1. Individuals with disabilities face social integration issues within schools and the community. Social integration issues are a result of
 - a. a deficit model.
 - b. having a disability.
 - c. Vygotsky's theory.
 - d. all of the above.
2. Justin has cerebral palsy, which affects his speech, making it difficult for others to understand what he is communicating. Justin's speech limitations fall under which principal of conversation?
 - a. Quantity
 - b. Quality
 - c. Relevance
 - d. Clarity
3. Mr. Clumpner wants to help his inclusion students in his general education fifth grade class participate more effectively in social communication activities (e.g., classroom discussions). Which of the following approaches would you recommend to Mr. Clumpner?
 - a. Do not attempt to work on communication skills without a certified speech and language pathologist present.
 - b. Take into consideration the characteristics of your inclusion students and address their specific issues by providing an accommodation to the entire class.
 - c. Go back to school to take classes in communication skills.
 - d. Hold Spelling Bees to give them an opportunity to talk in front of a group.
4. A traffic signal (green means go, yellow means prepare to stop, and red means stop) is used during discussion times. This is an example of:
 - a. intonation.
 - b. shaping.
 - c. reinforcement.
 - d. a signaling system.
5. Jason's social skills are limited due to his difficulty interpreting what can be said, where, when, and how most appropriately. This is an example of
 - a. intention.
 - b. vocabulary.
 - c. pragmatics.
 - d. intonation.
6. Janet is known for having a temper. When she becomes upset, she tantrums and yells at others. This description of a categorical disposition is an example of
 - a. passive.
 - b. aggressive.

- c. socially inept.
 - d. perfectionist.
7. Kevin is very self-critical. He focuses too much on small details and is afraid to try if he is unsure he will be successful. This description of a categorical disposition is an example of
- a. passive.
 - b. aggressive.
 - c. socially inept.
 - d. perfectionist.
8. Ms. Price wants to create a positive classroom climate to improve the social acceptance of all of her students. According to the research, which behavior-management philosophy is effective for developing a positive classroom climate?
- a. Authoritative and intrinsic
 - b. Task-oriented
 - c. Laissez-faire
 - d. Coercive
9. Mr. Jacobs wants to provide a system for his students to ask for help during their work times. Which of the following systems would you recommend to Mr. Jacobs?
- a. Allow children to interrupt him while he is working with other students.
 - b. Rush over to any student who raises his or her hand, regardless of what you were doing.
 - c. Use a signaling system, such as a help sign on the child's desk, to indicate that he or she needs assistance.
 - d. None of the above.
10. Mr. Horner's student, Samantha, has difficulty following classroom rules. Mr. Horner wants to develop a plan to help improve Samantha's ability to follow classroom rules. Mr. Horner can use _____ to help Samantha.
- a. shaping techniques
 - b. a reading intervention
 - c. categorical dispositions
 - d. none of the above
11. Sarah is pulled out of her general education class for math every day at the same time. Due to variation in the weekly schedule, Sarah is often unsure of what she is supposed to do when she comes back to the classroom. Mr. Janes can help Sarah reorient with minimal distraction by
- a. immediately letting Sarah know what is going on himself.
 - b. talking to Sarah after the activity is complete.
 - c. assigning a peer to orient Sarah when she returns to the class.
 - d. none of the above.

12. Doug displays inappropriate calling out behaviors in the classroom. His teacher, Ms. Schultz, wants to help Doug develop more appropriate classroom behaviors. Ms. Schultz should
- simply ignore Doug's inappropriate behavior.
 - find out what incentives are valuable to Doug and use them to replace his calling out behaviors.
 - teach Doug appropriate ways to respond in the classroom.
 - b and c.
13. Mr. Jackson has several students who are skilled at pushing his buttons. He is tired of these students and has become frustrated with them. He has fallen into the "blame-the-victim" trap and may assume his students are
- not trying to make the correct social responses.
 - deliberately engaging in inappropriate behaviors.
 - refusing to cooperate.
 - all of the above.
14. Which of the following is NOT true about self-determination?
- Students can practice and develop self-determination by leading their own IEP meetings.
 - Self-determination skills allow students to have greater responsibility for their own lives and greater self-control.
 - Most students with disabilities will never be able to develop self-determination skills.
 - Inclusion teachers should facilitate a student's growth in self-determination skills.

Chapter 1

Answer Key

Matching Key Terms

1-c, 2-h, 3-g, 4-a, 5-d, 6-e, 7-f, 8-b

Key Points

- (a) The EHA declared that all handicapped children have an inalienable right to education in the educational setting most appropriate for the child.
 - (b) The most appropriate setting is one which can be described as the least restrictive environment.
- Two of the most dominant reform trends have been directed toward achieving greater social and, to a lesser degree, academic integration of students with severe disabilities and the education of students with milder disabilities in general education classrooms. These two reforms reduce pull-out programs such as self-contained settings and resource rooms and emphasize settings that include children with mild and severe disabilities in the general education classroom.
- (a) the normalization principle
 - (b) failures of special class placement
 - (c) administrative concerns
 - (d) dissatisfaction with the process by which children are identified and labeled as handicapped
- “Full inclusion,” “inclusion,” “inclusive schooling,” “inclusive education,” and “progressive inclusion” are phrases that have emerged from the mainstream movement. These terms are the buzz words for referring to the increase in the numbers and proportions of students who receive special services while attending general education classes.
- (a) Authentic tasks—providing format accommodations and linking content to students’ prior knowledge and current experiences.
 - (b) Cognitive strategies—ways to help students learn and monitor their own learning, as in using a mnemonic to study content.
 - (c) Social mediation—assistance in collaborating with peers.
Answers may also include constructive conversation—assistance in initiating communication to assist learning.
- Teachers who have had coursework in special education have more positive attitudes about inclusion. Access to adequate resources and training in working with individuals with disabilities also increase teacher’s acceptance of inclusion.

7. (a) calculators
(b) written study guides
(c) advanced organizers
Answers may vary and may also include: computers, spell checkers, use of gestures, visual cues, providing key terms, additional time, clear and explicit expectations.
8. similar, instruction
9. (a) negative
(b) prejudice
(c) rejection
(d) behaviors
10. Some students who have disabilities are given special education services when only accommodations are required for success in the general education curriculum. Other students without disabilities are given special education services because of environmental conditions (e.g., poverty) that mimic characteristics associated with special education categories.

Multiple Choice

1-c, 2-d, 3-a, 4-d, 5-b, 6-c, 7-c, 8-b, 9-a, 10-b, 11-d, 12-a, 13-d, 14-a, 15-b, 16-c, 17-b, 18-a, 19-c, 20-b, 21-b, 22-d

Chapter 2

Answer Key

Matching Key Terms

1-f, 2-g, 3-a, 4-h, 5-e, 6-c, 7-b, 8-d

Key Points

- (a) forced responsiveness to stimuli
 - (b) figure-background confusion
 - (c) hyperactivity
 - (d) meticulousity
 - (e) catastrophic reaction
- Self-efficacy is the degree to which people expect they can successfully complete a particular behavior. If children believe they can be successful in learning in the general education classroom, they will have a more positive outlook about their chances.
- (a) The acknowledgement of subgroups existing within the categories of mental retardation and emotional disturbance
 - (b) The recognition of the fact that not all learning and emotional problems were medically based
- (a) school age
 - (b) withdraw, social
 - (c) academic
 - (d) regular
 - (e) general
- (a) Presentation format—large print textbooks and handouts for a student with a visual impairment
 - (b) Response mode—provide answers to a test orally
 - (c) Timing or scheduling—splitting a large test into smaller segments of the course of several days.

Answers may vary.
- (a) setting expectations
 - (b) providing instructional feedback
 - (c) assisting the child to organize information
 - (d) furnishing practice time
 - (e) delivering systematic incentives or consequences
- (a) Provide rules—instructional information that will lead the child to the correct response

- (b) Provide immediate feedback—the more quickly the feedback is given, the more willing the child is to proceed with the task
 - (c) Provide correction of responses—children need to be told when their responses are incorrect as well as when their responses are correct
8. (a) Spatially—information presented in different visual arrangements
- (b) Temporally—presenting the material with a pause or lapse between items
 - (c) Perceptually—enclosing certain items in a shape or configuration
 - (d) Categorically—grouping information by content or commonality of items
9. (a) Prompts and cues—aids used to lead a student to the correct response
- (b) Spaced review—recall or memory of the new concept is greatly enhanced when additional practice is spaced in time over days or weeks
 - (c) Overlearning—repeated drill beyond the point where acceptable learning has been achieved enhances learning
10. (a) improve notebook organization
- (b) provide a study partner
 - (c) monitor organizational progress

Multiple Choice

1-d, 2-c, 3-c, 4-b, 5-d, 6-a, 7-a, 8-a, 9-c, 10-d, 11-d, 12-c, 13-a, 14-b, 15-d, 16-a, 17-b, 18-d

Chapter 3

Answer Key

Matching Key Terms

1-e, 2-l, 3-i, 4-a, 5-b, 6-t, 7-h, 8-p, 9-q, 10-r, 11-c, 12-k, 13-j, 14-o, 15-g, 16-f, 17-m, 18-n, 19-s, 20-d

Key Points

- disorders of the nervous system
 - musculoskeletal problems
 - congenital malformations
- What is the expected intelligence range?
 - What kind of speech communication should be expected?
 - How does the condition affect hearing?
 - How does the condition affect vision?
 - Where is the site of the condition, or how does the condition manifest itself?
 - What is the prognosis while the student is in an educational setting?
 - What kind of mobility will the child have?
 - What general classroom considerations should be anticipated?
- physical condition
 - visual systems
 - auditory systems
 - other communication
- moving or mobility, eating, toileting, medicating.
- Use signals.
 - Allow time for the child to produce a response.
 - Recognize frustration or deadlocks.
 - Teach the other children what works.
- physical therapist or occupational therapist.
- age of onset
 - visual acuity (also manner of occurrences)
- How does the child use whatever vision he or she has?
 - For the child who is partially sighted, what should his or her viewing distance be?
 - How much illumination should the child have?
 - What medium for reading should the child use?

9. (a) introduction to the setting
(b) presentation of learning material
(c) allow adequate time for work
(d) quality of voice
(e) accommodation for special equipment
(f) provide opportunities for reinforcement
Answer may also include encouraging independence
10. Mr. Lichstein is primarily responsible for mobility training. Support activities should be provided by Ms. Simpson in the general education classroom through collaboration with Mr. Lichstein.
11. Relate verbal references to objects or actions that are known or experienced by the child; establish an anticipatory set; combine visual and auditory presentations; utilize notes when possible.
12. (a) glare or light from the outside
(b) background noise
(c) distance from the communicators
13. (a) Use whatever hearing capacity the child has.
(b) Provide visual access to classroom information.
(c) Provide classroom work on the basis of subject matter performance.
(d) Establish opportunities for incidental learning.
(e) Establish opportunities for regular feedback.
14. Do not finish or anticipate the finish of the child's word or phrase; do not rush the child to complete the communication.

Multiple Choice

1-b, 2-c, 3-d, 4-c, 5-d, 6-a, 7-c, 8-a, 9-b, 10-b, 11-c, 12-d, 13-a, 14-a, 15-c, 16-d, 17-a, 18-b, 19-c, 20-b

Chapter 4

Answer Key

Matching Key Terms

1-n 2-z 3-x, 4-i, 5-o, 6-e, 7-q, 8-p, 9-c, 10-r, 11-v, 12-b, 13-h, 14-u, 15-y, 16-k, 17-w, 18-m, 19-t, 20-g, 21-d, 22-a, 23-s, 24-l, 25-j, 26-f

Key Points

- (a) description of child's present levels of education performance
 - (b) description of goals and benchmarks
 - (c) description of related services to be provided
 - (d) explanation of extent child is participating in general education activities with typical peers
 - (e) descriptions of accommodations in assessments
 - (f) date of initiation of and duration of services and a description of transition services for students 14 years of age and older
- representative of the school district, child's teacher, one or both parents, persons knowledgeable about evaluation results, and, if feasible, the student
- (a) acceptable performance
 - (b) special methods
 - (c) coordination, inclusion teacher and another teacher
- performance of other children of the same age or grade level; specified objectives
- a normative group on the same test
- (a) Scores can be misleading if the student is a poor reader.
 - (b) Results may fail to identify children requiring special services.
 - (c) Results may erroneously identify children as needing special services when in fact they do not need services.
- (a) can identify what content will be taught
 - (b) format and materials used for teaching
 - (c) when or in what setting the content will be delivered
- (a) present, performance
 - (b) inadequate
 - (c) highest priority
 - (d) demands, prerequisite skills

9. (a) general education classroom
(b) general education classroom with consultative assistance
(c) general education classroom with assistance by itinerant specialist
(d) general education classroom with resource room help
(e) general education classroom plus part-time special class

Multiple Choice

1-c, 2-d, 3-d, 4-a, 5-e, 6-b, 7-b, 8-d, 9-b, 10-c, 11-d, 12-b, 13-c, 14-c 15-e, 16-e, 17-a, 18-c,
19-a, 20-c, 21-d

Chapter 5

Answer Key

Matching Key Terms

1-i , 2-d , 3-l, 4-c, 5-o, 6-b, 7-n, 8-g, 9-p, 10-q, 11-k, 12-s, 13-h, 14-a, 15-j, 16-r, 17-m, 18-e, 19-f

Key Points

- Identify aspects of a lesson that need to be retaught.
 - Provide information about how fast to move forward through curriculum.
 - Direct teachers to what kinds of added instruction might be necessary for a students to succeed.
- challenge, disability
- Informal tests—appropriate uses of results include knowing what to teach, how quickly to move through the curriculum, and what types of strategies to use to instruct the student.
 - Standardized tests—appropriate uses of results include determining program effectiveness for a broad group of students and comparison of how well a child is doing based on the norm group results.
- anecdotes, incident
 - situation, behavior, understood
 - factual or noninferential
 - interpretation or feelings
- Answers may vary, but should include at least four of the following recommendations:
 - Establish an open rapport.
 - Project respect for the parents.
 - Ask good questions.
 - Listen while parents are talking.
 - Look for patterns of thought.
 - Probe for parent explanations about their child.
 - Find the real story.
 - Ask for parent reflections (e.g. What do you think about that?).
 - Give the parents a chance to share their views of their child.
 - Move toward goals and dreams for the child.
- Answers may vary, but should include at least four of the following recommendations:
 - Establish rapport and give the student time to talk about their feelings about school.
 - Provide the student with the opportunity to share their successes.
 - Have the student provide the next challenge or step.

- (d) Allow the student to use skills to solve the new challenge.
 - (e) Jointly set goals for new challenges.
 - (f) Jointly develop an assessment plan.
7. (a) physical
(b) emotional
(c) philosophical or moral
(d) social
(e) intellectual or cognitive
8. (a) Give students examples of types of test questions that they will see on the quizzes.
(b) Give practice test questions followed by specific feedback on the content and how the students responded.
(c) Teach students test-taking skills and strategies.
(d) Practice varying types of test formats.
9. ongoing; student, teacher; reflection, self-evaluation.

Multiple Choice

1-c, 2-a, 3-c, 4-d, 5-c, 6-d, 7-b, 8-c, 9-c, 10-d, 11-d, 12-a, 13-b, 14-d, 15-c, 16-b, 17-d, 18-a

Chapter 6

Answer Key

Matching Key Terms

1-c, 2-f, 3-a, 4-b, 5-d, 6-e

Key Points

- reduce the extraneous
 - consolidate where possible
 - manage time efficiently
- The key to reducing the extraneous lies in decision making. The teacher must distinguish essential from nonessential information.
- curriculum
 - grade level curricula
 - advanced curricula
- children
 - material
 - time
- Delegate all possible tasks.
 - Group work items that are similar.
 - Hold the number of starts and stops to a minimum.
 - Have an established schedule.
- Cross-age tutoring—a teaching system in which one child, usually the tutor, is older than the child being tutored.
Peer tutoring—a teaching system in which both the tutor and the tutored are approximately the same age.
- volunteer, interest
 - wish, internal control
 - feedback, praise, reinforcement
- present, future
 - students', district's

Multiple Choice

1-d, 2-c, 3-b, 4-a, 5-c, 6-d, 7-d, 8-d, 9-a, 10-c, 11-c, 12-b, 13-a, 14-d, 15-b

Chapter 7

Answer Key

Matching Key Terms

1-f, 2-d, 3-a, 4-b, 5-i, 6-j, 7-h, 8-g, 9-e, 10-c

Key Points

1. Skills based instruction centers on the notion that children learn to read and write best when taught specific skills in controlled sequential steps. In contrast, whole language instruction allows reading and writing to be acquired, not taught, as a natural function of communication needs. Many teachers have realized that learners profit from a combination of techniques. Most teachers support selection of instructional experiences that include both aspects of both dominant philosophies.
2. (a) poor readers:
tend to read slowly
attend to isolated letters or words
instead of phrases
get lost on the page
(b) skilled readers:
read smoothly
appropriate expression
reading act performed in a comfortable
manner
3. (a) word analysis
(b) word recognition
(c) oral reading
(d) comprehension
4. Answers will vary
(a) Read the following nonsense words to me: *nod, blop, sit, sup*.
(b) Read the following list of words: *go, sit, hop, now, play, house, dog, help*.
(c) Read the following sentences: *Most mountains are very old. Mountains have been here longer than people.*
(d) Define the following words: *constitution, independence, authority, taxation*.
5. Answers will vary.
(a) Omissions—Melissa skips the word *orange* in a sentence about orange fish.
(b) Substitutions—Sandra reads the sentence “The flower is pretty,” as “The flower is beautiful.”
(c) Mispronunciations—Rhonda reads *rose* when the word is actually *saw*.
(d) Insertions—Larry reads the sentence, “The man called the dog,” like this: “The great big man called the white dog.”
(e) Repetition—Cindy repeats both old and new words as she reads a passage.
6. classroom, material, specific, instruction

7. Answers will vary.
 - (a) Word recognition—Identify the key words in the textbook the student reads best. Test the student using a word list developed from these key words.
 - (b) Word analysis—Test the child using a passage from the child’s reading text. Identify error patterns as the child reads the passage.
 - (c) Comprehension—Use the passage of the IRI at the child’s independent reading level. Ask questions that are literal and/or factual in nature.
 - (d) Oral reading—Select a 100-word passage from each level of a reading series. Identify error patterns as the child reads the passage.

8. PLEP, effectiveness

9. (a) format
(b) mode of response.

Multiple Choice

1-d, 2-c, 3-b, 4-c, 5-a, 6-d, 7-c, 8-b, 9-d, 10-a, 11-c, 12-d, 13-a, 14-b, 15-d, 16-c, 17-b, 18-d, 19-c, 20-d, 21-a, 22-c, 23-a, 24-b, 25-c

Chapter 8

Answer Key

Matching Key Terms

1-q, 2-l, 3-p, 4-m, 5-b, 6-h, 7-v, 8-i, 9-g, 10-t, 11-u, 12-f, 13-k, 14-a, 15-d, 16-o, 17-e, 18-j, 19-r, 20-n, 21-s, 22-c

Key Points

1. processes, communication
2. (a) Text-based model—children learn to read through direct skill instruction in a sequenced and systematic manner.
(b) Reader-based model—instruction is based on developing communication between the students and authors of text.
(c) Differentiating Instruction—instruction is balanced between text-based and reader-based models with individualization based on student skills and characteristics.
(d) Blending Models—text-based and reader-based instruction is combined in a complimentary way to fit the instructional needs of students.
3. (a) text-to-speech capability
(b) varying text size
(c) reference data (e.g., online dictionaries)
4. Answers may vary.
(a) Choral reading—everyone reads aloud the same text at the same time.
(b) Paired reading—partnering higher readers with lower readers for reading activities.
(c) Rereading—student reads a passage orally independently, then reads the passage again more quickly with the instructor, and then reads the passage a third time, but independently.
5. Answers may vary.
(a) Mnemonics—an acronym used to represent and help the students utilize a comprehension strategy.
(b) Reciprocal teaching—teachers and students take turns leading conversations that utilize self-questioning, summarizing, clarifying, and predicting.
(c) Graphic organizers—a visual representation of relevant information such as semantic mapping, semantic webbing, or semantic feature analysis.
6. link, communication
7. (a) Personalize the mnemonic—some students may need to participate in the development of a mnemonic that is relevant to them.

- (b) Provide a visual prompt—keep the visual prompt (picture, object, cartoon) at the student’s desk.
- (c) Be selective with mnemonics—limit the number of mnemonics used to those most effective.
- (d) Develop self-monitoring techniques—use a checklist to keep track of which step in the mnemonic has been followed.

8. (a) self-questioning
(b) summarizing
(c) clarifying
(d) predicting

Multiple Choice

1-a, 2-c, 3-c, 4-b, 5-d, 6-d, 7-b, 8-d, 9-d, 10-c, 11-a, 12-d, 13-a, 14-c, 15-b, 16-c, 17-d, 18-b

Chapter 9

Answer Key

Matching Key Terms

1-e, 2-d, 3-a, 4-g, 5-h, 6-f, 7-c, 8-b

Key Points

- hearing loss
 - insufficient language stimulation or encouragement to talk
 - bilingual children learning different syntactic rules for each language
- lack of understanding of common idioms
 - problems with relational concepts
 - lack of understanding of absurdities.
- Establish an interactive environment within the classroom.
 - Stimulate language by giving the student many opportunities to speak.
 - Read to students.
 - Converse with students.
 - Be sensitive and discreet.
- Form—saying the correct sounds, attaching the right inflectional endings to words, and putting the words in the right order to make an acceptable sentence.
 - Content—the meaning that is conveyed as we listen or speak.
 - Usage—the practical day-to-day functions of language.
- riddles
 - following-direction activities
 - monologues
- fluency
 - syntactic maturity
 - vocabulary
 - content
 - conventions
- author's role
 - style or voice
 - central figure
 - background
 - sequence
 - theme

8. Utilize sentence-combining practice on increasing the complexity of sentences (i.e., conjoining, coordination, connecting subordinating, embedding).
9.
 - (a) Use classroom discussions on current events to introduce new vocabulary.
 - (b) Use work banks.
 - (c) Establish writing centers.
 - (d) Develop games such as “Facts in Five.”
10.
 - (a) Why am I writing this?
 - (b) What am I writing about?
 - (c) What do I want to say about my subject?
 - (d) What kind of voice or style do I want to use?
 - (e) Who do I want to tell my story to?
11.
 - (a) Many of the activities in a basal spelling text are not really spelling.
 - (b) Not all basal spelling texts are sequenced very well.
 - (c) There is insufficient review in basal texts.
12. Marlene first reads the word and spells it out loud. Next she closes her eyes and tries to remember how the word looks. Marlene then copies the word. She traces the word with her pencil and spells it. Next, she covers the word and writes it. She checks her spelling and fixes it. Marlene covers the word again and writes it and she checks her spelling. She continues to cover, write, and check until she can spell the word correctly.
13.
 - (a) moving models
 - (b) verbalized prompts
 - (c) feedback
14.
 - (a) Have the student simultaneously say the letter name while tracing and writing it.
 - (b) Associate the problem letter with another that does not cause confusion.
 - (c) Give a verbal cue the child can use for correctly writing the letter.

Multiple Choice

1-b, 2-a, 3-c, 4-d, 5-b, 6-c, 7-d, 8-a, 9-c, 10-c, 11-d, 12-a, 13-a, 14-b, 15-c, 16-b, 17-d, 18-b

Chapter 10

Answer Key

Matching Key Terms

1-c, 2-e, 3-d, 4-a, 5-f, 6-b

Key Points

1. Answers may vary.
 - (a) Math anxiety—a negative response to math learning resulting from previous negative experiences in learning math or a mismatch between instruction and student ability.
 - (b) Learned helplessness—the perception that previous failure in math means that learning mathematics is beyond the learner’s reach.
 - (c) Learning style—failure to learn math may be a result of not having access to one’s mathematics learning style (e.g., mastery, understanding, interpersonal, etc.).
2. Share experiences about overcoming math anxiety as a student. Make a conscious effort to project interest and enjoyment of math. Offer positive reinforcement to struggling students. Create a classroom environment of mutual respect.
3. Children with cerebral palsy may have fine-motor delays affecting their writing skills. Tasks assessing basic skills for this student should take into account his fine motor limitations by not requiring him to write or draw when evaluating mathematics knowledge
4.
 - (a) Comprehend text information.
 - (b) Visualize the data.
 - (c) Recognize the structure of the problem.
 - (d) Sequence and execute the solution activities.
 - (e) Evaluate procedure and calculations.
5.
 - (a) Basic concepts include number facts, shapes and counting.
 - (b) Algorithms are the series of separate steps used in more complex calculations such as long division and addition of fractions with unlike denominators.
 - (c) Problem solving requires learners to interpret the words of the problem, set up a representations mathematical calculation, and apply relevant procedures.
6.
 - (a) procedural, conceptual
 - (b) tools, abilities
 - (c) verbalize, reasoning
7.
 - (a) inadequate mastery of the facts
 - (b) incorrect operations
 - (c) ineffective strategy

8. (a) Obtain a sufficient sample of student work.
(b) Interview the student to determine his or her thought process.
(c) Analyze errors and identify patterns.
(d) Show error patterns to student.
(e) Demonstrate the correct procedure.
(f) Implement instructional strategies.
(g) Allow sufficient practice.
(h) Constantly evaluate student progress.

9. (a) the content of arithmetic itself (e.g., the ability to count, recognize number quantities)
(b) cognitive development (i.e., the child's ability to perform certain tasks associated with such cognitive developmental milestones as conservation and operational thought)

10. (a) daily classwork
(b) informal survey tests
(c) informal specific tests

Multiple Choice

1-a, 2-c, 3-a, 4-d, 5-c, 6-b, 7-c, 8-a, 9-c, 10-b

Chapter 11

Answer Key

Matching Key Terms

1-f, 2-b, 3-e, 4-a, 5-g, 6-d, 7-h, 8-c

Key Points

- time
 - size of group
 - reinforcement
 - materials
- Large-group instruction may be useful when brainstorming aspects of problem solving that are tied more directly to logical deductions than to specific application of specific algorithms. Small-group instruction is more appropriate when grouping according to skill level and when personal attention is an objective.
- Children should have a reasonable understanding of the material they are attempting to memorize.
 - Children should enter drill activities with the intention of memorizing the facts.
 - Drill sessions should be short, varied, and daily.
 - The student needs to feel confident in his or her ability to memorize the facts.
 - Each drill session should incorporate only 2 or 3 new facts and constantly review previously memorized facts.
- syntax, operation; syntax, semantics, arithmetic operations
- Identify prerequisite skills.
 - Provide children with prerequisite skills or skill substitutes.
 - Provide a strategy for applying preskills.
 - Make a judgment call as to the relative amount of time spent on the development of meaning and time spent in drill.
 - Have the students drill and practice and relate the algorithms to real life.
- Read the problem.
 - Paraphrase the problem.
 - Visualize the problem.
 - Hypothesize possible solutions.
 - Estimate the answer.
 - Compute the answer.
 - Check the answer.

7. (a) looking for patterns
(b) drawing a diagram or picture
(c) using manipulatives
(d) construction a table or graph
(e) acting it out
(f) working an easier problem of the same type
(g) breaking set—taking a new point of view
8. The four strategies associated with this approach are
(a) summarizing
(b) developing questions
(c) analyzing reading problems
(d) predicting the outcome
The three steps of the teaching technique are
(a) Teacher models.
(b) Teacher requests student to summarize.
(c) Teacher works with the student's response.
9. With the accessibility of technology such as hand held calculators, many mathematics educator now question the large percentage of classroom time spend on memorization of basic facts; however, even when student use technology, they should know the basic facts in order to estimate and judge the reasonableness of answers computed by the calculator. For efficiency's sake, knowing the basic facts often involves memorization, much of which can be accomplished through drill.

Multiple Choice

1-d, 2-c, 3-a, 4-c, 5-d, 6-a, 7-b, 8-d, 9-a, 10-b

Chapter 12

Answer Key

Matching Key Terms

1-d, 2-o, 3-q, 4-s, 5-b, 6-x, 7-k, 8-j, 9-l, 10-c, 11-r, 12-h, 13-u, 14-i, 15-e, 16-w, 17-f, 18-m, 19-v, 20-g, 21-p, 22-n, 23-a, 24-t

Key Points

- communication
 - social and emotional skills
 - physical presence
- Quantity—be informative without being verbose.
 - Quality—be truthful.
 - Relevance—contribute only information that is pertinent to the topic and situation.
 - Clarity—convey information in a manner that is clear and understandable to the listener.
- Increase expectations in small steps to ensure that students succeed and are thus reinforced.
 - Pick one behavior to shape at a time.
 - Once an expectation level has been reached, reinforce that level regularly before increasing your expectation.
 - Plan the program from start to finish before you start the program.
 - Change your procedure if the program is not working.
 - If the current behavior deteriorates, step back to the previous expectation and reinforce that.
 - Praise students for successes achieved.
- informal language skills; language, appropriate
- passive
 - aggressive
 - attention problems
 - perfectionist
 - socially inept
- Climate is the emotional tone of the classroom—create a positive atmosphere by adopting an authoritative teaching style and intrinsic responsibility in students.
 - Culture is the shared experiences and traditions of students in the school—use cooperation and collaborative activities.

- (c) Each classroom is a mini community—as the teacher, model respect, compassion, kindness, and other supportive behaviors.
7. (a) Have a clear message of intent by providing a stopping time, allowing a settling-down period, and setting the stage for the next activity.
(b) Create a predictable routine—organize events in a way that can occur consistently each day.
8. (a) Use a signal system such as a “help” sign on the student’s desk.
(b) Use a teacher’s helper where other students can respond to the designated signal system.
(c) Place students in work groups. Students within the groups can help each other as needed.
9. (a) Ask open-ended questions.
(b) Use reflective listening.
(c) Use positive body language and tone of voice.
(d) Build new behaviors on existing behaviors.
(e) Teach positive behaviors to replace inappropriate ones.
(f) Affirm the child’s strengths.
10. temperament, sense of self, knowledge

Multiple Choice

1-a, 2-d, 3-b, 4-d, 5-c, 6-b, 7-d, 8-a, 9-c, 10-a, 11-c, 12-d, 13-d, 14-c

Questions Prepared by Instructor
