SED 365
Instructional Strategies in Special Education
September 2010

Name: ______________________  Campus e-mail: ______________

Home e-mail ______________

Community you go to during college breaks: _____________________________

Why are you taking this course?

Grade expected?

What do you expect to be doing in 5 years?

Describe any previous experience working with children with disabilities.

Indicate courses you have previously taken:

___ EDU 351 Teaching Reading
___ EDU 366 Teaching Math
___ EDU 387 Teaching Students with Exceptional Needs
___ EDU/SED 301 Program Planning and Curriculum
___ EDU/SED 362 Language Development
SED 365

Instructional Strategies in Special Education
September 2010

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Office Hours: Monday 10-12 Wednesday 10-12 Also by Appointment

Course Description: This course focuses on providing the learner with knowledge and skills in assessing, planning, organizing, implementing, and evaluating instruction of students with disabilities and other diverse needs. Topics include characteristics of students with special education needs, linking assessment with instruction, validated teaching methods and strategies, accommodations, modifications, and the use of assistive technology. An emphasis is placed on methodology that is appropriate for inclusive teaching environments.

Expected outcomes:
Upon completion of this course, the student will be able to:
1. Describe educational characteristics of students with mild and moderate disabilities.
2. Identify a variety of assessment approaches to link assessment with instruction.
3. Plan instructional units and individual lessons that align with curriculum standards and with the student’s IEP.
4. Identify appropriate accommodations, modifications, and assistive technologies that assist individual students with disabilities in accessing the general education curriculum.
5. Describe and discuss validated methods and strategies for teaching students with mild to moderate disabilities.

Course Format:
This course includes lectures, demonstrations, guest presentations, group discussions, and small group activities.

Diversity:
The course covers instructional and behavioral strategies appropriate for students receiving special education services with a variety of learning styles and abilities. Course activities include strategies for identifying bias and or stereotypes related to sexual orientation, gender, race, culture, abilities and socioeconomic level.
Required Text:

SUPPLEMENTAL JOURNALS
Exceptional Children
Arithmetic Teacher
Journal of Special Education Intervention in School and Clinic
Journal of Learning Disabilities
Teaching Exceptional Children
Learning Disability Quarterly
Learning Disabilities Research & Practice
Mental Retardation
Remedial and Special Education

Web Sites:
General Sites
http://eric.ed.gov/ERICWebPortal/search/basic.jsp
http://iris.peabody.vanderbilt.edu/resource_TOOL_wrd/wrd.html
Resource for Evidence-Based Practices:
Planning:
http://www.ldonline.org
Validated Practices:
http://www.brains.org/hottopics.htm
http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education
http://ti2.sri.com/tappedin/index.jsp
Teaching Strategies:
http://www.ku-crl.
Behavior/Social Skills
http://www.pbs.org/parents/issuesadvice/inclusivecommunities/challenging_behavior
Literacy:
Math:
**Supplemental Texts and Journal Articles**


Alignment with the UMPI Teacher Education Conceptual Framework

Organizing Principles Found in


1. Educators possess discipline knowledge and pedagogical understanding. Educators possess knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) they teach and the ability to create learning experiences that make these aspects of subject matter meaningful to students. We believe that discipline subject matter knowledge is fundamental to good teaching. Because knowledge continually evolves, the effective educator is current in his or her understanding of new ideas and issues in a discipline.

2. Educators apply multiple instructional strategies for diverse learners. In order to select instructional strategies that enhance learning for a diversity of learners, educators must understand child development and learner characteristics. Educators exhibit sensitivity to individual differences and students' varied approaches to learning. Educators understand the deep impact of technology on society and recognize that sources of information extend beyond textbooks and teachers. They employ effective technologies in their own instruction and assist students in using technologies to pursue their own inquiries. Teachers and learners utilize technologies to find, organize, and interpret information as well demonstrating their learning.

3. Educators facilitate learning within cultural contexts. Educators have a well-grounded framework for understanding cultural and community diversity and incorporate their appreciation of students' experiences, cultures, family backgrounds, and community resources into their instruction (Sleeter & Grant, 1994; Banks, 1997). Successful teachers seek to understand, respect, and make connections to students' backgrounds and culture as they plan and implement the curriculum. Teachers are effective collaborators with families, colleagues, support personnel, and community members in planning and implementing culturally responsive instruction (Arvizu, 1996). Culturally responsive educators work
closely with parents to achieve a high level of complementary educational expectations between home and school.

4. Educators engage in on-going reflective learning and practice. An educator is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.* Reflection not only occurs during the technical aspects of teaching - such as planning, teaching, assessing, evaluating, and revising – but encompasses social and ethical considerations.

NCATE/CEC ALIGNMENT

Program Standards for the Preparation of Special Education Teachers

Instructional Strategies in Special Education is designed to meet the performance standards developed by the National Council for Accreditation for Teacher Education in the preparation of special education teachers. The following NCATE performance standards will be advanced in this course.

Standard #1: Foundations
CC1K1 Models, theories, and philosophies that form the basis for special education practice.
CC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
CC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
CC1K7 Family systems and the role of families in the educational process.
CC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.
GC1K8 Principles of normalization and concept of least restrictive environment.
GC1K9 Theory of reinforcement techniques in serving individuals with disabilities.

Standard #2: Development and Characteristics of Learners
CC2K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
CC2K4 Family systems and the role of families in supporting development.
CC2K5 Similarities and differences of individuals with and without exceptional learning needs.
CC2K6 Similarities and differences among individuals with exceptional learning needs.
GC2K2 Impact of sensory impairments, physical and health disabilities on individuals, families, and society.
GC2K5 Common etiologies and the impact of sensory disabilities on learning and experience.

Standard #3: Individual Learning Differences
CC3K1 Effects an exceptional condition(s) can have on an individual’s life.
CC3K2 Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
CC3K4 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
GC3K1 Impact of disabilities on auditory and information processing skills.
GC3S1 Relate levels of support to the needs of the individual.

**Standard #4: Instructional Strategies**

GC4K1 Sources of specialized materials, curricula, and resources for individuals with disabilities.
GC4K2 Strategies to prepare for and take tests.
GC4K3 Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.
GC4K4 Prevention and intervention strategies for individuals at risk for a disability.
GC4K5 Strategies for integrating student-initiated learning experiences into ongoing instruction.
GC4K6 Methods for increasing accuracy and proficiency in math calculations and applications.
GC4K7 Methods for guiding individuals in identifying and organizing critical content.
CC4S1 Use strategies to facilitate integration into various settings.
CC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.
CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
CC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.
CC4S5 Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.
GC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.
GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.
GC4S3 Teach learning strategies and study skills to acquire academic content.
GC4S4 Use reading methods appropriate to individuals with disabilities.
GC4S5 Use methods to teach mathematics appropriate to the individuals with disabilities.
GC4S6 Modify pace of instruction and provide organizational cures.
GC4S7 Use appropriate adaptations and technology for all individuals with disabilities.
GC4S8 Resources and techniques used to transition individuals with disabilities into and out of school and postschool environments.
GC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
GC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners.
GC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum.
GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies.
GC4S15 Teach strategies for organizing and composing written products.
GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

**Standard #5: Learning Environments and Social Interactions**

CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage.
CC5K9 Ways specific cultures are negatively stereotyped.
GC5K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities.
GC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
CC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S8 Teach self-advocacy.
CC5S9 Create an environment that encourages self-advocacy and increased independence.
CC5S12 Design and manage daily routines.
CC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
GC5S2 Use and maintain assistive technologies.
GC5S3 Plan instruction in a variety of educational settings.
GC5S4 Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.
GC5S5 Use skills in problem-solving and conflict resolution.
GC5S6 Establish a consistent classroom routine for individuals with disabilities.

**Standard #6: Language**
CC6K1 Effects of cultural and linguistic differences on growth and development.
CC6K4 Augmentative and assistive communication strategies.
GC6K1 Impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities.
GC6K2 Communication and social interaction alternatives for individuals who are nonspeaking.
GC6K3 Typical language development and how that may differ for individuals with learning disabilities.
CC6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
CC6S2 Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
GC6S1 Enhance vocabulary development.
GC6S2 Teach strategies for spelling accuracy and generalization.
GC6S3 Teach individuals with disabilities to monitor for errors in oral and written language.
GC6S4 Teach methods and strategies for producing legible documents.
GC6S5 Plan instruction on the use of alternative and augmentative communication systems.

**Standard #7: Instructional Planning**
CC7K1 Theories and research that form the basis of curriculum development and instructional practice.
CC7K2 Scope and sequences of general and special curricula.
CC7K3 National, state or provincial, and local curricula standards.
CC7K4 Technology for planning and managing the teaching and learning environment.
CC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
GC7K3 Interventions and services for children who may be at risk for learning disabilities.
GC7K4 Relationships among disabilities and reading instruction.
CC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
CC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
CC7S3 Involve the individual and family in setting instructional goals and monitoring progress.
CC7S4 Use functional assessments to develop intervention plans.
CC7S5 Use task analysis.
CC7S6 Sequence, implement, and evaluate individualized learning objectives.
CC7S7 Integrate affective, social, and life skills with academic curricula.
CC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
CC7S9 Incorporate and implement instructional and assistive technology into the educational program.
CC7S10 Prepare lesson plans.
CC7S11 Prepare and organize materials to implement daily lesson plans.
CC7S12 Use instructional time effectively.
CC7S13 Make responsive adjustments to instruction based on continual observations.
GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.
GC7S4 Select, design, and use technology, materials, and resources required to educate individuals whose disabilities interfere with communication.
GC7S5 Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.

**Standard #8: Assessment**
CC8K5 National, state or provincial, and local accommodations and modifications.
CC8S2 Administer nonbiased formal and informal assessments.
CC8S3 Use technology to conduct assessments.
CC8S4 Develop or modify individualized assessment strategies.
CC8S5 Interpret information from formal and informal assessments.
CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S10 Create and maintain records.
GC8S3 Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.
GC8S5 Monitor intragroup behavior changes across subjects and activities.

**Standard #9: Professional and Ethical Practice**
CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.
CC9K4 Methods to remain current regarding research-validated practice.
GC9K1 Sources of unique services, networks, and organizations for individuals with disabilities.
GC9K2 Organizations and publications relevant to individuals with disabilities.
CC9S3 Act ethically in advocating for appropriate services.
CC9S4 Conduct professional activities in compliance with applicable laws and policies.
CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.
CC9S7 Practice within one’s skill limit and obtain assistance as needed.
CC9S8 Use verbal, nonverbal, and written language effectively.
CC9S9 Conduct self-evaluation of instruction.
CC9S10 Access information on exceptionalities.
CC9S11 Reflect on one’s practice to improve instruction and guide professional growth.
GC9S2 Ethical responsibility to advocate for appropriate services for individuals with disabilities.

**Standard #10: Collaboration**
CC10K1 Models and strategies of consultation and collaboration.
CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
CC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
CC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
GC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.
GC10K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.
CC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs.
CC10S3 Foster respectful and beneficial relationships between families and professionals.
CC10S8 Model techniques and coach others in the use of instructional methods and accommodations.
CC10S11 Observe, evaluate, and provide feedback to paraeducators.
GC10S1 Use local community, and state and provincial resources to assist in programming with individuals with disabilities.
GC10S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.

The Maine Teacher Standards Alignment
This course emphasizes the following Maine Teacher Standards:

1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students. Candidate performance demonstrating the following capabilities informs this standard.
   The ability to:
   a. Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior learning.
   b. Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.
   c. Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
   d. Models the use of the tools of each discipline and creates opportunities for students to practice the use of these tools.
   e. Incorporates knowledge of students’ experiences in the planning, execution, and evaluation of learning experiences.
   f. Explain important principles and concepts delineated within their discipline and link them with professional state and unit standards.

2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. Candidate performance demonstrating the following capabilities informs this standard.
   The ability to:
   a. Create learning experiences in which students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines.
   b. Encourage students to recognize and respect the interdependence of all knowledge and ideas by combining and integrating knowledge of different disciplines.
c. Pursue and acquire material and human resources in various disciplines for classroom use.

3. Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students’ intellectual, physical, emotional, and social development. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

a. Discern individual, student and group differences (e.g., intellectual, cultural, social).

b. Support individual student’s physical, social, emotional, cognitive, and moral development.

c. Observe how students learn and thus ascertain different learning styles.

d. Identify when and how to access appropriate services or resources to meet learners’ needs.

e. Identify and design instruction appropriate to students’ stages of development, learning styles, strengths, and needs.

f. Make appropriate provisions and adaptations for individual students who have particular learning differences or needs.

g. Understand and make connections to students’ experiences and backgrounds in planning and implementing curriculum.

h. Demonstrate understanding of and sensitivity to issues of diversity and equity during the design and assessment of instruction.

4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

a. Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.

b. Develop daily, weekly, and long range lesson plans that are linked to student needs and performance and adapt them to ensure and capitalize on student progress and motivation.

c. Demonstrate originality in lesson development within the parameters of the existing school curriculum.

d. Articulate lesson goals and provides educationally and ethically defensible rationales for those goals.

e. Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

5. Understands and uses a variety of instructional strategies and appropriate technologies. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

a. Choose effective teaching strategies and materials to meet different learning goals and student needs.

b. Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.

c. Monitor and adjust strategies in response to learner feedback.

d. Vary her or his role in the instructional process depending on the content, purposes, and student needs.

e. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and providing diverse perspectives to encourage critical thinking.

f. Employ a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.

g. Use educational technology to broaden student knowledge about technology as well as deliver instruction.

h. Encourage all students to use technology and help them to access that technology.

i. Provide students with strategies for evaluating the content encountered via technology (i.e., Internet, listservs).

6. Creates and maintains a classroom environment which supports and encourages learning. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

a. Create a comfortable, well-organized physical environment.

b. Establish a classroom climate of openness, mutual respect, support, and inquiry.

c. Work with students to manage their own behaviors and assume responsibility for their own learning.
d. Use principles of effective classroom organization.
e. Use a variety of strategies to increase students’ desire and opportunity to learn.
f. Create an environment in which students work both cooperatively and independently.

7. Demonstrates the ability to support students’ learning and well-being by engaging students, home, school, colleagues, and community. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:
b. Identify strategies to link school, home, and community to enhance student performance and well-being.

c. Describe ways to proactively develop partnerships with parents and guardians in support of students’ learning and well-being.

d. Recognize when it is appropriate to consult with other school professionals concerning a student’s learning or health.

e. Describe ways to work with community agencies to foster student growth.

f. Work with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well-being.

8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:
a. Describe the purposes of assessment.
b. Use a variety of formal and informal strategies to assess student outcomes.
c. Match assessment strategies and instruments to Learning Results and program objectives.
d. Use concepts of reliability, validity, and generalizability to design and improve high quality assessments.
e. Employ a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.
f. Use assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
g. Communicate responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.
h. Involve learners in self-assessment and goal setting for learning.
i. Document learning using a variety of methods such as portfolios, school records, and other long term indices of the multiple abilities of students.

9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:
b. Adhere to a code of ethics that demonstrates an understanding of the laws that govern students’ rights and teacher responsibilities.

e. Adhere to affirmative action policies pertaining to school and classroom settings; interact with all students in a equitable manner. He/She does not discriminate in employment, housing, or access to public accommodations on account of race, color, sex, physical or mental disability, religion, ancestry or national origin, and, in employment, does not discriminate on account of age or because of the previous assertion of a claim or right under former Title 39 or Title 39-A; and, in education, does not discriminate on account of

10. Demonstrates a strong professional ethic and a desire to contribute to the education profession. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:
a. Be an active, contributing member of work teams and committees.
b. Participate in staff development opportunities and training sessions and apply information and strategies gained as a result of those experiences to his/her own teaching.
c. Utilize information gained from reading professional journals.
d. Apply information gathered during attendance at professional conferences.
f. Reflect upon and strengthen his/her teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.

i. Maintain a professional demeanor and recognize the teacher’s role as a model for students.

**Teacher Dispositions**

Teaching involves more than effective planning, instructional knowledge, and teaching skills. It also extends to professional dispositions. Dispositions are modes of conduct and the ways in which beliefs and attitudes are displayed by teacher candidates. Prospective teachers should possess appropriate ethical, moral, and professional dispositions to become caring and effective teachers. Therefore, the following dispositions are expected to be demonstrated in this course by both the instructor and course participants:

1) dedication as demonstrated by class attendance, participation, and completion of assignments;
2) working collaboratively especially in cohort activities;
3) flexibility, responsibility, reliability and dependability;
4) articulate oral expression;
5) self-initiative and independence;
6) accurate and effective written communication;
7) critical thinking skills;
8) tactful judgment with peers and the instructor;
9) collegiality;
10) reflective response to feedback and supervision;
11) outgoing and respectful interaction with peers;
12) desire to improve own knowledge and performance;
13) commitment to the profession;
14) respect for diversity; and
15) professional ethics and demeanor of honesty, fairness, advocacy, and compassion.

**Instructional Approaches Used in Class:**

A. **Traditional Methods and Experiences**

Lecture and discussion, demonstrations, videos, guest speakers, library presentation

B. **Clinical Experiences**

Cohort/Cooperative groups, interviews, student presentations and demonstrations

**COHORT**

Each participant will be assigned to a cohort. The purpose of this activity is to provide participants with an opportunity to: 1) develop a network of peers for problem solving, analyzing cases or articles; 2) participate in cooperative learning experiences; and 3) develop professional communication skills. The premise of the cohort experience is that you bring with you a variety of background and experiences and that you are competent to assist one another in acquiring new knowledge and skills.

- Your cohort group must work together to achieve the group goal that cannot be mastered unless each individual in the group performs their individual task.
- Each cohort member will be held accountable for learning the required content.
• Cohort members must work together to make sure that all have mastered the assigned content.
• Each individual in the group must have differentiated tasks whose successful performance is critical to achieving group goals.
• Cohort experiences do not imply devaluation of individual contribution or lack of individual accountability.
• The intent is for you to discuss issues, engage in group problem solving, help one another understand the material, reflect, share, and modify ideas.

Course Requirements and Assignments

During this course you will complete a number of learning activities that demonstrate your growing proficiency and knowledge of teaching students with mild to moderate disabilities. These activities will provide you with the background and knowledge for developing the culminating course project that will include examples of your work to assist students with disabilities in meeting high educational standards. I will provide you feedback on all assignments completed during this course so that, based on the feedback, you may make improvements in your work for this final project.

1. Research Summaries (400 points see rubric)
   Locate 4 recently published (2002-present) descriptions of experimental studies designed to investigate the effectiveness of an instructional practice related to mathematics, reading, language arts (i.e., handwriting, spelling, written expression), and behavior management. The practices may or may not be discussed in your course textbook. Do NOT select studies that are summarized in the validation boxes of your textbook. Your summaries should be submitted on Blackboard on the following template. Each summary should be approximately 2 pages in length.
Research Summary Template

Name: _________________________________

I. **Reference** (use APA format)

II. **Participants** (Describe the participants in the study. How many were there? What were their ages/grades? Did they have disabilities? If so, what were they? What was their gender? What was their ethnicity?)

III. **Setting** (Tell where the study took place. Public school? Private clinic? 3rd grade classroom? Hospital setting?)

IV. **Procedures** (Discuss the intervention and the procedures that were followed in the study. If you select a *review of literature* article, discuss the review procedures that were used.)

IV. Type of lesson: (Skills, Content, Focal, Life Planning, Self Advocacy see chapter 2) Why so?

V. Instructional Model: (Explicit, Direct Instruction, Strategy Instruction, see chap. 4) Why so?

VI. **Results** (State the findings of the study. Be specific and report data.)

VII. **Discussion** (Discuss your opinion about the study and/or the instructional practice.)
# Rubric for Research Summaries

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Narrative</th>
<th>Expository</th>
<th>Adherence to Assignment Criteria</th>
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<tbody>
<tr>
<td><strong>Target</strong></td>
<td>Reflects superior understanding of the selected studies; includes all required components (i.e., reference, participants, setting, procedures, results, discussion) 190-200 points</td>
<td>Superior writing standards (mechanics, organization, clarity, fidelity to APA writing style conventions (e.g., reference style); fewer than 5 errors 90-100 points</td>
<td>All studies were intervention studies in the designated content areas (reading, math, language arts, behavior). 90-100 points</td>
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<td><strong>Acceptable</strong></td>
<td>Reflects satisfactory understanding of the selected studies; includes most required components (i.e., reference, participants, setting, procedures, results, discussion) 170-180 points</td>
<td>Good writing standards (mechanics, organization, clarity, fidelity to APA writing style conventions (e.g., reference style); 5 to 10 errors 80 points</td>
<td>Most studies were intervention studies in the designated content areas (reading, math, language arts, behavior). 80 points</td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td>Reflects unsatisfactory understanding of the selected studies; includes 1 to 3 required components (i.e., reference, participants, setting, procedures, results, discussion) &lt; 170 points</td>
<td>Poor writing standards (mechanics, organization, clarity, fidelity to APA writing style conventions (e.g., reference style); more than 10 errors &lt; 80 points</td>
<td>Most studies were nonintervention and/or related to content areas other than reading, math, Language arts, and behavior. &lt; 80 points</td>
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2. **Lesson Plans (Cohort Activity)**

Lesson Planning Effective Assessment and Instruction. (400 Pts each) This assignment consists of planning and developing four lessons or instructional activities in each of the four areas of study (Math-Reading-Language Arts, Behavior) using the Lesson Planning Form found in Chapter 2 and in Blackboard course documents. In developing your plans be sure to consider the concepts that we have discussed in this course: linking assessment with instruction, teaching methods and strategies for obtaining high levels of achievement, considering diversity perspectives, and active student involvement. During designated class time, you will have opportunities to work with your cohort to develop effective instruction and assessment plans and practice your learning activities with the class.

3. **Resource Guide for Assistive Technology. (100 pts each)**

This resource guide should consist of at least 10 different technologies, including inexpensive “low tech” devices as well as more expensive devices, to assist students with disabilities in accessing the general education curriculum. The guide should identify AT that would be appropriate for students at the grade level(s) you plan to teach. Each entry should include the following: (See Template)

- name of device
- publisher/distributor contact information
- cost
- description of device
- individual student needs that could be addressed by this device so that a student with a disability could access (or increase access to) the general education curriculum.
Assistive Technology Template

Student: _________________________                         Item #: __________

Name of device:                                                                 Cost: ____________:

Publisher/distributor contact information:

Description of device:

Individual student needs that could be addressed by this device so that a student with a disability could access (or increase access to) the general education curriculum.
4. **Final: (Demonstration 1000 points, Planning 1000 points)**

The final is a combination of an individual and cohort project. It will encompass everything we have learned in this course. Individually you will create a unit of study for any area that you wish. The unit will consist of three lesson plans with an adaptation sheet, content enhancers, other modification that you would use, and a written unit test with adaptations for a student. With a colleague from your cohort you will chose one of your lessons and co-teach the lesson using evidence based strategies as if we were your class. The lesson is to be planned for a general education classroom setting that includes students with disabilities. You will critique yourself using a one page reflective statement.

5. **Portfolio for Teaching Students with Disabilities. (1000 pts)**

The above assignments and in-class activities should provide you with background information and knowledge for planning, developing, and refining your portfolio for teaching for students with special needs. This portfolio should include artifacts that you have produced in this class and rationale statements for each artifact that describe what you learned or how the artifact demonstrates your knowledge, skills, or abilities. The contents of this document should become part of your professional teaching portfolio.

6. **Reflective Journal: (3 @ 500 pts each)**

The writing of a reflective journal is associated with learning from experience, and is viewed as an important strategy for emerging educators who embrace lifelong learning. This is particularly important for special educators who will be engaged in interactions with adults and drawing upon those experiences as they consult and collaborate with parents and other professionals. The act of reflection is seen as a way of promoting the development of autonomous, qualified and self-directed educational professionals. Engaging in the writing of a reflective journal is associated with the improvement of the quality of pedagogical practices, stimulating personal and professional growth, and closing the gap between theory and practice.

The most important aspect of engaging in the writing of a reflective journal is that your writing will enable you to demonstrate a changing conceptual perspective. The process of reflective writing leads to more than just a gain in your knowledge it should also lead you to challenge the concepts and theories by which you make sense of knowledge. When you reflect on a learning experience you do not simply see more, you see differently. Sharing your reflective writing with your instructor will assist you in the process of revealing new perspectives. You will share your reflective journal though submission to through the course Blackboard network. Submission of your journal shall be made by submitting your reflection in the ‘Assignment’ window. Each reflective journal will be weighted on a scale from 0-500 pts. Submission of reflective journals will be date sensitive and will not be accepted after Sunday midnight of the due week.
Scoring Rubric:
0-150 pts = Reiteration of activities (This is what we did)
150-300 pts = Reflection of content of lectures and readings (This is what was said)
300-500 pts = Reflection of your thoughts and conclusions based on your experiences and readings as supportive evidence.

Journal 1  Due October 2
Journal 2  Due November 12
Journal 3  Due Dec. 12
**Suggested Reflective Journal Template**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date:</th>
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</table>

What was the highlight of the class or readings or activities for the past three weeks?

What aspects of the experiences caused you the most anxiety?

What were the three most important things you took away from the sessions?

1. 

2. 

3. 

Based upon your learning experience, what skill or bit of knowledge must you remember for your future teaching?
Class Schedule

Lectures will be in support of the assigned text material

The schedule and activities in this course are subject to change in the event of extenuating circumstances.

Session 1: Sept. 1 Course Orientation-
Understanding the School Context/Modifying Curriculum and Instruction
Cohort: A. Why a Bee
B. Case Studies
Assignment: Text:  Chapter 2 There is much information in this chapter. I would suggest that you outline the chapter highlighting the main points. This will enable you to capture the flow of the material. The next session will be devoted to discussing the specific strategies of planning.

Session 2:  Sept. 8 Using Specific Planning Methods
Assignment:
• Go to www.free.ed.gov and select a topic. Develop a lesson plan from your topic using the Pyramid Lesson Planning form on Page 45 of your text. Be prepared to discuss your lesson plan at the next session
• Chapter 10 Pp 455-472

Session 3: Sept 15 Modifying Curriculum and Instruction/Review of Lesson Plans
• Discussion of accommodations related to delivery of instruction, method of student performance, and method of assessment.
• Discussion of adaptations including multilevel instruction, curriculum overlapping, and tiered assignments.
• Discussion of the use of assistive technology tools for students with various disabilities.
• Discussion of appropriate modifications for students from diverse cultural and linguistic backgrounds.
• Discussion of Universal Design for Learning and related curricular programs and materials.
Assignment:
• Review http://www.MAINECITE.ORG
• Using the Assistive Technology Template research 10 different technologies, including inexpensive “low tech” devices as well as more expensive devices, to assist students with disabilities in accessing the general education curriculum. The guide should identify AT that would be appropriate for students at the grade level(s) you plan to teach. Web sites for assistive technology resources include: http://www.abledata.com, http://www.assistivetech.com.  These reviews will be due on Blackboard by midnight Monday Sept 27. Each review could count as much as 100 pts.
• Chapter 10 Pp.472-481
• Upon completion of Chapter 10 formulate at least 3 questions regarding accommodations, modifications or assistive technology for discussion with our guest speaker.

**Session 4:** Sept. 22 Assistive Technology Kathy Powers Maine CITE
Class will be held at the Campus Center Multipurpose Room from 4:00-6:30 (bring your questions)
Topics will include:
1. Assistive Technology Act of 2004
2. IDEA requirements
3. Examples and simulation for
   a. Academics
   b. Orthopedics
   c. Communication tools
   d. Vision
   e. Hearing
4. Assessment strategies
5. Funding sources
6. What is medical and what is education responsibility?
Assignment:
• Take Home Quiz based on Chapters 1, 2 and 10. Response will be due on BlackBoard Midnight September 25.
• Read Chapter 4

**Session 5:** Sept 29 Selecting Instructional Models
Lecture: Overview of Explicit, Direct, and Strategy Instructional models and their application.
Assignment:
• Chapter 5 Effective teaching behaviors
• Choose One approach (Explicit-Direct-Strategic) and develop a lesson incorporating that approach.
• Reflective Journal 1 Due Midnight October 2

**Session 6:** October 6 Effective Teaching Behaviors:
Assignment:
• Take Home Quiz: Pierre.
• Chapter 6 Pp. 216-248
• Obtain computer copy of Maine Learning Standards

**Session 7:** October 20 Math Assessment
• Use informal assessment procedures designed to assist in planning mathematics instruction.
Discuss guidelines designed to develop conceptual, procedural, and declarative knowledge in mathematics.

Assignment:
- Develop a Math Lesson Plan (Pyramid) demonstrating your utilization for instruction which would emphasize conceptual, procedural, and declarative knowledge. This will be discussed within your cohort during the next session and submitted on October 30.
- Draft of Math Research Summary (See template in syllabus). This will be discussed within your cohort next session and submitted on November 1.

Session 8: October 27  Math Instruction

Assignment:
- Math lesson plan due on October 30 on Blackboard
- Math Research summary on November 1 on Blackboard
- Cohort Quiz
- Chapter 7 Reading Instruction Pp 279-297

Session 9: November 3 Reading Assessment

Assignment:
- Chapter 7 Pp. 297-338.
- Develop a Reading Lesson Plan (Pyramid) demonstrating your utilization for instruction which would emphasize conceptual, procedural, and declarative knowledge. This will be discussed within your cohort during the next session and submitted on November 13.
- Draft of Reading Methods Research Summary (See template in syllabus). This will be discussed within your cohort next session and submitted on November 15.
- Reflective Journal 2 Due November 12

Session 10: November 10 Reading Instruction

Assignment:
- Reading Lesson Plan due on Nov 13.
- Reading Research summary on November 15 on Blackboard
- Chapter 8

Session 11: November 17 Teaching Language Arts - Handwriting, Spelling, Written Expression

Assignment:
- Research summary on some aspect of Language Arts due on November 20 on Blackboard
- Lesson plan on a skill in the area of Language Arts due on November 20 on Blackboard
- Take Home Quiz Due Nov 28 Midnight.
- Handout: Chapter 5 of Teaching Students with Learning Problems, Mercer, Cecil et.al..
- Brose through http://challengingbehavior.fmhi.usf.edu/resources.html

**Session 12:** December 1 Developing and Enhancing Positive Behaviors and Social Skills

Assignment:
- Research summary on some aspect Behavior/Social Skill Development due on December 4 on Blackboard
- Lesson plan on teaching a specific Behavior/Social Skill due on December 4 on Blackboard
- Demonstration lesson and lesson plan (no more than 10 minutes).

**Session 13:** December 8 Demonstration Lessons
Final Reflective Journal Due Dec. 12.
Final Due Dec 13 Midnight.
Blackboard

Blackboard will be used extensively in this class. A copy of each PowerPoint lecture will be posted on Sunday. Reflective journals and assignments will be submitted through Blackboard. Student grades will be posted weekly. Submit material in Microsoft Word 12 pt. Times New Roman.

Grading

Grades will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance (50 pts attendance+50 pts participation</td>
<td>3000 pts</td>
</tr>
<tr>
<td>Research Summaries (500 pts each)</td>
<td>2000 pts</td>
</tr>
<tr>
<td>Lesson Plans (500 pts each)</td>
<td>2000 pts</td>
</tr>
<tr>
<td>10 Resources for Assistive Technology</td>
<td>1000 pts</td>
</tr>
<tr>
<td>Reflective Journals (500 pts each)</td>
<td>1500 pts</td>
</tr>
<tr>
<td>Quizzes (500 pts each)</td>
<td>1500 pts</td>
</tr>
<tr>
<td>Final Demonstration Lesson and reflection</td>
<td>1000 pts</td>
</tr>
<tr>
<td>Final Planning</td>
<td>1000 pts</td>
</tr>
<tr>
<td>Portfolio</td>
<td>1000 pts</td>
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</tbody>
</table>

A = 95-100%
A- = 90-94%
B+= 86-89%
B = 83-85%
B- = 80-82%
C = 74-79%
D = 70-73 %
F = < 70%

In order to earn an A in this course you will have to produce beyond the ordinary. Higher order thinking skills of analysis and evaluation will be expected particularly for the reflective journals. (review what you know about Bloom’s taxonomy).

Standards for Written Work (Spelling, Grammar, etc.)

As teachers you will be expected to use exemplary written and spoken communication. Therefore all assignments in this course will be evaluated for grammar and spelling, as well as for content. Students are encouraged to seek proofreading from cohort members before submitting written products. Failure to correct errors (i.e., "typos" or handwritten corrections) will be treated the same as grammatical errors. Assignments due on a class date are to be turned in on that date. Students absent from class should ensure that the assignment is turned in prior to class, unless other arrangements have been made in advance with the instructor’s approval.

Other Course Standards
Students are expected to demonstrate professional behaviors such as willingness to learn, reflective thinking and self-evaluation skills, and respect for fellow students, colleagues, faculty, and community members. Off task behaviors as conversations during lectures, text messaging, and unrelated laptop use are considered inappropriate. Participation in class and in your cohort group is a very important part of the course. During these activities you will have opportunities to analyze critically, synthesize, and apply course information from class readings and activities.

Incomplete/Extensions:
Incompletes and extensions will only be given in the case of extenuating circumstances (such as extreme illness, a death in the family, etc.). This must be negotiated with the instructor. **There will be no opportunity to make up those activities that have an assigned point value. An alternative assignment for a maximum of 70% of the original activity’s point value may be negotiated with the instructor within one class session of the assigned due date.**

Class attendance is expected.
Do not take this course if you cannot attend class! Material will be presented in-class that is not covered in the textbook. This material is vital for successful completion of the course. Point(s) will be subtracted from your grade for each class missed. Attendance will be recorded by having participants log in. Students are responsible for logging in. Two classes missed will constitute the drop of ½ a letter grade. You may be dropped if you miss more than 3 - 4 sessions. Students are expected to remain for the entire class session and to arrive on time. The only excuse is medical or an emergency as determined by the instructor, or being excused from class for University excused functions. Make sure you contact the instructor by e-mail if you cannot attend a class.

Course Assistance:
If you need any assistance or extra help in this course please contact me during office hours or make an appointment. No concern of yours is trivial and I will do my best to provide you with assistance.

UMPI Writing Center
Located on the first floor of South Hall, the writing center offers one-on-one consultations for writers at all levels of course work, at all stages of the writing process. All you have to do is bring your assignments and other relevant materials with you when you need assistance. Additional information is also available on the writing center web page, [http://www.umpi.edu/programs/cas/english/writing-center](http://www.umpi.edu/programs/cas/english/writing-center).

Students with a disability:
If you have a documented disability and need academic accommodations or modifications contact the Student Support Services office at 768-9615.

**ENJOY**
Session 1: Sept. 1

Session 2: Sept. 8

Session 3: Sept 15

Session 4: Sept. 22

Session 5: Sept 29

Session 6: October 6

Session 7: October 20

Session 8: October 27

Session 9: November 3

Session 10: November 10

Session 11: November 17

Session 12: December 1

Session 13: December 8
Assignments:

Description of Assignments:

During this course you will complete a number of learning activities that demonstrate your growing proficiency and knowledge of teaching students with mild to moderate disabilities. These activities will provide you with the background and knowledge for developing the culminating course project, a teaching portfolio that will include examples of your work to assist students with disabilities in meeting high educational standards. I will provide you feedback on all assignments completed during this course so that, based on the feedback, you may make improvements in your work for this final project.

Each of the following assignments should follow APA format including a title page, header, and page numbers.

1. Effective Assessment and Instruction. This assignment consists of planning and developing a series of five sequential lessons or instructional activities in one area of the curriculum. In developing your plans be sure to consider the concepts that we have discussed in this course: linking assessment with instruction, teaching methods and strategies for obtaining high levels of achievement, considering diversity perspectives, and active student involvement. During designated class time, you will have opportunities to work with classmates to develop effective instruction and assessment plans and practice your learning activities with the class. You may submit one lesson by mid term, if you would like my constructive comments before completing this assignment.

2. Resource Guide for Assistive Technology. This resource guide should consist of a range of at least fifteen different technologies, including inexpensive "low tech" devices as well as more expensive devices, to assist students with disabilities in accessing the general education curriculum. The guide should identify AT that would be appropriate for students at the grade level(s) you plan to teach. Each entry should include the following:

7. name of device
8. publisher/distributor contact information
9. cost
10. description of device
11. individual student needs that could be addressed by this device so that a student with a disability could access (or increase access to) the general education curriculum.
3. Research-Based Teaching Methods and Instructional Strategies. This project consists of researching a teaching method or instructional strategy and presenting your findings to the class. During the final weeks of this course, we will set aside designated class time for mini workshops on research-based methods and strategies. These workshops will consist of student presentations of research findings. Plan to demonstrate the method or strategy and provide a handout for each class participant which summarizes your literature search concerning the effectiveness with students with disabilities.

4. Portfolio for Teaching Students with Disabilities. The above assignments and in-class activities should provide you with background information and knowledge for planning, developing, and refining your portfolio for teaching for students with special needs. This portfolio should include artifacts that you have produced in this class and rationale statements for each artifact that describe what you learned or how the artifact demonstrates your knowledge, skills, or abilities.

5. Quizzes. During this course there will be assigned chapter readings for each week. You are responsible for reading and studying this material prior to coming to class. During the semester there will be several announced quizzes over the reading material.
CREATING RESPONSIVE LEARNING ENVIRONMENTS

CHAPTER ONE

CHAPTER OUTLINE

Students at Risk for School Failure

Students with Disabilities

Students from Low Socioeconomic Backgrounds

Students from Cultural and Linguistically Diverse Backgrounds

Characteristics of Students at Risk for School Failure

Individualized Educational Programs

Components of an IEP

Participants in IEP Meetings

Using the IEP

Educational Services and Related Practices

Least Restrictive Environment

The General Education Class

Reintegration of Students

Movement from Mainstreaming to Inclusion

The Regular Education Initiative

The Inclusion Movement

Rationale for Inclusion

Rationale for Continuum of Alternative Placements
Research on the Inclusion and Continuum of Alternative Placements Issue

Perspective on the Movement from Mainstreaming to Inclusion

Program Factors and Least Restrictive Environment

Teachers Teaching Teachers

The Special Education or At-Risk Teacher

Teacher-Parent Collaboration

Instructional Variables Related to Student Learning

Focus on Time for Learning

Ensure High Rates of Student Success

Provide Positive and Supportive Learning Environments

Plan and Maintain a Motivational Environment

TITLES OF TABLES

Table 1.1: Steps included in the peer-collaboration process
Table 1.2: Questions and answers for parents about RTI
Table 1.3: Suggestions for increasing engaged time
Table 1.4: Selected instructional features that promote student success
Table 1.5: Strategies for motivating students to learn

DISCUSSION QUESTIONS

1. Briefly discuss some of the primary cognitive, affective, and behavioral characteristics of students with learning problems.
2. Discuss the components of an IEP and list the participants in IEP meetings.

3. Define least restrictive environment.

4. On the continuum of educational placements for students with disabilities, discuss general class-based services and related practices.

5. Discuss strategies for the reintegration of students with learning problems into general education classrooms.

6. Discuss the Regular Education Initiative and the inclusion movement.

7. Present the rationale for inclusion and the rationale for continuum alternative placements.

8. Discuss teachers teaching teachers through the use of collaborative consultation, teacher assistance teams, coaching, peer collaboration, and cooperative teaching.

9. Present techniques for establishing cooperation with parents and for conducting successful parent-teacher conferences.

10. Briefly discuss three instructional variables related to learning, and list several strategies for motivating students to learn.

**SCENARIO QUESTIONS**

The school psychologist recently diagnosed Jessie, a fourth grader, with a reading disability. Jessie’s achievement test results include the following:
- Kaufman Test of Educational Achievement: Reading Standard Score – 80
- Kaufman Test of Educational Achievement: Math Standard Score – 105
- Curriculum-based measurement: Reads second-grade-level passage with 93 correct words per minute with 4 errors and 70 percent comprehension.
- Curriculum-based measurement: Reads third-grade-level passage with 60 correct words per minute with 8 errors and 50 percent comprehension.

Ms. Kolb is assigned as Jessie’s resource room teacher for 5 hours per week. She must write an Individualized Educational Program for Jessie.

1. According to IDEA, what information must be stated in Jessie’s IEP and what persons should participate in her IEP?

2. Develop an appropriate annual goal for Jessie.

3. Annual goals describe what the student should be able to do at the end of the school year. What is Ms. Kolb’s role in setting and meeting Jessie’s annual goals?

4. There are four grading periods remaining in the school year. Give short-term objectives for Jessie for each grading period.

5. What computer applications in IEP management may be helpful to Ms. Kolb?

Prior to receiving the psychologist’s test results, Mr. Osteen, Jessie’s general education teacher, arranged a parent-teacher conference to discuss Jessie’s progress in his classroom. In the beginning of the year, Jessie was focused during class instruction and her grades reflected her on-task behavior. However, during the past several weeks, Jessie often attempts to sleep during class instruction and she has not completed numerous homework assignments. When Mr. Osteen talked with Jessie after class, she told him, “I just don’t care because the class is too boring.”

1. What are two ways Mr. Osteen can prepare for the conference with Jessie’s parents?

2. Successful conferences typically consist of what six parts?

3. Discuss activities that can be used to foster cooperation between Mr. Osteen and Jessie’s parents.
4. If Jessie’s parents question Mr. Osteen during the conference about his teaching approach, what are some techniques he can use to deal with the criticism?

5. Mr. Osteen believes that Jessie may be more successful in class if her parents would structure her after-school time. He also would like for them to consider tutoring Jessie at home. What guidelines can Mr. Osteen recommend to Jessie’s parents concerning parental tutoring?

**ACTIVITIES**

1. Review IEPs of students with learning disabilities. Note what types of measures were used to generate present levels of performance, long-term goals, and short-term goals. Attend a staffing/IEP meeting and note how the test data are used to make eligibility, placement, and instructional decisions.

2. Visit a resource room and note the characteristics of the students and the organization and curriculum of the classroom.

3. Observe students with learning problems in inclusive settings and note what techniques are used to accommodate their needs.

4. Role-play the classroom teacher at a parent-teacher conference to discuss a student's learning problems.

5. Observe teachers and note the effective application of instructional factors related to student learning.

**MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 1**

1. Go to the Teacher Talk section of the Topic IEP’s in the MyEducationLab for your course to listen to Teacher of the Year Jan Keese or Iowa talk about Teaching Every Student.
2. Go to the Assignments and Activities section of the Topic IEP’s in the MyEducationLab for your course and complete the activity entitled The IEP as a Whole. As you watch the video and answer the accompanying questions, notice how the components of an IEP come together.

3. Go to the Building Teaching Skills and Dispositions section of the Topic IEP’s in the MyEducationLab for your course and complete the activity entitled Conducting or Participating in an IEP Meeting. As you work through the learning unit, consider the contributions and purposes of each stakeholder in the meeting.

4. Go to the Assignments and Activities section of the Topic IEP’s in the MyEducationLab for your course and complete the activity entitled Access to the General Education Classroom.

5. Go to the Assignments and Activities section of the Topic Inclusive Practice in the MyEducationLab for your course and complete the activity entitled Exploring Inclusion. As you watch the video and answer the accompanying questions, note how the goals of the inclusion movement are being carried out.

6. Go to the Assignments and Activities section of the Topic Inclusive Practice in the MyEducationLab for your course and complete the activity entitled Inclusion and the Least Restrictive Environment.

7. Go to the Assignments and Activities section of the Topic Collaboration in the MyEducationLab for your course and complete the activity entitled Devoting Time to Collaboration. As you watch the video and answer the accompanying questions, consider the best ways to make time for collaboration.
CHAPTER 2

PLANNING AND ORGANIZING INSTRUCTION

CHAPTER OUTLINE

Physical Arrangements

  Arrangement of Students
  Arrangement of Materials
  Arrangement of Special Areas and Centers

General Considerations

  Class Size

Instructional Arrangements

  Large-Group Instruction
  Small-Group Instruction
  One Student with Teacher
  Adult Helpers with Students
  Students Teaching Students: Peer Tutoring
  Students Teaching Students: Classwide Peer Tutoring
  Students Teaching Students: Cooperative Learning
  Material with Student: Seatwork Activities
  Material with Student: Self-Correcting Materials
  Material with Student: Instructional Games
  Material with Student: Technological Tools
Scheduling

General Scheduling Techniques
Scheduling at the Elementary Level
Scheduling at the Secondary Level
Scheduling in the Resource Room

Classroom Equipment

Tape Recorder
Overhead Projector
Small-Item Materials

Material Organization System

**TITLES OF TABLES**

Table 2.1: Sample tutor instruction sheet for flash cards
Table 2.2: Instructional and assistive high-, medium-, and low-technological tools
Table 2.3: Sample schedule
Table 2.4: Sample categorical outline for a filing system

**DISCUSSION QUESTIONS**
1. Discuss the physical arrangement of a classroom in terms of the arrangement of students, materials, and special areas. Present a sample floor plan.

2. Briefly discuss six basic instructional arrangements.

3. Discuss research on peer tutoring. Present programming guidelines to develop and implement a successful peer tutoring program.

4. Define cooperative learning and describe examples of cooperative learning methods. Include programming guidelines for designing a cooperative learning program.

5. Discuss the use of self-correcting materials. Give examples of feedback devices that can be used to make self-correcting materials. Discuss the use of instructional games.

6. Discuss the use of technology for instruction according to research-verified applications, emerging applications, and future applications. Present several advantages of using computer-assisted instruction with students with learning problems.

7. Present guidelines to promote best practices on homework.

8. Present general scheduling techniques to improve scheduling practices in various program settings. List several issues that complicate resource room scheduling, and give suggestions that are helpful in resource room scheduling.

9. List several instructional applications of a tape recorder.

10. Give guidelines for the effective use of transparencies on an overhead projector. List several uses of the overhead projector.
SCENARIO QUESTIONS

Ms. Foreman is a third-grade teacher in a rural school. The range of the reading levels of the 24 students in Ms. Foreman’s class is from primer to fifth-grade level. Ms. Foreman wants to meet the diverse needs of her students and reduce behavioral problems by providing the most effective instructional arrangements.

1. Describe a physical arrangement that would be appropriate for Ms. Foreman’s class.

2. What are four techniques that Ms. Foreman can use during large-group instruction to accommodate students with different learning needs?

3. How can Ms. Foreman encourage active participation among lower-performing students while maintaining the involvement of higher achieving students?

4. What would be the advantage to small-group instruction in Ms. Foreman’s class? Discuss effective guidelines for small-group instruction.

5. How can Ms. Foreman effectively use adult volunteers and paraprofessionals in her classroom?

Due to the various reading levels of her students, it has become apparent to Ms. Foreman that large-group instruction can be effective for only a portion of the day. Moreover, there are a few students in her third-grade class who are having difficulty reaching fluency in basic math facts. A colleague of Ms. Foreman has recommended that she consider using peer tutoring as an intervention.

1. What information would Ms. Foreman find in the research on peer tutoring concerning its effectiveness?

2. What skills and subject areas have been effectively taught in peer-tutoring programs?

3. Give two appropriate goals for Ms. Foreman’s peer-tutoring program.

4. Concerning tutor-tutee pairs, what are three configurations of tutor-tutee assignments used in peer tutoring?

5. What tutor training procedures should Ms. Foreman use in the peer-tutoring program? How can she evaluate the achievement of tutees?
ACTIVITIES

1. Visit an elementary school and observe the physical arrangement of several classrooms. Notice the arrangement of students, materials, and special areas.

2. Observe classroom settings and note how various instructional arrangements (e.g., large group, small group, one student with teacher, students teaching students, and material with student) are used. Also, note how instructional games, self-correcting materials, and computers are used.

3. Survey several teachers of students with learning problems concerning their homework assignment practices. Note the frequency and amount of homework assignments as well as the objectives and teacher feedback. Determine quality homework practices that are related to positive student achievement.

4. Develop a schedule of activities for an entire day in an elementary classroom.

5. Observe the use of a tape recorder and a overhead projector to instruct students with learning problems. Notice whether their use helps to hold the attention of a distractible learner.
MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 2

1. To enhance your understanding of the importance of the physical arrangement of the classroom, go to the IRIS Center Resources section of the Topic Planning/Organization in the MyEducationLab for your course and complete the Module entitled Accommodations to the Physical Environment: Setting up a Classroom for Students with visual Disabilities.

2. Go to the Assignments and Activities section of the Topic Planning/Organization in the MyEducationLab for your course and complete the activity entitled The Classroom Environment. As you watch the video and answer the accompanying questions, consider the ways in which the classroom environment can affect teaching students with special needs.

3. Go to the Assignments and Activities section of the Topic Planning/Organization in the MyEducationLab for your course and complete the activity entitled Determining What to Teach and How to Teach It.

4. Go to the Assignments and Activities section of the Topic Collaboration in the MyEducationLab for your course and complete the activity entitled Sharing Responsibilities. As you watch the video and answer the accompanying questions, note the effect collaboration has on planning.

5. To enhance your understanding of PALS and peer tutoring, go to the IRIS Center Resources section of the Topic Assessing and Teaching Literacy and Language in the MyEducationLab for your course and complete the Module entitled PALS: A Reading Strategy for Grades 2-6.

6. Go to the Assignments and Activities section of the Topic Planning/Organization in the MyEducationLab for your course and complete the activity entitled Morning Routine. As you watch the video and answer the accompanying questions, consider the ways in which opening exercises impact students’ days.
CHAPTER 3

ASSESSING STUDENTS FOR INSTRUCTION

CHAPTER OUTLINE

Individualized Programming: A Continuous Process of Assessment and Teaching
Four Steps to Individualized Programming

Stages of Learning
   Acquisition Stage
   Proficiency Stage
   Maintenance Stage
   Generalization Stage
   Adaption Stage
   Commentary on Learning Stages

Monitoring Student Performance for Determining What to Teach
   Using Curriculum-Based Measurement to Establish Performance Standards
   Individually Referenced Data Systems
   Basic Guidelines for Monitoring Student Performance
   Commentary on Data-Based Instruction

Assessment for Determining How to Teach
   Formats for Determining How to Teach

Assessment Areas for Determining How to Teach
   Expectation Factors
Stimulus Events
Response Factors
Subsequent Events
Analysis of the Student Learning Profile
Perspective on Assessing for How to Teach

Grading
Types of Alternative Grading
Guidelines for Developing an Effective Grading System

Testing Modifications

Recordkeeping
Composite Recordkeeping
Daily Recordkeeping

**TITLES OF TABLES**

Table 3.1: Purposes and characteristics of types of assessment measures
Table 3.2: Four steps of individualized programming
Table 3.3: Guidelines for developing a box plot
Table 3.4: Observational recording techniques
Table 3.5: Student learning profile and treatment plan
Table 3.6: Test modifications for students with learning problems
Table 3.7: Class progress record in reading
Table 3.8: Progress book of short-term objectives in social studies
DISCUSSION QUESTIONS

1. Discuss the four steps of individualized programming. Include the assessment model for determining what to teach.

2. Discuss the stages of learning.

3. Identify the components involved in using curriculum-based measurement to establish performance standards. Include guidelines for developing a box plot.

4. Discuss the salient features of individually referenced data systems. Include formats for graphing data.

5. Describe the implementation of a precision teaching system. Discuss how to determine appropriate instructional aims.

6. Present formats for determining how to teach. Include alternative assessment.

7. Describe the major areas that are basic in assessment for determining how to teach.

8. List types of grading alternatives that have been used to accommodate students with learning problems. Present some guidelines for developing an effective grading system.

9. Discuss testing modifications for students with learning problems.

10. Discuss composite recordkeeping and daily recordkeeping. Include the steps in planning a data-recording system.
SCENARIO QUESTIONS

Mr. Grayson teaches fourth grade in a suburban elementary school. Administrators at his school are asking the fourth-grade teaching team to develop and implement curriculum-based measurement to establish performance standards. Mr. Grayson’s team will be responsible for selecting material, administering the test, and preparing performance displays. The curriculum-based measurement will include the areas of math, reading, and spelling.

1. Give an example of appropriate materials that Mr. Grayson could select from the school curriculum in each area to begin the assessment process.

2. How should Mr. Grayson administer the reading test?
3. After administering the curriculum-based assessment to his students, how would Mr. Grayson develop a box plot from the following data?

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Passage A</th>
<th>Passage B</th>
</tr>
</thead>
<tbody>
<tr>
<td>90th</td>
<td>171</td>
<td>184</td>
</tr>
<tr>
<td>75th</td>
<td>160</td>
<td>168</td>
</tr>
<tr>
<td>50th</td>
<td>142</td>
<td>153</td>
</tr>
<tr>
<td>25th</td>
<td>124</td>
<td>130</td>
</tr>
<tr>
<td>10th</td>
<td>104</td>
<td>108</td>
</tr>
</tbody>
</table>

Extreme scores: 63, 87, 190, 21180, 93, 192, 225

4. Based on the data from his students, how can Mr. Grayson divide his class into three reading groups (low, middle, and high)?

5. As Mr. Grayson monitors the reading rate progress of his students on a weekly basis, what types of graphs can be used to present the data in an easy-to-read format?

After Mr. Grayson has successfully developed and implemented curriculum-based measurement to establish performance standards, he wants to assess how to teach. The major areas that are basic in assessment for determining how to teach are expectation factors, stimulus events, response factors, and subsequent events.

1. Mr. Grayson wants to obtain information about his students’ negative and positive expectations. Develop 10 sentence completion statements that would help him assess his students’ expectations.

2. What factors deserve Mr. Grayson’s attention in assessing parental expectations?

3. Stimulus events are sorted into the categories of physical setting; instructional arrangements, techniques, and materials; and learning style preferences. What are some stimulus events in each area that Mr. Grayson should examine to understand how his students learn best?

4. Selecting the type of response (e.g., pointing, writing, or speaking) for an instructional activity can be crucial in the activity’s design. What are several important factors Mr. Grayson should consider in analyzing response preferences of his students?

5. What should Mr. Grayson consider in order to use consequent events most effectively with his students?

**ACTIVITIES**
1. Conduct a task analysis on a specific academic skill, a social skill, and a motor skill. Use curriculum materials to help with skill selection and sequencing.

2. Organize a data-based instructional plan for a specific academic skill. Include a target skill, a measuring device, a recording system, and an instructional aim.

3. Select a class of students and use curriculum-based measurement to establish performance standards. Develop a box plot of the entire group.

4. Interview two teachers concerning their observational recording techniques. Also, determine their preferences for graphing data and what techniques are used to minimize time requirements.

5. Interview two teachers concerning the types of alternative grading and testing modifications that are used to accommodate the needs of students with learning problems.

**MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 3**

1. To enhance your understanding of RTI, go to the IRIS Center Resources section of the Topic Assessing and Teaching Other Content Areas in the MyEducationLab for your course and complete the Module entitled RTI (Part 2): Assessment.

2. Go to the Teacher Talk section of the Topic Assessing and Teaching Literacy and Language in the MyEducationLab for your course to listen to Teacher of the Year Beth Oswald of Wisconsin talk about All Kinds of Assessments.

3. Go to the Building Teaching Skills and Dispositions section of the Topic Assessing and Teaching Other Content Areas in the MyEducationLab for your course and complete the activity entitled Developing an Effective Student-Centered Assessment Program.

4. Go to the Teacher Talk section of the Topic Assessing and Teaching Literacy and Language in the MyEducationLab for your course to listen to Teacher of the Year Pamela Harman of Alabama talk about Identifying Students At Risk of Failure.
CHAPTER 4

TEACHING STUDENTS AND MANAGING INSTRUCTION

CHAPTER OUTLINE

A Continuum of Instructional Choices
   Setting Demands of an Implicit Learning Environment
   Research Base for a Continuum of Instructional Choices
   Perspective on a Continuum of Instructional Choices

Systematic Teaching Steps
   Opening the Lesson
   Conducting an Interactive Presentation
   Closing the Lesson
   Using Continuous Teaching Components
   Fostering Independence
   Using Questions

Classroom Management
   Classroom Tone
   Classroom Rules
   Engaging Students

Accommodating Students with Learning Problems in General Education Classrooms
   Accommodations Involving Materials
Accommodations Involving Interactive Instruction
Accommodations Involving Student Performance

Selecting Curriculum
  Material Selection Factors
  Guidelines for Designing a Curriculum

Planning Units and Lessons
  Planning Routines for Units
  Lesson Planning Format

Postinstructional Activities
  Teacher Reflection and Collaboration

Perspective on Instructional Components

**TITLES OF TABLES**

Table 4.1: Explicit-to-implicit continuum of instructional choices
Table 4.2: Competencies for opening a lesson
Table 4.3: Competencies for explicit modeling
Table 4.4: Competencies for conducting guided practice
Table 4.5: Competencies for conducting independent practice
Table 4.6: Competencies for monitoring progress and providing feedback
Table 4.7: Competencies for promoting generalization
Table 4.8: Competencies for fostering independence
DISCUSSION QUESTIONS

1. Present a continuum of explicit-to-implicit instructional choices with descriptive components.

2. List competencies for opening a lesson. Present the typical components of a lesson closing.

3. Discuss the use of explicit modeling and guided practice in conducting an interactive presentation.

4. Present competencies for monitoring progress, giving feedback, and promoting generalization.

5. Discuss approaches for teaching students to become independent learners.

6. List competencies for using questions when instructing students with learning problems.


8. Present accommodations that foster the learning and management of a class of heterogeneous students. Include accommodations involving materials, interactive instruction, and student performances.
9. Discuss factors to consider when making decisions on curriculum material selection. List guidelines for designing a curriculum.

10. Present a format for planning units. Discuss unit planning routines and a lesson-planning format.

**SCENARIO QUESTIONS**

Mr. McGuire is a first-year seventh-grade math teacher. At an in-service training, it was recommended that teachers apply systematic teaching steps while preparing lesson plans. It was explained that students in classrooms in which teachers used research-based interactive teaching practices had higher academic engagement times and achievement scores than students in classrooms in which teachers used other methods. Each of Mr. McGuire’s classes has 30 students; most of the students are low-achievers who are struggling to complete their math requirements. Mr. McGuire is planning a lesson on dividing fractions.

1. The first task in opening a lesson is gaining the students’ attention. Give specific examples of how Mr. McGuire can accomplish this goal.

2. How can Mr. McGuire help his students connect the lesson to prior knowledge?

3. How can Mr. McGuire “paint pictures” for his students during this lesson to ensure that understanding is achieved?

4. In conducting an interactive presentation, what is Mr. McGuire’s role during guided practice?

5. What are the three typical components of closing a lesson? Give examples of how Mr. McGuire can close his lesson.

Recently, students in Mr. McGuire’s classes have been “acting out” more than normal. Other colleagues have indicated that they are seeing similar behaviors with the same students. Therefore, Mr. McGuire believes that changes in his classroom management style are necessary. He also is wondering if he is bringing “baggage” to the classroom due to problems in his personal life. Mr. McGuire is certain that changes need to be made for him and for the class.

1. What are some questions Mr. McGuire can ask himself to determine the affective tone of his classroom and his potential to influence his students in a positive way?
2. Mr. McGuire realizes that he has not provided rules and procedures to help his students function in his classroom. What are four to six rules that would be sufficient for operating his class efficiently?

3. Mr. McGuire wants to emphasize to his students the importance of working quietly during independent practice on math skills. Based on a direct instruction teaching format, describe how Mr. McGuire can teach this behavior.

4. To teach his students behavioral expectations for teacher lectures, what mnemonic can Mr. McGuire use?

5. What techniques can Mr. McGuire use to help engage students who have difficulty attending or maintaining on-task behavior?

**ACTIVITIES**

1. Interview two teachers concerning their use of explicit teaching and implicit teaching. Determine whether a continuum of instructional choices is used according to the needs of diverse learners.

2. Observe a classroom teacher opening a lesson, conducting an interactive presentation, and closing a lesson. Note how the teacher monitors progress, provides feedback, promotes generalization, fosters independence, and uses questions.

3. Observe a general education class during an instructional period. Note the use of classroom rules and the accommodations for students with learning problems.

4. Interview two teachers concerning their choices of curriculum materials. Note how each teacher adapts materials to meet the needs of diverse learners.

5. Develop a graphic device to display the organization and relationship of the content of a unit. Design a lesson plan to present specific content in the unit.
MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 4

1. Go to the Teacher Talk section of the Topic Classroom and Behavior Management in the MyEducationLab for your course to listen to Teacher of the Year Lewis Chappelear of California talk about Letting Students Be Themselves.

2. To enhance your understanding of independence, go to the IRIS Center Resources section of the Topic Classroom and Behavior Management in the MyEducationLab for your course and complete the Module entitled SOS: Helping Students Become Independent Learners.

3. Go to the Assignments and Activities section of the course and complete the activity entitled Self Monitoring. As you watch the video and answer the accompanying questions, note how self monitoring helps foster independence.

4. Go to the Building Teaching Skills and Dispositions section for the Topic Classroom and Behavior Management in the MyEducationLab for your course and complete the activity entitled Establishing Classroom Rules and Routines.

5. Go to the Simulations section for the topic Classroom and Behavior Management in the MyEducationLab for your course and take part in the simulation entitled Creating Classroom Behavioral Expectations.

6. Go to the Assignments and Activities section of the Topic Study Skills in the MyEducationLab for your course and complete the activity entitled Assistive Technology for Study Skills.
CHAPTER 5

PROMOTING SOCIAL, EMOTIONAL, AND BEHAVIORAL DEVELOPMENT

CHAPTER OUTLINE

Assessment of Social, Emotional, and Behavioral Development

Commercial Observer-Rater Instruments

Commercial Measures of Adaptive Behavior

Self-Report Instruments

Sociometric Techniques

Naturalistic Observations

Techniques for Promoting Social, Emotional, and Behavioral Development

Teach for Success

Focus on Promoting Proactivity

Promote Cooperation

Teach Self-Management

Model Target Behaviors and Attributes

Focus on Motivation Through Behavior Modification

Activities for Increasing On-Task Behavior

Social Development Interventions

Social Skills Training

Social Development Activities
Instructional Games in Social Development

Commercial Social Development Programs

Emotional Development Interventions
  Bibliotherapy
  Attribution Retraining
  Life-Space Interviewing
  Reality Therapy
  Techniques for Improving Mood States
  Projective Techniques
  Activities for Improving Reactions to Authority Figures
  Activities for Enhancing Self-Concept

Instructional Games in Emotional Development

Commercial Emotional Development Programs

Behavioral Development Interventions
  Positive Reinforcement Plan
  Contingency Contracting
  Token Systems
  Extrinsic Reinforcement
  Punishment
  Techniques for Managing Surface Behaviors
Behavioral Development Activities

Instructional Games in Behavioral Development

Commercial Behavioral Development Programs

Perspective on Social, Emotional, and Behavioral Development

**TITLES OF TABLES**

Table 5.1: Profiles of students and related interventions for selected social, emotional, and behavioral characteristics

Table 5.2: Observer-rater instruments

Table 5.3: Measures of adaptive behavior

Table 5.4: Self-report instruments

Table 5.5: Elementary-level school items on the behavioral Q-sort

Table 5.6: Variables related to effective instruction of difficult-to-teach students

Table 5.7: Advantages and disadvantages of extrinsic reinforcers

Table 5.8: Seven-step precorrection plan

**DISCUSSION QUESTIONS**

1. List several commercial instruments for assessing social, emotional, and behavioral development in the areas of commercial observer-rater instruments and measures of adaptive behavior.
2. Briefly discuss the assessment of social, emotional, and behavioral development in the areas of self-report instruments, sociometric techniques, and naturalistic observations.

3. Discuss general techniques for promoting social, emotional, and behavioral development. Include a brief description of the concept of behavior modification.

4. Discuss the use of social skills training.

5. Briefly discuss bibliotherapy, attribution retraining, and life-space interviewing.

6. Briefly discuss reality therapy, techniques for improving mood states, and projective techniques.

7. Present several classroom activities for enhancing self-concept.

8. Describe the use of contingency contracting and token systems.

9. Discuss the use of punishment, and list punishment prevention strategies and punishment strategies.

10. Briefly describe several commercial programs for social, emotional, and behavioral development.

**SCENARIO QUESTIONS**

Miss Erney’s second-grade class includes several students with learning disabilities. She is aware that students with learning disabilities often have a poor self-concept, and she believes that poor self-concept often leads to acting-out or giving-up behaviors. Thus, Miss Erney wants to use techniques that develop positive attributes in social, emotional, and behavioral domains.
1. Give an example of when Miss Erney can give positive feedback or reinforcement to her students. What is the risk of giving noncontingent feedback?

2. What are three techniques that can be used to promote proactivity? Give an example of each technique.

3. Discuss promoting positive interactions among students, using peer tutoring, and using cooperative learning as three techniques to help develop positive social, emotional, and behavioral attributes.

4. What is the difference between extrinsic and intrinsic reinforcers? Give several examples of each type of reinforcer.

5. Describe three activities for enhancing self-concept that Miss Erney can use with her students.

Jeff is a student in Miss Erney’s class who lacks the ability to get along with his peers. Jeff’s inappropriate behavior includes taking toys and food from his classmates’ hands. On the playground, students try to avoid Jeff so that he does not take their things. When Miss Erney talked with Jeff about his inappropriate behavior, he refused to take responsibility and blamed his classmates for the problems. Recently, Jeff has withdrawn from the class, and he frequently can be found walking alone on the playground and after school. Miss Erney wants to help Jeff become more socially mature.

1. Discuss the use of sociometric techniques to assess social skills and related problems. How can Miss Erney use information from a sociogram to help Jeff?

2. Discuss the use of social skills training to reduce Jeff’s inappropriate social behaviors. Include the use of direct instruction to increase Jeff’s interpersonal social skills.

3. Describe three social development activities that may help Jeff with his social problems. Predict some of the possible outcomes of each activity.

4. Instructional games promote positive peer relations and enable the teacher to work on specific social behaviors. Create a game that Miss Erney can use to help promote Jeff’s social development.

5. Discuss the use of life-space interviewing and reality therapy as two interventions to manage Jeff’s behavior and promote his emotional development.
ACTIVITIES

1. Review several commercial instruments that assess social, emotional, and behavioral development. Note how various skills are assessed.

2. Conduct an informal evaluation of a student's social and emotional behavior by using checklists and other informal techniques.

3. Construct a sociogram of a class. Analyze the results in terms of teaching implications.

4. Visit an inclusive setting and a special education setting and list the techniques used to manage behavior in each setting. Note the types of reinforcement used, how progress is monitored, and the methods used to decrease undesired behaviors.

5. Design a classroom game that focuses on appropriate social, emotional, or behavioral development.

MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 5

1. Go to the Assignments and Activities section of the Topic Promoting Social and Emotional Development in the MyEducationLab for your course and complete the activity entitled Teaching Social Skills. As you watch the video and answer the accompanying questions, think about the importance of teaching social skills.

2. Go to the Assignments and Activities section of the Topic Promoting Social and Emotional Development in the MyEducationLab for your course and complete the activity entitled Circle Time.

3. Go to the Assignments and Activities section of the Topic Promoting Social and Emotional Development in the MyEducationLab for your course and complete the activity entitled Explicit Social Skill Instruction. As you watch the video and answer the accompanying questions, think about the importance of teaching social skills.
4. Go to the Assignments and Activities section of the Topic Promoting Social and Emotional Development in the MyEducationLab for your course and complete the activity entitled Conflict Resolution by Students.
CHAPTER 6

ASSESSING AND TEACHING LANGUAGE

CHAPTER OUTLINE

Theories of Language Acquisition

Components of Language

Form: Phonology
Form: Morphology
Form: Syntax
Content: Semantics
Use: Pragmatics

Language Difficulties

Preschool and Kindergarten Students
Elementary Students
Secondary Students

Bilingual and Culturally Diverse Students

Assessment of Language Skills

Formal Language Assessment
Informal Language Assessment
Language Service Delivery Models

Pullout Therapy Model

Classroom-Based Language Models

Strategies-Based Model

Teaching Language Skills

Strategies for Increasing Language Comprehension

Strategies for Increasing Language Production

Imitation and Modeling Strategies

Parental Involvement

Language Activities

Instructional Games in Language

Self-Correcting Language Materials

Commercial Language Programs

Computer Software Programs in Language
TITLES OF TABLES

Table 6.1: Components of language
Table 6.2: Selected language screening measures
Table 6.3: Selected diagnostic language measures

DISCUSSION QUESTIONS

1. Explain the behavioristic, nativistic, and interactionistic theories of language acquisition.

2. Discuss phonology, morphology, and syntax. Give several examples of deficits in each area.

3. Discuss semantics and pragmatics. Give several examples of deficits in each area.

4. Present the language difficulties of students across three age levels: preschool and kindergarten, elementary, and secondary.

5. Discuss issues involving the language skills of bilingual and culturally diverse students.

6. Briefly describe selected diagnostic tests that measure specific language components.

7. Briefly present various informal language assessment techniques. Include guidelines for obtaining a speech or language sample, and explain how to compute the mean length of utterance in morphemes.

8. Discuss the pullout therapy model, classroom-based language models, and the strategies-based model as they pertain to service delivery.
9. Present selected teaching strategies to increase students' language comprehension and production skills in the classroom. Discuss the use of imitation and modeling as teaching strategies.

10. Present an activity, an instructional game, and a self-correcting material that are designed to teach a specific language objective. Describe several commercial language programs and computer software programs for language.
SCENARIO QUESTIONS

Ms. Campbell is a language specialist who works with students at both the elementary- and middle-school levels. She has several elementary-level students who have difficulty retrieving words when speaking. Often, these students will shift in their seats and say, “I know it” when trying to describe an event. In addition, these students have trouble participating in group discussions, sharing ideas on a topic, and developing ideas that follow previous learning. Interpreting critical parts of a story is a tremendous challenge for these students. Recently, many of these students have demonstrated immature social skills. They may misinterpret social cues, fail to think of others’ thoughts and feelings, and be unable to predict the consequences of their behavior.

1. One of Ms. Campbell’s students is a bilingual student who speaks Spanish and has acquired English as a second language. What factors should Ms. Campbell consider when assessing this student?

2. Describe two formal language assessment instruments that Ms. Campbell can use to gain information regarding her students’ language abilities.

3. Ms. Campbell believes that one of her kindergarten students has phonological deficits that affect language development. How can she test this student’s phonological skills?

4. Ms. Campbell wants to use strategies for increasing language production. Present three strategies that may improve the expressive skills of her students.

5. Describe two instructional language games that can be played by Ms. Campbell’s students in small groups.

Ms. Campbell has two middle-school students, Catherine and Tim, who are having similar problems. They struggle to produce an outline synthesizing the main information from a chapter. Tests are very difficult for them, regardless of the amount of preparation time. A recent classroom discussion about a play resulted in tears from Tim as classmates yelled “Spit it out” when he attempted to answer a question. Both students are becoming overly frustrated during class or group activities that require oral expression of thoughts or ideas.

1. Give an example of a comprehensive language test that can be used to assess Catherine and Tim’s syntax and semantics skills (both receptive and expressive).

2. Describe three informal language procedures that Ms. Campbell can use to gain information regarding Catherine and Tim’s language abilities.

3. Discuss the use of a strategies-based language service delivery model.
4. As a language specialist, what are some general principles that Ms. Campbell should follow to meet the needs of her students' language needs?

5. What strategies can Ms. Campbell use to help improve listening skills and increase the comprehension or understanding of her students?
ACTIVITIES

1. Visit a class for students with language problems and note the curriculum. Determine which language orientation is endorsed, which service delivery model is used, what types of assessment measures are given, and whether ethnic language differences are considered.

2. Review formal language tests and note the basic formats used to measure receptive and expressive language. Informally assess a student's production of phonemes in single words as well as the student's mastery level of morphemes.

3. Record a student's spontaneous language sample on videotape. Analyze it for semantic grammar and compute the mean length of utterance in morphemes. Classify the pragmatic function of each utterance on a checklist.

4. Plan various activities to teach a specific language objective to a student with language problems. Develop an instructional game and a self-correcting material to use in practicing various language skills.

5. Observe a teacher using the DISTAR Language III program. Note the language skills that are taught and the teaching procedures.

MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 6

None
CHAPTER 7

ASSESSING READING

CHAPTER OUTLINE

The Reading Process
   Adams’ Model of the Reading Process
   Chall’s Reading Stages
   Heir’s Phases of Sight Word Development

Emergent Literacy
   Concepts About Print
   Phonological Awareness

Assessment of Reading Skills
   Formal Reading Assessment
   Informal Reading Assessment

TITLES OF TABLES

Table 7.1: Selected standardized diagnostic reading tests
Table 7.2: Selected criterion-referenced reading tests
Table 7.3: Graded word lists
Table 7.4: A list of 140 basic sight words
DISCUSSION QUESTIONS

1. Discuss the four processing units included in Adams’ model of the reading process.

2. Discuss Chall’s stages of the development of reading skills.

3. Discuss Ehri’s four phases of sight word development.


5. Briefly describe two diagnostic reading test batteries and two diagnostic tests of specific reading skills.

6. Briefly describe two criterion-referenced reading tests.

7. Discuss the use of graded word lists and informal reading inventories.

8. Present the procedures for administering and scoring reading passages, determining long-range goals, and graphing data in curriculum-based measurement.

9. Discuss the informal assessment techniques involved in portfolio assessment and the cloze procedure.

10. Discuss the use of teacher-made tests. Include suggested proficiency reading rates.
SCENARIO QUESTIONS

Many authorities believe that reading skills occur in several stages. Mrs. Good is a newly trained third-grade teacher who wants to have in-depth understanding of the reading development process. The students in her classroom present a wide range of reading skills. Mrs. Good also is the parent of a preschool child and she would like to be involved in helping her child learn to read.

1. Mrs. Good’s preschool child is in the prereading stage (birth to about age 6). What can Mrs. Good expect to see her child doing with books at this age, and what prereading activities can Mrs. Good do with her child?

2. Discuss Stage 1 of reading development. What are the reading characteristics of students in this stage?

3. Many of Mrs. Good’s students are in Stage 2 of reading development. What is fluent reading? What reading characteristics can Mrs. Good expect from her students at the end of this stage?

4. As a parent, how can Mrs. Good assess her child’s knowledge of concepts about print?

5. Present phonological awareness assessment tasks that Mrs. Good can use with her preschool child as well as with low-performing reading students in her classroom.

Several students in Mrs. Good’s third-grade class are having difficulty reaching reading fluency. One student reads only 40 words per minute at the third-grade level; another student reads 100 words per minute but averages 12 errors. Both of these students become very frustrated during reading instruction. They have difficulty recognizing words and sounding out unknown words. Thus, these students’ comprehension of material is poor. Mrs. Good wants to administer reading assessments so that appropriate interventions can be made at this critical reading development stage.

1. Mrs. Good is trying to decide what formal reading assessments to administer. What are some differences between achievement and diagnostic reading tests?

2. Describe a standardized diagnostic reading test that would be appropriate for Mrs. Good to administer to her students.
3. To obtain diagnostic information through day-to-day observations, what questions can Mrs. Good consider when observing her students’ performances on various reading tasks?

4. Mrs. Good has decided to administer an informal reading inventory. Describe the process for administering the inventory. Through this method, Mrs. Good can estimate ability at three reading levels. What are the three levels, and what is the reading ability of students in each level?

5. Discuss how Mrs. Good can use curriculum-based measurement to monitor individual student reading progress toward long-range goals.

**ACTIVITIES**

1. Administer phonological awareness assessment tasks to a preschooler, a kindergartner, and a first grader. Present the tasks in ascending order of difficulty and note the ability of each student to perform the task.

2. Review several commercial reading tests. Note how they measure word recognition and comprehension skills.

3. Tape-record a student reading at various grade levels from an informal reading inventory. Analyze the types of errors displayed. Record the rate of words read correctly at each level and determine the student’s instructional reading level.

4. Use curriculum-based measurement procedures for administering and scoring reading passages. Determine the student’s long-range goals, write an instructional plan, and graph data.

5. Devise and administer an informal teacher-made test to assess a particular reading objective.

**MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 7**

1. To enhance your understanding of reading assessment, go to the IRIS Center Resources section of the Topic Assessing and Teaching Literacy and Language in the MyEducationLab
for your course and complete the Module entitled Classroom Assessment (Part 2): Evaluating Reading Progress.

2. Go to the Building Teaching Skills and Dispositions section for the Topic Assessing and Teaching Literacy and Language in the MyEducationLab for your course and complete the activity entitled Assessing Students’ Written Work.
CHAPTER 8

TEACHING READING

CHAPTER OUTLINE

The Expanding Research Base in Reading

Components of Evidence-Based Reading Instruction
   Phonological Awareness Training
   Phonics Instruction
   Fluency Instruction
   Vocabulary Instruction
   Comprehension Instruction

Core Reading Programs

Core Developmental Reading Approaches
   Basal Reading Approach
   Literature-Based Reading Approach
   Whole Language Approach
   Language Experience Approach
   Phonics Approach
   Linguistic Approach: Word Families and Onset-Rime
Remedial Reading Programs and Methods

*Reading Mastery* and *Corrective Reading*

*Success for All*

*Reading Recovery*

Multisensory Reading Method

Oral Reading Fluency Methods

Peer-Assisted Reading Method

Keyword Method

Reciprocal Teaching

Mapping Strategies

High Interest—Low Vocabulary Method

Life Skills Reading

Designing a Reading Program

Use Effective Teaching Principles

Provide Prereading Experiences

Consider the Nature of Reading Development

Provide Explicit and Implicit Reading Instruction

Reading and Study Skills for Adolescents

Reading rate

Study Skills

Learning Strategies

Reading Activities

Prereading Activities: Concepts About Print

Prereading Activities: Phonological Awareness

Word-Attack Activities
Fluency Activities

Vocabulary Activities

Comprehension Activities

Instructional Games in Reading

Self-Correcting Reading Materials

Commercial Reading Programs

Computer Software Programs in Reading

**TITLES OF TABLES**

Table 8.1: Sounds stressed in a phonics program
Table 8.2: Phonics rules
Table 8.3: Trade books that repeat phonics elements
Table 8.4: High interest—low vocabulary reading materials
Table 8.5: Essential survival vocabulary words and phrases
Table 8.6: Reading concepts and approaches organized according to explicit-to-implicit instruction

**DISCUSSION QUESTIONS**

1. Discuss the five components of effective research-based reading instruction.
2. Briefly discuss the basal reading approach, the literature-based reading approach, the whole language approach, and the language experience approach.

3. Briefly discuss the phonics approach and the linguistic approach.

4. Describe *Reading Mastery*, *Corrective Reading*, *Success for All*, and *Reading Recovery*.

5. Compare the multisensory reading methods of Fernald and Gillingham. Describe the method of word imprinting.

6. Briefly discuss oral reading fluency methods, the peer-assisted reading method, the high interest—low vocabulary method, and functional reading.

7. Explain and give examples of the code-emphasis approach and the meaning-emphasis approach as methods of beginning reading instruction.

8. Explain the keyword method, reciprocal teaching, and story-mapping procedures as teaching strategies in reading.

9. Present methods for secondary students to increase reading rate and develop effective study skills. List learning strategies that may help adolescents identify words and increase reading comprehension.

10. Describe several commercial reading programs and computer software programs in reading.

**SCENARIO QUESTIONS**

Several educators have started a charter school for grades K-12. Students who are at risk for reading problems and students with mild to severe reading disabilities are admitted to the school. The primary mission of the school is to provide superior reading instruction to these students. The Director of Curriculum recently has learned that for 90 to 95 percent
of poor readers, prevention and early intervention programs that combine instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension can increase reading skills to average reading levels. The teachers at the charter school must be well trained in effective reading instruction.

1. Deficits in phonological awareness reflect a core deficit in students with reading disabilities. Discuss phonological awareness training and present several phonological awareness activities.

2. What does a basal reading series include? What would be some disadvantages of using a basal reading series as the core of the reading program in the charter school?

3. Present several guidelines for implementing whole language programs with students who have learning problems. How does the language experience approach differ from the whole language approach?

4. A phonics approach teaches word recognition through learning grapheme-phoneme associations. To train the teachers at the charter school, present guidelines for teaching phonics.

5. Discuss guidelines that should be followed in designing a comprehensive reading program that is responsive to the diversity of learners who will attend the charter school. Explain the difference between the code-emphasis and the meaning-emphasis approach to reading instruction.

The secondary-level teachers at the charter school understand that a combination of teaching strategies are necessary to help their students become more successful readers. Many of the charter school students are high risk to drop out of high school. The teachers at the charter school must be prepared to help their students learn to survive in high school with below-average reading skills.

1. What is the keyword method and how can the teachers at the charter school use this method to help their students?

2. Present two teaching strategies in reading that the teachers at the charter school can use to improve comprehension. Include an explanation of the mnemonic POSSE.

3. What are three types of reading required in the content areas? Discuss what each type refers to and present activities for practice in each area.

4. The DISSECT word identification strategy is effective in reducing common oral reading errors. Explain the seven steps of the strategy.
5. Fluency and comprehension are highly related. Present three fluency activities and three comprehension activities that can be used by the teachers at the charter school to help develop the reading skills of their students.

**ACTIVITIES**

1. Visit a learning disabilities resource room and observe reading being taught through various programs, methods, and strategies.

2. Interview two classroom teachers concerning the advantages and disadvantages of various reading approaches. Observe the teachers during reading instruction.

3. Develop an instructional game and a self-correcting material to use in practicing various reading skills.

4. Study commercial materials that stress different reading approaches (e.g., phonics, linguistic, and whole-word) and note their similarities and differences. Determine the types of word recognition and comprehension skills that are taught in each material.

5. Review a commercial reading program and a computer software program in reading.

**MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 8**

1. Go to the Assignments and Activities section of the Topic Assessing and Teaching Literacy and Language in the MyEducationLab for your course and complete the and answer the accompanying questions, think about the importance of teaching phonological awareness.

2. Go to the Assignments and Activities section of the Topic Assessing and Teaching Literacy and Language in the MyEducationLab for your course and complete the activity entitled Beginning Comprehension.
3. To enhance your understanding of comprehension instruction, go to the IRIS Center Resources section of the Topic Assessing and Teaching Literacy and Language in the MyEducationLab for your course and complete the Module entitled CRS: A Reading Comprehension Strategy.

4. Go to the Assignments and Activities section of the Topic Assessing and Teaching Literacy and Language in the MyEducationLab for your course and complete the activity entitled Guided Reading.

5. To enhance your understanding of peer reading, go to the IRIS Center Resources section of the Topic Assessing and Teaching Literacy and Language in the MyEducationLab for your course and complete the Module entitled PALS: A Reading Strategy for Grades K-1.
CHAPTER 9

ASSESSING AND TEACHING SPELLING

CHAPTER OUTLINE

Assessment of Spelling Skills
  Formal Spelling Assessment
  Informal Spelling Assessment

Teaching Spelling Skills
  Rule-Based Instruction
  Multilingualistic Approach
  Multisensory Approach
  Test-Study-Test Technique
  Fixed and Flow Word Lists
  Additional Considerations

Spelling Activities

Instructional Games In Spelling

Self-Correcting Spelling Materials

Commercial Spelling Programs
Computer Software Programs in Spelling

**TITLES OF TABLES**

Table 9.1: Diagnostic and criterion-referenced spelling tests
Table 9.2: A dictated spelling test and objectives
Table 9.3: Curriculum-based measurement procedures for administering and scoring spelling word lists
Table 9.4: Spelling competencies

**DISCUSSION QUESTIONS**

1. Briefly present the five stages of spelling development in which different types of spelling strategies are used by young children.

2. Briefly describe a diagnostic spelling test and a criterion-referenced test that assesses spelling skills.

3. Briefly discuss the informal assessment techniques involved in the use of dictated spelling tests. Present the procedure for constructing and administering an informal spelling inventory.

4. Discuss curriculum-based measurement of spelling skills. Include procedures for administering and scoring spelling word lists.

5. Briefly discuss the informal assessment techniques involved in the use of spelling error analysis and the cloze procedure.
6. Discuss the assessment of spelling skills through the use of probes and sensory modality preference testing.

7. Discuss rule-based instruction and the multisensory approach to teaching spelling skills.

8. Discuss the use of test-study-test techniques, fixed and flow word lists, and imitation methods in teaching spelling skills.

9. Describe an instructional game in spelling and a self-correcting spelling material.

10. Describe a commercial spelling program and a computer software program in spelling.

**SCENARIO QUESTIONS**

Billy is in the third grade and is having difficulty spelling words with regular consonants such as *must*, *trip*, and *zoo*. In addition, he is unsuccessful spelling words that have two vowels together. Thus, words such as *neat* and *pain* are spelled incorrectly. Syllabication, recognizing compound words, and recognizing rhyming words are devices used to aid spelling, but Billy simply guesses at the spelling of an unknown word. He becomes especially frustrated when he is required to use a dictionary. Billy’s teacher has noticed that he has problems in pronunciation, articulation, and dialect. She wants to complete a thorough informal spelling assessment of Billy’s skills.

1. How can Billy’s teacher construct and administer an informal spelling inventory to determine Billy’s approximate grade level in spelling achievement?

2. Billy’s teacher may choose to use curriculum-based measurement of spelling skills. Give the procedure for administering and scoring spelling word lists. What would be the suggested instructional level for Billy in terms of correct letter sequences, and what would be an appropriate long-range goal?

3. How can a spelling error analysis chart be used to provide a profile of Billy’s spelling strengths and weaknesses?
4. Spelling skills can be assessed through the use of probes. Design a probe sheet on spelling words that have two vowels together. What would be the suggested proficiency rate for Billy at the independent level and at the instructional level?

5. Give an example of how to assess Billy’s spelling performance through combinations of the five input/output channels in sensory modality preference testing. Discuss how Billy’s teacher can use the information from this kind of assessment to plan individualized instruction for Billy.

Nine spelling competences enable the student to be an effective speller. The nine competency areas include auditory discrimination, consonants, phonograms, plurals, syllabication, structural elements, ending changes, vowel digraphs and diphthongs, and silent e. Billy’s teacher understands these nine spelling competencies but needs to improve her knowledge of validated methods for teaching spelling. She uses strategies such as limiting the number of new vocabulary words introduced each day and directing students to name letters aloud as they are practiced, but she needs a more comprehensive approach to spelling instruction.

1. Spelling instruction that is based on teaching rules and generalizations is called rule-based instruction. Compare and contrast the linguistic and phonics approach of rule-based instruction.

2. Spelling involves skills in the visual, auditory, and motor sensory modalities. Describe Fernald’s multisensory approach and the Gillingham method for teaching spelling.

3. What recommendations can be given to Billy’s teacher for using the test-study-test approach to teaching spelling? Present some study techniques for the independent study of spelling words.

4. Explain the difference between a fixed list and a flow list of spelling words. Approximately how many words per week should be presented to poor spellers?

5. How can Billy’s teacher include training in dictionary usage in his spelling program? Design a spelling activity to promote dictionary practice.

**ACTIVITIES**

1. Review standardized and criterion-referenced spelling tests and note how various spelling skills are tested.

2. Develop and administer an informal spelling inventory. Note spelling strengths and weaknesses through the use of a spelling error analysis chart.
3. Visit a classroom during spelling instruction and note the teaching strategies that are used.

4. Develop an instructional game and a self-correcting material to use in practicing various spelling skills.

5. Review several commercial spelling programs and note which instructional models are used (e.g., rule-based instruction and multisensory approach). Review a computer software program in spelling.

**MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 9**

None
CHAPTER 10

ASSESSING AND TEACHING HANDWRITING
AND WRITTEN EXPRESSION

CHAPTER OUTLINE

Handwriting Problems

Assessment of Handwriting Skills
   Formal Handwriting Assessment
   Informal Handwriting Assessment

Teaching Handwriting Skills
   Readiness Skills
   Manuscript Writing
   Transitional Writing
   Cursive Writing
   Typewriting and Keyboarding

Handwriting Activities
   Readiness Activities
   Manuscript Writing Activities
   Cursive Writing Activities
Commercial Handwriting Programs

Written Expression Skills

Assessment of Written Expression Skills
  Formal Written Expression Assessment
  Informal Written Expression Assessment

Teaching Written Expression Skills
  Process Approach to Writing
  Writing Instruction

Written Expression Activities
  Fluency and Syntax Development Activities
  Vocabulary Development Activities
  Structure Development Activities
  Content Development Activities

Commercial Written Expression Programs

Computer Software Programs in Written Expression
TITLES OF TABLES

Table 10.1: Published handwriting assessment devices
Table 10.2: Diagnostic chart for manuscript and cursive writing
Table 10.3: Common illegibilities in handwriting
Table 10.4: Diagnostic and criterion-referenced tests of written expression
Table 10.5: Procedures for administering and scoring written expression measures, determining long-range goals, and graphing data
Table 10.6: Overview of writing stages

DISCUSSION QUESTIONS

1. Discuss the assessment of handwriting skills by listing several published assessment devices and describing informal assessment techniques.

2. Briefly discuss the development of handwriting skills. Present teaching strategies in the areas of readiness skills, manuscript writing, transitional writing, and cursive writing.

3. Present two handwriting activities each in the areas of readiness, manuscript writing, and cursive writing.

4. Describe several commercial handwriting programs and materials.

5. List several standardized achievement tests that evaluate written expression skills, and briefly describe two diagnostic tests of written expression.

6. Discuss informal assessment techniques in the areas of fluency, syntax, vocabulary, structure, and content.
7. Discuss curriculum-based measurement and portfolio assessment of written expression.

8. Discuss the stages of the writing process, and present techniques for teaching written expression.

9. Present two written expression activities each in the areas of fluency and syntax development, vocabulary development, structure development, and content development.

10. Describe a commercial written expression program and a computer software program in written expression.

SCENARIO QUESTIONS

The Waters’ daughter, Kristin, is in the third grade. The legibility of her handwriting is poor, so her teacher requested three cursive handwriting samples from Kristin in order to obtain diagnostic information through an informal handwriting assessment. The usual writing sample shows Kristin’s work under normal conditions. For the best sample, she was told to take her time and write the sentence with her best effort. Then, for the fastest sample, a 3-minute timing was given to see how many times she could write a given sentence. By comparing the three writing samples, her teacher can determine Kristin’s ability with regard to speed and legibility. The role of Kristin’s teacher is to diagnose handwriting problems and make recommendations for remediation.

1. How can Kristin’s rate of handwriting be determined? What is an appropriate rate of handwriting (letters per minute) for Kristin?

2. The size of Kristin’s letters is too small and the letters are not uniform. What are some possible causes of this problem, and what remediation procedures would be appropriate?

3. Her teacher notices that the slant of Kristin’s writing is too far right. What is the possible cause, and what are several techniques that can be used for remediation?
4. To teach cursive writing, how can Kristin’s teacher group letters into families based on similar strokes? What four letters contribute to a large number of errors in cursive writing?

5. Present several cursive writing activities that can help Kristin develop her cursive writing skills.

The Waters’ 13-year-old son, Tom, has been given an informal written expression assessment by his teacher. The five major components of written expression that can be analyzed are fluency, syntax, vocabulary, structure, and content. Results of the assessment indicate that Tom’s average sentence length was eight words per sentence. Tom wrote nine sentences; four of the nine sentences were fragments and the remaining five were simple sentences. The Type Token Ratio was .66, and the Grammatical-Correctness Ratio was 80 percent. The idea rating was a 3, and the accuracy rating was a 2. Tom’s teacher needs to analyze the assessment information so that instruction can be tailored to help meet Tom’s written expression needs.

1. Fluency is defined as quantity of verbal output and refers to the number of words written. Does Tom have a problem with fluency based on his average sentence length?

2. Which component of written expression does the Type Token Ratio measure? Is Tom’s Type Token Ratio appropriate? Which component of written expression does the Grammatical Correctness Ratio measure?

3. Discuss the process approach to writing and list the writing stages. What are several instructional recommendations for developing an effective writing program for students with written expression difficulty?

4. Tom’s teacher can present strategies to help improve Tom’s writing. PENS, PLEASE, COPS, TOWER, and HOW are mnemonics. Explain what each one is designed to help the student remember.

5. How can the use of a word processor help facilitate the teaching of writing? Describe a computer software program in written expression that would be appropriate for Tom.
ACTIVITIES

1. Obtain handwriting samples from two students and analyze error patterns. Determine possible causes for problem areas and suggest remediation techniques.

2. Observe a classroom during handwriting instruction and note the practice activities that are used. Interview the teacher concerning the use of a commercial handwriting program.

3. Obtain writing samples from several students and informally assess fluency, syntax, vocabulary, structure, and content.

4. Observe a classroom during written expression instruction and note the teaching strategies and commercial materials that are used.

5. Obtain commercial catalogs of educational materials and develop an order for handwriting and written expression materials for classroom use. Include assessment measures as well as intervention materials, and present a rationale for your choices.

MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 10

1. To enhance your understanding of writing instruction, go to the IRIS Center Resources section of the Topic Assessing and Teaching Literacy and Language in the MyEducationLab for your course and complete the Module entitled Improving Writing Performance: A Strategy for Writing Expository Essays.
CHAPTER 11

ASSESSING MATH

CHAPTER OUTLINE

Development of Math Skills
   Readiness for Number Instruction
   Readiness for More Advanced Mathematics

Assessment Considerations
   Examining Math Errors
   Determining Level of Understanding
   Determining Mastery Learning

Assessment of Math Skills
   Formal Math Assessment
   Informal Math Assessment

TITLES OF TABLES

Table 11.1: Selected diagnostic and criterion-referenced math tests

DISCUSSION QUESTIONS
1. Discuss the development of math skills by describing the concepts basic to readiness for number instruction.

2. Explain and give examples of basic math axioms.

3. Briefly present the research on types of math errors made by many students. Give guidelines for conducting an error analysis.

4. Explain and give examples of several common error patterns.

5. Explain the levels of learning in math. Present a sample procedure for teaching understanding of multiplication facts.

6. Describe two standardized diagnostic math tests and one criterion-referenced math tests.

7. Discuss curriculum-based measurement for assessing an entire class on a span of math skills and for monitoring the progress of individual students on specific skills.

8. Present the steps for developing and using a teacher-constructed math survey test.

9. Give sample math skills and related assessment items at the concrete, semiconcrete, and abstract levels.

10. Discuss the diagnostic math interview technique. Give guidelines for conducting a diagnostic math interview.

SCENARIO QUESTIONS
Mrs. Vance, a second-grade teacher, plans to use curriculum-based measurement to assess the math skills of her entire class during the first week of school. She will tailor her math instruction based on the results of the curriculum-based measurement. Five steps are required in developing and administering a survey test, which includes a span of appropriate skills. The first step for Mrs. Vance is to identify a sequence of successive skills included in the school curriculum.

1. Obtain a scope and sequence list of math skills developed from a review of 1-2 basal math programs. Review the math scope and sequence list that is presented by grade level. What computation skills are appropriate for Mrs. Vance to include on a survey test for her beginning second graders? How many items per specific skill should be included on the survey test?

2. Construct a survey test to assess computation skills that is appropriate for Mrs. Vance to use with her second-grade students during the first week of school.

3. What procedures should Mrs. Vance use to administer 2-minute timings on the survey test to her students? What are the scoring procedures she should follow?

4. What will the results of the survey test help to determine? How can Mrs. Vance display the results of the curriculum-based measurement, and how will these results help her plan instruction?

5. Mrs. Vance wants to monitor the individual progress of her students on addition facts 0 to 9 and subtraction facts with top number 1 to 5. How can she conduct specific skill monitoring, and what mastery rate is appropriate on these math skills for her second graders?

Mrs. Vance has determined that many of her students have not mastered addition and subtraction facts. Some of her students attempt to guess an answer to addition and subtraction problems, while others spend time counting on their fingers to find the answer. Mrs. Vance knows that learning math facts and concepts progresses through three levels of understanding: concrete, semiconcrete, and abstract. She wants to determine each student’s level of understanding.

1. The abstract level involves the use of numerals to solve math problems. What do items at the concrete level involve, and what do items at the semiconcrete level use to help students solve math problems?

2. What is the preferred sequence of item presentation in assessing at the concrete level? What is the preferred sequence of item presentation in assessing at the semiconcrete level?

3. Demonstrate how the problem 7 + 8 can be presented at the concrete and semiconcrete levels.
4. Demonstrate how the problem 12 – 8 can be presented at the concrete and semiconcrete levels.

5. How can Mrs. Vance conduct a diagnostic math interview with each student to determine what math skills to teach and how to teach them? What activities can be used in an interview session to assess attitudes toward math?

**ACTIVITIES**

1. Review the math computations of three students and note the error patterns.

2. Review a standardized diagnostic math test and a criterion-referenced math test. Note how various skills are assessed.

3. Administer a math survey test to a group of students. Use the administration directions and scoring procedures for curriculum-based measurement.

4. Develop an analytical math test in specific skill areas. Include items at the concrete, semiconcrete, and abstract levels.

5. Conduct a diagnostic math interview with a student having difficulty in math.

**MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 11**

None
CHAPTER 12

TEACHING MATH

CHAPTER OUTLINE

Basic Terms and Processes

Research on Effective Math Instruction

Selecting Appropriate Mathematics Content

Teaching the Acquisition of Math

Teaching Mastery

Teaching Problem Solving

Teaching Generalization

Using Explicit-Implicit Math Instruction

Promoting a Positive Attitude Toward Math

Instructional Practices for Computation and Problem Solving

Thornton and Toohey Math Facts Program

Mercer and Miller Math Facts Program

Concrete-Semiconcrete-Abstract Activities

Basic Rules and Algorithms

Problem-Solving Interventions

Functional Math

Estimation

Calculators
Math Activities
   Readiness
   Place Value
   General Computation
   Addition
   Subtraction
   Multiplication
   Division
   Fractions
   Time
   Decimals/Money
   Measurement
   Word Problems

Instructional Games in Math

Self-Correcting Math Materials

Commercial Math Programs

Computer Software Programs in Math

Perspective

**TITLES OF TABLES**
Discussion Questions

1. Discuss the major components of effective math instruction.

2. Present guidelines for planning and implementing basic fact instruction and for the use of manipulative objects.

3. Present instructional tasks for teaching subtraction with regrouping at the concrete, semiconcrete, and abstract levels.

4. Explain low-stress algorithms in addition and subtraction. List selected addition and subtraction rules.

5. Explain low-stress algorithms in multiplication and division. List selected multiplication and division rules.

6. Discuss interventions used to teach problem solving.

7. Present activities for teaching or practicing place value.

8. Present activities for teaching or practicing fractions.

9. Describe an instructional game in math and a self-correcting math material.
10. Describe a commercial math program and a computer software program in math.

**SCENARIO QUESTIONS**

Mrs. Adams and Mr. Dumphy are both math teachers in a large school district who are attending a national math conference. Mrs. Adams is a third-grade teacher who faces the task of teaching multiplication facts to her students. She learned through curriculum-based measurement that some of her students already know selected multiplication facts; however, some other students were unable to give correct responses to any multiplication facts and they also scored below mastery on probes on addition facts and subtraction facts. Mrs. Adams understands that instruction in her math class must be tailored for the individual student, and she is seeking appropriate guidelines on how to meet the needs of all of her students.

1. The conference keynote speaker has referred to the statement of the National Council of Supervisors of Mathematics, Twelve Components of Essential Mathematics. What implications does this official statement have for planning math instruction for students with learning problems?

2. One conference presenter discussed the use of goal setting to help students become more proactive and involved in their own learning. Mrs. Adams has decided to conduct a goal-setting conference with each of her students. What are the important guidelines to follow in conducting goal-setting conferences?

3. Mrs. Adams understands the importance of giving feedback to her students. Explain an elaborated feedback routine that she can use to help her students achieve learning goals quickly and efficiently.

4. Many of Mrs. Adams’s students are struggling to reach mastery on multiplication facts through 81. What are some techniques she can use to improve her students’ speed in math computation?

5. Problem solving has a high priority in math instruction. What are some guidelines for problem-solving instruction?

Mr. Dumphy is a mathematics high school teacher who has been assigned the task of creating curriculum for a new class designed for students with learning problems who are high risk for dropping out of school. Previous evaluations of many of these students indicate that they will not be able to succeed in an Algebra I class and, thus, they will be required to fulfill a math requirement with this new class. Mr. Dumphy realizes that his instruction must focus on math the students will use in their adult lives. In addition, this class could help motivate and empower
these students to continue working toward their high school diploma. The Assistant Principal of Curriculum has decided to limit the class size to 15 students. Mr. Dumphy understands the challenge as well as the importance of this class, and he hopes to obtain helpful guidelines at the math conference he is attending.

1. One conference presenter stressed that math instruction must be designed to ensure success and promote positive attitudes. What are some guidelines for promoting positive attitudes toward math learning?

2. Mr. Dumphy wants to prepare his students to use math in their daily adult lives. What are some skills that Mr. Dumphy can teach to help prepare his students for math in the real world?

3. Mr. Dumphy has learned at the math conference that estimation has applications to every aspect of mathematics and is an essential part of an effective mathematics program for students with learning problems. What skills are important for estimation of whole numbers? Present some activities to promote estimation skills.

4. Mr. Dumphy wants his students to learn the correct procedures for using a calculator. What are some guidelines for early calculator instruction? What are some activities with calculators that can help students develop selected math skills?

5. Mr. Dumphy realizes that it will be a challenge to keep his students motivated. How can the use of computer software programs in math help maintain student interest? What are some other types of activities that Mr. Dumphy can use to stimulate interest and individualized instruction?
ACTIVITIES

1. Teach a specific math skill to a student by using the concrete-semiconcrete-abstract teaching sequence.

2. Visit a classroom and note the types of math instruction. Determine what commercial programs are used, whether the concrete-to-abstract sequence is taught, and what devices are used to monitor student progress.

3. Teach a student how to use low-stress algorithms in addition, subtraction, multiplication, and division.

4. Develop an instructional game and a self-correcting material to use in practicing various math skills.

5. Review a commercial math program and a computer software program in math.

MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 12


2. Go to the Assignments and Activities section of the Topic Assessing and Teaching Math in the MyEducationLab for your course and complete the activity entitled Strategies in Mathematics Teaching.

3. Go to the Building Teaching Skills and Dispositions section for the Topic Assessing and Teaching Math in the MyEducationLab for your course and complete the activity entitled Using Manipulatives as a Strategy in Teaching Math Concepts. As you watch the video and answer the accompanying questions, think about why it’s beneficial to begin math instruction with concrete examples.
4. Go to the Assignments and Activities section of the Topic Assessing and Teaching Math in the MyEducationLab for your course and complete the activity entitled Early Mathematics Instruction.

5. Go to the Assignments and Activities section of the Topic Assessing and Teaching Math in the MyEducationLab for your course and complete the activity entitled Computational Fluency.
CHAPTER 13

TEACHING LEARNING STRATEGIES, CONTENT, AND STUDY SKILLS

CHAPTER OUTLINE

Motivation

Learning Strategies
   Learning Strategies Curriculum
   Features of Effective Learning Strategies
   Instructional Procedures

Content Instruction
   Content Enhancements
   Adapting Materials
   Assignments
   Tutoring
   Testing
   Administrative Considerations

Study Skills
   Preparatory Study Skills
   Acquisition Study Skills
   Recall Study Skills
   Expression Study Skills
Commercial Learning Strategies and Study Skills Programs

Computer Software Programs in Learning Strategies and Study Skills

**TITLES OF TABLES**

Table 13.1: The Learning Strategies Curriculum of the University of Kansas Center for Research on Learning

Table 13.2: Parameters and features of effective learning strategies

Table 13.3: Stages of strategy acquisition and generalization developed by the University of Kansas Center for Research on Learning

Table 13.4: Instructional alternatives for an inclusion teacher

Table 13.5: A student's after-school schedule
DISCUSSION QUESTIONS

1. Present motivation techniques to help low-achieving students in secondary school. List effective extrinsic reinforcers as well as tactics for increasing intrinsic motivation.

2. Briefly outline the Learning Strategies Curriculum of the University of Kansas Center for Research on Learning.

3. List the eight stages of strategy acquisition and generalization developed at the University of Kansas Center for Research on Learning. Include related instructional procedures.

4. Discuss various types of content enhancements that can be used effectively with adolescents with learning problems.

5. Discuss alternatives for adapting materials. Include procedures for simplifying texts.

6. Provide suggestions for modifications in test formats to improve test performances of students with learning problems.

7. Present activities for teaching time management and for developing self-management.

8. List activities related to acquisition study skills. Include activities for developing reading and note-taking skills and present sequential study methods for students with learning problems.

9. Provide activities for developing study-rehearsal skills. Present the mnemonic FIRST as a strategy to create mnemonics to recall information.

10. Present the SCORER system and the PIRATES test-taking strategy.
Mr. Boyd’s ninth-grade history class has 23 students with diverse learning needs. He wants to select content enhancements to present a lesson’s content. Mr. Boyd will use the content enhancements to highlight relationships and organizational structures within the information to be presented and to draw the unmotivated learner’s attention to the information. He also wants to enlist each student’s active involvement and support in using the enhancements in the learning process.

1. Devices are instructional tools that teachers use to promote learning. Discuss content enhancement devices according to function (type) and mode of presentation.

2. Routines, a component of content enhancements, are strategic instructional procedures that involve students in developing, acquiring, and applying the device. Discuss several routines developed and published at the University of Kansas Center for Research on Learning that may be appropriate for Mr. Boyd to use in his history class.

3. Research indicates that there are seven types of content enhancements. How can Mr. Boyd use each of the seven types to facilitate instruction in his history class?

4. Provide some suggestions regarding classroom assignments to improve the achievement of adolescents with learning difficulties.

5. Mr. Boyd has several students with learning problems who frequently have difficulty displaying their knowledge or skills on tests. What modifications in test formats can he use to help these students perform better on tests?

Mr. Boyd also has been assigned to teach a new class that focuses on helping students develop effective study skills. The class will include 15 students with learning problems, all of whom are taking content-area courses. The class will be evaluated based on the students’ achievement in their academic classes.

1. What are the 11 study skills that provide a framework for examining and assessing study skills?

2. Many of Mr. Boyd’s students need instruction in time management. Present three activities that Mr. Boyd can use to teach time management.

3. Mr. Boyd believes that practice in correct textbook usage will benefit his students and help them complete assignments and review pertinent information. What activities can Mr. Boyd use to help his students improve their textbook usage skills?

4. Taking notes on material read facilitates memory and often makes it unnecessary to reread the material at a later time. What activities can Mr. Boyd use to develop or improve his students’ reading and note-taking skills?
Suggest several activities for helping Mr. Boyd’s students develop their test-taking skills.

**ACTIVITIES**

1. Observe in a secondary school setting and note what motivation strategies and material accommodations are used with adolescents with learning problems.

2. Interview a teacher who is trained to teach learning strategies developed at the University of Kansas Center for Research on Learning. Discuss the feasibility of the curriculum in helping students graduate from secondary school.

3. Simplify a content-area textbook chapter. Develop an advance organizer to prepare the student for the reading material and create visual displays to present content.

4. Teach a secondary student with learning problems various cognitive strategies to help in the areas of using textbooks, using visual aids, developing study-rehearsal skills, and developing written expression skills.

5. Work with a group of adolescents to develop their note taking and test-taking skills. Present various activities as well as the SCORER and PIRATES strategies.

**MYEDUCATIONLAB ASSIGNMENTS FOR CHAPTER 13**

1. Go the Assignments and Activities section of the Topic Study Skills in the MyEducationLab for your course and complete the activity entitled Understanding How the Text Works. As you watch the video and answer the accompanying questions, note how the structure of textbooks is an important factor in student learning.
2. Go the Building Teaching Skills and Dispositions section the Building Teaching Skills and Dispositions section for the Topic Study Skills in the MyEducationLab for your course and complete the activity entitled Reading for Content Information. As you work through the learning unit, consider the need to develop the skill to read for content.

3. To enhance your understanding of the SOS strategy, go to the IRIS Center Resources section of the Topic Study Skills in the MyEducationLab for your course and complete the Module entitled SOS: Helping Students Become Independent Learners.
Instructor’s Manual and Test Bank
to accompany
Validated Practices for Teaching Students with Diverse Needs and Abilities
Second Edition
Susan Peterson Miller
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Preface

This instructor’s manual includes instructional materials for each chapter in the second edition of *Validated Practices for Teaching Students with Diverse Needs and Abilities*. Chapter objectives and included resources are listed on cover pages for each chapter. Following these cover pages are Class Activities, Fun Sheets, and Test Banks. These materials are designed to help students apply, generalize, and review critical information provided in the textbook and related PowerPoint presentations. The class activities provide opportunities for students to practice a variety of validated practices and/or determine appropriate uses for the practices via realistic case study situations. The Fun Sheets are short, motivating exercises that may be used at the beginning of class as students are coming in or during the last few minutes of class as part of a post-organizer. They also may be completed in small collaborative groups to review material from the previous class session. These exercises serve as a reminder of the importance of making practice fun for students. The Test Banks include 15 multiple choice questions along with their respective answers and the topic associated with the question (i.e., heading / location of content in the chapter). This instructor’s manual concludes with sample syllabi for courses in which this textbook may be used. Rubrics and score sheets for assignments included in the syllabi also are included. Several individuals deserve recognition for their contributions to the successful completion of this instructor’s manual. Thanks are extended to Ms. Danielle Ferreira for her assistance with the Fun Sheets, to Dr. Bradley Kaffar for his syllabus contribution, and to Ms. Nancy Fitzgerald for sharing the Bee story. Thanks also are extended to Dr.
Fran Butler who wrote the test bank for the first edition instructor’s manual. Some of the
questions in the test banks for this manual were derived from those original questions.

CHAPTER 1
UNDERSTANDING SCHOOL CONTEXT AND STUDENT DIVERSITY
OBJECTIVES
Upon completion of Chapter 1, students will be able to:
• Identify significant federal reports and legislation affiliated with educational reform in
  the United States.
• Describe student diversity as it relates to disability, giftedness, cultural and
  linguistic
  background, socioeconomic status, and sexual orientation.
• Discuss the importance of using validated practices given the current context of
  schooling.

RESOURCES
• Chapter 1 PowerPoint Presentation
• Chapter 1 Activity (Why a Bee?)
• Chapter 1 Fun Sheet (Word Search)
• Chapter 1 Test Bank

CHAPTER 1 ACTIVITY
WHY A BEE?
Directions: Disseminate copies of the story entitled “Why a Bee?” to students and
  then
read the story aloud. Use the story to facilitate class discussion about current school
contexts and the experiences of students with diverse needs and abilities. Possible
questions to facilitate the discussion include the following.
1. Does it make sense to design curricula and instruction to address student deficits
  without the integration of student strengths (as was done with the duck in this story)?
  Why or why not?
2. Should students be required to complete class assignments in a specified manner?
  Should curricular goals be met using particular instructional methods? Are students
  who
  resist the norm ever considered troublemakers as the eagle was in this story? What are
  some ways teachers can provide for differentiation within the curriculum?
3. Should teachers consider student characteristics and preferences when scheduling
  instruction? Is this realistic? Why or why not? Do students ever experience failure in
  school (as the bear in the story) as a result of the conditions under which instruction is
  provided or as a result of “having a bad day?”
4. Do students have equal access to education? Are their students like the penguin in
  the
  story who fail to receive an education because of their living situations?
5. Do students who are bullied or made fun of create ways to avoid school
  attendance?
What role should teachers play to increase the likelihood that students will want to
  come
to school?
6. What happens to students who are able to do things a particular way, but are told to do them in a different way? What can teachers do to help students who want to do things in the same way as their peers, but are unable to do so?

7. Do you think students really quit school because of boredom? What other reasons contribute to school drop out? What factors have the potential to reduce school drop out?

8. What advantages and disadvantages exist related to the system of identifying students with a particular type of disability and then providing access to special education services?

**Why a Bee?**

Author Unknown

Once upon a time the animals had a school. They had four subjects: running, climbing, flying, and swimming-and all animals took all subjects. The duck was good at swimming, better than the teachers in fact. He made passing grades in running and flying, but he was almost hopeless in climbing. So they made him drop swimming to practice more climbing. Soon he was only average in swimming. But average is OK, and nobody worried much about it except the duck.

The eagle was considered a troublemaker. In his climbing class he beat everybody to the top of the tree, but he had his own way of getting there, which was against the rules. He always had to stay after school and write, “Cheating is wrong” 500 times. This kept him from soaring, which he loved. But schoolwork comes first.

The bear flunked because they said he was lazy, especially in winter. His best time was summer, but school wasn't open then.

The penguin never went to school because he couldn't leave home, and they wouldn't start a school out where he lived.

The zebra played hooky—a lot. The ponies made fun of his stripes, and that made him very sad.

The kangaroo started out at the top of the running class, but got discouraged trying to run on all fours like the other kids.

The fish quit school because he was bored. To him all four subjects were the same, but nobody understood that.

They had never been a fish.

The squirrel got A’s in climbing, but his flying teacher made him start from the ground up.
instead of the treetop down. His legs got so sore from practicing takeoffs that he began
getting C's and D's in running.
But the bee was the biggest problem of all, so the teacher sent him to Dr. Owl for
testing.
Dr. Owl said that the bee’s wings were just too small for flying and besides they were in
the wrong place. But the bee never saw Dr. Owl’s report, so he just went ahead and flew
anyway.
I think I know a bee or two, don't you?
3
CHAPTER 1 FUN SHEET
Word Search
1. The most prevalent disability among students aged 3 to 21 is _________________.
2. According to the U.S. Department of Education definition, students with learning
disabilities may have learning problems due to any of the following EXCEPT:
a. brain injury b. dyslexia c. developmental aphasia d. emotional disturbance
3. Significantly low intelligence, problems with adaptive behavior, and onset during the
developmental period or before the age of 18 are typical characteristics included in accepted definitions of _________________.
4. A developmental disability that significantly affects verbal and nonverbal
communication and social interaction that is generally evident before age three is 
__________
5. One of the most devastating consequences of living in poverty is poor 
__________ development.
6. Students who come from ________families may be at risk for drug and alcohol
dependency, may have self-esteem problems, and/or may reach out to individuals who
are less fortunate through volunteer work.
7. According to the National School Climate Survey, 75.4% of students who are gay,
lesbian, bisexual, or transgendered reported hearing _____________comments at
school and 17.6% reported being physically assaulted.

S W F E C X A S W Y D F G H F I U P K L I E D
U Q Q A C I B O H P O M O H Z X V V D A A S E
I A D H S E G P G M E E S I T U R E O P R Q P
E Z X C T S H E P L G E E O I T S E N O E W Z
E M O T I O N A L D I S T U R B A N C E E R P
I O P O T I T P I N T H I K E H E T P T N E A
D L H T G S G I E L G U E S T R E N I D E S
F G I L E A R N I N G D I S A B I L I T I E S
Z A F T F E S I P B K U R J U G U T E G T E R
X V G U E S H E I U E U J E T E T S N S E R D
A W M X T R O P E N R E N J I F I P E R T Y O
F R E C S T A F I R G F R G S D S G B S R O F
CHAPTER 1 FUN SHEET

Word Search Answers

1. The most prevalent disability among students aged 3 to 21 is _________________.

2. According to the U.S. Department of Education definition, students with learning disabilities may have learning problems due to any of the following EXCEPT:
   a. brain injury b. dyslexia c. developmental aphasia d. emotional disturbance

3. Significantly low intelligence, problems with adaptive behavior, and onset during the developmental period or before the age of 18 are typical characteristics included in accepted definitions of _________________.

4. A developmental disability that significantly affects verbal and nonverbal communication and social interaction that is generally evident before age three is ________.

5. One of the most devastating consequences of living in poverty is poor ____________ development.

6. Students who come from ________ families may be at risk for drug and alcohol dependency, may have self-esteem problems, and/or may reach out to individuals who are less fortunate through volunteer work.

7. According to the National School Climate Survey, 75.4% of students who are gay, lesbian, bisexual, or transgendered reported hearing ____________ comments at school and 17.6% reported being physically assaulted.
CHAPTER 1 TEST BANK
Multiple Choice Questions
1. The document credited with initiating a significant amount of attention on educational reform in the United States is:
   a. The 1997 IDEA Amendments require students with disabilities to participate in the general curriculum and to take school-wide general education assessments.
   b. The 1994 Goals 2000-Educate America Act specifically includes and addresses students with disabilities.
   c. A Nation at Risk in 1983.
   d. Individuals with Disabilities Education Improvement Act of 2007.
   Answer: c

Topic: The Educational Reform Movement
2. The No Child Left Behind Act of 2001 supports all of the following EXCEPT:
   a. strong accountability related to student performance.
   b. increased qualifications for teachers to be considered *highly qualified*.
   c. the use of evidence-based practices.
   d. the exclusion of students with disabilities from achievement testing.
   Answer: d

Topic: No Child Left Behind Act of 2001
3. The Individuals with Disabilities Education Improvement Act of 2004 supports all of the following EXCEPT:
   a. strong accountability related to student performance.
   b. greater flexibility related to identifying students with learning disabilities.
   c. reduction in IEP paper work requirements.
   d. decrease in emphasis on early intervening services.
   Answer: d

Topic: Individuals with Disabilities Education Improvement Act of 2004
4. The number and percentage of students that receive special education services has:
   a. decreased almost every year since the passage of Public Law 94-142 in 1975
   b. increased almost every year since the passage of Public Law 94-142 in 1975
   c. remained stable since the passage of Public Law 94-142 in 1975
   d. decreased from 1975 to 2000 and increased from 2001 to 2009.
   Answer: b

Topic: Students with Disabilities
5. High incidence disabilities include:
   a. learning disabilities, speech and language impairment, mental retardation, and emotional disturbance.
   b. hearing impairments, orthopedic impairments, deaf-blindness, and learning disabilities.
   c. autism, traumatic brain injury, other health impairments, and emotional disturbance.
   d. visual impairments, mental retardation, hearing impairments, speech and language impairment.
   Answer: a
Topic: Students with Disabilities
6. Students with language impairments are likely to have difficulty with:
   a. expressive language
   b. receptive language
   c. expressive and/or receptive language
   d. articulation
   Answer: c

Topic: Students with Speech or Language Impairment
7. The prevalent definitions of mental retardation include all of the following EXCEPT:
   a. Significantly low intelligence
   b. Problems with adaptive behavior
   c. Maladaptive behavior
   d. Onset during development or before age 18
   Answer: c

Topic: Students with Mental Retardation
8. Students with emotional disturbance display:
   a. externalizing behaviors
   b. internalizing behaviors
   c. externalizing and internalizing behaviors
   d. externalizing or internalizing behaviors
   Answer: d

Topic: Students with emotional disturbance
7
9. Individuals with learning disabilities typically need:
   a. highly intensive instruction in both the process of learning and the content to be learned.
   b. highly intensive instruction in one academic area
   c. the same level of instructional intensity as general education students
   d. one-to-one tutoring to be successful in school
   Answer: a

Topic: Students with Learning Disabilities
10. The majority of non-English Speaking students speak:
    a. Portuguese
    b. Spanish
    c. German
    d. French
    Answer: b

Topic: Students from Diverse Cultural and Linguistic Backgrounds
11. When teaching students from diverse cultures, it is important for teachers to:
    a. learn about students’ cultures rather than needs of individual students.
    b. communicate with students’ parents and families.
    c. group students from similar ethnic backgrounds.
    d. ignore differences among students.
    Answer: b

Topic: Students from Diverse Cultural and Linguistic Backgrounds
12. The poverty rate for people under 18 years of age during 2006 was:
    a. 17.4%
b. 10.4%
c. 5.4%
d. 13.4%
Answer: a

Topic: Students Who Live in Poverty

13. Children who are homeless have a legal right to free, appropriate public education in a mainstream school environment (even if they lack specific records such as birth certificates, proof of residency, prior school records), but many do not attend school due to:
   a. transportation difficulties, poor health, lack of supplies and clothing, lack of administrator knowledge related to their rights to attend without complete records.
   b. the parents’ unwillingness to have their children participate in a public school environment.
   c. difficulties making friends and feeling acceptance from peers, teachers, and administrators.
   d. students’ lack of interest in school and subsequent refusal to attend school.
Answer: a

Topic: Students Who Live in Poverty

14. Typical estimates related to the percentage of students who are gay, lesbian, bisexual, or transgendered range from:
   a. 1% to 5% of the total school population
   b. 5% to 10% of the total school population
   c. 10% to 15% of the total school population
   d. 15% to 20% of the total school population
Answer: b

Topic: Students Who are Gay, Lesbian, Bisexual, or Transgendered

15. School personnel can assist students who are gay, lesbian, bisexual, or transgendered through:
   a. immediate intervention related to signs and/or reports of homophobia and ongoing enforcement of antidiscrimination policies
   b. the promotion of equity and social justice
   c. the provision of openly gay role models and safe zone displays
   d. all of the above.
Answer: d

Topic: Students Who are Gay, Lesbian, Bisexual, or Transgendered

CHAPTER 2
USING SPECIFIC PLANNING METHODS

OBJECTIVES
Upon completion of Chapter 2, students will be able to:
• Identify and use a variety of evidence-based planning processes for groups of students with diverse learning needs and abilities.
• Describe processes for literacy planning that involve groups of teachers working together.
• Engage in person-centered team planning processes.
• Discuss methods designed to engage students with disabilities in team meetings for
  the
purpose of Individualized Education Planning and/or Transition Planning.

RESOURCES
• Chapter 2 PowerPoint Presentation
• Chapter 2 Activity (Planning Process Implementation)
• Chapter 2 Fun Sheet (Crossword)
• Chapter 2 Test Bank

CHAPTER 2 ACTIVITY
Planning Process Implementation
Directions: Bring a variety of textbooks to class (i.e., various grade levels and content
areas). Divide class into small groups and have each group engage in one of the
planning
processes discussed in the chapter. The textbooks may be used to help generate
content
ideas (if needed). Allow each small group to share their work with the class as a
whole.
Discuss challenges encountered related to the planning and how these challenges can
be
addressed successfully.

CHAPTER 2 FUN SHEET
Crossword
1. The Flow of the Planning Process Model includes three factors that influence the
effectiveness of the planning process: teacher, environment, and ______________.
2. The Planning ___________ is a graphic device designed to guide teachers’
  thinking
about how to teach content to a group of students who have a broad range of
academic
  needs.
3. ____________ is a mnemonic device that helps teachers remember the critical
  aspects
involved in successful planning for classes that include diverse groups of students
  with
  varying ability levels.
4. Adult learning experiences that replicate the specific thinking and social demands
  students face in the classroom are called ____________ experiences.
5. A strategy designed to get students involved in team planning meetings is called
  the
  ____________- ____________ Strategy.
6. During the course, unit, and lesson planning routines, teachers and students
  complete a
  ____________ device.
7. Planning that shifts emphasis away from the disability label and toward a search
  for
capacity in persons with severe disabilities is referred to as __________-centered
  planning.
PLANNING PROCESSES

CHAPTER 2 FUN SHEET

Crossword Answers

1. The Flow of the Planning Process Model includes three factors that influence the effectiveness of the planning process: teacher, environment, and ______________.

2. The Planning __________ is a graphic device designed to guide teachers’ thinking about how to teach content to a group of students who have a broad range of academic needs.

3. ____________ is a mnemonic device that helps teachers remember the critical aspects involved in successful planning for classes that include diverse groups of students with varying ability levels.

4. Adult learning experiences that replicate the specific thinking and social demands students face in the classroom are called ____________ experiences.

5. A strategy designed to get students involved in team planning meetings is called the ____________-___________ Strategy.

6. During the course, unit, and lesson planning routines, teachers and students complete a ____________ device.

7. Planning that shifts emphasis away from the disability label and toward a search for capacity in persons with severe disabilities is referred to as ________-centered planning.


CHAPTER 2 TEST BANK

Multiple Choice Questions
1. The Hunter Teacher Decision-Making Model involves three types of decisions when designing lesson plans (i.e., content, learning behaviors, teaching behaviors). Deciding how to evaluate students is an example of a
a. planning decision.
b. content decision.
c. learning behavior decision.
d. teaching behavior decision.
Answer: c
Topic: Chapter Introduction: Teacher Decision-Making Model
2. According to the Hunter Teacher Decision-Making Model,
a. teachers must include all seven lesson-plan elements in every lesson.
b. checking for understanding occurs only after the teacher models the day’s lesson.
c. teachers may begin a lesson on one day and complete the remaining lesson elements on subsequent days.
d. teachers provide intensive monitoring and remediation during the independent practice element of the lesson.
Answer: c
Topic: Chapter Introduction: Teacher Decision-Making Model
3. Some of the student-related factors identified in the Flow of the Planning Process Model are
a. motivation, background knowledge, and class size.
b. teacher attitudes and beliefs about making adaptations for students with disabilities, class size, and materials available.
c. motivation, materials available, and demands for content coverage and accountability
d. response to modifications, motivation, and background knowledge.
Answer: d
Topic: Comprehensive Planning: Flow of the Planning Process Model
4. The statement that is true concerning the Planning Pyramid is
a. activities for ALL students consist of basic information and plenty of worksheet practice.
b. only students who are gifted or talented should attempt the activities for SOME students.
c. teachers should divide students according to ability when using this planning model.
d. a student, regardless of ability, has access to learn at any of the levels.
Answer: d
Topic: The Planning Pyramid
5. A primary difference between the Unit Planning Pyramid and the Lesson Planning Pyramid is
a. the five points of entry are only used with the Unit Planning Pyramid.
b. specific instructional activities for teaching content are used with the Lesson Planning Pyramid whereas a broader conceptual framework for instruction is used with the Unit Planning Pyramid.
c. self-questioning techniques are used only in the Unit Planning Pyramid.
d. the Lesson Planning Pyramid is used to develop a broad conceptual framework
for instruction whereas the Unit Planning Pyramid considers the individual strategies and methods that the teacher will use during instruction.

Answer: b

Topic: The Unit Planning Pyramid and The Lesson Planning Pyramid

6. The SMARTER Planning Process is used to
   a. assist in planning appropriate content and instruction for inclusive classrooms.
   b. teach students how to advocate for themselves during IEP meetings.
   c. determine the best way to include a student with severe disabilities in his or her school and community.
   d. provide teachers with the opportunity to experience literacy activities that they plan to use with their students.

Answer: a

Topic: The SMARTER Planning Process

7. All of the following statements are true concerning the Course Planning Routine, Unit Planning Routine, and Lesson Planning Routine EXCEPT
   a. teachers focus on identifying the most important content to be taught and then think about academic diversity among their students.
   b. visual devices are used to provide an organizational structure that helps students understand what and how they will be learning.
   c. students review the visual devices periodically throughout the instructional process.
   d. teachers typically disseminate completed visual devices at the beginning of the course, unit, or lesson.

Answer: d


8. Included among the literacy planning processes are
   a. Planning Around Focal Students and Analogue Experiences.
   b. The Planning Pyramid and Unit Organizer.
   c. Choosing Options and Accommodations for Children (COACH) and Lesson Organizer.
   d. Life-Style Planning and Course Organizer.

Answer: a

Topic: Literacy Planning Processes

9. Mr. Jones is planning instruction for his students. He is thinking about the background information and instructional support that Jose, a student with gifts and talents, will need to be successful and challenged with the assignment. Mr. Jones is also thinking about the background information and instructional support that Ben, a student with a learning disability, will need to be successful with the assignment. The planning process that Mr. Jones is most likely using is
   a. Planning Around Focal Students.
   b. The Planning Pyramid.
   c. Choosing Options and Accommodations for Children (COACH).
   d. Life-Style Planning.

Answer: a

Topic: Planning Around Focal Students
10. Person-centered planning processes typically involve
a. parent-teacher conferences to determine the best placement for a student.
b. collaborative groups that plan together on behalf of students with severe disabilities.
c. a group of teachers planning together to ensure all students in a particular grade receive the same curricula and instruction.
d. a general education and special education teacher planning together for co-taught lessons.
Answer: b

Topic: Team Planning Processes

11. The Self-Advocacy Strategy is designed to
a. teach students how to set and achieve goals.
b. teach social skills when interacting with adults.
c. help teachers organize student information before an IEP or Transition Planning meeting.
d. assist students in gaining a sense of control and influence over their own learning and development.
Answer: d

Topic: Student Self-Advocacy and Individualized Education Planning

12. Student participation in IEP meetings is
a. not appropriate because they will feel discouraged when information about their low performance is discussed.
b. allowed so they can hear the teachers discuss their educational goals and the timelines for meeting the goals.
c. legally supported and encouraged to help students with disabilities become proactive in their approach to life.
d. discouraged in most states because of the difficulty involved in getting everyone to attend meetings.
Answer: c

Topic: Student Self-Advocacy and Individualized Education Planning

13. Ms. Beamer has 30 students in her science class. She has 5 students with learning disabilities and the remaining 25 students are average achievers. Ms. Beamer knows the upcoming chapter has been very challenging for previous groups of students. She should consider using the
a. COACH or Life-Style Planning Process.
b. Planning Pyramid or the SMARTER Planning Process.
c. Hunter Teacher Decision-Making Model.
d. Analogue Experiences or Planning Around Focal Students Process.
Answer: b

Topic: Selecting Planning Processes

14. Mr. Mills has several students with upcoming IEP meetings. He should consider teaching these students the
b. Lesson Organizer Routine.
c. Unit Organizer Routine.
d. Course Organizer Routine.
Answer: a
15. General recommendations related to instructional planning include all of the following EXCEPT
a. consider student needs, interests, and abilities.
b. develop structured, systematic approaches to planning.
c. consider both content and pedagogy.
d. avoid including students in planning processes to preserve instructional time.
Answer: d

16. The effectiveness of the Self-Directed IEP Instructional Program was investigated with secondary students and results revealed that
a. the percentage of time students talked, started, and led their IEP meetings increased.
b. the percentage of time students attended their IEP meetings increased.
c. the percentage of time students avoided their IEP meetings increased.
d. the percentage of time students participated in their IEP meetings decreased.
Answer: a

CHAPTER 3
ORGANIZING THE LEARNING ENVIRONMENT

OBJECTIVES
Upon completion of Chapter 3, students will be able to:
• Identify and describe specific interventions that teachers use to promote a positive psychosocial dimension within their learning environments.
• Identify and describe methods that teachers use to manage instructional time, materials, and paperwork to address the procedural dimension within their learning environments.
• Identify and describe variables that teachers need to consider when making decisions related to the physical dimension within their learning environments.
• Identify and describe coteaching and paraeducator models that teachers use to address the personnel dimension within their learning environments.

RESOURCES
• Chapter 3 PowerPoint Presentation
• Chapter 3 Activity (Behavior Incident Case Studies)
• Chapter 3 Activity (Point Card and Contract Demonstrations)
• Chapter 3 Fun Sheet (Matching Activity)
• Chapter 3 Test Bank

CHAPTER 3 ACTIVITY
Behavior Incident Case Studies
Directions: Divide class into small groups. Disseminate the four behavior incidents to each group. Ask students to read each incident and then discuss: a) ways the teacher can address the incident and b) ways the teacher can prevent similar incidents in the future.
Allow each group to share their ideas for each of the four incidents with the class as a whole.

BEHAVIOR DISRUPTION INCIDENT #1
Setting and Context: Math center, Mark Twain School
Ten students come to the math center and begin their assignments. The students are to work on individual worksheets. The teacher is sitting at her desk grading student papers. The lunch period is scheduled to begin in 15 minutes. It is the first nice day of spring.
Incident:
John is beginning his worksheet (i.e., new material). He attempts the first two problems and then looks at his paper for several minutes. He gets out of his seat and goes to Susan whom he likes to tease because as he says “she is as ugly as a dog with braces.” Susan is easily upset. John says loudly, "Something over here really stinks." Susan throws her papers on the floor and starts to cry, exclaiming, "I hate you, I hate you.”

BEHAVIOR DISRUPTION INCIDENT #2
Setting and Context: 6th grade class at Azalea Park Elementary School
It is the last day before Spring Break. Classroom assignments are usually given on the previous day. Because it is the day before a holiday, the teacher gave no assignments. Instead she has planned a day full of fun, new activities. The chairs in the room are arranged in a semi-circle, which is also new for the class.
Incident:
Joyce comes in late after all the other students have selected a seat in the semi-circle. The students are restless and waiting for the teacher to finish taking roll. Joyce, who is very attractive and physically mature, sits in the chair placed in the middle of the semi-circle which was intended for the teacher. She proceeds to blow a huge bubble gum bubble.

BEHAVIOR DISRUPTION INCIDENT #3
Setting and Context: Science lab, Pine Hills School
Science lab begins immediately following lunch. The students are working in small groups on a lab assignment. Glassware and heating equipment are being used.
The teacher is circulating through the room checking each group's progress. Howie, a student in the class, is on a warning system whereby three written warnings result in his being sent home.
Incident:
Howie is working with Jamal and George. Jamal and George are doing most of the work, while Howie is playing with the water in two flasks. Howie is also being very loud and verbally abusive to Jamal. Howie has previously received two written warnings.
The teacher has already given Howie a verbal warning during this lab session. George needs one of the flasks, but Howie refuses to give it to him.
George calls the teacher over and Howie foresees the possibility of a third written warning. He begins cursing and screaming at the teacher blaming her for picking on him and playing favorites.

The teacher gives Howie a third warning (as expected). Howie throws his books at the teacher, refuses to leave the room (while still holding a flask), and nonverbally threatens to throw it.

**BEHAVIOR DISRUPTION INCIDENT #4**

**Setting and Context:** 4th grade class, Dover Shores Elementary School

Students have just returned to their classroom. The last hour has been spent standing on the playground while police searched the building following a bomb scare.

**Incident:**

The teacher had planned to give the students a vocabulary quiz. Usually the students have a few minutes to review the words, but an hour has already been wasted so the teacher instructs the students to clear their desks and get ready for the quiz. The students have not settled down since entering the classroom. They are noisy and disorganized. Most students ignore the teacher's instructions. There is much grumbling and protest. The teacher begins to pass out the quizzes. At this point, Bubba gets up and says aloud, "I'm not going to take this stupid test."

**CHAPTER 3 ACTIVITY**

**Point Card and Contract Demonstrations**

Directions: Demonstrate how to use point cards and behavioral contracts with students in the class. Disseminate a point card to each student in the class and intermittently administer points for raising hand and participating throughout the class session.

Select one student to participate in a demonstration of a teacher-student conference to discuss the establishment and signing of a behavioral contract.

**Remember to Raise Your Hand to Earn Points**

Name ______________________________

1 Completed Point Card = 5 minutes of computer time or one item from the bottom shelf of the class store
2 Completed Point Cards = 10 minutes of computer time or one item from the middle shelf of the class store
3 Complete Point Cards = 15 minutes of computer time or one item from the top shelf of the class store

**Behavioral Contract**
Chapter 3 Fun Sheet
Matching Activity
1. This process is used to investigate and gain information related to inappropriate student behavior.
   a. Token Economy System
2. Contingency contracting is closely associated with _________________.
   b. The Progress Program
3. In this type of behavior management system, students earn tokens for exhibiting appropriate behaviors.
   c. Self-Management Strategies
4. This type of behavior management involves teaching students to monitor, evaluate, or reinforce their behavior.
   d. Functional Behavioral Assessment
5. Daily report cards are used in ____________.
   e. The Premack Principle

Chapter 3 Fun Sheet
Matching Activity Answers
1. This process is used to investigate and gain information related to inappropriate student behavior.
   (d)
   a. Token Economy System
2. Contingency contracting is closely associated with _________________.
   b. The Progress Program
b. The Progress Program
3. In this type of behavior management system, students earn tokens for exhibiting appropriate behaviors.

(c)

4. This type of behavior management involves teaching students to monitor, evaluate, or reinforce their behavior.

d. Functional Behavioral Assessment

5. Daily report cards are used in __________.

(b)
e. The Premack Principle

CHAPTER 3 TEST BANK

Multiple Choice Questions
1. One of the **first** considerations in planning an effective behavioral program is to
   a. Select high-intensity techniques.
   b. Establish clear class rules and expectations.
   c. Focus on the academic and social needs of the students.
   d. Contact the parents of troublesome students.
   
   Answer: c
   
   Topic: Establish a Positive Behavior Support Program

2. Creating a positive classroom environment, using community-building activities, making students feel accepted, and establishing a positive behavior support program are most closely associated with the
   a. psychosocial dimension of the learning environment.
   b. procedural dimension of the learning environment.
   c. physical dimension of the learning environment.
   d. personnel dimension of the learning environment.
   
   Answer: a
   
   Topic: Psychosocial Dimension

3. Functional behavioral assessments are used to
   a. prevent inappropriate behaviors from occurring in the first place.
   b. help determine why inappropriate behavior is occurring.
   c. determine whether or not a student has a conduct disorder.
   d. determine appropriate placements for students with disabilities.
   
   Answer: b
   
   Topic: Establish a Positive Behavior Support Program

4. Rules, verbal praise, and planned ignoring
   a. should be implemented in isolation to avoid student confusion.
   b. are considered high intensity interventions because they require a significant amount of time to implement.
   c. are quite powerful when implemented concurrently.
   d. are reserved for use as a last result because ignoring may hurt a student’s feelings.
5. The Premack principle is most closely associated with
   a. Planned ignoring.
   b. Contingency contracting.
   c. Token economy systems.
   d. The Progress Program.
   Answer: b

6. Mrs. Lopez has introduced a new behavior management program to encourage students to come to class prepared. Each student can earn points if he has all of the required materials and homework on his desk within two minutes of the bell. A poster on the wall lists privileges and rewards that students can “purchase” with their accumulated points. This program is best described as:
   a. Implementing class rules
   b. Contingency contracting
   c. Token economy system
   d. Self-management program
   Answer: c

7. Self-monitoring requires students to
   a. record the frequency of a specific behavior.
   b. determine appropriate reinforcers for specific behavior.
   c. evaluate the quality of their performance on a specific behavior.
   d. trade in their point cards at the end of a behavior management session.
   Answer: a

8. James, a student with a documented learning disability, has been skipping class frequently, and consequently he is in danger of failing most of his classes. To address this problem,
   a. James should be placed in a self-contained class for students with behavior problems.
   b. The IEP team should meet to plan and then conduct a Functional Behavior Analysis.
   c. Nothing should be done because he is not capable of doing the class work anyway.
   d. James should be accompanied by a paraeducator any time he leaves the classroom.
   Answer: b

9. Researchers note that the percentage of time in which students are engaged in academic tasks during the school day ranges from
   a. 28% to 56%.
   b. 38% to 66%.
   c. 48% to 76%.
   d. 58% to 86%.
   Answer: a
10. When planning the physical arrangement of the classroom, teachers should
a. consider objectives, cultural diversity, and student disabilities.
b. arrange the desks in rows to maximize student learning.
c. arrange the desks in clusters to encourage group work and collaboration.
d. isolate students with behavior problems.
Answer: a

11. Mr. Lee and Mrs. Rose coteach an elementary class. Mr. Lee, the special
educator,
usually circulates around the room as Mrs. Rose, the general educator, delivers the
instruction. The coteaching model they are using is called
a. one teaching, one assisting.
b. station teaching.
c. parallel teaching.
d. alternative teaching.
Answer: a

12. Academic Learning Time is defined as
a. the amount of time that a student spends engaged in core academic tasks that
result in successful learning.
b. the amount of time that a teacher allocates to reading, mathematics, and written
expression.
c. the amount of time scheduled for academic tasks.
d. time devoted to academic time including within class transitions
Answer: a

13. Ms. Barco gave Johnny a worksheet that had a mixture of mathematics problems.
She
arranged the problems in a specified sequence to increase the likelihood that Johnny
would stay on task. Problems 1-3 involved addition without regrouping. Problem 4
involved addition with regrouping. Problems 5-7 involved addition without
regrouping and Problem 8 involved addition with regrouping. Using this method
Johnny is likely to
a. be off-task throughout the independent work period.
b. complete the easier problems and skip the harder problems.
c. take less time transitioning to the non-preferred problems than he would if the
sequence was reversed.
d. take more time to complete his work, but more answers will be correct.
Answer: c

14. Schoolwide management systems are
a. inefficient because it takes too long to achieve consensus about the details of the
program.
b. effective in elementary schools, but not middle or high schools.
c. designed to provide support and guidance for most of the students in the school.
d. designed to provide support and guidance to students with disabilities in the
Topic: Schoolwide Management Systems
15. Ms. Peterson notes that her fifth graders are having tremendous difficulty working together, avoid participating in class discussions, lack direction-following skills, are disorganized, and rarely support one another during learning activities. She might want to consider using
a. behavioral contracting.
b. response-cost system (i.e., taking away points previously earned for good behavior).
c. a schoolwide management system.
d. the Community Building Series.
Answer: d

Topic: Use Community Building Activities

CHAPTER 4
SELECTING INSTRUCTIONAL MODELS

OBJECTIVES
Upon completion of Chapter 4, students will be able to:
• Describe the Explicit Instruction Model and the instructional sequence used in this model.
• Describe the Direct Instruction Model and the presentation techniques used in this model.
• Describe the Strategy Instruction Model and the eight-stage instructional sequence used in this model.
• Compare and contrast the Explicit-, Direct-, and Strategy Instruction Models.

RESOURCES
• Chapter 4 PowerPoint Presentation
• Chapter 4 Activity (Model Simulation Lesson)
• Chapter 4 Fun Sheet (Word Scramble)
• Chapter 4 Test Bank

CHAPTER 4 ACTIVITY
Model Simulation Lesson
Directions: Bring samples of curricular materials (with teacher scripts) used in Explicit, Direct, and Strategy Instruction Models. Place the materials in learning centers established in the classroom. Divide the class into small groups and have them rotate through each center. As students arrive in a center, ask them to identify one person to role-play being the teacher. The others take on the role of school-aged students. The teacher uses materials placed in the center to teach a lesson.
After all students in the class have experienced a lesson from each of the three instructional models, facilitate a class discussion related to the similarities and differences of each model.

Teacher Script for Explicit Instruction Model
Lesson Objective
Given two groups of objects, the student will count to determine how many altogether.

**Advance Organizer**

Teacher: Yesterday, we practiced counting tallies. Who would like to come to the board and count these tallies? (All students raised their hands) Wow, look at all the volunteers!

Debbie you look anxious to count. Come show us how to touch and count these tallies.

Debbie: One, two, three, four, five, six, seven, eight.

Teacher: Debbie, that was excellent counting. There are eight tallies! Who else would like a turn? (Teacher calls on several students who successfully count single groups of tallies that are written on the board).

Teacher: Today we are going to count two groups of objects to find out how many we have altogether! You've done such a good job of learning to count objects, pictures and tallies in one group, so I know you're ready to count objects in two groups.

Teacher: Can anyone think of a time when you might need to count two groups of objects?

Student: My mom lets me check out 5 library books at a time. I take some to my dad's house and leave some at my mom's house. When it's time to take the books back to the library, I count the ones at both houses to be sure I have all 5.

Teacher: That's an excellent example of a time when you have to count two groups. Any other ideas?

Student: I collect stamps. Betty gave me some and Lori gave me some. I'd have to count what Betty gave me and what Lori gave me to find out how many stamps I have in my collection.

Teacher: Another terrific example of a time that you might want to count two groups. OK, let's get started.

**Describe and Demonstrate**

Teacher: (Arrange one group of 3 cubes and one group of 2 cubes so that all students can see.) Watch me. I've got two groups of cubes. I'm going to touch and count to find out how many I have altogether. One, two, three, four, five. (Emphasize the word "three" to demonstrate the transition between the two groups.). So, I have five cubes in all.

(Repeat this procedure with several different quantities of two groups of cubes.)

**Guided Practice**

Teacher: Let's do the next one together. Here are two groups of cubes. When I touch the cubes, let's count to see how many there are altogether. Get ready (Teacher points to
cube)
Teacher and Students: One, two, three, four, five, six
Teacher: Yes, there are six altogether. (Repeat with different quantities of groups)
Teacher: This time I'll point and you count.
Students: (Teacher points to each cube in both groups) One, two, three, four.
Teacher: So how many cubes are there in all?
Students: Four
Teacher: Excellent counting! (Repeat with several different examples.)
Teacher: (Displays group of 4 and a group of 3). Who thinks they can count these two
groups of cubes and tell us how many there are altogether?
Student: One, two, three, four, five, six, seven.
Teacher: Super. You touched and counted the cubes without any help from me and
you
got the correct total. There are seven cubes in all.

Independent Practice
Teacher: Now you get to practice counting groups on your own. (Each student is
given a
learning sheet and cubes to use to solve the problems.)

Post-Organizer
Teacher: Today you learned to count two groups of cubes to find out how many there
were altogether. You caught on very quickly! Tomorrow we are going to continue
this
type of practice, but instead of counting cubes, we’ll be counting bears. I’m confident
that you’ll do just as well with the bears as you did with the cubes!

Source: Adapted from Hudson, P. & Miller, S. P. (2006). Instructor’s manual and test bank for
designing
and implementing mathematics instruction for students with diverse learning needs. Boston,
MA: Allyn &
Bacon.

3 5

CHAPTER 4 FUN SHEET
Word Scramble
1. The Direct Instruction Model involves
the use of teacher scripts and _____
signals to cue for choral responding.

2. In the Explicit Instruction Model,
lessons begin with an ____________

3. Direct Instruction differs from both
the Explicit Instruction Model and the
Strategic Instruction Model because
_______ is not used in Direct Instruction.

4. The Strategy Instruction Model
involves teaching students how to
__________.
The Content Literacy continuum provides a framework for meeting the varied literacy needs of students within a school.

CHAPTER 4 FUN SHEET
Word Scramble Answers
1. The Direct Instruction Model involves the use of teacher scripts and ______ signals to cue for choral responding. ndah (hand)
2. In the Explicit Instruction Model, lessons begin with an ___________. vanedac (advance) izognrea (organizer)
3. Direct Instruction differs from both the Explicit Instruction Model and the Strategic Instruction Model because ______ is not used in Direct Instruction. ndoisiscus (discussion)
4. The Strategy Instruction Model involves teaching students how to _______. nlaer (learn)
5. The Content Literacy ________provides a framework for meeting the varied literacy needs of students within a school. mucounnti (continuum)

CHAPTER 4 TEST BANK
Multiple Choice Questions
1. All of the following are components of the Explicit Instruction Model except a. advance organizer b. describe and demonstrate c. hand signals for choral responses d. guided practice Answer: c
Topic: The Explicit Instruction Model
2. Mr. Jones is teaching his students important writing skills. He is leading a brief class discussion about the importance of knowing how to write a variety of sentence types. This discussion is most likely a part of the a. advance organizer. b. rapid fire practice.
c. post-organizer.
d. Direct Instruction Model.
Answer: a

Topic: Provide Advance Organizer
3. During Guided Practice, the teacher
a. explains the lesson’s purpose.
b. questions students and provides prompts and feedback.
c. “thinks aloud” while performing the learning activity.
d. quietly monitors student seatwork.
Answer: b

Topic: Provide Guided Practice
4. When teaching new concepts, it is important to
a. provide examples.
b. provide nonexamples.
c. avoid non-examples.
d. provide examples and nonexamples.
Answer: d

Topic: Describe and Demonstrate
5. The level of support provided during guided practice
a. increases over time.
b. decreases over time.
c. remains constant.
d. is the same as that provided during independent practice.
Answer: b

Topic: Provide Guided Practice
6. The underlying assumptions of the Direct Instruction Model include all of the
following except
a. all children can be taught
b. disadvantaged children should be taught at the same rate as more affluent children
c. the learning of basic skills and their application to higher-order skills is essential
to intelligent behavior
d. basic skills and their application to higher-order skills should be the main focus of
a compensatory education program.
Answer: b

Topic: The Direct Instruction Model
7. The Direct Instruction Model involves the use of
a. hand signals, unison responding, rapid pacing, and specific correction techniques.
b. mnemonic devices, advance organizers, teacher scripts, and discovery learning.
c. teacher directed lessons, computer assisted learning assignments, and feedback
routines.
d. integrated content, objectives based on student interests, and an 8-Stage
instructional sequence.
Answer: a

Topic: Presentation Techniques
8. Ms. Johnson is using the Corrective Reading Program to teach her fifth grade
students important reading skills. Ms. Johnson is using the
a. Explicit Instruction Model.
b. Direct Instruction Model.
c. Strategy Instruction Model.
d. none of the above models.
Answer: b

Topic: Instructional Design
3 9

9. Project Follow Through research provides support for the
a. Explicit Instruction Model.
b. Strategy Instruction Model.
c. Direct Instruction Model.
Answer: c

Topic: Direct Instruction Validation Box
10. Correction procedures used within the Direct Instruction Model involve
a. grading student papers and returning the papers within one week.
b. correcting the error through modeling or prompting and returning to the beginning of the sequential steps in which the error was made.
c. using an elaborative feedback routine that includes noting positive aspects of the students' work and then providing corrective feedback for one type of error that the student demonstrated.
d. providing individualized feedback through specific teacher-student conferences.
Answer: b

Topic: Correction Techniques
11. The Strategy Instruction Model was developed to teach students
a. how to transition to post-secondary settings.
b. the basic academic skills they need to be successful in school.
c. meaningful ways to memorize specific academic content.
d. *how* to learn and perform.
Answer: d

Topic: The Strategy Instruction Model
12. The learning strategy curriculum includes strategies that are organized into three strands. These strands are
a. acquisition, storage, and demonstration and expression of competence.
b. describe, model, and verbal practice.
c. acquiring, learning, and remembering.
d. acquisition, generalization, and maintenance.
Answer: a

Topic: The Learning Strategy Curriculum
40
13. During the Describe stage of the Strategy Instruction Model the teacher
a. shares pretest results, provides corrective feedback, and asks students to commit to learning the strategy.
b. uses *think aloud* procedures while demonstrating use of the strategy.
c. introduces a mnemonic device that guides students through the strategy steps.
d. provides practice opportunities at the students instructional level.
Answer: c

Topic: The Eight-Stage Instructional Sequence
14. Mr. Brake is leading a rapid-fire rehearsal activity to help his students
memorize the
steps involved in the Paraphrasing Strategy. Mr. Brake’s students are most likely engaged in the
a. verbal practice stage of instruction.
b. controlled practice stage of instruction.
d. advanced practice stage of instruction.
e. generalization practice stage of instruction.
Answer: a
Topic: Stage 4: Verbal Practice
15. The Content Literacy Continuum is a framework designed to help teachers and administrators address the literacy needs of students. The framework
a. includes six levels of literacy support and teachers select three levels to use in their respective school.
b. includes four levels of literacy support and administrators select three levels to use in their respective school.
c. includes five levels of literacy support to be used within general education classrooms.
d. includes five levels of literacy support to be included in each school using the framework.
Answer: d
Topic: Content Literacy Continuum

CHAPTER 5
USING EFFECTIVE TEACHING BEHAVIORS
OBJECTIVES
Upon completion of Chapter 5, students will be able to:
• Describe variables associated with teacher effectiveness at the beginning of a lesson.
  - Obtain student attention
  - Spark interest through teacher enthusiasm
  - Communicate expectations
  - Consider necessary prerequisite skills
• Describe variables associated with teacher effectiveness while continuing a lesson.
  - Provide clear and focused instruction
  - Use content enhancements
  - Keep students actively engaged
• Describe variables associated with teacher effectiveness for ending a lesson.
  - Provide practice opportunities
  - Provide feedback
• Describe research related to teacher effectiveness and personal belief systems.
RESOURCES
• Chapter 5 PowerPoint Presentation
• Chapter 5 Activity (Observation and Recording of Effective Teacher Behaviors)
• Chapter 5 Fun Sheet (Missing Letters)
• Chapter 5 Test Bank

CHAPTER 5 ACTIVITY
Observation and Recording of Effective Teacher Behaviors
Directions: Provide each student with a teacher observation form. Show video or video clips of teachers providing instruction. Have students use event recording (i.e., mark a
tally each time the listed behavior is observed) to identify effective and/or ineffective teacher behaviors while observing the video instruction. Discuss the tallied behaviors after the video is complete.

4.3

**Teacher Observation Form**

**Effective Teacher Behaviors**

**Ineffective Teacher Behaviors**

Uses verbal or nonverbal cues to gain student attention

Fails to obtain student attention prior to initiation of lesson

Provides advance organizer/communicates expectations

Begins lesson without advance organizer

Uses content enhancements (instructional cues, visual displays, graphic organizers, study guides)

Unclear explanation resulting in student confusion

Reviews / summarizes information taught

Moves to new topic without review / summary

Provides feedback Fails to acknowledge student response to question

Provides specific academic praise

Provides general academic praise (good, good job)

Checks student comprehension of content and/or instructions

Asks students if they have any questions

Demonstrates smooth transition between lesson components

Loses instructional momentum (lengthy pauses in lesson, stops to retrieve...
needed materials, loses
place in lesson)
Displays enthusiasm
Deadpan facial expression;
monotone voice
Questions with correct student responses

Questions with incorrect student responses

CHAPTER 5 FUN SHEET
Missing Letters
1. Teacher raising a hand, teacher flipping lights on and off, teacher clapping a
   specific
   rhythm are __________________________ to gain student attention.
   ___ o ___ v ___ ___ ___ a ___
2. The “L” in “SLANT” stands for _____________________.
   L ___ a ___ * ___ ___ r ___ ___ r ___
3. In Mr. Green’s science class, students have been studying the animal kingdom. Mr.
   Green wants his students to understand how reptiles are the same and different from
   amphibians. He decides to use the ______________ __________.
   C____nc____ _____t * C____ _____ a____ i____ o____ * R____ _____tine
4. Mrs. Young asked Sally the name of the main character in the story being read.
   Sally
   responded, “David.” Mrs. Young said, “Yes. David is the main character. The author
   of this story has a son named David in real life. This story is dedicated to him.” Mrs.
   Young is using __________ feedback.
   ___n____ ___ ___r____ c____ ___ v____
5. Mr. Wells, an experienced teacher, believes that the amount of time he spends in
   preparing his lessons has a direct, beneficial result on his students’ achievement. This
   is an example of ____________________________.
   L___ ___ ___ s* ___ ___ ___ * C___ n___ ___ o ___

CHAPTER 5 FUN SHEET
Missing Letters Answers
3. Teacher raising a hand, teacher flipping lights on and off, teacher clapping a
   specific
   rhythm are __________________________ signals to gain student attention.
   (nonverbal)
4. The “L” in “SLANT” stands for _____________________.
   (Lean forward)
3. In Mr. Green’s science class, students have been studying the animal kingdom. Mr.
   Green wants his students to understand how reptiles are the same and different from
   amphibians. He decides to use the ______________ __________.
   Concept Comparison Routine
4. Mrs. Young asked Sally the name of the main character in the story being read.
   Sally
   responded, “David.” Mrs. Young said, “Yes. David is the main character. The author
   of this story has a son named David in real life. This story is dedicated to him.” Mrs.
Young is using ___________ feedback.
(Instructive)

5. Mr. Wells, an experienced teacher, believes that the amount of time he spends in preparing his lessons has a direct, beneficial result on his students’ achievement. This is an example of _____________________________.
(Locus of Control)

CHAPTER 5 TEST BANK
Multiple Choice Questions
1. The “L” step in SLANT stands for
a. lean forward.
b. listen to the teacher.
c. look at the teacher.
d. list the main ideas.
Answer: a
Topic: Communicate Expectations for Participation

2. The “A” in SLANT stands for
a. activate your thinking.
b. announce your answer aloud.
c. ask the teacher why you have to learn this.
d. always say something nice.
Answer: a
Topic: Communicate Expectations for Participation

3. Researchers note that students, especially students who have difficulty learning, benefit from
a. unstructured lessons that permit students to explore the new topic on their own.
b. highly-organized and structured lessons.
c. lessons that include the presentation of new concepts without the use of visual displays.
d. student-directed lessons that involve discovery learning techniques.
Answer: b
Topic: Provide Clear and Focused Instruction

4. Ms. Lee teaches a class of diverse students with varying ability levels. The best instructional approach for her situation is the delivery of
a. structured lessons using a quick pace.
b. unstructured lessons using a slow pace.
c. structured lessons using a quick pace.
d. unstructured lessons using a quick pace.
Answer: a
Topic: Provide Clear and Focused Instruction

5. Mr. Martinez wants to use a visual display to help his students learn the order of events leading to World War II. He should consider using a
a. central display format.
b. hierarchical display format.
c. comparative display format.
d. directional display format.
Answer: d
Topic: Visual Displays
6. Ms. Black is teaching her students the names of bones in the human body. She should consider using a
   a. hierarchical display.
   b. comparative display.
   c. representative display.
   d. directional display.
   Answer: c
   Topic: Visual Displays

7. The Concept Anchoring Routine involves using visual displays and a step-by-step process for filling in important information on the display. This routine involves
   a. linking characteristics of a new concept to characteristics of an already known concept.
   b. analyzing the similarities and differences of two related concepts.
   c. identifying the characteristics of only one concept.
   d. none of the above.
   Answer: a
   Topic: Concept Teaching Routines

8. The information included on the visual displays used in The Concept Mastery Routine, The Concept Anchoring Routine, and The Concept Comparison Routine help students understand
   a. relationships between various pieces of content.
   b. why it is important to learn the content.
   c. the vocabulary used in science books.
   d. how current concepts effect concepts in upcoming lessons.
   Answer: a
   Topic: Concept Teaching Routines

9. Study guides or guided notes are
   a. visual displays that the teacher has filled in for students to use when studying for tests.
   b. not effective for students with learning disabilities because of the amount of processing required to fill in information.
   c. partial outlines of the lesson content that students complete as the lesson progresses.
   d. questions that students answer as they study for tests.
   Answer: c
   Topic: Study Guides

10. The use of response cards in a general education classroom involves
    a. having one student at a time answering questions about the content being taught.
    b. telling students with disabilities the questions they’ll be asked prior to beginning the lesson.
    c. having all students in the class respond to questions simultaneously.
    d. having students ask one another questions about the lesson content.
    Answer: c
    Topic: Effective Questioning

11. Research related to **opportunities to respond** reveals that
    a. students with disabilities should not be asked to answer questions verbally in front
of their peers.
b. the number of opportunities to respond has little effect on student achievement.
c. increased opportunities to respond improves students’ social skills.
d. increased opportunities to respond results in improved academic and behavioral outcomes.
Answer: d

Topic: Opportunities to Respond
12. When providing students opportunities to respond related to previously taught information, they should be able to respond with
a. 60% accuracy.
b. 70% accuracy.
c. 80% accuracy.
d. 90% accuracy.
Answer: d

Topic: Opportunities to Respond
13. When students in Mr. Gibson’s class provide correct, quick, and firm answers to his questions, he typically says, “That’s correct.” When students in Mr. Gibson’s class provide answers that are correct, but hesitant, indicating some uncertainty, he typically says, “That’s correct” and then provides a moderate amount of process feedback explaining why the answer was correct. Mr. Gibson is using
a. instructive feedback.
b. differentiated feedback.
c. consequating and elaborative feedback.
d. parallel feedback.
Answer: b

Topic: Differentiated feedback
14. Providing additional information to students’ responses to teacher questions is considered
a. a waste of instructional time.
b. confusing to students with disabilities.
c. instructive feedback and beneficial to students.
d. differentiated feedback and beneficial to students.
Answer: c

Topic Instructive Feedback
15. When implementing appropriate homework procedures, teachers should avoid
a. using class time to answer questions about the assignment.
b. involving parents in the homework process.
c. using homework for acquisition of new skills.
d. providing assistance and feedback.
Answer: c

Topic: Class Assignments

CHAPTER 6
PROVIDING INSTRUCTION IN MATHEMATICS

OBJECTIVES

Upon completion of Chapter 6, students will be able to:
• Use informal assessment procedures designed to assist in planning mathematics
instruction.
• Discuss guidelines designed to develop conceptual, procedural, and declarative knowledge in mathematics.
• Demonstrate evidence-based practices for teaching mathematics.
  - Concrete-Representational-Abstract Teaching Sequence
  - Schema-based diagrams
  - Cognitive and Metacognitive Strategies
  - Constant Time Delay
  - 1-Minute Timings
• Implement motivating activities to reinforce mathematics knowledge.

RESOURCES
• Chapter 6 PowerPoint Presentation
• Chapter 6 Activity (Student Error Patterns)
• Chapter 6 Activity (Role Play Demonstration of Multiplication at the Concrete Level)
• Chapter 6 Activity (Pig Out)
• Chapter 6 Activity (The Number Is…)
• Chapter 6 Fun Sheet (Word Scramble)
• Chapter 6 Test Bank

CHAPTER 6 ACTIVITY
Student Error Pattern
Directions: Have students work in dyads or triads to identify the error pattern represented in the first four problems of each row. Once the pattern has been discovered, students should answer the last problem in each row following the same error pattern.

Discover the Error Pattern

24
+ 35
14
21
+ 25
10
10
+ 57
13
25
+ 43
14
26
+ 31
82
- 36
54
51
- 20
31
45
- 18
33
26
- 15
11
26
- 18
1
33
x 5
165
4
58
x 6
342
6
59
x 7
412
1
25
x 3
75
35
x 2
425
+ 307
7212
342
+ 668
91010
378
+ 267
51315
356
+ 952
12108
271
+ 639
23
- 7
20
46
- 27
20
78
- 25
53
38
- 29
10
36
- 19
53

CHAPTER 6 ACTIVITY
Student Error Pattern Answers
Row Error Pattern Predicted Answer for
Final Problem
1 Student adds the four single digits 12
2 Student does not regroup when needed. The smaller
number in one’s column is subtracted from the larger
number in one’s column.
12
3 Student displays basic fact errors when multiplication
involves 6, 7, and 8.
70
4 Student does not regroup. Double-digit sums are
written below the equal line without attention to
place value.
81010
5 Student does not regroup. Instead a zero is written in
CHAPTER 6 ACTIVITY
Role Play Demonstration of Multiplication at the Concrete Level
Directions: Divide students into dyads or triads. Provide each dyad/triad with 5 paper plates and 15 cubes (or similar manipulative device). Students take turns taking on the role of teacher and the role of student using the script below.

Teacher: I’m now going to show you how to do this problem. (Teacher points to the problem that is written on an overhead transparency.)

4
x 3
Watch me and leave your plates and objects alone. You’ll get a chance to use them in a few minutes. Look at this problem. It says, “4 times 3 equals how many?” I know this because this “X” means “times” and this line under the 3 means “equals.” (Teacher points to the times sign and equals line.) What does the “X” mean?

Students: Times

Teacher: Yes, times. I’m going to change the wording of the problem so it makes more sense to me. First, I’m going to write the word “groups” after the first number, 4. What word am I going to write?

Student: Groups

Teacher: Yes. (Teacher writes “groups” on an overhead transparency) Next, I’m going to change the “X” to the word “of.” (Teacher writes the word “of” after “groups” on the transparency). And finally I’m going to put the word “cubes” after the second number, 3.

(Teacher writes “cubes” on the transparency as he says it.) The problem can be read as, “4 groups of 3 cubes.” Read it with me.

Students: Four groups of three cubes.

Teacher: Yes. This makes more sense because it tells me how to set up the problem using my plates and cubes. To solve this problem, I look at the first number and count out that many groups using paper plates to represent each group. (Teacher points to “4 groups” on the transparency). I see that I have four groups so I’ll count out 4 plates.

(Teacher counts out four paper plates as he says this and puts them in a row so students can see them). Count the groups with me.

Students: One, two, three, four

Teacher: That’s right we have four groups. Now, I look at the second number. This tells me how many cubes should be in each group. Because the second number is 3, I know
there should be three cubes in each group or three cubes on each plate. (Teacher
counts
and puts three cubes on each plate. Do I have three cubes in each group?
5 5
Students: Yes
Teacher: OK now I’m ready to figure out the answer to this problem. There are two
ways to figure out the answer. One way is to count all the cubes one at a time
(Teacher
counts the cubes one at a time). So, four groups of three cubes is twelve. Another way to
figure out the answer is to count by threes. Because there are three cubes in each
group, I
can count three, six, nine, twelve (Teacher points to each group as he counts.) Which
way
was faster?
Students: Counting by threes
Teacher: Yes, I think I like that way the best. So, we’ve just learned that 4 times 3, or
four groups of three, equals 12. I’ll write twelve in my answer space. (Teacher writes
answer on transparency).
Lawrence, KS: Edge Enterprises.)
56
CHAPTER 6 ACTIVITY
Pig Out
Directions: Describe the rules for playing Pig Out. Select two students to play Pig Out
and demonstrate how score is kept using the board or an overhead projector. After the
class has observed the game being played and the method for keeping score, divide
them
into dyads or triads and let them play the game.
Materials: Addition Pig Dice and paper to keep score
Pig dice have numbers on all sides except one that has a pig instead of a number. Pig
dice
may be ordered from Edge Enterprises. Their toll free number is 1-877 767-1487. If
pig
dice are unavailable, regular dice may be used. In such cases, the one on the die
represents the pig.
Number of Players: 2-3 students per each pair of dice.
Player 1 rolls both dice and then adds the two numbers together and earns that
number of
points toward his or her score. Player 1 may continue rolling the dice to earn more
points
or may pass the dice to the next player. However, if Player 1 decides to continue and
rolls
one pig, he or she must give up his or her turn and loses the points earned during the
current turn. If Player 1 rolls two pigs, he or she must give up his or her turn and loses
all
points thus far in the game. The first player to reach a score of 100 is the winner.
57
CHAPTER 6 ACTIVITY
The Number Is…
Directions: Read the step-by-step instructions aloud and have students compute the mathematics on their papers. Suggest that these activities be used to motivate students in the area of mathematics and/or as time fillers (e.g., lesson is over and only a few minutes prior to lunch).

The Number is Always 9
1. Think of a number.
2. Multiply it by 2.
3. Add 18 to the product.
4. Divide by 2.
5. Subtract the original number.
6. The result is always 9.
Example:
7 x 2 = 14
14 + 18 = 32
32 / 2 = 16
16 – 7 = 9

Brothers and Sisters
1. Write number of brothers.
2. Double this number.
3. Add 1.
4. Multiply by 5.
5. Add number of sisters.
6. Subtract 5 from the final number
7. The tens number tells how many brothers.
8. The ones number tells how many sisters.
Example:
1 brother
1 + 1 = 2
2 + 1 = 3
3 x 5 = 15
15 + 1 = 16
16 – 5 = 11
58

How Old?
Start with your age (e.g., 36) and the number of students in the class (e.g., 32). The result will always compute to your age followed by the number of students in the class (read from left to right).
1. Write your age.
3. Add 5.
4. Multiply by 50.
5. Subtract 365.
6. Add 115.
7. Add the number of students.
Example:
36 (variable)
x2
72
+5
77
x50
3850
-365
3485
+115
3600
+32 (variable)
3632

What’s Your Number?
1. Select a whole number.
2. Add the next largest whole number.
3. Add 9.
4. Divide by 2.
5. Subtract the original number.
6. The answer is always 5.
Example:
9 + 10 = 19
19 + 9 = 28
28 / 2 = 14
14 − 9 = 5
5

CHAPTER 6 FUN SHEET
Word Scramble
1. Organization that has played a major role in establishing a framework for mathematics instruction that includes both content and process standards is the National ________of Teachers of Mathematics.

nliccuo

2. The NCTM content standards include numbers and operations, geometry, measurement, data analysis and probability, and ______________.

arbegla

3. Type of knowledge that involves a deep understanding of what mathematics means and the relationships and interconnections of various types of mathematics is called ______________.
4. Type of knowledge that involves being able to follow a sequential step-by-step process to solve mathematics problems is called _____________.

5. Type of knowledge that involves being able to respond to a stimulus or prompt without hesitation is called _____________.

6. The diagnosis of student _________ patterns helps teachers plan instruction and feedback to provide to the student.

7. During the concrete level of the concrete-representational-abstract teaching sequence, 3-dimensional ____________ devices are used to solve problems.

8. An evidence-based practice to help students build mathematics fluency with basic math facts is the ____________ time delay procedure.

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CHAPTER 6 FUN SHEET
Word Scramble Answers
1. Organization that has played a major role in establishing a framework for mathematics instruction that includes both content and process standards is the National _________ of Teachers of Mathematics.

2. The NCTM content standards include numbers and operations, geometry, measurement, data analysis and probability, and _____________.

3. Type of knowledge that involves a deep
understanding of what mathematics means and the relationships and interconnections of various types of mathematics is called

**conceptual**

4. Type of knowledge that involves being able to follow a sequential step-by-step process to solve mathematics problems is called ________________.

**procedural**

5. Type of knowledge that involves being able to respond to a stimulus or prompt without hesitation is called ____________.

**declarative**

6. The diagnosis of student __________ patterns helps teachers plan instruction and feedback to provide to the student.

**error**

7. During the concrete level of the concrete-representational-abstract teaching sequence, 3-dimensional ____________ devices are used to solve problems.

**manipulative**

8. An evidence-based practice to help students build mathematics fluency with basic math facts is the __________ time delay procedure.

**constant**

CHAPTER 6 TEST BANK

Multiple Choice Questions

1. The national organization that has played a major role in establishing principles and standards for school mathematics is the
a. Council for Exceptional Children.
b. Division for Learning Disabilities.
d. National Association of Arithmetic Teachers.
Answer: c

Topic: Framework for Mathematics Instruction

2. The five content standards included in *Principles and Standards for School Mathematics* are:
a. addition, subtraction, multiplication, division, and ratios.
b. algebra, writing numbers, fractions, operations, and graphing.
c. decimals, base ten numbers, fractions, geometry, and algebra.
d. numbers and operations, algebra, geometry, measurement, data analysis and probability.

Answer: d

Topic: Framework for Mathematics Instruction

3. The five process standards included in *Principles and Standards for School Mathematics* are:
   a. problem solving, reasoning and proof, communication, connections, representation.
   b. reading the problem, setting up the problem, thinking about the problem, solving the problem, and checking the answer.
   c. adding, subtracting, multiplying, dividing, checking.
   d. acquisition, generalization, retention, problem solving, maintenance.

Answer: a

Topic: Framework for Mathematics Instruction

4. Knowledge that involves a deep understanding of the principles that govern a particular mathematics content area, a deep understanding of linking relationships as well as the individual pieces of information that are linked, and a deep understanding of what mathematics means is termed
   a. procedural knowledge.
   b. conceptual knowledge.
   c. declarative knowledge.
   d. factual knowledge.

Answer: b

Topic: Types of Mathematical Knowledge

5. Knowledge that involves being able to follow a sequential step-by-step process to solve problems is termed
   a. procedural knowledge.
   b. conceptual knowledge.
   c. declarative knowledge.
   d. analytic knowledge.

Answer: a

Topic: Types of Mathematical Knowledge

6. Knowledge that involves being able to respond to a stimulus or prompt without hesitation is termed
   a. analytic knowledge.
   b. conceptual knowledge.
   c. procedural knowledge.
   d. declarative knowledge.

Answer: d

Topic: Types of Mathematical Knowledge

7. Norm-referenced mathematics tests are used primarily to
   a. provide a general overview of students’ performance in mathematics, determine eligibility for special education services in mathematics, and document student progress in mathematics.
b. provide information related to the effectiveness of the mathematics curriculum being used and to determine the effectiveness of the instruction the student is currently receiving in his or her mathematics class.
c. assess students’ mathematics skills related to a fixed criterion (i.e., mastery criteria or what students should be able to do).
d. identify the specific error patterns that students exhibit when attempting to solve challenging mathematics problems and to identify general mathematics comprehension.

Answer: a

Topic: Administering Commercially Available Mathematics Tests

8. Identifying and diagnosing mathematical error patterns is likely to involve all of the following except
a. studying the student’s answers to similar types of problems.
b. looking for elements that are common to several incorrect problems.
c. documenting the same error over at least two weeks.
d. asking the student to verbally describe how problems with errors were solved.

Answer: c

Topic: Identify and Diagnose Mathematics Error Patterns

9. When teaching concepts at the concrete level, teachers use
a. pictures of objects.
b. manipulative devices.
c. numbers only without manipulative devices or pictures.
d. tallies.

Answer: b

Topic: Evidence-Based Methodology to Develop Conceptual Knowledge

10. When teaching concepts at the representational level, teachers use
a. manipulative devices.
b. numbers only without manipulative devices or pictures.
c. 1-minute timings.
d. pictures of objects or tallies.

Answer: d

Topic: Evidence-Based Methodology to Develop Conceptual Knowledge

11. Ms. Smith has students in her mathematics class who can obtain the correct answers to basic subtraction problems, but they have no understanding of what subtraction means (e.g., take away and/or the difference between two amounts). Ms. Smith should consider using
a. the concrete-representational-abstract teaching sequence and schema-based diagrams.
b. constant time delay procedures and 1-minute timings.
c. cognitive strategies, acronym mnemonic devices and metacognitive strategies.
d. error analysis procedures.

Answer: a

Topic: Evidence-Based Methodology to Develop Conceptual Knowledge

12. Mr. Willis, a middle school teacher of students with learning disabilities, wants to strengthen his students’ procedural knowledge related to solving mathematics word
problems. He should consider teaching his students to use
a. manipulative devices to solve the problems.
b. cognitive and/or metacognitive strategies to solve the problems.
c. constant time delay procedures to solve the problems.
d. timers to increase speed when solving the problems.
Answer: b
Topic: Evidence-Based Methodology to Develop Procedural Knowledge
13. Ms. Swanson taught her students to use the **DRAW** strategy. This strategy is an example of
a. an acronym mnemonic device.
b. a metacognitive strategy.
c. a schema-based diagram.
d. a strategy designed to help with place value.
Answer: a
Topic: Evidence-Based Methodology to Develop Procedural Knowledge
14. Mr. Findley’s students understand the concept of multiplication, but are very slow when it comes to answering single-digit multiplication facts. He should consider using
a. cognitive strategies.
b. schema-based diagrams.
c. the concrete-representational-abstract teaching sequence.
d. constant time delay procedures.
Answer: d
Topic: Evidence-Based Methodology to Develop Declarative Knowledge
15. Ms. Hudson has given each of her students a probe sheet, a pencil, and a graph. She is getting ready to help her students develop declarative knowledge using
a. the concrete-representational-abstract teaching sequence.
b. 1-minute timings.
c. self-correcting materials.
d. constant time delay procedures.
Answer: b

CHAPTER 7
PROVIDING INSTRUCTION IN READING
OBJECTIVES
Upon completion of Chapter 7, students will be able to:
• Use informal assessment procedures designed to assist in planning reading instruction.
• Discuss guidelines designed for reading instruction in the skill areas of alphabetics (phonemic awareness and word analysis), fluency, and comprehension.
• Demonstrate evidence-based practices for teaching reading.
- Promoting Awareness of Sounds in Speech (PASS)
- Core Intervention Model (CIM)
- Code-Oriented Supplemental Instruction
- Incremental Rehearsal
- Constant Time Delay
- Reread-Adapt and Answer-Comprehend (RAAC)
- 1-Minute Timings
- Keyword / Pegword Methods
- Story Mapping
- Cognitive Strategies
  • Implement motivating activities to reinforce reading knowledge.

**RESOURCES**
• Chapter 7 PowerPoint Presentation
• Chapter 7 Activity (The Cloze Procedure)
• Chapter 7 Activity (Hink Pinks and Hinky Pinkies)
• Chapter 7 Activity (Constant Time Delay)
• Chapter 7 Fun Sheet (Word Search)
• Chapter 7 Test Bank

**CHAPTER 7 ACTIVITY**

**The Cloze Procedure**

**Directions:** Have students complete the following passage and then swap papers and determine one another’s percentage score and subsequent reading level.

A new girl just __________ into the neighborhood. She __________ into the green house __________ the corner. She seemed __________ nice, but also very __________. My friends and I __________ to go invite the ________ girl to come outside to play with us. We __________ up to the door __________ rang the doorbell. A __________ came to the door. __________ decided it was probably __________ girl’s mother. We introduced __________ and asked if we __________ meet her daughter. She __________ her head yes and __________ called to her daughter. “__________, come here. There are __________ girls here to meet you.” __________ came to the door __________ said “hello.” We invited __________ to come out and __________ hide and seek with __________. She smiled and said “__________.” From that day on, __________ always included Sara in __________ games. She had lots __________ fun and so did __________!

To score a student’s performance on a cloze passage, a percentage score related to correct responses is determined (i.e., number of correct responses ÷ the number of possible correct responses x 100). The following criteria are used to determine the student’s reading level on the passage read (Bormuth as cited in Mercer & Mercer, 2005).

**Percentage Correct Reading Level**
- > 57% Independent Reading Level
- 44%-57% Instructional Reading Level
- < 44% Frustration Level

**HINK PINKS AND HINKY PINKIES**

A Hink Pink is a two-word definition for two rhyming words with each word having one syllable. A Hinky Pinkie is a two-word definition for two rhyming words with
each word having two syllables.
1. humorous rabbit ________________________________
2. angry father ________________________________
3. unhappy boy ________________________________
4. terrific fudge ________________________________
5. obese feline ________________________________
6. improved cardigan ________________________________
7. brown truck ________________________________
8. large hog ________________________________
9. ancient fungus ________________________________
10. bashful fellow ________________________________
11. sugary road ________________________________
12. squashed cap ________________________________
13. uncommon grizzly ________________________________
14. large excavation ________________________________
15. quick explosion ________________________________
16. sneaker paste ________________________________
17. greatest life preserver ________________________________
18. colorless medieval warrior ________________________________
19. cute young cat ________________________________
20. home rodent ________________________________

CHAPTER 7 ACTIVITY
Hink Pinks and Hinky Pinkies Answers
1. humorous rabbit (funny bunny)
2. angry father (mad dad)
3. unhappy boy (sad lad)
4. terrific fudge (dandy candy)
5. obese feline (fat cat)
6. improved cardigan (better sweater)
7. brown truck (tan van)
8. large hog (big pig)
9. ancient fungus (old mold)
10. bashful fellow (shy guy)
11. sugary road (sweet street)
12. squashed cap (flat hat)
13. uncommon grizzly (rare bear)
14. large excavation (big dig)
15. quick explosion (fast blast)
16. sneaker paste (shoe glue)
17. greatest life preserver (best vest)
18. colorless medieval warrior (white knight)
19. cute young cat (pretty kitty)
20. home rodent (house mouse)

CHAPTER 7 ACTIVITY
Constant Time Delay
Directions: Have students work in pairs to practice the Constant Time Delay Procedure

using sight word flashcards. Each pair receives one flashcard set.
after
gain
know
could
how
every
live
just
has
her
once
open
let
fly
his
may
72
give
going
could
know
by
from
as
ask
73
over
put
had
let
round
some
Early reading ability is a predictor of school success and success as an adult. Some states have used reading failure rates to predict the size of ________ that will be needed in the subsequent decade.

2. The National Reading Panel conducted a large-scale, extensive review of ________.

3. Being able to hear and recognize small units of sound used in spoken language is called __________ awareness.

4. The fluent reader is able to recognize words ________ and accurately with proper expression and little effort.

5. Student background knowledge, their use of cognitive strategies, and vocabulary knowledge all influence the ability to ____________.
CHAPTER 7 FUN SHEET

Word Search Answers
1. Early reading ability is a predictor of school success and success as an adult. Some states have used reading failure rates to predict the size of __________ that will be needed in the subsequent decade.
2. The National Reading Panel conducted a large-scale, extensive review of ___________
3. Being able to hear and recognize small units of sound used in spoken language is called __________ awareness.
4. The fluent reader is able to recognize words _________ and accurately with proper expression and little effort.
5. Student background knowledge, their use of cognitive strategies, and vocabulary knowledge all influence the ability to ________________

S W F E C X A S W Y D

D
BOHPOMOHZXVVDAA E
ADHSEGPMEESITUREOPR P
Z XCTSH PLGEOITSEN O Z
MOTIONADISTURBANCEE P
OPOTITPI THJE HETPTNA A
LHTGSGIELUESTRENSI D S
GILEARINGISABILITI S
AFTFESIPKUJABILITI S
XV GUESHEIUEUJ TETSNSE D

CHAPTER 7 TEST BANK
Multiple Choice Questions
1. Early reading ability may be used to predict all of the following except:
   a. the needed size of prisons.
   b. success in society as an adult.
   c. likelihood of school completion.
   d. likelihood of acquiring a disease.
   Answer: d
   Topic: Chapter Instruction: Importance of Reading
2. The National Reading Panel published recommendations related to reading instruction based on:
   a. observations of reading instruction in elementary classrooms.
   b. an extensive review of reading studies found in the literature.
   c. the opinions of reading researchers, psychologists, pediatricians, teachers, administrators, and parents.
   d. the advice of educational publishers of various reading programs.
   Answer: b
   Topic: Framework for Reading Instruction
3. The process of using letters in a written alphabet to represent spoken words is referred
to as:
  a. alphabetics.
  b. fluency.
  c. word comprehension.
  d. passage comprehension.
Answer: a
Topic: Alphabetics
4. The ability to hear and recognize small units of sound is an indicator of:
  a. procedural knowledge.
  b. comprehension.
  c. phonemic awareness.
  d. factual knowledge.
Answer: c
Topic: Phonemic Awareness
5. The ability to identify and blend letter-sound correspondence in written text is:
  a. word analysis using phonics.
  b. segmenting phonemes.
  c. rhyming abilities.
  d. sight word reading.
Answer: a
Topic: Word Analysis
6. Synthetic phonics instruction:
  a) is NOT effective according to most reading studies.
  b) involves teaching students to analyze and blend subparts of words instead of individual sounds.
  c) involves sight word recognition without any use of blending sounds.
  d) involves teaching students to convert individual letters into sounds and then blend the sounds together.
Answer: d
Topic: Word Analysis
7. Analytic phonics instruction:
  a. is NOT effective according to most reading studies.
  b. involves teaching students to analyze and blend subparts of words instead of individual sounds.
  c. involves sight word recognition without any use of blending sounds.
  d. involves teaching students to convert individual letters into sounds and then blend the sounds together.
Answer: b
Topic: Word Analysis
8. Reading fluency is demonstrated when students
  a. recognize words quickly and accurately with proper expression and little effort.
  b. are able to use phonics skills to decode unknown words.
  c. are able to read on grade level with 90% accuracy.
  d. understand and remember what they have read.
Answer: a
Topic: Fluency
9. The Keyword and Pegword methods are used to help with:
a. vocabulary development.
b. fluency.
c. alphabets.
d. phonemic awareness.
Answer: a

Topic: Vocabulary Development
10. Student background knowledge, vocabulary knowledge, use of cognitive strategies, and reading fluency influence the ability to:
a. decode words.
b. learn through phonics.
c. comprehend passages.
d. use alphabets.
Answer: c

Topic: Fluency and Comprehension
11. Ms. Williams had John read aloud a series of graded reading passages that were sequenced from easiest to most difficult. Ms. Williams kept track of the errors John made and used the data to determine John’s independent, instructional, and frustration reading levels. Ms. Williams was using:
a. a standardized reading assessment.
b. a content-area inventory.
c. an informal reading inventory.
d. a teacher-constructed test that spans across skills.
Answer: c

Topic: Administer Informal Reading Inventories
12. Mr. Payne, a middle school teacher of students with learning disabilities, gave his students a reading passage that had a blank space for every fifth word. He asked the students to fill in a word that makes sense using the context of the sentence. Mr. Payne is using an assessment procedure called:
a. cloze procedure.
b. content-area inventory
c. missing words.
d. teacher constructed test.
Answer: a

Topic: Use the Cloze Procedure
80
13. Ms. Smith used an intervention called *Promoting Awareness of Sounds in Speech* (PASS) with a small group of students and Mr. Brake used the *Core Intervention Model* (CIM) with a small group of students. Both teachers were using evidence-based methodology to teach:
a. word attack skills using phonics.
b. reading fluency.
c. reading comprehension.
d. phonemic awareness.
Answer: d

Topic: Evidence-Based Methodology to Develop Alphabets
14. Mr. Mills’ students read at the third grade level or higher, but have a lot of difficulty decoding multisyllable words in their social studies and science books. Mr. Mills should consider teaching these students the:
   a. Paraphrasing Strategy.
   c. Word Identification Strategy.
   d. Self-Questioning Strategy.
   Answer: c
   Topic: Evidence-Based Methodology to Develop Alphabetics

15. Ms. Hudson uses incremental rehearsal and constant time delay procedures. These evidence-based interventions are designed to improve:
   a. reading fluency.
   b. reading comprehension.
   c. phonemic awareness.
   d. none of the above.
   Answer: a
   Topic: Evidence-Based Methodology to Develop Fluency.

CHAPTER 8
PROVIDING INSTRUCTION IN HANDWRITING, SPELLING, AND WRITTEN EXPRESSION

OBJECTIVES
Upon completion of Chapter 8, students will be able to:
• Use informal assessment procedures designed to assist in planning handwriting, spelling, and written expression instruction.
• Discuss guidelines designed for providing instruction in handwriting, spelling, and written expression.
• Demonstrate evidence-based practices for teaching handwriting.
  - Alphabet Warm-Up, Alphabet Practice, Alphabet Rockets, Alphabet Fun
  - Task Oriented Self-Instruction
  - Numbered Arrows and Memory Retrieval
  - Neurodevelopmental Training and Direct Handwriting Instruction
• Demonstrate evidence-based practices for teaching spelling.
  - Constructed Response Procedures
  - Self-Correction Procedures
  - Cover, Copy, Compare Method
• Demonstrate evidence-based practices for teaching written expression.
  - Cognitive Strategy Instruction Writing Program (CSIW)
  - Self-Regulated Strategy Development Model (SRSD)
  - Cognitive Strategies
• Implement motivating activities to reinforce handwriting, spelling and written expression skills.

RESOURCES
• Chapter 8 PowerPoint Presentation
• Chapter 8 Activity (Handwriting Song)
• Chapter 8 Activity (Spelling Games)
• Chapter 8 Activity (The Writing Process)
CHAPTER 8 ACTIVITY
Handwriting Song
Directions: Teach students the following handwriting song and encourage them to teach the song to their current and/or future students. The song is sung to the tune of “If You’re Happy and you Know It.”
Always start your letters at the top.
When you write a letter, you'll get better, better, better, if you always start your letters at the top!
Source: http://www.jmeacham.com/handwriting.minilessons.htm

CHAPTER 8 ACTIVITY
Spelling Games
Directions: Show students Internet sites that offer spelling games for school-age students.
If students have computer access, allow them to explore these sites independently or in small groups and then share what they find with the class as a whole.
Suggested Sites:
http://www.gamequarium.com/spelling.html
http://www.teachersdesk.org/spell_plans.html
http://www.busyteacherscafe.com/units/spelling.htm

CHAPTER 8 ACTIVITY
The Writing Process
Directions: Divide the class into five groups. Assign each group to one of the five stages of The Writing Process (i.e., Prewriting, Drafting, Revising, Editing, Publishing). Each group should brainstorm instructional methodology that can be used in their respective stage. Have each group share with the class as a whole the types of things teachers can do to facilitate student success in the each of the stages.
Sample ideas for each stage are listed below.
Prewriting: Use teacher think-alouds, provide prompting questions, use web-mapping, bring in photos to be used as story starters, generate brainstorm sheets in small groups
Drafting: Use teacher demonstrations using materials generated during the prewriting stage, provide encouragement to begin and reassure students that they’ll have opportunities to change and improve their writing, prompt students to write for a particular audience.
Revising: Have students reread their written text and mark areas needing improvement, have students check to see if they used any previously taught writing structures (e.g., topic sentence, 3 detail sentences, clincher sentence), encourage students to add more detail, have students work in pairs or small groups to provide peer reviews. 

Editing: Have students proofread and correct spelling, capitalization, punctuation, and grammar; have students edit one another’s work; use word processing tools (spell check, grammar check); self-regulation strategies.

Publishing: Have students bind their work, display books in school library, post work on class website, display work on bulletin board, celebrate completion, share with parents, share with peers, share with other teachers.

8 5

CHAPTER 8 FUN SHEET
Crossword Puzzle

1

4

6

2

5

3

Across
1. Spelling and ________ ability influences later performance in written expression.
2. Typically, curved letters are more ________ for students to write than straight-line letters.
3. Students are taught to write manuscript letters with a slant using one continuous stroke in this handwriting program.

Down
4. A widely accepted framework for teaching written expression is the ________ Process.
5. Corrected-Response Procedures; Self-Correction Procedures; and Cover, Copy, Compare Method for spelling instruction each involve the provision of ________ feedback.
6. The developmental spelling stage in which students learn about inflectional endings, rules for adding endings, homophones, contractions, and possessives is the ________ and affixes spelling stage.

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CHAPTER 8 FUN SHEET
Crossword Puzzle Answers

1

H

A
Across
1. Spelling and _________ ability influences later performance in written expression.
2. Typically, curved letters are more _________ for students to write than straight-line letters.
3. Students are taught to write manuscript letters with a slant using one continuous stroke in this handwriting program.

4. A widely accepted framework for teaching written expression is the _______ Process.

5. Corrected-Response Procedures; Self-Correction Procedures; and Cover, Copy, Compare Method for spelling instruction each involve the provision of ________ feedback.

6. The developmental spelling stage in which students learn about inflectional endings, rules for adding endings, homophones, contractions, and possessives is the _______ and affixes spelling stage.

CHAPTER 8 TEST BANK

Multiple Choice Questions

1. Poor handwriting, lack of handwriting automaticity, and poor spelling negatively influence students’ abilities in:
   a. content area instruction (e.g., science, social studies).
   b. written expression.
   c. taking multiple choice and essay tests.
   d. solving word problems in mathematics.
   Answer: b

   Topic: Chapter Introduction: Importance of Handwriting and Spelling Instruction

2. When teaching right-handed students how to position their paper for handwriting, they should be told that:
   a. the lower left corner of the paper should point toward the center of their body.
   b. the lower right corner of the paper should point toward the center of their body.
   c. it doesn’t matter how their paper is positioned as long as they feel comfortable.
   d. the paper should not be slanted in either direction.
   Answer: a

   Topic: Framework for Handwriting Instruction

3. The group of letters most apt to require additional instruction due to difficulty is:
   a. E, F, L.
   b. A, i, M.
   c. b, h, P.
   d. H, k, T.
   Answer: c

   Topic: Teaching Manuscript Writing

4. The handwriting method that involves teaching students to write letters with a slant and to form the letters in one continuous stroke is the:
   b. D’Nealian method.
   c. Cursive method.
   d. Brigance method.
   Answer: b

   Topic: Teaching Manuscript Writing

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5. Evidence-based methodology for teaching handwriting skills includes each of the following EXCEPT:
   a. *Alphabet Warm Up, Alphabet Practice, Alphabet Rockets, Alphabet Fun.*
   b. *Numbered Arrows and Memory Retrieval.*
   c. *Task-Oriented Self-Instruction.*
   d. *Explicit Instruction without Authentic Composing Followup.*
   Answer: d

6. The developmental spelling stage in which students learn about inflectional endings, rules for adding endings, homophones, contractions, and possessives is the:
   a. Syllables and Affixes Stage.
   b. Emergent Spelling Stage.
   c. Within-Word Pattern Stage.
   d. Derivational Relations Stage.
   Answer: a

7. The Letter-Name developmental spelling stage is most frequently observed between the ages of:
   a. 3 and 5.
   b. 5 and 7.
   c. 7 and 9.
   d. 9 and 11.
   Answer: b

8. When using curriculum-based assessment for spelling, the teacher scores student performance by
   a. counting the number of correct and incorrect letters written during the 1- or 2-Minute timing.
   b. counting the number of correct letter sequences written during the 1- or 2-Minute timing.
   c. counting the number of correct words written during the 1- to 2-Minute timing.
   d. either a or b may be used.
   Answer: d

9. Ms. Taylor administered an informal spelling inventory to Jason. Jason misspelled 10% of the words in the first grade list, 20% of the words in the second grade list, 30% of the words in the third grade list, and 40% of the words in the fourth grade list. Ms. Taylor determined that Jason’s instructional spelling level is at the:
   a. first grade level.
   b. the second grade level.
   c. the third grade level.
   d. the fourth grade level.
   Answer: b

Topic: General Guidelines for Handwriting Instruction and Evidence-Based Methodology to Develop Handwriting Skills

Topic: Framework for Spelling Instruction

Topic: Implement Curriculum-Based Assessment

Topic: Use Informal Spelling Inventories
10. Corrected-Response Procedures; Self-Correction Procedures; and Cover, Copy, Compare Method for spelling instruction each include:
   a. the use of letter tiles to spell words.
   b. spelling words aloud without writing the words.
   c. hearing, writing, and teacher grading of 10 spelling words.
   d. immediate correction of misspelled words.
Answer: d
Topic: Evidence-Based Methodology to Develop Spelling Competence

11. The most complex form of communication within an integrated language system is:
   a. speaking.
   b. cursive handwriting.
   c. written expression.
   d. oral language.
Answer: c
Topic: Framework for Written Expression Instruction

12. Mr. Jansen teaches written expression using cycles of planning, translating, and reviewing. The framework he is using to teach his students is called the:
   a. Writing Process.
   c. Cognitive Writing Program.
   d. Strategy Instruction Model.
Answer: a
Topic: Framework for Written Expression Instruction

13. Ms. Summers uses the Process Writing Approach and encourages her students to reread their essays to improve the content during the:
   a. Editing Stage.
   b. Publishing Stage.
   c. Drafting Stage.
   d. Revising Stage.
Answer: d
Topic: Revising Stage

14. The evidence-based method that uses a mnemonic device (i.e., POWER) and “Think-Sheets” to guide students through the strategy steps while composing papers is the:
   a. Theme Writing Strategy.
   c. Cognitive Strategy Instruction Writing Program.
Answer: c
Topic: Evidence-Based Methodology to Develop Written Expression

15. Ms. Hewitt uses mnemonic devices to help her students with their written expression skills. Specifically, she uses TREE (i.e., note Topic sentence, note Reasons to support premise, Examine reasons, Ending for the paper) to help students generate ideas for
their opinion essays. Mr. Pierce teaches his students to use POW (i.e., Pick my ideas, Organize my notes, Write and say more). Both teachers are using the:

a. Strategy Instruction Model.
c. InSPECT Strategy.

Answer: d

Topic: Evidence-Based Methodology to Develop Written Expression.

CHAPTER 9
FACILITATING VARIOUS INSTRUCTIONAL ARRANGEMENTS

OBJECTIVES
Upon completion of Chapter 9, students will be able to:

• Discuss the use of peer tutoring as an instructional arrangement within classes that include students with and without disabilities.
• Discuss the use of cooperative learning as an instructional arrangement within classes that include students with and without disabilities.
• Discuss the use of technology-based instructional arrangements within classes that include students with and without disabilities.

RESOURCES

• Chapter 9 PowerPoint Presentation
• Chapter 9 Activity (Classwide Peer Tutoring)
• Chapter 9 Fun Sheet (Crossword Puzzle)
• Chapter 9 Test Bank

CHAPTER 9 ACTIVITY
Classwide Peer Tutoring

Directions: Divide class into two teams and then have students on both teams form dyads. Disseminate one tutor and one tutee folder to each dyad. Also disseminate a bonus point card to each student. Read tutoring instructions aloud and then begin the tutoring session. Half-way through the time allotted for this activity ring a bell to indicate that students now reverse their roles. The tutor becomes the tutee and vice versa.

The tutor folder should include the list of six “Effective Tutor Behaviors” and “Criteria for Earning Bonus Points.” This page may be stapled to the tutor folder. Also included in the tutor folder should be academic work that will be used during the tutoring session (e.g., flashcards with math facts, spelling words, flashcards with vocabulary words, questions from the course textbook) and a piece of paper to record points earned for correct responses.

The tutee folder should include the list of three “Effective Tutee Behaviors” and “Criteria for Earning Bonus Points.” This page may be stapled to the tutee folder. Also included in the tutee folder should be blank sheets of paper to write responses assuming
written responses are required (e.g., spelling words) or to use as scratch paper (e.g., figuring out math problem).
Both students should have point cards for bonus points.

**Tutoring Instructions:** Tutors number from 1-20 on the piece of paper in their tutoring folder. Tutors present problem/question to tutee. Tutee attempts to answer. If answer is correct, the tutor awards 2 points (i.e., writes 2 next to number one on the paper). If answer is incorrect, tutor tells correct answer and asks the question again. If tutee now answers correctly, tutor awards 1 point (i.e., writes 1 next to the number one on the paper). If answer is incorrect, tutor says the correct answer and awards 0 points for the question.

Course instructor walks around and intermittently administers bonus point on tutor and tutee point cards for displaying the appropriate tutor and tutee behaviors. Specific praise should accompany the awarding of points.

Tutoring continues in this manner until the bell is rung and students reverse their roles.

When both members of the dyad have served as tutor and tutee, scoring takes place to determine which of the two teams won. Each dyad on team 1 determines the total number of points earned including bonus points. Then, the scores of each dyad on team 1 are totaled. This represents team 1’s score. Team 2 determines their score in the same manner. The team with the highest points is determined to be the winner.

**EFFECTIVE TUTOR BEHAVIORS**

1. Read the questions clearly to your tutee.
2. Listen closely as your tutee gives his/her response.
3. Correct the tutee’s mistakes (tell tutee the correct answer, ask question again).
4. Give the right number of points to the tutee.
5. Start the questions again.
6. Keep the tutee busy.

**CRITERIA FOR EARNING BONUS POINTS**

Tutors can earn 1-5 bonus points by:
- Reading the questions clearly to your tutee
- Listening closely as your tutee gives his/her response
- Correcting the tutee’s mistakes
- Giving the right number of points to the tutee
- Moving quickly and quietly to your partner
- Keeping the tutee busy

EFFECTIVE TUTEE BEHAVIORS
1. Answer quickly.
2. Accept corrective feedback from tutor in a positive way.
3. Cease answering when the timer begins.

CRITERIA FOR EARNING BONUS POINTS
Tutees can earn 1-5 bonus points by:
- Answering the questions quickly
- Accepting corrective feedback from tutor in a positive way
- Cease answering when the timer rings

CHAPTER 9 FUN SHEET
Crossword Puzzle

ACROSS
1 Instructional arrangement that involves students mediating instruction for other students.
2 The size of groups in cooperative learning arrangements should be __________.
3 Research related to the effectiveness of cooperative learning for students with disabilities has been __________.
4 Abbreviation for one of the Student Team Learning configurations.

DOWN
1 Classwide peer tutoring program for reading and mathematics
2 Mnemonic device used to teach five basic social skills in preparation for participation in cooperative learning groups.
3 Type of software designed to provide instruction and guided practice on new concepts.
4 In the Peer-Assisted Learning Strategies tutoring program, the process of stating the main idea in 10 words of less is call paragraph ______.
L
ACROSS
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4 In the Peer-Assisted Learning Strategies tutoring program, the process of stating the main idea in 10 words of less is call paragraph ______.

CHAPTER 9 TEST BANK
Multiple Choice Questions
1. Mrs. Kennedy uses peer tutoring in her classroom. She has high-ability students who have already mastered the content serving as tutors. Mrs. Kennedy is using the
   a. tutor-as-expert arrangement.
   b. reverse-role tutoring arrangement.
   c. reciprocal teaching arrangement.
   d. cross-age tutoring arrangement.
   Answer: a

   Topic: Peer Tutoring Arrangements

2. A core principal of peer tutoring is
   a. students can teach other students better than teachers can.
   b. increasing students’ opportunities to respond increases learning.
   c. the tutor should be older than the tutee.
   d. classwide peer tutoring programs are most effective with high school students.
   Answer: b

   Topic: Increased Student Achievement

3. Researchers note that peer tutoring
   a. that involves students from different ethnic backgrounds is ineffective.
   b. benefits tutees academically, but does not benefit tutors academically.
   c. promotes off-task behavior among students with disabilities.
   d. can double or triple the amount of practice students receive on instructional tasks.
   Answer: d

   Topic: Responsiveness to Diversity

4. During Peer-Assisted Learning Strategies (PALS) tutoring sessions,
   a. students rely on the teacher to demonstrate appropriate reading skills.
   b. the lower-ability student in the pair reads first because he is likely to take longer.
   c. partner reading, paragraph shrinking, and prediction relay are used.
   d. the classroom teacher uses standardized correction procedures with the tutee.
5. During Classwide Peer Tutoring Program (CSPT) sessions,
   a. students work together for 60 minutes.
   b. students typically plan the content that will be taught.
   c. triads are used instead of dyads to reduce student arguments.
   d. student pairs are assigned to one of two class teams.
   Answer: d
   
   Topic: The Classwide Peer Tutoring Program (CWPT)

6. When implementing classwide or individualized peer tutoring programs, teachers should
   a. ensure that students are approximately the same age with similar ability levels.
   b. train the tutors and tutees in a structured peer tutoring process.
   c. assign work that will be very easy for the tutee to prevent frustration.
   d. plan on continuing the program once a month across the school year.
   Answer: b
   
   Topic: Guidelines for Implementing Peer Tutoring

7. An instructional arrangement whereby small groups of students with mixed abilities
   work together toward shared academic goals is called
   a. cooperative learning.
   b. collaborative learning.
   c. classwide peer learning.
   d. individualized-group learning.
   Answer: a
   
   Topic: Cooperative Learning Arrangements

8. When implementing cooperative learning,
   a. group accountability is expected.
   b. individual accountability is expected.
   c. group and individual accountability is expected.
   d. neither group nor individual accountability is expected.
   Answer: c
   
   Topic: Cooperative Learning Arrangements

9. At the conclusion of a cooperative learning task, students discuss their accomplishments, assess their performance related to goals, and determine whether effective working relationships were used. This activity is called
   a. Group Processing.
   b. Promotive Interaction.
   c. Individual Accountability.
   d. Positive Interdependence.
   Answer: a
   
   Topic: Cooperative Learning Arrangements

10. Mr. Bean divided his class into six four-member teams. One individual from each of the six teams is responsible for learning about the state flower. One individual from each team is responsible for learning about the state bird. One individual from each team is responsible for learning about the state flag. One individual from each team is
responsible for learning about the state capital. After students have worked on their assignments, expert groups are formed consisting of the students from each group that had the same assignment. The expert group works together to master the content and then go back to their original teams to share their knowledge and expertise. Mr. Brake is using the
a. Cooperative Integrated Reading and Composition Model.
b. Team Assisted Individualization Model.
c. Student Teams-Achievement Divisions Model.
d. Jigsaw Model.
Answer: d
Topic: Cooperative Learning Models
11. Strategies designed to help students prepare to participate in cooperative learning groups include the:
a. SCORE and Teamwork Strategies.
b. CIRC and TAI Strategies.
c. Self-Advocacy and SLANT Strategies.
d. SCORE and JIGSAW Strategies.
Answer: a
Topic: Preparing Students to Succeed in Cooperative Learning Arrangements
12. Technology-based instruction
a. increases motivation and time-on-task, but not student achievement.
b. may improve student achievement depending on the instructional design of software and accompanying lessons.
c. always increases student achievement because it is fun and students are more willing to practice.
d. lacks research support in the areas of reading and mathematics.
Answer: b
Topic: Academic Achievement
13. WebQuest lesson design
a. helps provide structure that many students with disabilities need when participating in Internet lessons.
b. provides an alternative way to engage students who fail within the general education curricula.
c. is not appropriate for students with disabilities.
d. is most appropriate for high school students.
Answer: a
Topic: Web-based Instruction
14. Hypermedia tools allow for the integration of digital video clips, animated presentations, computer-produced speech and sound effects, and photo-quality pictures. Researchers have found that hypermedia tools can benefit
a. students with learning disabilities.
b. English Language Learners.
c. students who are normal achievers.
d. students with learning disabilities, English Language Learners, and students who are normal achievers.
Answer: d
Topic: Hypertext and Hypermedia
15. Videoconferencing is a technology-based tool that
a. facilitates communication (audio and visual) in “real time” between people who are at different locations.
b. facilitates communication (audio and visual) in “real time” between people located at different locations, but within the same school.
c. facilitates communication (audio and visual) in “real time” between people located in different locations, but within the same school district.
d. facilitates audio communication in “real time” between people who are at different locations.
Answer: a

**CHAPTER 10**

**MODIFYING CURRICULUM AND INSTRUCTION**

**OBJECTIVES**
Upon completion of Chapter 10, students will be able to:
• Discuss accommodations related to delivery of instruction, method of student performance, and method of assessment.
• Discuss adaptations including multilevel instruction, curriculum overlapping, and tiered assignments.
• Discuss the use of assistive technology tools for students with various disabilities.
• Discuss appropriate modifications for students from diverse cultural and linguistic backgrounds.
• Discuss Universal Design for Learning and related curricular programs and materials.

**RESOURCES**
• Chapter 10 PowerPoint Presentation
• Chapter 10 Activity (Case Studies)
• Chapter 10 Fun Sheet (Matching Terms)
• Chapter 10 Test Bank

**CHAPTER 10 ACTIVITY**

**Case Studies**
Directions: Divide class into small groups and have them work together to identify appropriate interventions, accommodations, or adaptations for each situation.

1. Mrs. Andrews is a new special education teacher at Bayside Middle School. She teaches five math classes. Because she is not comfortable with teaching math, she decided to base her class on the standard textbooks provided by the school. Most of her students are not doing their homework, are not reading the chapters, and are not taking notes in class. She is beginning to realize that relying on the textbook is causing problems.

2. Every Friday, Mr. Kyle tests his students on spelling, math, writing, and reading. He teaches third, fourth, and fifth graders in a resource room. Mr. Kyle used to look forward to Fridays. His students would do so well during the rest of the week he assumed that they would do well on the tests. Unfortunately, none of his students are passing any of the Friday tests. He doesn’t know what to do.

3. Mr. Frank teaches sixth grade science in a general education classroom. Each class
period is 50 minutes long. He lectures for 30 minutes and allows students to work on
their homework assignments for the last 20 minutes. During the lecture he stands in
front of the class and reads from his notes. While his students are working on their
homework assignments, he sits at his desk to catch up on paperwork. In each of his
classes, there are only about two students that are passing.
4. Mrs. Deal is a special education teacher who works intensively with the
kindergarten,
first, and second grade teachers. A problem all of these teachers have is that the
students with special needs are not participating in class discussions, are not
volunteering to answer questions, and are not sharing their ideas.
5. Mrs. Banks teaches tenth and eleventh grade English to students with learning
disabilities. Her students refuse to write. They will discuss topics and participate in
class brainstorming activities, but when asked to write they put their heads down, ask
to use the bathroom, and try to distract the teacher and class with conversations
unrelated to the writing activity.
6. While grading student tests, Mr. Schneider noticed that his students were not
answering his questions in the manner he expected. They did not write answers in the
correct blank spaces, answers were not written in the correct format, and he could not
read the handwriting because it was scrunched to fit into the provided spaces. He
wants to revise his test format. He is not sure what to do.

CHAPTER 10 FUN SHEET
Matching Terms
1. Changes to the delivery of instruction,
method of student performance, or adaptations
method of assessment that do not
significantly change the content or
conceptual difficulty level of the curriculum
2. Changes to the curricular content, changes accommodations
to the conceptual difficulty level of the
curriculum, or changes to the instructional
objectives and methodology
3. Approach to teaching that engages all curriculum overlapping
students in the class in the same curricular
areas, but with differing goals and varying
levels of difficulty
4. Approach that provides opportunities multilevel instruction
for students to pursue individually
appropriate learning outcomes from different
curriculum areas with the context of a
shared activity
5. Instructional materials and activities that universal design
provide multiple flexible methods of
presentation, expression, and engagement

CHAPTER 10 FUN SHEET
Matching Terms Answers
1. Changes to the delivery of instruction,
method of student performance, or adaptations
method of assessment that do not significantly change the content or conceptual difficulty level of the curriculum

2. Changes to the curricular content, changes **accommodations** to the conceptual difficulty level of the curriculum, or changes to the instructional objectives and methodology

3. Approach to teaching that engages all **curriculum overlapping** students in the class in the same curricular areas, but with differing goals and varying levels of difficulty

4. Approach that provides opportunities **multilevel instruction** for students to pursue individually appropriate learning outcomes from different curriculum areas with the context of a shared activity

5. Instructional materials and activities that **universal design** provide multiple flexible methods of presentation, expression, and engagement

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**CHAPTER 10 TEST BANK**

Multiple Choice Questions

1. Students with disabilities who need instructional modifications
   a. must receive these modifications in a resource or self-contained special education setting depending on the level of their disability.
   b. may not be removed from education in an age-appropriate general education classroom solely because of needed modifications in the general curriculum.
   c. should not be expected to progress in the general education curriculum, but should be expected to progress in an alternative curriculum.
   d. may have to pay fees for additional services and modifications.
   Answer: b

   Topic: Introduction to the chapter

2. Accommodations are changes to the delivery of instruction, method of student performance, or method of assessment that
   a. do not significantly change the content or conceptual difficulty level of the curriculum.
   b. significantly change the content and difficulty of the curriculum and instructional lessons.
   c. change the content, but not the difficulty level of examinations.
   d. are used primarily with students that have severe disabilities.
   Answer: a

   Topic: Accommodations

3. Linda, a student with a learning disability, has writing difficulties that hinder her performance on tests. An appropriate modification to suggest to Linda’s general education science teacher is to
   a. give Linda more homework assignments to reinforce science knowledge and improve her writing ability.
   b. allow Linda to take her tests using a tape recorder.
c. place Linda in a resource science class because the work is obviously too hard.
d. give Linda a different test than the rest of the class.
   Answer: b

Topic: Accommodations

4. Students with disabilities must be included in standardized state and district wide achievement testing with the exception of
   a. students with learning disabilities.
b. a small number of students with disabilities who are permitted to take an alternative assessment based on the recommendation of the student’s IEP team.
c. students with both learning and behavioral disabilities that receive both special education and related services.
d. students who receive instruction in self-contained settings.
   Answer: b

Topic: Methods of Assessment

5. John is a talented athlete in the eighth grade. Unfortunately, he reads at the second grade level. John’s PE teacher is considering various accommodations during testing. The accommodation that is least likely to help is
   a. giving John more time to complete the test.
b. reading test questions to John.
c. giving John a tape-recorded version of the test.
d. reading test instructions to John.
   Answer: a

Topic: Methods of Assessment

6. Adaptations typically involve more significant changes or modifications to the instructional process than do accommodations. An example of a routine adaptation is the use of
   a. ability-level reading groups.
b. graphic organizers.
c. a note-taking buddy.
d. reteaching a lesson in a different way for one student.
   Answer: a

Topic: Adaptations

7. Students in Ms. Butler’s sixth-grade class just watched a film about the Civil War. After watching the film, Joe fills in a graphic organizer to identify the primary events that lead to the Civil War. Mary creates a role play to act out the events that lead to the Civil War. Tom and Mike write a report on the events that lead to the Civil War. Ms. Butler is using
   a. multilevel instruction.
b. tiered assignments.
c. curriculum overlapping.
d. differentiation of objectives.
   Answer: b

Topic: Tiered Assignments

8. Ms. Taylor has engaged four students in playing a board game, but the goals for each student are quite different. Mary reads questions associated with the game. Bill counts
and moves the markers on the game board. Terry and Sally take turns answering the questions that Mary reads. Ms. Taylor is using
a. multilevel instruction.
b. tiered assignments.
c. curriculum overlapping.
d. none of the above.
Answer: c
Topic: Curriculum Overlapping
9. Any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities is called
a. assistive technology.
b. computer technology.
c. instructional technology.
d. high and low technology.
Answer: a
Topic: Assistive Technology
10. Examples of organization tools include
a. handheld spellers and calculators.
b. wheelchairs and ramps.
c. adapted keyboards and specialized switches.
d. personal digital assistants and the Inspiration Software Program.
Answer: d
Topic: Organizational Tools
11. The likelihood that assistive technology will be used increases when
a. family members are a part of the decision-making process and cultural customs, values, and beliefs are taken into consideration.
b. when school personnel provide the most up-to-date state of the art assistive technology devices.
c. family members of students with disabilities pay for the devices.
d. when administrators are a part of the decision-making process and the school budget is taken into consideration.
Answer: a
Topic: Cultural Sensitivity and Assistive Technology
12. Yolanda speaks little English. She is enrolled in a class comprised of other students from her country, and nearly all of the instruction is given in their native language. This model is called
a. Bilingual Education Model.
b. Native Language Emphasis Model.
c. Sheltered English Model.
d. Cognitive Acquisition Language Learning Model.
Answer: b
Topic: Second-Language Instructional Models
13. Jose recently moved to the United States and speaks limited English. He receives most of his instruction using English vocabulary that is controlled at his level of comprehension. This model is called
a. Bilingual Education Model.
b. Native Language Emphasis Model.
c. Sheltered English Model.
d. Cognitive Acquisition Language Learning Model.
Answer: c

Topic Second-Language Instructional Models
14. The design of instructional materials and activities that provides access to students with various abilities related to seeing, hearing, speaking, moving, reading, writing, understanding English, attending, organizing, engaging, and remembering is known as
a. applied special technology.
b. instructional design.
c. universal design.
d. specified design technology.
Answer: c

Topic: Universal Design for Learning
15. Multiple means of representation, multiple means of expression, and multiple means of engagement are components of
a. Sheltered English Models of instruction.
b. the Optimal Learning Environment curriculum.
c. Universal Design for Learning framework.
d. Cognitive Acquisition Language Learning.
Answer: c

CHAPTER 11
MONITORING STUDENT PROGRESS
OBJECTIVES
Upon completion of Chapter 11, students will be able to:
• Describe alternative grading systems and general recommendations for grading practices.
• Describe and implement a curriculum-based measurement system to monitor student progress.
• Describe and implement portfolio assessment to monitor student progress.
• Describe technology-based tools that are used to assist with monitoring student progress.

RESOURCES
• Chapter 11 PowerPoint Presentation
• Chapter 11 Activity (Curriculum-Based Measurement)
• Chapter 11 Fun Sheet (Word Configuration)
• Chapter 11 Test Bank

CHAPTER 11 ACTIVITY
Curriculum-Based Measurement
Directions: Divide class into dyads. Disseminate two reading probe sheets and two sheets
of graph paper to each dyad. The two probe sheets each contain the same reading passage, but one sheet includes the number of words in each line. One student in the dyad role plays the teacher and the other role plays the student. The teacher uses the probe sheet that includes the number of words in each line. The teacher is responsible for listening to the student read the passage for one minute and marking any errors the student makes while reading. After one minute, the teacher counts the number of words read correctly and the number of errors and records the student performance on the graph.

Then, members of the dyads switch roles to ensure that everyone has the opportunity to serve in the teacher role (i.e., listening, recording errors, scoring, and recording performance on a graph).

**Curriculum-Based Probe Sheet for Student**

Keep Your Goals in Sight

When she looked ahead, Florence Chadwick saw nothing but a solid wall of fog. Her body was numb. She had been swimming for nearly sixteen hours. Already she was the first woman to swim the English Channel in both directions. Now at age 34, her goal was to become the first woman to swim from Catalina Island to the California coast.

On that Fourth of July morning in 1952, the sea was like an ice bath and the fog was so dense she could hardly see her support boats. Sharks cruised toward her lone figure, only to be driven away by rifle shots. Against the frigid grip of the sea, she struggled on—hour after hour—while millions watched on national television.

Alongside Florence in one of the boats, her mother and her trainer offered encouragement. They told her it wasn’t much farther. But all she could see was fog. They urged her not to quit. She never had…until then. With only a half mile to go, she asked to be pulled out.

Still thawing her chilled body several hours later, she told a reporter, “Look, I’m not excusing myself, but if I could have seen land I might have made it.” It was not fatigue or even the cold water that defeated her. It was the fog. She was unable to see her goal.

Two months later, she tried again. This time, despite the same dense fog, she swam with her faith intact and her goal clearly pictured in her mind. She knew that somewhere behind that fog was land and this time she made it! Florence Chadwick became the first woman to swim the Catalina Channel, eclipsing the men’s record by two hours!

Author Unknown

Submitted by Michele Borba


**Curriculum-Based Probe Sheet for Teacher**

Keep Your Goals in Sight

When she looked ahead, Florence Chadwick saw nothing but a solid wall of fog. Her body was numb. She had been swimming for nearly sixteen hours.
Already she was the first woman to swim the English Channel in both directions. Now at age 34, her goal was to become the first woman to swim from Catalina Island to the California coast. On that Fourth of July morning in 1952, the sea was like an ice bath and the fog was so dense she could hardly see her support boats. Sharks cruised toward her lone figure, only to be driven away by rifle shots. Against the frigid grip of the sea, she struggled on—hour after hour—while millions watched on national television. Alongside Florence in one of the boats, her mother and her trainer offered encouragement. They told her it wasn’t much farther. But all she could see was fog. They urged her not to quit. She never had…until then. With only a half mile to go, she asked to be pulled out. Still thawing her chilled body several hours later, she told a reporter, “Look, I’m not excusing myself, but if I could have seen land I might have made it.” It was not fatigue or even the cold water that defeated her. It was the fog. She was unable to see her goal. Two months later, she tried again. This time, despite the same dense fog, she swam with her faith intact and her goal clearly pictured in her mind. She knew that somewhere behind that fog was land and this time she made it! Florence Chadwick became the first woman to swim the Catalina Channel, eclipsing the men’s record by two hours!

Author Unknown
Submitted by Michele Borba

Curriculum-Based Measurement Graph

Chapter 11 Fun Sheet
Word Configurations
1. In ________ grading the teacher and the student work together to determine the quality, quantity, and time required to earn a specific grade.
2. In the ____________ grading system, Jonathan earned an “A” in science because he met 9 out of 10 Individualized Education Program goals and 90% is an “A” according to the school grading system.
3. When teachers collaborate to assign grades to students with disabilities, the first thing they should do is understand district,
state and federal __________ about grading.

4. ________________

applications have been developed to assist with the efficiency of using curriculum-based assessment and portfolio-assessment procedures.

5. Ms. Whyle uses a system for monitoring student progress using classroom curricular materials and repeated, timed test. The abbreviation for this system is _______.

Chapter 11 Fun Sheet

Word Configuration Answers

1. In _______ grading the teacher and the student work together to determine the quality, quantity, and time required to earn a specific grade.

t
t
r

2. In the ______________ grading system, Jonathan earned an A in science because he met 9 out of 10 Individualized Education Program goals and 90% is an “A” according to the school grading system.

IEP

3. When teachers collaborate to assign grades to students with disabilities, the first thing they should do is, understand district, state and federal __________ about grading.

4. ________________

applications have been developed to assist with the efficiency of using curriculum-based assessment and portfolio-assessment
5. Ms. Whyle uses a system for monitoring student progress using classroom curricular materials and repeated, timed test. The abbreviation for this system is _____.

CHAPTER 11 TEST BANK

Multiple Choice Questions
1. The development and use of alternative grading systems
   a. ensures that students with disabilities will pass their courses.
   b. decreases motivation among students with disabilities and also decreases motivation among students without disabilities.
   c. typically involves changing the criteria used for grading, supplementing traditional grades, or using alternatives to letter and number grades.
   d. is recommended for students with disabilities because their assignments are different from the other students.
   Answer: c
   Topic: Grading Practices

2. The grading system that considers student mastery of specific skills is called
   a. multiple-source grading.
   b. contract grading.
   c. criterion grading.
   d. level grading.
   Answer: c
   Topic: Alternative Grading Systems

3. The teacher and student work together to determine the quality and quantity of work as well as the timeframe for completing the work that is required to earn a specific grade in
   a. multiple-source grading.
   b. contract grading.
   c. IEP grading.
   d. checklist grading.
   Answer: b
   Topic: Alternative Grading Systems

4. Ms. Michaels is using an IEP grading system for her students with disabilities. Joey, a student with learning disabilities, mastered 80% of his science-related IEP goals and therefore earned a “B” because
80% on the school grading scale represents a “B.”
b. mastered 7 out of 10 of his IEP goals and therefore earned an “F” because he
failed to master all 10 goals.
c. was given a grade based on test scores, homework grades, projects, behavior, and
extra credit assignments
d. earned a grade of “A3” indicating he did “A” work on third grade level
assignments.
Answer: a

Topic: Alternative Grading Systems

5. Ms. Jones, a general education teacher, and Ms. Butler, a special education teacher,
co-teach geography within a general education setting that includes students who are
gifted and perform above grade level, students with disabilities who perform below
grade level, and students who perform at grade level. Ms. Jones and Ms. Butler
decided to follow Christiansen and Vogel’s four-step decision model when assigning
geography grades to students with disabilities. The first step in this model is
a. examine personal beliefs about grading.
b. identify colleague’s beliefs about grading.
c. identify district, state, and federal policies and guidelines regarding grading.
d. agree on grading practices that will be used with students.
Answer: c

Topic: Grading responsibility

6. Consensus exists among numerous researchers that
a. greater emphasis should be placed on the negative aspects of student performance
than on the positive aspects of student performance to help them improve.
b. teachers should provide multiple methods for students to demonstrate
competence.
c. teachers should avoid explaining the grading system prior to assignment
completion because then flexibility to change how assignments are graded exists.
d. teachers should consider assigning grades to students with disabilities based on
the number of assignments completed rather than the quality of the work.
Answer: b

Topic: Recommendations for Grading Practices

7. When designing or administering a probe sheet for use in curriculum-based
measurement, the teacher should
a. ensure that the student is capable of completing all items on the probe sheet in the
allotted time.
b. allow the student to take as long as needed to complete the probe sheet.
c. include items that are not a part of the curriculum to ensure adequate level of
challenge.
d. include more items than the student can possibly complete in the allotted time.
Answer: d

Topic: Curriculum-Based Measurement: Planning the Assessment Procedures

8. Mr. Brown would like to use curriculum-based measurement to improve Geraldo’s
fluency in reading aloud from a textbook. He has determined that Geraldo, a
fourthgrader,
can say 160 words in a minute. An appropriate goal for Geraldo’s reading is
a. 50 words per minute.
b. 80 words per minute.
c. 100 words per minute.
d. 120 words per minute.
Answer: d

Topic: Curriculum-Based Measurement: Identifying Performance Goals

9. Ms. Higgins used curriculum-based measurement and plots correct and incorrect student responses on a graph.
   a. If the plotted performance scores indicate the student is improving or staying the same, no instructional or curricular changes should be made.
   b. If the plotted performance scores indicate the student is getting worse, Ms. Higgins should discontinue the use of curriculum-based assessment.
   c. The celeration rate should be computed after three consecutive days.
   d. If the plotted performance scores stay the same for 3 days in a row, Ms. Higgins should consider modifying the instructional process.
Answer: d

Topic: Curriculum-Based Measurement: Analyzing the Data to Make Instructional Decisions

10. Lee has a celeration rate of 2.00 on his multiplication probe sheet, but has not reached his goal of 35 digits correct in a minute with 2 or fewer errors. Lee’s teacher should
   a. discontinue the multiplication probe sheet and use a subtraction probe instead.
   b. continue using the multiplication probe sheet, but change the instruction being used to teach multiplication.
   c. continue the multiple probe sheet and the instructional procedures being used.
   d. discontinue the multiplication probe sheet or lower the goal to 20 digits correct in a minute with 2 or fewer errors.
Answer: c

Topic: Curriculum-Based Measurement: Analyzing the Data to Make Instructional Decisions

11. Portfolio assessment typically involves the collection of
   a. student work products over a designated period of time.
   b. student test scores on standardized instruments at the beginning of the school year to ensure adequate placement within the curriculum.
   c. course assignments from each of a student’s teachers and a checklist indicating completion of the assignments.
   d. student artifacts unrelated to the basic school curriculum.
Answer: a

Topic: Portfolio Assessment

12. Portfolio assessments may be used to
   a. monitor progress toward IEP goals.
   b. showcase students’ best work.
   c. involve students in self-evaluation of their academic growth.
   d. all of the above.
Answer: d

Topic: Portfolio Assessment: Identify the Portfolio Purpose

13. Scoring guidelines for portfolio assessment frequently involve the use of
   a. instructor’s manuals.
b. rubrics.
c. school-wide grading systems.
d. plotting student 1-minute timing scores on a graph.

Answer: b

**Topic: Portfolio Assessment: Plan the Portfolio Assessment Procedures**

14. Technology applications related to monitoring student progress have been developed to

a. identify the best alternative grading system for individual students.
b. identify effective and efficient teachers.
c. assist with the efficiency of using ongoing assessment systems.
d. ensure fair monitoring of student performance.

Answer: c

**Topic: Technology-Assisted Assessment**

15. The use of electronic portfolio systems

a. prevents the opportunity for students to self-assess and reflect on their work samples.
b. offers opportunities to include interactive materials in the portfolio and requires less storage space than traditional portfolios.
c. is less effective than traditional portfolios based on rigorous research studies.
d. increases student achievement with little need for teacher-directed instruction.

Answer: b

**Topic: Technology and Portfolio Assessment**

**CHAPTER 12**

**ENGAGING IN PROFESSIONAL GROWTH AND DEVELOPMENT**

**OBJECTIVES**

Upon completion of Chapter 12, students will be able to:

- Describe the purpose and benefits of induction and mentoring programs for novice and veteran teachers.
- Describe the partnership learning approach to professional development.
- Describe a variety of collegial learning approaches to professional development.
  - Collaborative Problem Solving
  - Intervention Assistance Teams
  - Peer Coaching
  - Teacher Study Groups
- Describe the process for conducting action research within school settings.
- Describe the use of teacher portfolios to promote professional growth and development.

**RESOURCES**

- Chapter 12 PowerPoint Presentation
- Chapter 12 Activity (Collaborative Problem Solving)
- Chapter 12 Fun Sheet (Crack the Code)
- Chapter 12 Test Bank

**CHAPTER 12 ACTIVITY**

Collaborative Problem Solving
Directions: Divide students into groups of two to four. Ask each group to identify a realistic challenge they may have with one of their current or future students. Then, have the groups assign roles to their members (e.g., general education teacher, special education teacher, guidance counselor, social worker) and engage in collaborative problem solving to devise a plan to address the challenge. When all groups have completed, have a discussion about how the process worked in their respective groups.

Potential questions for the class discussion include the following.
1. What were the advantages / disadvantages of using collaborative problem solving with your particular challenge?
2. What professional behaviors were needed for the process to proceed successfully?
3. Was there equal participation among the members of your group? Is this important?
4. Why or why not?
5. What was done to ensure all members in the group felt valued and respected?
6. Did your group end up with a worthwhile plan? Is the plan better than what you would have come up with on your own?
7. Is this a process that you’d like to use again in a real school setting?

CHAPTER 12 FUN SHEET
Crack the Code

Key to the Code
A B C D E F G H I J K L
26 __ 24 __ 22 21 20 __ 18 17 16 15
M N O P Q R S T U V W
__ __ 13 12 11 __ 9 8 __ 6 __ 4
X Y Z
3 2 __

1. Helping the new teacher become licensed is generally not a goal of most __________ programs.
2. At the end of the workshop, the presenter asked, “How do you see this working with your students?” This is an example of a question _________ in a partnership learning experience.
3. To develop meaningful ________________, participants may be interviewed before the inservice session to discover their needs or concerns.
4. Annual evaluations of teaching, lesson plans, and written reflections would all be found in a teaching ____________.

1. 18, 13, 23, 6, 24, 7, 18, 12, 13

 __________________________

2. 9, 22, 24, 18, 11, 22

 __________________________

3. 7, 19, 18, 13, 16, 18, 13, 20 – 23, 22, 5, 18, 24, 22, 8

 __________________________

4. 11, 12, 9, 7, 21, 12, 15, 18, 12
1. Helping the new teacher become licensed is generally not a goal of most ______________ programs.

2. At the end of the workshop, the presenter asked, “How do you see this working with your students?” This is an example of a question ________ in a partnership learning experience.

3. To develop meaningful ___________________________, participants may be interviewed before the inservice session to discover their needs or concerns.

4. Annual evaluations of teaching, lesson plans, and written reflections would all be found in a teaching _______________.

5. 18, 13, 23, 6, 24, 7, 18, 12, 13

INDUCTION

6. 9, 22, 24, 18, 11, 22

RECIPE

7. 7, 19, 18, 13, 16, 18, 13, 20 – 23, 22, 5, 18, 24, 22, 8

THINKING DEVICES

8. 11, 12, 9, 7, 21, 12, 15, 18, 12

PORTFOLIO

CHAPTER 12 TEST BANK

Multiple Choice Questions

1. Mentoring is a component of many teacher induction programs and typically involves
   a. an experienced teacher supporting, challenging, and guiding a novice teacher in their teaching practice.
   b. an administrator supporting a novice teacher in curricula and instruction issues.
   c. two novice teachers supporting one another through the first few years of teaching.
   d. several experienced teachers working with one new teacher to improve instructional practice.
   Answer: a

   Topic: Induction and Mentoring Programs

2. The first phase of the mentoring process typically involves
   a. disengaging the mentoring relationship and inform novices about available resources.
   b. determining the mentoring content to ensure that time is spent addressing the appropriate areas of concern.
   c. applying effective styles and strategies while engaging in mentoring relationships.
d. developing the mentoring relationship and establishing an atmosphere of support and trust.  
Answer: d  
Topic: Induction and Mentoring Programs  
3. In a mentoring relationship, the individual responsible for taking the lead in identifying need support for the novice teacher is the  
a. mentor teacher.  
b. novice teacher.  
c. principal.  
d. director of human resources.  
Answer: b  
Topic: Induction and Mentoring Programs  
4. Partnership learning involves  
a. presenting information in ways that promote equal partnerships among the staff development leader and the teachers attending the inservice or training session.  
b. pairing an experienced teacher with a novice teacher in a mentoring relationship.  
c. having the principal clearly communicate the performance expectations for all teachers.  
d. giving teachers options to opt out of school-wide inservice sessions.  
Answer: a  
Topic: Partnership Learning  
5. Mr. Tucker, an expert on the Reading Mastery Program, just presented information about the program to a group of teachers. Now, he is disseminating sample teacher scripts from the lesson and asks the teachers to practice using the scripts in groups of two to four. Mr. Tucker is using  
a. cooperative learning.  
b. experiential learning.  
c. reflective learning.  
d. question recipes.  
Answer: b  
Topic: Experiential Learning  
6. At the conclusion of a teacher workshop, the workshop leader asks teachers to get in small groups and discuss how to implement the workshop content in their school. The workshop leader is using  
a. question recipes.  
b. thinking devices.  
c. reflective learning.  
d) effective stories.  
Answer: c  
Topic: Reflective Learning  
7. Collaborative problem-solving is a process that  
a. takes at least one month to be effective.  
b. draws on expertise from more than one person to solve student-related problems.  
c. requires involvement from the school principal or another school administrator.  
d. requires parent involvement and a coordinator of efforts between the home and school environment.
8. Intervention Assistance Teams typically engage in problem solving related to
   a. general education students who are experiencing difficulties at school.
   b. students with disabilities who are experiencing difficulties at school.
   c. general education students who are experiencing difficulties at home.
   d. students with disabilities who are experiencing difficulties at home.
   Answer: a

9. Ms. Ravenscroft sent Mr. Ward and Ms. Thompson, two of her best teachers, to a
   workshop on reading strategies. These two teachers implemented the strategies they
   learned in the workshop and subsequently saw an increase in students’ reading
   abilities. The following school year several novice teachers indicated they were
   struggling with their reading instruction. Ms. Ravenscroft provided release time to
   Mr. Ward and Ms. Thompson to assist the novice teachers with their reading
   instruction. This is an example of
   a. expert coaching.
   b. reciprocal coaching.
   c. school-based coaching.
   d. problem-solving coaching.
   Answer: a

10. Coaching models frequently involve having teachers observe one another and
    hold
    follow-up conferences. Nonjudgmental coaching language is recommended for these
    conferences. An example of nonjudgmental coaching language is
    a. I don’t think it was a good idea to let Johnny have free time instead of
    participating in the mathematics lesson. Why did you do that?
    b. How do you think the lesson went today? Is there anything you’d like me to
    watch for during the next observation?
    c. Don’t you think it would be better to get everyone’s attention before you begin
    the lesson? Joey was looking out the window and then seemed to be lost throughout
    the lesson.
    d. I think things started out good at the beginning of the lesson, but then fell apart
    with very little learning taking place.
    Answer: b

11. The three major functions of teacher study groups are to help teachers implement
    curricular and instructional innovations, to study research on teaching and learning,
    and
    a. to help teachers obtain teaching licenses in new areas.
    b. to evaluate the performance of peers.
    c. to plan school improvement.
    d. to help administrators identify dedicated teachers.
    Answer: c

12. Action research is research that
a. principals conduct to improve the evaluation of teachers.
b. university researchers conduct in teachers’ classrooms.
c. teachers conduct to answer educational questions.
d. involves having school-aged students engage in the curriculum.
Answer: c
Topic: Action Research
13. The first step involved in conducting action research is to
a. plan data collection procedures.
b. formulate a research question.
c. inform students that they are part of a study.
d. analyze data.
Answer: b
Topic: Action Research
14. Teacher portfolios are typically designed to
a. facilitate parent-teacher interaction.
b. help teachers monitor student progress.
c. help teachers advance their own learning.
d. help teachers evaluate one another in a supportive manner.
Answer: c
Topic: Teacher Portfolios
15. Professional development activities are typically designed to help
a. novice teachers.
b. weak teachers.
c. veteran and novice teachers.
d. veteran teachers.
Answer: c
Topic: Post Organizer for Chapter
129
CHAPTER 13
MAINTAINING A POSITIVE FOCUS
OBJECTIVES
Upon completion of Chapter 13, students will be able to:
• Discuss the influential role that teachers play in students’ lives.
• Identify important variables that increase the likelihood that teachers will experience success with their students.
• Use validated practices
• Be persistent and continually preserve student learning
• Recognize the potential for burnout and activate strategies to prevent it
• Acknowledge mistakes and learn from them

RESOURCES
• Chapter 13 PowerPoint Presentation
• Chapter 13 Activity (Case Studies)
• Chapter 13 Fun Sheet (Word Scramble)
• Chapter 13 Test Bank

CHAPTER 13 ACTIVITY
Case Studies
Directions: Have students read the following case studies and then work in small groups
to identify possible ways to improve the described situations.

• In September, the principal at Azalea Park Elementary School met with a small group of teachers to discuss the possibility of adopting a new reading program for all students in the school. There were three special education and three general education teachers in this meeting. All agreed to adopt the new program at the beginning of the following school year. It was a school-wide reading program, so a good deal of planning needed to take place prior to the new school year. The six teachers who attended this meeting agreed to take leadership in making sure everything was in place and ready to begin the first week of the new school year. One of the key components involved in making this a success seemed to involve getting buy-in from the other teachers. It seemed that the teachers were in agreement about trying the new school-wide reading program. Over the summer, however, half of the teaching staff transferred to other schools, retired, or moved out of the state. When the new school year began and the new teachers were told they would have to use the new reading program, a split between the veteran and new teachers quickly emerged. After 3 weeks of using the program, the new teachers announced they did not like the newly adopted program and didn’t think they should have to use it. They said their students would never learn to read if they had to use that program. The veteran teachers liked the program and wanted to continue using it.

• A new teacher at Apple Elementary is having difficulty with behavior management. The principal observed the teacher and provided some suggestions. The teacher didn’t think the ideas would work, but agreed to give them a try. A couple weeks later the principal came in to observe again. Things weren’t much better. After school the teacher and principal met. The principal asked why the teacher wasn’t using the previously made suggestions. The teacher indicated that the suggestions had been tried, but didn’t work. The tone of this meeting was rather cold and neither the principal nor the teacher seemed to trust the comments of the other. The frustration level was increasing and neither individual went home feeling very good.

• The stress of teaching is getting to Mr. Knight. There are a lot of changes going on at his school this year (e.g., new curricula, construction at the school site, new teachers, more challenging students, and more district level paperwork). There doesn’t seem to be enough time to get anything done. A variety of committees have been set up to deal with
some of the challenges going on at the school, but serving on the committees also takes up precious time. Mr. Knight feels like he is getting further and further behind. Mr. Knight is losing sleep at night and losing patience with the students and his colleagues. He feels like he is on a treadmill; he is moving fast, but not getting anywhere. He finds motivating himself to show up for work every day is getting more and more difficult. He’s not sure what to do.

CHAPTER 13 FUN SHEET
Word Scramble
1. One of the most important things that teachers can do to enhance the likelihood of success in their chosen profession is to learn about and then implement __________ practices.
   devatalid __________________
2. Successful teachers continually protect and preserve the ________ of students.
   nigeraln __________________
3. Successful teachers continually seek solutions to the many challenges that emerge while teaching diverse groups of students and they believe in their abilities to be successful. In other words, successful teachers are ________________.
   repssttein __________________
4. Large caseloads and class sizes, lack of resources and support, and conflicting rules and policies all contribute to teacher ____________.
   tssres __________________
5. Mr. Bright realized that he falsely accused a student of cheating on an assignment. He should _____________ for his mistake.
   pgaool zei __________________

CHAPTER 13 FUN SHEET
Word Scramble Answers
1. One of the most important things that teachers can do to enhance the likelihood of success in their chosen profession is to learn about and then implement __________ practices.
   devatalid validated
2. Successful teachers continually protect and preserve the ________ of students.
   nigeraln learning
3. Successful teachers continually seek solutions to the many challenges that emerge while teaching diverse groups of students and they believe in their abilities to be successful. In other words, successful teachers are ________________.
   repssttein persistent
4. Large caseloads and class sizes, lack of resources and support, and conflicting rules and policies all contribute to teacher ____________.
   tssres stress
5. Mr. Bright realized that he falsely accused a student of cheating on an assignment. He should _____________ for his mistake.
   pgaool zei apologize
CHAPTER 13 TEST BANK
Multiple Choice Questions
1. Teachers frequently extend themselves above and beyond the call of duty because they want to make a difference in the lives of their students. Based on the studentwritten stories in Chapter 12, one of the important qualities among special teachers that will be remembered for many years is the ability to
   a. recognize special qualities, abilities, and potential in students that others have not noticed.
   b. develop very effective lesson plans.
   c. develop the talents of the best and brightest students in the class.
   d. share detailed information about the subject they teach.
   Answer: a
   Topic: Stories about Teachers Who Made a Difference
2. Literature related to effective education practices
   a. is nonexistent, so teachers must use trial and error to determine effective ways to teach.
   b. lacks reliability and validity and therefore should not be trusted.
   c. has increased over the past few decades.
   d. indicates that student achievement is based on teacher caring not instructional techniques.
   Answer: c
   Topic: Use Validated Practices
3. Teachers who use validated practices and programs
   a. preserve precious instructional time and increase the likelihood of achieving success with their students.
   b. increase the likelihood of having behavior management problems in their classrooms.
   c. need permission from parent, principals, and students to use these programs because they have never been field-tested.
   d. all of the above.
   Answer: a
   Topic: Use Validated Practices
4. The term “validated practices” means
   a. the practice is discussed in a teaching textbook.
   b. the district recommends the practice.
   c. a practice learned in teacher education courses.
   d. a practice that is research-based.
   Answer: d
   Topic: Use Validated Practices
5. ERIC is one of the most commonly used
   a. educational software programs.
   b. special services for students with disabilities.
   c. educational databases.
   d. educational journals.
   Answer: c
   Topic: Translating Research to Practice
6. According to Martin Haberman, successful teachers attribute poor student performance to
a. the family and/or the neighborhood in which the student lives.
b. the student’s lack of motivation and unwillingness to work hard.
c. variables within the learning environment.
d. the student’s socio-economic status.
Answer: c

Topic: Be Persistent and Continually Preserve Student Learning

7. Learning to “work the system”, establishing support networks with colleagues, and maintaining commitment to student learning are strategies teachers can use to
a. prevent burnout.
b. get rid of bureaucratic systems found in school districts.
c. improve student social skills.
d. change family environments.
Answer: a

Topic: Recognize the Potential for Burnout and Activate Strategies to Prevent It

8. Ms. Clark kept Darryl after school because she suspected him of cheating on a class test. Several weeks later, she discovered that she had been wrong in her suspicion. Ms. Clark should
a. do nothing because even if Darryl didn’t cheat this time, he probably cheated sometime in the past.
b. do nothing because Darryl probably doesn’t remember the incident anyway.
c. apologize to Darryl privately but remind him that she’ll be keeping a close eye on him in the future.
d. apologize to Darryl and think about how to avoid making this mistake again.
Answer: d

Topic: Acknowledge Mistakes and Learn from Them

9. According to Stephen Covey, an important principle in effective time management that will help prevent stress and burnout is
a. increase time spent on activities that are important and urgent.
b. increase time spent on activities that are important but not urgent.
c. increase time spent on unimportant activities that are urgent.
d. reduce time spent on activities that are important but not urgent.
Answer: b

Topic: Recognize the Potential for Burnout and Activate Strategies to Prevent It

10. Successful teachers
a. use validated practices.
b. are persistent and continually preserve student learning.
c. recognize the potential for burnout.
d. all of the above.
Answer: d

Topic: What it Takes to be a Successful Teacher

11. The process of translating research to practice is the
a. principal’s responsibility.
b. student’s responsibility.
c. teacher’s responsibility.
d. parent’s responsibility.
Answer: c

Topic: Translating Research Articles
12. It is particularly important for teachers to recognize mistakes related to
a. spelling.
b. grammar.
c. human relations with their students.
d. grading student papers.
Answer: c

Topic: Acknowledge Mistakes and Learn from Them
13. Ms. Self continues to ask what she can do to improve her instruction. When
something she tries does not work with a particular student, she tries something else.
She continues to try a variety of strategies and never gives up trying to find
something that will increase the learning of the student. This is an example of
a. unrealistic expectations related to the student.
b. setting standards that are too high for the student.
c. preserving student learning.
d. a teacher on her way to burnout.
Answer: c

Topic: Be Persistent and Continually Preserve Student Learning
14. Research related to the Urban Teacher Selection Interview (UTSI) revealed that
a. teacher dispositions were a good predictor of success in the classroom.
b. teacher skills were the best predictor of success in the classroom.
c. teachers who scored high on the UTSI were ranked low in principals’
evaluations.
d. there was no relationship between scores on the UTSI and success in the
classroom.
Answer: a

Topic: Successful Teachers: Validation Box 13.3
15. Teaching is
a. a science that requires teachers to become technically proficient.
b. an art that involves the integration of creativity into classrooms.
c. a combination of art and science.
d. neither an art nor a science unless you are teaching one of those subject areas.
Answer: c

Topic: Chapter Introduction

SAMPLE SYLLABUS I

Upon completion of this course, students will make instructional decisions based on evidence-based
practices designed to meet the needs of students with diverse needs and abilities. They will know how
to
access this information, plan appropriate instruction, deliver instruction effectively, and evaluate
student
and teacher performance. Direct results to school-aged students are not evaluated while taking this
course.
The direct application of the content learned in this course takes place during subsequent fieldwork
experiences.
XV. ASSIGNMENTS

1. Research Summaries (40 points) (see rubric)
Locate 4 recently published (2002-present) descriptions of experimental studies
designed to investigate the effectiveness of an instructional practice related to
mathematics, reading, language arts (i.e., handwriting, spelling, written
expression), and behavior management. The practices may or may not be
discussed in your course textbook. Do NOT select studies that are summarized i
in the validation boxes of your textbook. Your summaries should be typed and
follow this format:

I. Reference (use APA format)

II. Participants (Describe the participants in the study. How many were there? What were
their ages/grades? Did they have disabilities? If so, what were they? What was their
gender? What was their ethnicity?)

III. Setting (Tell where the study took place. Public school? Private clinic? 3rd grade
classroom? Hospital setting?)

IV. Procedures (Discuss the intervention and the procedures that were followed in the study.
If you select a review of literature article, discuss the review procedures that were
used.)

V. Results (State the findings of the study. Be specific and report data.)

VI. Discussion (Discuss your opinion about the study and/or the instructional practice.)
Each summary should be approximately 1 page in length.

2. Demonstration Lesson (50 points) (see rubric) (CRITICAL COURSE LEARNING
ASSIGNMENT- EVIDENCE RELATED TO PERFORMANCE ON THIS
ASSIGNMENT MUST BE INCLUDED IN YOUR MASTERS DEGREE
PORTFOLIO. A GRADE OF B OR BETTER IS REQUIRED) - This assignment
involves two parts: Collaborative Planning and Co-teaching. Part 1: You and your partner
will engage in collaborative planning to design a 30-minute lesson that involves team
teaching using evidence-based practices and effective teaching behaviors. The lesson is to
be planned for a general education classroom setting that includes students with learning
disabilities, students from culturally and linguistically diverse backgrounds, and students
who are typical achievers. Part 2: You and your partner will co-teach the lesson to the
class who will pretend to be elementary, middle, or high school students per your
instructions.

3. Quiz 1 via Webcampus (50 points) This quiz covers content in Chapters 1-5
4. Quiz 2 via Webcampus (50 points) This quiz covers content in Chapters 6-8
5. Quiz 3 via Webcampus (50 points) This quiz covers content in Chapters 9-13

6. Teacher Success Story (10 points) - Your teacher success story should be two to four
double-spaced pages. The story you tell may be written from one of three points of view.
Option 1: You are the student telling a success story about a special teacher. Option 2:
You are the teacher telling a success story about a student or students.
Option 3: You are the reporter telling someone else’s (either a student or teacher)
success story. The format for your story should include three components.

Component 1: Give your story a title that captures the essence of the meaning in
your story.
Component 2: Identify the content in your textbook that most closely relates to your
story.
Component 3: Tell your story from one of the three points of view.

7. Participation Points (50 points) Your have the opportunity to earn up to 5 participation
points per class excluding the first class session and the session in which you complete
your demonstration lesson. A maximum of 50 points may be applied to your final course
grade.

XVI. PERFORMANCE ASSESSMENTS
Upon successful completion of the course, students will be able to:
Course Objective Related CEC Standards Assessments/Evaluation
1. Describe current diversity found among public-school students and the related implications for implementing appropriate instruction.
CC3K5; CC5K1; CC5K7; CC5K8; CC6K3
Quiz; Demonstration Lesson
GC4K1; LD7K2; CC7K1 Quiz; Demonstration Lesson
3. Describe various evidence-based instructional arrangements and the instruction needed for students with disabilities to be successful in these arrangements
CC5K5; GC5K3; LD4K2 Quiz; In-Class Activity
4. Identify and use a variety of evidence-based educational planning processes.
CC7K2; CC7K3; CC7K4; CC7S10; GC10K4; LD10K1
Quiz; In-Class Activity; Demonstration Lesson
5. Organize a learning environment taking into consideration the psychosocial, procedural, physical, and personnel dimensions of the classroom.
CC4S6; GC4S1; LD4S1; GC4S9; CC5K2; CC5K3; GC5K2; CC5S1; CC5S5; CC5S10; CC5S11; CC5S15; CC7K5; CC7S11; GC7S1
Quiz; Demonstration Lesson; In-Class Activity
GC4K7; LD4K5; GC4S2; GC4S6; GC4S13 LD4S3; CC5S4; CC7S12; LD4S2; LD9S2
Demonstration Lesson; In-Class Activity
7. Identify and implement evidence-based methodology for teaching mathematics to students with learning difficulties.
GC4K6; LD4K3; GC4S5; LD4S12 Quiz; In-Class Activity; Demonstration Lesson; Research Summaries
8. Identify and implement evidence-based methodology for teaching reading to students with learning difficulties.
GC4S4; LD4S8; GC4S14; LD4S9;
9. Identify and implement evidence-based methodology for teaching handwriting, spelling, and written expression to students with learning difficulties.

10. Identify and implement appropriate academic accommodations and adaptations for students from diverse backgrounds and/or with diverse learning needs.

11. Implement evidence-based procedures to monitor student progress.

12. Identify evidence-based professional development practices.

13. Summarize the attitudes and behaviors of successful teachers that have the potential to have long-lasting positive effects on their students.

**Course Objective Related CEC Standards Assessments/Evaluation**

- **Knowledge**
  - Course quizzes will be used to assess course content related to student diversity and evidence-based practices designed to meet the needs of students with diverse needs and abilities.
  - In-class activities (e.g., Unit and Lesson Organizer Routines, Classwide Peer Tutoring) will be used to assess knowledge related to planning and implementing evidence-based practices.
  - Demonstration Lessons will assist in measuring students’ knowledge related to student diversity issues, instructional models, and appropriate instructional arrangements.

- **Skills**
  - Application level quiz questions and in-class activities (e.g., planning routines, token economy implementation, Concept Anchoring Routine, lesson excerpts, 1-Minute timings) will be used to assess students’ abilities to plan instructional lessons and implement evidence-based teaching practices.
• Demonstration lessons will be used to assess students’ abilities to engage in collaborative planning, to organize a learning environment, implement a lesson using evidence-based teaching behaviors and methodologies, and use appropriate accommodations for students with diverse learning needs due to diverse cultural – linguistic backgrounds and identified disabilities.

• Research summaries will be used to ensure that students can identify evidence-based interventions from the literature (i.e., distinguish instructional intervention studies from opinion pieces and other types of experimental studies).

**Dispositions**

• Quiz questions related to professional development activities as well as an inclass activity related to collaborative problem-solving will be used to reinforce and assess students’ dispositions related to the importance of professional development related to career-long learning among teachers.

• Teacher success stories will be used to assess students’ dispositions related to the importance of teachers and the effects they have on their students.

For additional detail related to performance assessments used in this course, see rubrics provided at the end of the syllabus.

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**XVII. SPECIAL NOTES (SUBSTITUTE SIMILAR POLICY STATEMENTS FROM YOUR RESPECTIVE INSTITUTION)**

**Academic Misconduct** – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the university community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path.

Enrolled students assume the obligation to conduct themselves in a manner compatible with the university’s function as an educational institution.”

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the internet or any source, without proper citation of the sources.” **See the “Student Academic Misconduct Policy” located at http://…**

**Copyright** – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website:

**Disability Resource Center (DRC)** – The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan. The university complies with the
provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651.

Missed Class(es) / Student – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline. NOTE: Students who represent the university at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

Writing Center – One-on-one or small group assistance with writing is available free of charge to students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation.

Collection of Student Assignments for Accreditation Purposes - Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

XVIII. GRADING POLICY
Points Earned Percentage Score Grade
276-300 92 or higher A
264-275 88-91.7 B+
246-263 82-87.7 B
234-245 78-81.7 C+
210-233 70-77.7 C
180-209 60-69.7 D
<180 Below 60 F

XIX. CLASS SCHEDULE
Week Date Topic
1 Course Orientation
Understanding School Context
2 Using Specific Planning Methods
3 Organizing the Learning Environment
4 President’s Day - No UNLV Classes
5 Selecting Instructional Models
6 Using Effective Teaching Behaviors
7 Teaching Mathematics
8 Spring Break - No UNLV Classes
9 Teaching Reading
10 Teaching Handwriting, Spelling, & Written Expression
11 Facilitating Various Instructional Arrangements
Rubric for Research Summaries

**Proficiency**

**Levels**

**Narrative Expository Style Adherence to Assignment Criteria**

**Target** Reflects superior understanding of the selected studies; includes all required components (i.e., reference, participants, setting, procedures, results, discussion)

19-20 points

Superior writing standards (mechanics, organization, clarity, fidelity to APA writing style conventions (e.g., reference style); fewer than 5 errors

9-10 points

All studies were intervention studies in the designated content areas (reading, math, language arts, behavior).

9-10 points

**Acceptable** Reflects satisfactory understanding of the selected studies; includes most required components (i.e., reference, participants, setting, procedures, results, discussion)

17-18 points

Good writing standards (mechanics, organization, clarity, fidelity to APA writing style conventions (e.g., reference style); 5 to 10 errors

8 points

Most studies were intervention studies in the designated content areas (reading, math, language arts, behavior).

8 points

**Unacceptable** Reflects unsatisfactory
understanding of the selected
studies; includes 1 to 3
required components (i.e.,
reference, participants, setting,
procedures, results,
discussion)
< 17 points
Poor writing standards
(mechanics, organization,
clarity, fidelity to APA
writing style conventions
(e.g., reference style); more
than 10 errors
Most studies were nonintervention
and/or
related to content areas
other than reading,
math,
Language arts, and
behavior.
< 8 points
Rubric for Teacher Success Story
Proficiency Levels
Story Content
Target All story components are present (i.e. title, link to textbook content, success
from the point of view of student, teacher, or interviewee) and expository
style is superior.
10 points
Acceptable Most story components are present and expository style is satisfactory.
8-9 points
Unacceptable Failed to include required story components and expository style is poor.
< 8 points
Rubric for Demonstration Lessons
Proficiency Levels
Accuracy Thoroughness Organization Enthusiasm / Creativity
Target
• Explains content
without errors
• Demonstrates
lesson components
without errors
14-15 points
• Provides detailed
instruction to
ensure student
understanding
• Addresses the
needs of all
students in the
class in a superior
manner (students
with disabilities,
English Language
Learners, and
typical achievers)
14-15 points
• Uses advance organizers
• Maintains lively instructional pace without unnecessary pauses
• Gives post organizer
• Knows who does what when throughout the lesson
9-10 points
• Uses voice to express enthusiasm
• Uses facial expressions to express enthusiasm
• Uses visual displays
• Uses supplemental materials
• Includes motivational methodology
9-10 points
Acceptable • Explains content with only 1 to 3 minor errors
• Demonstrates lesson components with only 1 to 3 minor errors
11-13 points
• Includes most lesson components
• Provides adequate instruction for most students in the class
• Addresses the needs of all students in a satisfactory manner.
11-13 points
• Maintains instructional momentum with few pauses
• Knows who does what when throughout most of
the lesson
7-8 points
• Uses voice or body language to express enthusiasm
• Uses visual displays or supplemental materials or motivating activities

7-8 points
Unacceptable • Displays major misunderstandings related to lesson content
• Demonstrates many errors when teaching the lesson
< 11 points
• Omits most of the lesson
• Provides insufficient detail for most students to understand the lesson content
• Make no accommodations to address diverse student needs
< 11 points
• Demonstrates confusion during lesson
• Loses lesson momentum
< 7 points
• Uses monotone voice
• Uses facial expressions that indicate boredom
• Lacks creativity
< 7 points

Demonstration Lesson Score Sheet
Student _________________________ Date ___________________
Lesson Topic _________________________
Target Behaviors Points Earned
Comments
Accuracy
Thoroughness
Organization
Enthusiasm /
SAMPLE SYLLABUS II
Department of Special Education
Course #
Social and Natural Sciences for Special Educators
Instructor:
Office:
Phone Number:
Email Address:
Office Hours:

Required Text and Instructor’s Manuals:

Course Description: Modifications, adaptations and interventions for teaching and supporting students with mild disabilities in content areas.

Course Goals:
1. Demonstrate and understanding of the issues surrounding inclusive instruction for students with disabilities.
2. Gain an understanding of the importance of partnerships between special and general educators.
3. Design and implement strategies for maximizing academic engagement, social skills, classroom management, memory, test formats, literacy and math skills, science and social studies skills, art, music, foreign language, physical education, vocational education, and decision making.
4. Explore adaptations and modifications for students in content area classes.
5. Gain an understanding of tools to develop independent learners.

Instructional Strategies: Lecture, small group practice activities, simulated teaching, small group discussions, modeling, and demonstration of instructional and academic strategies.

Diversity: The course covers instructional and behavioral strategies appropriate for students receiving special education services in the area of learning disabilities with a
variety of learning styles and abilities. Course activities include strategies for identifying bias and or stereotypes related to sexual orientation, gender, race, culture, abilities and socioeconomic level.

**COURSE REQUIREMENTS:**

**Attendance and Participation:** Regular attendance and participation is expected of students in the class. Points will be awarded for activities completed in-class. Each student will be responsible for the information presented in class when he/she is absent, however, in-class activities cannot be made up. Attendance will be taken, and the instructor will deduct points for absences.

**Social and Natural Sciences Unit Modification Project:** This project is the capstone project for SPED 445 / 545. Successful completion of the Unit Modification Project will demonstrate that the student has a thorough understanding of how special education teachers align general education curriculum with the needs of their students within inclusive settings. The student will utilize the information and concepts for this course to plan and modify a unit of study within the general education curriculum in order to create a successful learning experience for students with mild disabilities. Students will adhere to the tenets of the No Child Left Behind Act and IDEA.

- Develop a case study for a student in 6th grade or above with a mild disability. Provide a detailed synopsis of the student.
- Select a secondary Science or Social Studies textbook (6th grade or above). Complete a textbook analysis that includes the following headings:
  - Checklist for Considerate Text Characteristics
  - Readability level
  - Chapter analysis
  - Bias
  - Supplemental activities
  - Teacher’s guide
  - Personal opinion
- Select a 20-30 page unit from the textbook. Copy the unit and prepare to teach the unit to a student who reads at the 2nd or 3rd grade level and at the frustration level in the text.
- Make the following modifications and adaptations:
  - Prepare a graphic organizer to show the “big ideas” within the unit.
  - Find and list Internet addresses pertaining to the “big ideas” in the unit. Provide a brief summary and critique each site.
  - Color code one chapter or section using an appropriate method.
  - Select 10-15 key vocabulary words that support the “big ideas” and describe how the vocabulary could be taught.
  - Prepare LINCS Tables.
Select a major concept and prepare a FRAME.
Prepare a TRIMS Learning Sheet.
Develop 2 student assignments for the unit.
Complete 2 Quality Assignment Planning Worksheets
Prepare 2 Assignment Windows
Develop 2 alternate assessments for the unit.
The project should be completed with a professional appearance and usefulness that includes a title page, organization, cohesion, and neatness. Always use correct grammar, spelling, and punctuation.
The sooner you begin this assignment, the easier it will be to complete it by the assigned due date. Late Unit Modification Projects will NOT be accepted, so your attention to the deadline is very important.

**Demonstration Lesson:** Every student will prepare to teach an abbreviated lesson from his or her Unit Modification Project. One of the routines from the Content Enhancement Series must be demonstrated. The presentation should assist your classmates in understanding a key concept from the unit, and the lesson should demonstrate a high level of understanding of the routine you demonstrate. Please consider the visual aids that you will need to present your lesson well (i.e., transparencies, PowerPoint, handouts, video, audio, manipulatives, etc.).

**Exams (2):** The two exams will focus on the textbook chapters, the Strategic Instruction Model (SIM), the Test-Taking Strategy, the Content Enhancement Series, lectures and related discussions.

**Teacher Success Story:** Each student will write a teacher success story from one of three points of view:
1. You are the student telling a success story about a special teacher.
2. You are the teacher telling a success story about a student or students.
3. You are the reporter telling someone else’s success story.

**Format:**
- Give your story a title.
- The story should be 2 to 3 pages in length (double-spaced).
- Use correct grammar, spelling, and punctuation.

**Research Summary:** Locate and read a minimum of 7 recently published journal articles (2000-present) about a topic related to student diversity and effective instructional or behavioral strategies.

**Part 1**
Summarize each article using the following format:
1. Reference (use APA format)
2. Subjects (Describe the participants in the study. How many were there? What were their ages/grades? Did they have disabilities? If so, what were they? What
was their gender? etc.)

3. Setting (Tell where the study took place. Public school? Private clinic? 3rd grade classroom? Hospital?)

4. Procedures (Discuss the intervention and the procedures that were followed in the study.)

5. Results (State the findings of the study. Be specific.)

6. Discussion (Discuss your opinion about the study and/or the instructional practice.)

Each summary should be approximately 1 page in length.

Part 2

Write a brief paper synthesizing the research you located and summarized (2 to 3 pages).

Your papers must be professionally written in APA style.

**Summary of Points:**

- 50 Points Attendance and Participation
- 25 Points Teacher Success Story
- 50 Points Demonstration Lesson
- 100 Points Exams
- 125 Points Unit Modification Project
- 100 Points Research Summary

**Evaluation:**

Grades will be based on attendance, participation, and successful completion of all course requirements.

- A 100-93% Exceptional work of the highest professional quality
- B 92-85% Work that is thorough/above satisfactory
- C 84-77% Work that is adequate/satisfactory
- D 76-69% Work that is inadequate
- F 68 and below

**Professional Responsibilities:**

The following dispositions are central to your preparation as a teacher. These dispositions are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, the State Standards of Effective Practice for Teachers, and will be part of your student teacher evaluation. In preparation for your position as a teacher, these dispositions will be integral to your participation in this course.

1) Demonstrates enthusiasm
2) Is reliable – arrives on time, ready to participate
3) Accepts and completes responsibilities assigned by instructor and group members
4) Demonstrates flexibility, adapts easily to changing circumstances
5) Demonstrates initiative – seeks to make a contribution to the class
6) Demonstrates respect for fellow students and instructor
7) Dresses appropriately for the classroom
8) Demonstrates mature, respectful and appropriately friendly behavior and mannerisms
9) Demonstrates ability to work collaboratively
10) Exercises sound professional judgment when working with others
In addition, you will need to demonstrate professional writing and the ability to speak with clear thoughts and proper grammar.

**Assignment Expectations:**
As a teacher, multiple members of the community including students, parents, peers, administrators, neighbors, and grandparents will read your writing. The quality of thought, spelling, punctuation, grammar, and the sentence structure you choose are representative of you and should be considered in the preparation of any assignment. Therefore, 10 percent of your grade on all written assignments will be based on your writing. All written assignments should be double-spaced with standard margins, printed in a 12-point easily readable font and adhere to the page recommendations. Please submit with a title page. Include page numbers on all assignments.

**Late Work Policy:**
In your future work in the teaching community, you will have due dates for IEPs, reevaluations, and numerous other requirements. Before you request a due date extension on any assignment, consider if this would be an acceptable request in a school district. Late assignments will only be accepted with prior approval. It is understood that unforeseen circumstances arise. It is the student’s responsibility to contact the instructor. These will be dealt with on an individual basis, via a plan developed between the student and the instructor.

**Our Text and Readings:**
Learning what others have written, said, and done before you is an important part of becoming part of the education community. As a future special education professional, you should be prepared to demonstrate an understanding of the issues surrounding inclusive instruction for students with disabilities, as well as to design and implement strategies for maximizing academic engagement, and adaptations and modifications for students in content area classes and be able to defend your position and practices. Therefore, completing your required readings as well as self-directed readings is critical to your successful performance in this class for the following reasons:

- In class activities will require you to discuss and utilize issues and information relevant to the readings.
- Class assignments are expected to demonstrate a reflection of the class readings as well as the use of the text as a resource.

In addition, I have had prior students emphatically inform me that our text was the best text they have purchased, not only for the required course work but also for Praxis exam preparation and practical application in the classroom.

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**Professional Concerns:**
The Department of Special Education has a Professional Concerns Process in place.
Unprofessional performance and/or conduct in this course may result in the initiation of this process.

**Academic Dishonesty:**
Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials (SCSU Code of Conduct).

**Special Accommodations:**
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. If you have a documented disability that requires an accommodation, please notify me within the first week of the semester.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16/08</td>
<td>Course Orientation</td>
<td>Read Chapter 1</td>
</tr>
<tr>
<td>1/23/08</td>
<td>Understanding School Context and Student Diversity</td>
<td>Due: Teacher Success Story</td>
</tr>
<tr>
<td>1/30/08</td>
<td>Using Specific Planning Methods</td>
<td>Read Chapter 2</td>
</tr>
<tr>
<td>2/6/08</td>
<td>Organizing the Learning Environment</td>
<td>Overview of the Strategic Instruction Model (SIM)</td>
</tr>
<tr>
<td>2/13/08</td>
<td>Selecting Instructional Models</td>
<td>The Learning Strategies Curriculum and The Content Enhancement Series</td>
</tr>
<tr>
<td>2/20/08</td>
<td>Using Effective Teaching Behaviors</td>
<td>The Test-Taking Strategy</td>
</tr>
<tr>
<td>2/27/08</td>
<td>The Content Enhancement Series</td>
<td>The Quality Assignment Routine</td>
</tr>
<tr>
<td>3/5/08</td>
<td>Spring Break</td>
<td>The Framing Routine</td>
</tr>
<tr>
<td>3/12/08</td>
<td>Exam 1</td>
<td>The Vocabulary Lincing Routine</td>
</tr>
<tr>
<td>3/19/08</td>
<td>Facilitating Various Instructional Arrangements</td>
<td>The Survey Routine</td>
</tr>
<tr>
<td></td>
<td><strong>Demonstration Lessons</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Chapter 7</td>
<td></td>
</tr>
</tbody>
</table>

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3/26/08 Modifying Curriculum and Instruction
Demonstration Lessons
Read Chapter 8
4/2/08 Faculty Forum Day – No Day Classes
4/9/08 Monitoring Student Progress
Demonstration Lessons
Read Chapter 9
4/16/08 Work Day
Complete the Unit Modification Project
Complete the Research Summary (SPED 545 only)
4/23/08 Engaging in Professional Growth and Development
Due: Unit Modification Project
Read Chapter 10
4/30/08 Maintaining a Positive Focus
Due: Research Summary (SPED 545 only)
5/7/08 Exam 2

Social and Natural Sciences for Special Educators
Unit Modification Project
Case Study _____ / 10
  o A detailed synopsis of the student is provided (10)
Textbook Analysis _____ / 30
  o Checklist for Considerate Text Characteristics (10)
  o Readability level (10)
  o Chapter analysis (2)
  o Bias (2)
  o Supplemental activities (2)
  o Teacher’s guide (2)
  o Personal opinion (2)
Copy of a Unit _____ / 5
  o 20-30 pages from a textbook (5)
Modifications and Adaptations _____ / 70
  o A graphic organizer shows the “big ideas” within the unit (5)
  o A list of Internet addresses pertaining to the “big ideas” in the unit along
    with a brief summary and critique of each site is provided (10)
  o One chapter or section is color coded using an appropriate method (5)
  o 10-15 vocabulary words that support the “big ideas” are described (10)
  o LINCS Tables (5)
  o FRAME (5)
  o TRIMS Learning Sheet (5)
  o 2 student assignments for the unit have been developed (5)
  o 2 Quality Assignment Planning Worksheets (10)
  o 2 Assignment Windows (5)
  o 2 alternate assessments for the unit have been developed (5)
INTRODUCTION
The purpose of this manual is to provide assistance to instructors who are using *Strategies for Teaching Students with Learning and Behavior Problems, 7th Edition*. It is designed to supplement the text in several ways. For each chapter, the following are included:

1. **CHAPTER-AT-A-GLANCE**—Breakdown of each section of the chapter with discussion questions/media supplements that accompany each section
2. **OVERVIEW**—Brief summary of major points covered in the chapter
3. **KEY TOPICS FOR MASTERY**—Main issues and concepts from the chapter
4. **LECTURE-DIscussion OUTLINE**—Outline of the chapter material
5. **INVITATION FOR LEARNING**—Some of these supplemental activities were designed to be
completed outside of class, and others were developed to be in-class activities. Their purpose is to provide opportunities for students to practice and apply newly acquired knowledge and skills, often in real-life settings. It is strongly recommended that students complete as many of these activities as is feasible.

6. THINK AND APPLY—These questions can either provide the basis for class discussions or be included in exams. Some are literal with only one correct answer; others are open-ended and designed to encourage students to expand their thinking. It may be beneficial for students to discuss some of these questions before reading a chapter in order to activate prior knowledge and establish a purpose for reading.

7. SUGGESTED READINGS AND MEDIA—List of recommended readings, DVDs, videos or Websites to be used as possible supplements for each chapter

Additional Supplements
The following supplements provide an outstanding array of resources that facilitate learning about students with disabilities and their families. For more information, ask your local Allyn & Bacon Merrill Education representative or contact the Allyn & Bacon Merrill Faculty Field Support Department at 1-800-526-0485. For technology products, please contact technical support directly at 1-800-677-6337 or http://247.pearsoned.com. To view our online product catalogs, go to www.pearsonhighered.com.

Resources for Instructors
Instructor’s Manual. The Instructor’s Manual includes a wealth of interesting ideas and activities designed to help instructors teach the course. Each chapter includes a chapter-at-a-glance grid, chapter overview, key topics, lecture-discussion outlines, invitation for learning activities, think and apply questions, and recommended supplementary resources. (Available for download from the Instructor Resource Center at www.pearsonhighered.com/irc.)

Test Bank. The Test Bank includes more than a thousand questions, including multiple-choice, short answer, true/false, and essay questions. Page references to the main text, suggested answers, skill types, plus correlations to the CEC Standards have been added to each question to help instructors create and evaluate student tests. (Available for download from the Instructor Resource Center at www.pearsonhighered.com/irc.)

Computerized Test Bank. The printed Test Bank is also available electronically through the Allyn & Bacon computerized testing system, TestGen. Instructors can use TestGen to create exams in just minutes by selecting from the existing database of questions, editing questions, and/or writing original questions. (Available for download from the Instructor Resource Center at www.pearsonhighered.com/irc.)
PowerPoint™ Presentation. Ideal for lecture presentations or student handouts, the PowerPoint™ presentation created for this text provides dozens of ready-to-use graphic and text images. (Available for download from the Instructor Resource Center at www.pearsonhighered.com/irc.)

Resources for Students

Your Class. Your Career. Everyone’s Future.

MyEducationLab is a research-based learning tool that brings teaching to life. Through authentic in-class video footage, interactive simulations, rich case studies, examples of authentic teacher and student work, and more, MyEducationLab prepares you for your teaching career by showing what quality instruction looks like. MyEducationLab is easy to use! At the end of every chapter in the textbook, you will find the MyEducationLab logo adjacent to activities and exercises that correlate material you’ve just read in the chapter to your reading/viewing of multimedia assets on the MyEducationLab site. These assets include the following:

• Video. The authentic classroom videos in MyEducationLab show how real teachers handle actual classroom situations.
• Case Studies. A diverse set of robust cases illustrates the realities of teaching and offer valuable perspectives on common issues and challenges in education.
• Simulations. Created by the IRIS Center at Vanderbilt University, these interactive simulations give you hands-on practice at adapting instruction for a full spectrum of learners.
• Readings. Specially selected, topically relevant articles from ASCD’s renowned Educational Leadership journal expand and enrich your perspectives on key issues and topics.
• Student & Teacher Artifacts. Authentic preK–12 student and teacher classroom artifacts are tied to course topics and offer you practice in working with the actual types of materials you will encounter daily as teachers.
• Lesson & Portfolio Builders. With this effective and easy-to-use tool, you can create, update, and share standards-based lesson plans and portfolios.

We hope this manual is useful for your instructional goals. We welcome any comments, questions, and suggestions.

CHAPTER 1: PLANNING AND TEACHING FOR UNDERSTANDING

CHAPTER-AT-A-GLANCE

DETAILED OUTLINE INSTRUCTOR RESOURCES PRINT SUPPLEMENTS MEDIA SUPPLEMENTS PROFESSOR NOTES

Students with learning and behavior problems

• Factors to consider
in determining how serious a learning or behavior problem is
• Defining features of special education
• Learning and educational environments for students with learning and behavior problems
• Including students with learning and behavioral problems

Think and Apply
1, 2
Invitation for Learning 1, 2
Chapter 1
Test Questions Chapter 1
PowerPoint
Response to Intervention (RTI) as a means of identifying students with learning disabilities
Think and Apply
3
Invitation for Learning 3
Developing an individualized education program
Think and Apply
4
Invitation for Learning 4
Teaching students with learning and behavior problems
• Learner
• Teacher
• Instructional Cycle
• Features of effective instruction
• Assessing progress
• Types of evaluation measures
• Designing instruction
Think and Apply
5, 6
Invitation for Learning 2
Think and Apply
7-10
Invitation for Learning 3

OVERVIEW
This chapter describes the characteristics of students with learning and/or behavior problems and factors to consider when determining the seriousness of the problem. There is a summary of how special education differs from general education, as well as a range of alternative learning environments,
proceeding from least to most restrictive. An overview of using Response to Intervention (RTI) within the teaching-learning process is provided, including descriptions of the learner, teacher, and instructional cycle, along with strategies for monitoring and evaluating student progress. Additionally, the chapter provides a summary of steps for developing an Individualized Education Program, with particular attention given to planning strategies designed to prepare students to participate in educational planning conferences. The features of effective instruction are outlined along with the steps for designing instruction.

**KEY TOPICS FOR MASTERY**
- Characteristics of students with learning and behavior problems
- How to determine the seriousness of a student’s learning and/or behavior problem
- Defining features of special education
- Recognizing how Response to Intervention (RTI) can identify students with learning disabilities
- Range of support services students may receive in a general education classroom in accordance with the Individuals with Disabilities Education Act.
- Teaching-learning process—the model for understanding and helping students with special needs, upon which the authors’ philosophy is based
- Instructional cycle—an effective model for developing, implementing, and evaluating a plan for instruction
- Individualized Educational Program (IEP)—a procedure mandated by law for setting annual goals and planning instruction for students receiving special education services
- Features of effective instruction—assessing progress and designing instruction
- How to effectively evaluate student progress

**LECTURE-DISCUSSION OUTLINE**

I. Introduction

II. Students with learning and behavior problems
   A. Factors to consider in determining how serious a learning and behavior problem is
   B. Defining features of special education
   C. Learning and educational environments for students with learning and behavior problems
   D. Including students with learning and behavioral problems

III. Response to Intervention (RTI) as a means of identifying students with learning disabilities
   A. Challenges to implementing a RTI approach

IV. 
   A.
   B.
   C.
   A.
   B.
   C.
   D.
   E.
Developing an Individualized Education Program (IEP)
Writing effective IEP goals
Family involvement
Student involvement and self-determination
V. Teaching students with learning and behavior problems
Learner
Teacher
Instructional cycle
Features of effective instruction
Assessing progress
IM for Strategies for Teaching Students with Learning and Behavior Problems, 7th Edition
F. Types of evaluation measures
1. Progress graphs and charts
2. Performance records
3. Progress records: portfolios, learning logs, and dialogue journals
G. Designing instruction
1. Determining goals of instruction
2. Flexible grouping
3. Adaptations
4. Scaffolding
5. Time management
H. Delivering instruction
1. Quick pacing
2. Sufficient opportunities for student response
3. Error correction
VI. Summary
INVITATION FOR LEARNING
1. Observe a student with learning and/or behavior problems for about 30 minutes. Once every minute, note briefly in writing what the student is doing (e.g., “yawning, looking out the window,” or “turned around in his seat, talking with the student behind him”). This is called interval time-sampling. How many characteristics of students with learning and behavior problems do you notice?
2. Find out the educational supports and services available for students with learning and behavior problems at a school. What is the typical service schedule for students with learning disabilities and behavior problems? What do you think about the available placements?
3. Visit a local school and see how their Response to Intervention (RTI) procedure is organized. Conduct an interview with the service provider to find out the types of interventions used, the duration of the interventions, and the process that follows once the interventions have been in place for a reasonable period of time.
4. Determine the procedure for conducting Individualized Education Program (IEP) meetings at a school. Who usually attends IEP meetings? If parents cannot attend an IEP meeting at school, what is the procedure for obtaining their participation in the development of their child’s IEP?
Are students encouraged to attend their own IEP meeting? Are they provided with assistance in preparing for meetings? How have the latest changes in the law affected the IEP process? If you have not previously attended an IEP meeting, find out if you can attend one as an observer.

5. Reflect on your teaching. What components of effective instruction is part of your instruction? If you could change any aspect of the way in which you set instructional goals, plan instruction, provide instruction, evaluate, and modify instruction, what would it be? Discuss your views on these issues with another teacher.

Chapter 1: Planning and Teaching

THINK AND APPLY
(Chapter Questions also presented at the end of the textbook chapter)
1. What are some of the characteristics of students with learning and behavior problems?
2. What factors should be considered when the teacher is determining how serious a learning or behavior problem is?
3. What is the teaching–learning process, and how can the teacher apply it to students with learning and behavior problems?
4. How do the individualized educational program (IEP) and student and teacher involvement relate to the instructional cycle?
5. What measures can be used to evaluate student progress?
6. What are some of the features of effective instruction?
7. What is scaffolding?
8. What adaptations can be made to promote learning for students with learning or behavior problems?

SUGGESTED READINGS AND MEDIA
Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of All Learners.
LD OnLine: www.ldonline.org
International Dyslexia Association: www.interdys.org/
Parents Reaching Out: www.parentsreachingout.org/
Office of Special Education and Rehabilitative Services (OSERS): www.ed.gov/about/offices/list/osers/index.html
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CHAPTER 2: APPROACHES TO LEARNING AND TEACHING

CHAPTER-AT-A-GLANCE
DETAILED OUTLINE INSTRUCTOR RESOURCES PRINT SUPPLEMENTS MEDIA SUPPLEMENTS PROFESSOR NOTES
Operant learning and applied behavior analysis
• Manipulating antecedents
This chapter presents approaches to instruction that enhance the teaching-learning process. Basic principles are presented to work with four teaching-learning models: operant learning theory; cognitive strategy instruction; sociocultural theory of learning; and information processing, including schema.
theories. Implications for the application of these models into the teaching and learning environment are presented. The chapter provides numerous examples of how components of these theories can be applied to teaching students with learning and behavior problems. The University of Kansas Learning Strategies Model is presented as an example of how cognitive strategy instruction has been applied to teaching academics to older students. The model also demonstrates the Optimal Learning Environment as an application of sociocultural theory for culturally diverse students with disabilities.

Throughout the book, references are made to theories presented in this chapter to assist readers in making connections between theory and practice.

**KEY TOPICS FOR MASTERY**

- Principles of operant learning theory including reinforcement, shaping, modeling, Premack Principle, contingencies, extinction, punishment, and time-out, as well as their implications for teaching
- Strategies for increasing and decreasing behaviors and their implications for teaching
- Levels of mastery or learning such as entry, acquisition, proficiency, maintenance, generalization, and application
- Principles of cognitive strategy instruction including key features of this strategy: modeling, selfregulation, verbalization, and reflective thinking
- Application of cognitive behavior modification through instructional programs, such as the Learning Strategies Curriculum
- Principles of the sociocultural theory of cognitive development including a description of the zone of proximal development, scaffolded instruction, modeling, thinking aloud, interactive dialogues, and the social nature of learning
- Information-processing theory including the processes of attention, perception, memory, and executive functioning
- Interactive nature of these processes, the important role that context and motivation have in learning, and their implications for teaching

**LECTURE-DISCUSSION OUTLINE**

I.
II.
A.
1.
2.
3.
Introduction
Operant learning and applied behavior analysis
Manipulating antecedents
Instructional content
Classroom schedule
Classroom rules
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IV. A.
B.
C.
D.
V.
A.
B.
C.
D.
E.
F.
G.
VI.
1.
2. Room arrangement
Peer interactions
Increasing desirable behaviors through consequences
Reinforcement
Secondary reinforcers
Shaping
Premack Principle
Group contingencies
Contingency contracting
Decreasing undesirable behaviors through consequences
Extinction
Differential reinforcement
Response cost
Punishment
Time-out
Peer confrontation system
Stages of learning
Cognitive strategy instruction
Common features of cognitive strategy instruction
Strategy steps
Modeling
Self-regulation
Verbalization
Reflective thinking
Teaching implications of cognitive strategy instruction
Sociocultural theory of cognitive development
Use of resources
Social nature of learning and interactive dialogue
Scaffolded instruction
Instructional implications
Information-processing and schema theories
Sensing
Attention
Perception
Short-term or working memory
Long-term memory and schemas
Executive functioning or metacognition
Teaching implications of information-processing and schema theories
Summary
INVITATION FOR LEARNING
Using a case study of a student with learning and/or behavior problems (provided by your professor), determine the next step in developing a plan to work with the student. Choose one theory or approach and develop a demonstration lesson on a topic to show how to incorporate the use of the theoretical approach in a classroom setting.

Chapter 2: Approaches to Learning and Teaching

3. Develop a plan to teach a learning strategy to a class of students with learning disabilities using cognitive strategy instruction. Include activities for each of the learning stages and tell how you would assess the students’ degrees of proficiency at each level.

THINK AND APPLY
(Chapter Questions also presented at the end of the textbook chapter)
1. Within the operant learning model, what procedures can be used to increase desirable behavior?
To decrease undesirable behavior?
2. What are the stages of learning, and how can they be applied using the operant learning model?
3. What are the common characteristics of cognitive strategy instruction?
4. Using principles associated with cognitive strategy instruction, design a strategy that one could use to solve subtraction problems with regrouping.
5. What implications does a sociocultural perspective have for teaching and learning?
6. Why does a sociocultural theory provide particularly relevant support and scaffolds for students?
who are culturally and linguistically diverse?

7. How does long-term memory relate to working memory and perception?

8. Using ideas from information-processing and schema theories, what could you do to assist a student who is having difficulties remembering the information needed to pass an objective social studies test?

**SUGGESTED READINGS AND MEDIA**


(30 minutes).

*Center for Effective Collaboration and Practice (FBA Section)*: http://cecp.air.org/fba/

*The Council for Children with Behavioral Disorders (CCBD)*: www.ccbd.net/

*Positive Behavior Interventions and Supports*: www.pbis.org/

*Association for Behavior Analysis International*: www.abainternational.org/

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**CHAPTER 3: RESPONSE TO INTERVENTION**

**CHAPTER-AT-A-GLANCE**

**DETAILED OUTLINE INSTRUCTOR**

**RESOURCES**

**PRINT**

**SUPPLEMENTS**

**MEDIA**

**SUPPLEMENTS**

**PROFESSOR**

**NOTES**

Past challenges and legislation

- Challenges related to previous identification procedures
- Contemporary initiatives

*Invitation for Learning 1*

*Think and Apply 1*

Chapter 3

Test Questions

Chapter 3

PowerPoint

Components of RTI

- Layers of intervention
- Implementing interventions
- Decision-making teams
- “Non-Responders” in an RTI model
- Working with families

*Invitation for Learning 2, 3*
Think and Apply
2-4
Universal screening
• Using screening to make educational decisions
• Progress monitoring
Invitation for Learning 4, 5
Think and Apply
5-7
Role of special education teachers
• Collaborating and consulting with general educators
• Identifying students with disabilities
• Providing intensive interventions
• Helping students access the general education curriculum
• Specialized knowledge
Think and Apply
8-10
OVERVIEW
This chapter describes the new school-wide approach of identifying students with learning disabilities, known as Response to Intervention (RTI). There is a summary of the different tiers of intervention, as well as a discussion of two protocols used to administer the interventions. The authors discuss reasons why some children may not respond to the intervention, and they stress the importance of regular classroom observations as part of the RTI model. Teachers and school personnel need to work with families and formulate an evaluation plan in writing. The chapter also highlights the importance of collaborating with general education staff to ensure access of the general education curriculum.

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KEY TOPICS FOR MASTERY
• Recognize how Response to Intervention (RTI) is used to identify students with learning disabilities
• How RTI fits into the Individuals with Disabilities Education Act (2004)
• Three tiers of intervention
• Difference between standard treatment protocol and problem solving model
• Purpose of decision-making teams in an RTI model
• Teaching-learning process—the model for understanding and helping students with special needs, upon which the authors’ philosophy is based
• Instructional cycle—an effective model for developing, implementing, and evaluating a plan for instruction
• Features of effective instruction—assessing progress and designing instruction
• How to effectively evaluate student progress
**LECTURE-DISCUSSION OUTLINE**

I. Introduction

II. Past challenges and legislation
   A. Challenges related to previous identification procedures
   B. Contemporary initiatives

III. Components of RTI
   A. Layers of intervention
      1. Tier 1
      2. Tier 2
      3. Tier 3
   B. Implementing interventions
      1. Standard treatment protocol
      2. Problem-solving model
      3. Difference between the two models
   C. Decision-making teams
   D. “Non-responders” in a RTI model
   E. Working with families

IV. Universal screening
   A. Using screening to make educational decisions
   B. Progress monitoring

V. Role of special education teachers
   A. Collaborating and consulting with general educators
   B. Identifying students with disabilities
   C. Providing intensive interventions
   D. Helping students access the general education curriculum
   E. Specialized knowledge

VI. Summary

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**INVITATION FOR LEARNING**

1. Visit several different grade levels to see how educators are implementing the response to intervention approach (RTI). Describe how they are identifying students with disabilities, and how the schools are in compliance with RTI.

2. Find out which educational supports and services are available for students with learning and behavior problems at a school. What is the typical service schedule for students receiving interventions? How do the teachers manage students with learning disabilities or behavior problems? What do you think about the available placements?

3. Visit a local school and see how the Response to Intervention (RTI) procedure is organized. Conduct an interview with the service provider to find out the types of interventions used, the duration of the interventions, and the process that follows once the interventions have been in place for a reasonable period of time.

4. Look up the National Joint Council for Learning Disabilities definition of a learning disability. Compare this with the federal definition. How does RTI fit into existing definitions? How does RTI differ from previous identification procedures?

5. Find two research-based interventions you might use in your own practice. Compare and contrast the programs. How do you know these are based in research? Which intervention do you prefer?

Discuss your views on these issues with another teacher.
THINK AND APPLY
(Chapter Questions also presented at the end of the textbook chapter)
1. How are RTI models different from previous prereferral and special education models?
2. What are the benefits of universal screening?
3. What are the benefits of progress monitoring?
4. Observe a problem-solving (or intervention) team meeting at a local school. What kinds of data do team members consider? What do you notice about the decision-making process?
5. Why might RTI models be more appropriate for and useful with culturally and linguistically diverse students than previous models?
6. What considerations are important when using RTI with culturally and linguistically diverse populations?
7. What kinds of specialized knowledge should special education teachers have?
8. What challenges might schools face when they are implementing RTI?
9. Observe Tier 2 and Tier 3 instruction in a nearby school. What do you notice about the similarities and differences between the two? Who provides the interventions in each case?
10. How should families be involved in an RTI model?
Chapter 3: Response to Intervention

SUGGESTED READINGS AND MEDIA
International Reading Association: Focus on Response to Intervention (RTI): www.reading.org/resources/issues/focus_rti.html
Center on Instruction: www.centeroninstruction.org/
IDEA Partnership: www.ideapartnership.org/
Intervention Central: www.interventioncentral.org/
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CHAPTER 4: PROMOTING SOCIAL ACCEPTANCE AND MANAGING BEHAVIOR
• Arranging the environment
• Instructional materials and equipment
• Scheduling
• Coordinating service for students with learning and behavior problems prior to identification
• Special considerations for scheduling in secondary settings
Invitation for Learning 1, 2
Think and Apply 1, 2
Chapter 4
Test Questions
Chapter 4
PowerPoint
Classroom management
• Classroom management and student behavior
• Positive behavioral support
Think and Apply 3
Developing a functional behavioral assessment
• Response to intervention and classroom behavioral support
Invitation for Learning 3, 4
Think and Apply 4
Social competence and social difficulties
• Definitions of social competence
• Perceptions of students with social difficulties
• Characteristics of students with social disabilities
• Social difficulties that are prevalent during adolescence
• Intervention strategies
• Working with families of students with social difficulties
• Interpersonal problem solving
Think and Apply
OVERVIEW
This chapter focuses on the social aspects of students with learning and/or behavioral difficulties.
The chapter begins with an explanation of ways to arrange the classroom environment, cooperative
groups, and instructional practice to be conducive to the teaching-learning process. The authors focus
scheduling and coordinating services for students who experience learning or behavioral difficulties and
the importance of an effective classroom management plan. Social competence is discussed, as well as the
challenges students may face who have social difficulties. The chapter concludes with several interventions designed to increase appropriate social behaviors and decrease inappropriate social behaviors. The methods presented include components of interpersonal problem solving, behavioral
therapy, social skills development, mutual interest discovery, and structured learning. Procedures for
implementing each intervention are presented, and examples are given of contexts to which the intervention might be appropriately applied.

KEY TOPICS FOR MASTERY
• Techniques for creating a positive and welcoming classroom environment
• Choosing appropriate instructional materials, equipment, and scheduling
• Promoting positive behavior in the classroom
• Social characteristics of students who have learning and behavior problems
• Externalizing behaviors and internalizing behaviors
• Communication difficulties and aggression with peers and teachers
• Ways in which internal locus of control, external locus of control, and learned helplessness relate to student behavior
• Social difficulties that may be prevalent during adolescence
• Warning signs of substance abuse or suicide in students
• Intervention programs that assist families and students with learning disabilities and behavior disorders in developing more positive and rewarding social skills

LECTURE-DISCUSSION OUTLINE
I.
II.
A.
B.
Introduction
Preparing the physical and instructional environment
Arranging the environment
1. Instructional arrangement
2. Physical arrangement
Instructional materials and equipment
1. Selecting published materials
2. Selecting and using instructional equipment
3. Developing instructional materials
4. Organizing and managing materials

C. 
D. 
E. 

III.

IV.

V.

Scheduling
1. Scheduling within the classroom
2. Developing an overall schedule for a resource consultant program

Coordinating service for students with learning and behavior problems prior to identification

Special considerations for scheduling in secondary settings

Classroom management
A. Classroom management and student behavior
B. Positive behavioral support
1. Schoolwide positive behavior support models

Developing a functional behavioral assessment
A. Response to intervention and classroom behavioral support

Social competence and social difficulties
A. Definitions of social competence
B. Perceptions of students with social difficulties
C. Characteristics of students with social disabilities
1. Social interaction
2. Communication difficulties
3. Problem solving
4. Aggression
5. Appearance
6. Attention problems/hyperactivity
7. Self-concept
8. Locus of control and learned helplessness
D. Social difficulties prevalent during adolescence
1. Social alienation
2. Suicide
3. Eating disorders
4. Drug and alcohol abuse
E. Intervention strategies
F. Working with families of students with social difficulties
G. Interpersonal problem solving
1. FAST and SLAM
2. LLW: living, learning, and working
3. ASSET: social skills program for adolescents
4. Mutual interest discovery
5. Circle of friends
6. Open circle program
7. Structured learning
8. Social life program
9. First steps to success: helping children overcome antisocial behavior
INVITATION FOR LEARNING

1. Design a map of an effective classroom environment. Think about how you will provide instruction, grouping children, and learning centers.
2. Create a learning community that celebrates diversity. What are some strategies a teacher can utilize when creating an educational environment that lends itself to acceptance where all learners can feel successful?
3. Observe a class of children with behavior and learning difficulties. Focus on one child in the class and record that child’s interactions with his or her teacher and peers. In two or three pages, summarize your observations. Describe any social challenges you noted in the target child, as well as any attempts the teacher made to modify the child’s inappropriate social behaviors. If you were the teacher, which of the techniques described in this chapter would you attempt to use with this child?
4. Choose one of the following topics and read three journal articles about that topic. Write a brief summary of each article, and then write a two-page paper discussing how the techniques reviewed in the articles can be used in the classroom.
   - Effects of learned helplessness on adolescents with LD
   - Effects of attribution training on adolescents with LD
   - Effects of social deficits on adults with LD
   - Effects of early intervention utilizing social skills training with children with LD
   - Effects of the ASSET interpersonal problem-solving skills training program

THINK AND APPLY

(Chapter Questions also presented at the end of the textbook chapter)

1. What is social competence?
2. What are the characteristics of students with social disabilities?
3. What are two types of social interventions that are used with students with learning and behavior problems? What are the procedures for implementing these social interventions?
4. What are several principles for teaching social skills to students with learning and behavior problems?
5. Why can the communication style of students with learning disabilities be called egocentric?
6. How are student appearance and popularity related?
7. Why do students whose behavior is aggressive require professional help?
8. What advice would you give teachers and administrators who indicated that they had schoolwide problems with behavior?

SUGGESTED READINGS AND MEDIA

CHAPTER 5: COMMUNICATING, COLLABORATING, AND COTEACHING:

WORKING WITH PROFESSIONALS AND FAMILIES

CHAPTER-AT-A-GLANCE

DETAILED OUTLINE INSTRUCTOR

RESOURCES

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NOTES

Challenges to successful inclusion and coteaching

• Challenges to special education teachers
• Understanding the challenges of general education classrooms
• Students’ perceptions of teachers’ adaptations

Think and Apply 1, 2

Invitation for Learning 1, 2

Chapter 5

Test Questions

Chapter 5

PowerPoint

Consultation and collaboration

• Procedures for collaboration
• Resources needed for collaboration

Think and Apply 3

Invitation for Learning 3

Classroom applications:

• School collaboration
• Collaboration issues and dilemmas
• Teacher assistance and school-based teams

Classroom applications: Teacher Assistance Team (TAT)

• Coteaching
• Collaboration with families and paraprofessionals

Think and Apply 4, 5
OVERVIEW
This chapter focuses on the development of efficient communication and collaboration skills for special education teachers. The chapter begins with the challenges and opportunities involved with inclusive education and the coteaching/collaborative process in schools. The chapter provides procedures, models, and resources for collaboration with other school professionals and describes different models of collaboration. The authors stress the importance of a collaborative relationship with families, paraprofessionals, and administrators. The chapter also discusses the importance of understanding the needs of parents of children with special needs and the role of parents in the education and services their children receive. The final part of the chapter examines the role of the special education teacher within the school and his or her responsibilities for communicating and working with other professionals.

Techniques for establishing effective working relationships with school administrators are discussed, as well as barriers and facilitators to successful mainstreaming. The authors emphasize the importance of cooperation among all those who interact with the student.

KEY TOPICS FOR MASTERY
• Principles of good communication: mutual respect and trust, plain language, acceptance, effective
listening and questioning, providing encouragement, keeping the focus of the conversation directed, and developing a working alliance
• Effective interviewing skills for special education teachers
• Why special education teachers need to be sensitive to parents’ concerns and speak honestly about the child’s problems
• How special education teachers can work productively with parents and fellow professionals to provide effective help for the special education student
• Inclusive practices—some challenges and solutions
• Working with general education teachers to ensure the success of students with learning and behavior problems
• Three models for consultation and collaboration: coteaching, teacher assistance teams, and collaboration in the schools
• Role of the special education teacher in an effective inclusion facilitator

LECTURE-DISCUSSION OUTLINE
I.
II.

A.
B.
C.
III.
Introduction
Challenges to successful inclusion and coteaching
Challenges to special education teachers
Understanding the challenges of general education classrooms
Students’ perceptions of teachers’ adaptations
Consultation and collaboration
A. Procedures for collaboration
B. Resources needed for collaboration
Chapter 5: Communicating, Collaborating, and Coteaching
19
C. School collaboration
D. Collaboration issues and dilemmas
E. Teacher assistance and school-based teams
IV.
V.
VI.
A.
B.
C.
D.
VII.
A.
B.
Coteaching
1. How coteaching works
2. Coteaching models
3. Coplanning
4. Successful coteaching
B. Collaboration with families and paraprofessionals
1. Collaboration in a response to intervention model
   Communication skills
   A. Principles of communication
      1. Mutual respect and trust
      2. Acceptance
      3. Listening
      4. Plain language
      5. Questioning
      6. Encouragement
      7. Staying directed
      8. Developing a working alliance
   B. Developing interviewing skills
   C. Three forms of communication between teachers and parents
      Working with families
      Family adjustment
      1. Siblings
      Family-centered practice
      Wrap-around services
      Summers
      E. Family members as tutors
      F. Family members as service providers
      G. Family involvement with schools
         1. Family involvement in planning and placement services
         2. Practices for families who are culturally diverse
         3. Conferences with family members: planned and unplanned
      H. Individuals with Disabilities Education Act (IDEA) and family involvement
      I. Criteria for establishing IFSP
      J. Family education programs
      K. Response to Intervention (RTI) and family involvement
         1. Response to Intervention: Ten questions parents should ask
      Working with other professionals
      Communication with general education teachers
      Working with administrators
   Summary
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INVITATION FOR LEARNING
1. If possible, attend a staffing conference to observe ways in which special education teachers work
   and communicate with families and other professionals. Write a reflection paper describing what
   you observed, your reactions to the process, and evaluate whether the collaboration methods used
   were productive and positive.
2. Spend a day observing an elementary or secondary inclusive setting. Write a summary of your
   observations. How did the teacher collaborate with families and other professionals? How did the
   teacher manage his or her schedule? How is consistency maintained in the classroom environment?
3. Imagine you must conduct a conference to inform the parents of one of your students that he or
she would benefit from special education services. How would you facilitate this conversation?

4. Create a booklet or flyer about suggested summer activities for families. Using some of the recommendations from the chapter, describe for parents the benefits of engaging children in the summer and a list of possible activities for them to do together.

5. What is the role of the special education teacher in inclusive settings? List specific strategies that special education teachers can use to promote the success students in an inclusive classroom.

6. Discuss some of the reasons why families, although guaranteed involvement by the Individuals with Disabilities Education Act (IDEA), may only be minimally involved in the placement and planning process? How might this situation be remedied?

7. Watch an interview on TV (perhaps a talk show or news channel). Evaluate the interview and decide whether the interviewer followed the five steps to a good interview. List examples of the types of questions the interviewer used. What obstacles did the interviewer encounter in conducting the interview?

THINK AND APPLY
(Chapter Questions also presented at the end of the textbook chapter)
1. Why are effective management and communication important for success as a special education teacher?
2. Compare and contrast the TAT and collaboration in the schools models.
3. What is collaboration, and what are some ways in which professionals can collaborate effectively?
4. What are some of the resources professionals need to collaborate? How might these be obtained?
5. What are some of the issues and dilemmas that occur when teachers coteach? How might they be resolved?
6. How is collaborating with families and/or paraprofessionals similar to collaborating with general education teachers? How is it different?

Chapter 5: Communicating, Collaborating, and Coteaching
21

7. What are some reasons it is important for professionals to collaborate in an RTI model?
8. What are the principles of communication that facilitate the communication process with families, teachers, and other professionals?
9. What are the steps for conducting an effective interview?
10. What are some of the needs of families of children with learning disabilities and behavior problems? How can you meet these needs?

SUGGESTED READINGS AND MEDIA
CHAPTER 6: ASSESSING AND TEACHING ORAL LANGUAGE

CHAPTER-AT-A-GLANCE

DETAILED OUTLINE INSTRUCTOR
RESOURCES
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MEDIA
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PROFESSOR
NOTES

Content of language instruction
• Relationship of oral and written communication
• Components of language
• School-age language development and difficulties
• Wrap-up

Think and Apply
1
Invitation for Learning 1
Chapter 6
Test Questions
Chapter 6
PowerPoint
Guidelines for teaching language
• General guidelines for teaching oral language
• Teaching content
• Teaching form
• Teaching use

Think and Apply
2
Invitation of Learning 2
Planning instruction for students who are culturally and linguistically diverse
• Second language acquisition
• Strategies for teaching culturally and linguistically diverse learners

Think and Apply

3

Invitation for Learning 3
Metalinguistics
Response to intervention: working with the speech/language teacher
• Assessment
Working with families to extend language concepts

Instructional activities Invitation for Learning 4

OVERVIEW
This chapter begins by describing three children with language difficulties. To help them, it is important to understand both the content of language instruction and the strategies used to teach language.

Language is a vehicle for communication that requires both receptive and expressive skills. Language consists of three principal components: content, form, and use. Although most children enter school having mastered many language skills, language continues to develop throughout the school years. Some students with learning and behavior problems experience considerable difficulties in the development of expressive and/or receptive language skills. These difficulties may occur in any one of the components of language. In planning instruction for a student with language difficulties, it is important to consider the language skills the child has already developed, the skills that follow these developmentally, and whether or not English is the student’s first language. New skills should be taught in context with intensive practice. The chapter also presents activities to promote oral language skills.

KEY TOPICS FOR MASTERY
• Language as a vehicle for communication, including oral and written language, as well as signs and gestures
• Differences and interrelationships between language comprehension (receptive language) and production (expressive language)
• Components of language including content (semantics), form (phonology, morphology, and syntax), and use (pragmatics), and the interrelationships among these components
• Development of oral language during school-aged years and difficulties that students with learning, language, and behavior problems experience while in school
• Twelve general principles for teaching oral language and examples of how to teach each principle
• Strategies for teaching content (including increasing word-finding ability), using more elaborative
language, teaching form, and teaching use
• Integral relationship between language and culture, and strategies for enhancing language development by taking into consideration students’ cultural backgrounds
• Acquisition of basic interpersonal communicative skills and cognitive/academic language proficiency in second-language and dialect learners, and their implications for teaching language to students with learning and behavior problems

LECTURE-DISCUSSION OUTLINE

I.
II.
A.
B.
1.  
2.  
3.  
C.  
1.  
2.  
3.  
D.  
III.  
A.  
B.
C.
Introduction
Content of language instruction
Relationship of oral and written communication
Components of language
Content
Form
Use
School-age language development and difficulties
Content
Form
Use
Wrap-up
Guidelines for teaching language
General guidelines for teaching oral language
Teaching content
Teaching form

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D.
IV.
A.  
B.  
V.  
VI.  
VII.  
VIII.  
IX.
3.  
4.
Teaching use
Planning instruction for students who are culturally and linguistically diverse
Second language acquisition
Strategies for teaching culturally and linguistically diverse learners
Metalinguistics
Response to intervention: working with the speech/language teacher
A. Assessment
Working with families to extend language concepts
Instructional activities
Summary

INVITATION FOR LEARNING
1. Meet with the speech/language pathologist(s) at a school to discuss ways of collaborating to provide improved language programs for students.
2. Record a language sample of one or two children. Describe the developmental language level of one of these children in terms of content, form, and use.
Select a concept (fractions, reptiles, democracy, sympathy, or above/below), and plan how you would teach this concept to: (a) students who are learning to speak English as a second language and have not yet acquired cognitive/academic language proficiency (CALP), and (b) students who have language learning disabilities.
Choose one of the activities at the end of the chapter and practice using it while working with a small group of students.

THINK AND APPLY
(Chapter Questions also presented at the end of the textbook chapter)
1. What are the major components of oral language? Listen to a conversation between two students, and think about how the components function.
2. What three general teaching strategies can you easily employ when building oral language skills?
Converse with a child, and use these strategies.
3. Name at least five different functions for which we use language. Observe students as they play, and note the different ways in which they use language.
4. Using several of the principles recommended for teaching content, plan how to teach students to categorize ideas about a topic.
5. What is word-finding difficulty? Describe several strategies you could use to help a student who has word-finding difficulty.
6. When planning instruction for students whose first language is not English, what considerations should you keep in mind?
Chapter 6: Assessing and Teaching Oral Language
25
7. Choose a lesson plan, and adapt it to demonstrate sensitivity to students who are culturally and linguistically diverse.

SUGGESTED READINGS AND MEDIA
CHAPTER 7: ASSESSING AND TEACHING READING: PHONOLOGICAL AWARENESS, PHONICS, AND WORD RECOGNITION

DETAILED OUTLINE INSTRUCTOR RESOURCES

PHONELOGICAL AWARENESS, PHONICS, AND WORD RECOGNITION

• Development of phonological awareness and phonics
• Teaching phonological awareness and phonics
• Response to intervention and progress monitoring: phonological awareness and phonics
• Teaching letter-sound correspondences
• Guidelines for teaching letter-sound correspondences
• Family participation in beginning reading

INVITATION FOR LEARNING 1

THINK AND APPLY 1

Chapter 7
Test Questions
Chapter 7
PowerPoint
Phonological awareness, letter-sound correspondence, and phonics

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Word identification, decoding, and word study
• What is a sight word?
• Decoding strategies for identifying words
Invitation for Learning 3
Teaching phonics, word recognition, and word study
• Explicit code instruction
Think and Apply 4, 5, 9, 10
Classroom applications: linguistic approach—onset rime and word families
Invitation for Learning 3
Classroom applications: reading mastery and corrective reading
Classroom applications: phonemic remedial reading lessons
• English language learners and reading difficulties
Think and Apply 6, 7 27
Classroom applications: teaching phonic generalizations
Think and Apply 8
Classroom applications: multisensory structured language instruction
Think and Apply 11
Classroom applications: word study
• Implicit code instruction
Think and Apply 12
Classroom applications: modified language experience approach
Classroom applications: Fernald Method (VAKT)
Classroom applications: sight word association procedure
Classroom applications: picture association technique
Classroom applications: sentence-word association technique

OVERVIEW
This chapter presents instructional strategies for teaching phonological awareness, letter-sound
relationships, and phonics, as well as strategies for teaching word identification and word study. Many students with learning problems experience difficulties learning and applying word recognition, decoding, and word study skills. A variety of teaching approaches are presented that can help students become more skilled at decoding, and therefore more competent readers. Struggling readers benefit most from explicit, systematic code-emphasis strategies that teach how to analyze a word into parts. Students with severe reading problems have shown progress with approaches that incorporate kinesthetic and tactile input into their programs. For other students, providing increased opportunities to practice word identification techniques, as well as sustained opportunities for reading, are sufficient to improve their reading skills. For older students who have difficulty decoding multisyllabic words, a word identification strategy that incorporates teaching affixes and endings can be helpful. As teachers, it is important to know a variety of teaching methods to meet the differing needs of students with learning and behavior problems. Classroom applications and sample lessons are incorporated throughout the chapter, and valuable resources are provided in the chapter appendices.

**KEY TOPICS FOR MASTERY**

- Two overarching concepts should guide reading instruction: (1) teaching basic skills necessary to read words accurately and (2) teaching students the necessary strategies so they understand what they read by focusing on vocabulary and comprehension strategies
- Six main decoding strategies successful readers use and instructional activities to teach each of them
- Role that each of the components of reading has in a comprehensive reading program: phonological awareness, letter-sound correspondences, alphabetic principle, word recognition and word study, fluency, vocabulary, and comprehension
- Effortlessly decoding of words and reading fluently so that attention can focus on meaning and comprehension
- Definitions of phonological awareness, phonics, and letter-sound correspondences, as well as instructional strategies to teach them
- Difficulties that students with learning/reading disabilities have with phonological awareness, phonics, and learning; how they can effectively use phonic and structural analysis and syllabication
- Need of students with learning/reading disabilities have for direct, explicit instruction in phonological awareness, letter-sound correspondence, and phonics
- Different types of word recognition and word study instruction, including explicit code
instruction and implicit code instruction

• Instruction in word recognition that utilizes techniques for building sight words to promote fluency

LECTURE-DISCUSSION OUTLINE

I. 
II. 
III. 
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D. 
E. 
F. 
IV. 
A. 
B. 
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V. 
A. 
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Introduction
Reading and reading instruction
Phonological awareness, letter-sound correspondence, and phonics
Development of phonological awareness and phonics
Teaching phonological awareness and phonics
Response to intervention and progress monitoring: phonological awareness and phonics
1. Response to intervention
2. Progress monitoring
Teaching letter-sound correspondences
Guidelines for teaching letter-sound correspondences
Family participation in beginning reading
Word identification, decoding, and word study
What is a sight word?
Decoding strategies for identifying words
Phonic analysis
Onset-rime
Structural analysis
Syllabication
Automatic word recognition
Syntax and semantics
Teaching phonics, word recognition, and word study
Explicit code instruction
Linguistic approach: onset-rime and word families
Reading mastery and corrective reading
Chapter 7: Assessing and Teaching Reading
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3.
Phonic remedial reading lessons
English language learners and reading difficulties
Multisensory structured language instruction
Teaching phonic generalizations
Word study: making words, word building, and word walls
Implicit code instruction
Modified language experience approach
Fernald (VAKT) Method
Techniques for building sight words
Picture association technique
Sentence/word association technique
Instructional activities
Summary

INVITATION FOR LEARNING
Observe a reading lesson and note the teaching methods used. Does the teacher primarily apply meaning-emphasis or code-emphasis strategies? Does the teacher use the same techniques with all students or vary techniques depending on each student’s needs? Which strategies for decoding unknown words does the teacher emphasize? If you were teaching these students, which teaching approach would you use and why? If feasible, observe another teacher who relies on different approaches. Compare and contrast the teaching methods you have observed. Observe as a child reads a passage from a book at, or slightly above, his or her reading level to determine strategies the child uses to identify new words. For example, does the reader usually attempt to sound out new words, guess what new words are using contextual clues, or use multiple strategies? Which type of teaching approach do you think the child has learned to read?

Develop one activity for each of the levels on the Phonological Awareness Continuum. Using Apply the Concept 7.2 as a guide, analyze five children’s books to determine their type and characteristics (predictable/pattern language, decodable text, transitional text, easy reader text, and authentic literature and nonfiction).
THINK AND APPLY
(Chapter Questions also presented at the end of the textbook chapter)
1. What are the components of reading instruction?
2. What are the characteristics of phonological awareness, and how can a teacher recognize students who are struggling with phonological awareness?
3. Why are phonological awareness, phonics and letter–sound correspondences so vital to later reading success?
4. Observe a kindergarten classroom for evidence of each of the phonological awareness skills in the continuum of development.
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5. Think about how phonological awareness and phonics are interrelated. How can these skills be utilized and expanded on to develop word reading and spelling skills?
6. Develop several games for promoting letter–sound correspondences.
7. What are some different ways in which you can teach phonological awareness to one student, a small group of students, and a whole class of students?
8. What are the characteristics of a phonics-based method for reading instruction?
9. What are the key features of direct and explicit instruction? Why are these features so vital for the instruction of students with learning or reading disabilities?
10. Compare and contrast explicit and implicit code instruction. Describe what type of learner might profit from each.
11. Review several early reading programs or basal readers, and describe how they sequence phonics instruction.
12. Develop several games for building sight words.
SUGGESTED READINGS AND MEDIA
Phonemic Awareness: The Sound of Reading. Video. Victoria Groves Scott demonstrates principal components of phonemic awareness and shows how to implement them in a daily curriculum. 2000. (25 minutes.)
Reading Rockets: www.readingrockets.org/
LD OnLine: www.ldonline.org/
National Reading Panel: www.nationalreadingpanel.org/
Big Ideas in Beginning Reading: http://reading.uoregon.edu/
International Reading Association: www.reading.org/
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CHAPTER 8: ASSESSING AND TEACHING READING:
FLUENCY AND COMPREHENSION
CHAPTER-AT-A-GLANCE
DETAILED OUTLINE INSTRUCTOR RESOURCES PRINT SUPPLEMENTS
MEDIA
SUPPLEMENTS
PROFESSOR
NOTES
Assessing fluency and monitoring student progress
  • Monitoring student progress in fluency
  • Using oral reading fluency scores to establish fluency goals
Think and Apply 1
Chapter 8
Test Questions
Chapter 8
PowerPoint
Teaching fluency
  • Reading aloud and previewing books
Classroom applications:
    choral repeated reading
  • Peer-supported reading
Classroom applications: peer supported reading
  • Reading performance
Classroom applications:
    reading performance
  • Making easy books acceptable and difficult books accessible
  • Integrating fluency building into a reading program
  • Helping families improve their children’s reading fluency
Invitation for Learning 3, 4
Think and Apply 2-5
Assessing comprehension and monitoring progress in reading comprehension
  • Response to intervention and reading comprehension
Invitation for Learning 1, 2
Teaching comprehension
  • A framework for reading comprehension
  • Guidelines for teaching reading comprehension
  • Previewing, predicting, and
developing prior knowledge
• Questioning strategies
Think and Apply
6-9
3 2
• Text structure and summarization strategies
• Using multicomponent cognitive strategy instruction to teach comprehension
• Adapting approaches to teaching reading in inclusive classrooms
• Directed reading-thinking activity (DR-TA)
• Literature-based reading and whole language
Instructional activities
OVERVIEW
This chapter focuses on teaching methods designed to improve the reading fluency and comprehension of students with learning problems. The strategies to improve reading fluency include listening to oral reading, previewing books, repeated readings, repeating choral readings, and peer-assisted reading. Ideas for making easy books acceptable and difficult books accessible to challenged readers are also discussed. Information on how to monitor fluency progress and integrate fluency building into a reading program is included.

Comprehension instruction focuses on strategies used before, during, and after reading. Successful readers use a variety of comprehension strategies, such as activating prior knowledge, prediction, self-questioning, and other interactive techniques that will assist the reader in developing comprehension monitoring strategies. Comprehensive approaches to reading instruction are discussed, such as directed reading activities, directed reading-thinking activities, reciprocal teaching, and literature-based and whole language reading programs. The authors include ideas for teaching comprehension skills in inclusive classrooms, and the chapter appendices provide sources for selecting children’s books.

KEY TOPICS FOR MASTERY
• Reasons why students with learning difficulties may struggle with fluency
• Strategies for promoting reading fluency such as reading aloud, previewing books, repeated reading, choral repeated reading, and peer-supported reading
• Making books acceptable and accessible to struggling readers
• Tools and techniques for assessing reading fluency
• Why students have difficulty comprehending what they read
• Framework for reading comprehension including textually explicit, textually implicit, and
scripturally implicit question-answer relationships

Chapter 8: Assessing and Teaching Reading

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• Guidelines for promoting reading comprehension including activities for before, during, and after reading

• Strategies for previewing, predicting, and activating background knowledge including brainstorming, pre-reading plan, K-W-L, and story schema activation

• Strategies for promoting questioning such as reciprocal questioning, question-answering relationship strategy, and self-questioning strategies

• Strategies for teaching text structure and summarization strategies including story mapping/retelling, paraphrasing, and summarization

• Teaching multicomponent cognitive strategy instruction including reciprocal teaching, collaborative strategic reading, and POSSE

• Guidelines for adapting approaches to teach reading in inclusive classrooms such as directed reading activity, directed reading-thinking activity, and literature-based reading and whole language

LECTURE-DISCUSSION OUTLINE

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II.
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IV.
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3.

Introduction
Assessing fluency and monitoring student progress
A. Monitoring student progress in fluency
B. Using oral reading fluency scores to establish fluency goals
C. Response to Intervention (RTI) and fluency
Teaching fluency
Reading aloud and previewing books
Repeated reading
Choral repeated reading
Peer-supported reading
Reading performance
Making easy books acceptable and difficult books accessible
Integrating fluency building into a reading program
Helping families improve their children’s reading fluency
Assessing comprehension and monitoring progress in reading comprehension
A. Response to intervention and reading comprehension
Teaching comprehension
A framework for reading comprehension
Guidelines for teaching reading comprehension
Previewing, predicting, and developing prior knowledge
Brainstorming
Pre-reading plan
Text preview
K-W-L
Questioning strategies
ReQuest or reciprocal teaching
Question-answer relationships strategy
Self-questioning strategies
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VI.
VII.
Questioning the author
Text structure and summarization strategies
Story-mapping and story-retelling strategies
Paraphrasing strategy
Summarization strategies
Using multicomponent cognitive strategy instruction to teach comprehension
Reciprocal teaching
Collaborative strategic reading
3. POSSE (predict, organize, search, summarize, evaluate)
G. Adapting approaches to teaching reading in inclusive classrooms
Directed reading activity
H. Directed reading-thinking activity (DR-TA)
I. Literature-based reading and whole language
Instructional activities
Summary
INVITATION FOR LEARNING
1. Select a method for teaching reading comprehension discussed in this chapter. Find three articles that substantiate or refute the use of the method with learning and/or behavior disordered students. Summarize findings from the articles in a one- or two-page paper.
2. Select one of the reading comprehension strategies discussed in this chapter. Plan and teach a
demonstration lesson using this strategy.
3. Observe the teaching of reading in a classroom three times. Keep a journal of the types of reading methods, strategies, and activities the teacher uses to promote students’ comprehension skills. Note the types of activities used before, during, and after reading. Share and discuss the activities you observed with classmates.
4. Assess the fluency levels of three students by following the directions included in the chapter. Develop a lesson plan for each student explaining how you would improve his or her fluency.

THINK AND APPLY
(Chapter Questions also presented at the end of the textbook chapter)
1. Describe several reasons why a student might have difficulty with fluency or reading comprehension.
2. Define fluency, and write down the formula that is used to calculate fluency.
3. Compare repeated reading with peer-supported reading. Note their similarities and differences.
4. Why is it important to measure students’ fluency frequently?
5. Describe activities that teachers can use to help students become more fluent readers.

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6. Select an informational text that you plan or might plan to read with students. Describe how you would use brainstorming, PreReading Plan, Text Preview, or K-W-L to assist students in activating background knowledge.
7. Describe how a think-aloud would be used with a paraphrasing or retelling strategy. Select a passage and a strategy (e.g., RAP, STORE), and do a think-aloud by describing what you are thinking as you carry out the steps in the strategy.
8. Identify the four comprehension and comprehension-monitoring strategies that are taught in reciprocal teaching and collaborative strategic reading and explain why they are used.
9. Describe how you would adapt the directed reading activity, the directed reading-thinking activity, and literature-based reading and whole language to support students with reading problems.

SUGGESTED READINGS AND MEDIA
*Breaking the Unseen Barrier: Reading.* Video. ACCESS Network. (29 minutes).
CAST: Graphic Organizers: www.cast.org/publications/ncac/ncac_go.html
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CHAPTER 9: ASSESSING AND TEACHING WRITING AND SPELLING
CHAPTER-AT-A-GLANCE
Assessing and teaching the writing process
• Writing process for students with learning and behavior problems
• Monitoring student progress
• Elements of the writing process
• What can families do to promote children’s writing?
• Promoting writing
• Using computers to facilitate writing
• Response to intervention and writing
• Writing with older students

Invitation for Learning 1, 2
Think and Apply 1-4
Chapter 9
Test Questions
Chapter 9

PowerPoint
Assessing and teaching spelling
• Error analysis
• Traditional spelling instruction
• Phonics rules for spelling
• Principles for teaching spelling to students with learning difficulties
• Spelling approaches
• Instructional practices in spelling

Invitation for Learning 3
Think and Apply 5-9

Teaching handwriting and keyboarding
• Handwriting problems
• Manuscript and cursive writing
• Reversals
• Components of handwriting
• Instructional principles
• Write right-or-left
• Hanover Method
• Teaching handwriting at the high school level
• Teaching keyboarding

Invitation for Learning 4
Think and Apply 10, 11
Instructional activities

OVERVIEW
This chapter presents procedures and strategies for teachers to assess and teach the writing process, with specific procedures suggested for teaching students with learning and behavior problems. Initial elements of the writing process approach are described, including creating an appropriate setting, teaching conventions, and monitoring progress. The authors explain how students can start prewriting, composing, revising, editing, and publishing. Strategies are given to help parents promote writing at home. Also discussed are instructional techniques for teaching spelling and handwriting skills as aids to written expression. The chapter ends with instructional activities for written expression, spelling, and handwriting.

KEY TOPICS FOR MASTERY
• Writing process approach to written language instruction—its elements, implementation, and benefits
• Positive outcomes that occur when students with learning and behavior problems are given choices about writing topics, encouragement and support in their writing, and sufficient time for writing
• The writing conference—its importance in helping a student improve a piece of writing
• Principles for establishing a writing community within the classroom
• Why error analysis must be the first step in developing an effective spelling program
• Principles and strategies for teaching spelling skills to students with learning and behavior problems, including empirically based instructional practices
• Special considerations in deciding appropriate handwriting instruction for students

LECTURE-DISCUSSION OUTLINE
I.
II.
A.
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E.
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H.
Introduction
Assessing and teaching the writing process
Writing process for students with learning and behavior problems
Setting
Scheduling and preparing materials
Teaching writing conventions
Using the writing process in general education classrooms
Monitoring student progress
Elements of the writing process
Prewriting: getting started
Composing
Revising
Editing
Publishing
What can families do to promote children’s writing?
Promoting writing
Writing conference
Establishing a writing community
Using computers to facilitate writing
Response to Intervention (RTI) and writing
Writing with older students
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III.
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VI.
Assessing and teaching spelling
A. Error analysis
B. Traditional spelling instruction
C. Phonics rules for spelling
D. Principles for teaching spelling to students with learning difficulties
1. Teach in small units
2. Teach spelling patterns
3. Provide sufficient practice and feedback
4. Select appropriate words
5. Teach spelling through direct instruction
6. Use instructional language
7. Maintain previously learned words
8. Motivate students to spell correctly
9. Include dictionary training
E. Spelling approaches
1. Test-study-test method
2. Visualization approach
3. Five-step word study strategy
4. Johnson and Myklebust technique
5. Cloze spelling approach
6. Fernald method
7. Gillingham and Stillman approach
8. Constant time delay procedure
9. Self-question strategy for teaching spelling
10. Morphographic spelling
F. Instructional practices in spelling
Teaching handwriting and keyboarding
Handwriting problems
Manuscript and cursive writing
Reversals
Components of handwriting
Legibility
Fluent writing
3. Posture, pencil grip, and position of paper
E. Instructional principles
F. Write right-or-left
G. Hanover Method
H. Teaching handwriting at the high school level
I. Teaching keyboarding
Instructional activities
Summary
Chapter 9: Assessing and Teaching Writing and Spelling

INVITATION FOR LEARNING
1. Familiarize your students with the writing process approach by conducting a sample lesson that requires the students to participate as authors:
   • Model topic selection by briefly describing personal experiences about which you might want to write.
   • Choose one topic and state why that selection was made.
   • Group students into pairs and request they follow this same procedure for selecting topics.
   • Allow students time to individually write about their topics.
   • Conclude by asking for one or more volunteers to read their writing aloud (either before the entire class or in small groups), and encourage classmates to provide positive comments and ask for clarification or more information when appropriate.
2. Plan how you would implement the writing process approach in your own classroom. Included should be: (a) plans for room arrangement, (b) list of the materials and supplies you would need, including writing folders, (c) time schedule, and (d) lesson plan for the first week of instruction.
3. Observe student/teacher writing conferences in a writing process approach classroom, and record answers to such questions as: How long did the conferences last? Who did most of the talking? What kinds of questions were asked?
4. Determine the type and pattern of spelling errors from a student with learning disabilities by completing an error analysis of both a spelling test and a writing sample (either from one of your own students or using samples your instructor provides), and then recommend an appropriate spelling approach for the student based on his or her needs.
THINK AND APPLY
(Chapter Questions also presented at the end of the textbook chapter)
1. Think about the elements of the writing process approach to instruction. How can you integrate them into your instruction? What is a writing conference, and how can it be used with students with learning and behavior problems?
2. What are several critical aspects to establishing a writing program for students with learning and behavior problems?
3. In what ways can you monitor the writing progress of students with learning problems?
4. In what ways can computers facilitate writing for students with learning problems?
5. How do you conduct and apply error analysis to the spelling errors of students with learning problems? What are the key principles for teaching spelling to students with learning problems?
6. Can you describe several methods of teaching spelling to students with learning and behavior problems?
7. Can you describe several methods of teaching handwriting to students with learning and behavior problems?

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8. What instructional principles are suggested for an effective spelling program?
9. What key findings should you consider when increasing the spelling performance of students with learning disabilities?
10. “Rhyming and alliteration are positively and significantly related to progress in spelling” (Bradley and Bryant, 1983). What is a possible explanation of this phenomenon?
11. What instructional principles are suggested for an effective handwriting program?

SUGGESTED READINGS AND MEDIA

*The University of Kansas Center for Research on Learning*: www.ku-crl.org/
*Homework Center*: www.infoplease.com/homework/
*LD Resources*: www.ldresources.org/
*ProTeacher!*: www.proteacher.net/
*LD OnLine*: www.ldonline.org/
*Reading Rockets*: www.readingrockets.org/

Chapter 9: Assessing and Teaching Writing and Spelling

CHAPTER 10: ASSESSING AND TEACHING CONTENT AREA LEARNING AND VOCABULARY INSTRUCTION

CHAPTER-AT-A-GLANCE
DETAILED OUTLINE INSTRUCTOR
RESOURCES
PRINT
SUPPLEMENTS
MEDIA
SUPPLEMENTS
PROFESSOR
NOTES
Teaching content area information and vocabulary
• Types of vocabulary and vocabulary instruction
• Families and vocabulary acquisition
• Teaching vocabulary through specific word instruction
• Teaching vocabulary through word learning strategies
• Assessing vocabulary

Invitation for
Learning 1, 2
Think and Apply
1-4

Chapter 10
Test Questions
Chapter 10
PowerPoint

Teaching content area reading through content enhancement
• Step one: selecting concepts and related vocabulary
• Step two: evaluating instructional materials
• Step three: assessing students’ prior knowledge
• Step four: using prelearning activities

Invitation for
Learning 3, 4
Think and Apply
5-8

Classroom applications: advance organizers
Classroom applications: concept diagrams and comparison tables
Classroom applications: semantic feature analysis and relationship charts
Classroom applications: semantic maps
• Steps five and six: reinforcing concept learning during and after learning

Think and Apply
5-8

Making adaptations
• Adapting textbooks
• Adapting class assignments and homework
• Constructing and adapting tests

42
Study skills and learning strategies
- Personal development skills
- Process skills
Classroom applications:
Multipass
- Expression skills
Instructional activities

OVERVIEW
This chapter focuses on strategies for teaching vocabulary and content area information. A discussion of how to make adaptations, use learning strategies, and promote study skills is explained to assist students with learning and behavior problems in content area classrooms. The first part of the chapter presents teaching strategies and activities to promote vocabulary learning, both directly and indirectly. The second part of the chapter focuses on techniques used to assist low-achieving students with content area learning in social studies, science, and vocational education. A description of strategies for adapting textbooks, as well as teacher and student perceptions regarding the use of adaptations, is provided. The third part of the chapter emphasizes methods for teaching students to be effective independent learners. Methods discussed are primarily geared to middle and secondary students, although they may be utilized in upper elementary grades.

KEY TOPICS FOR MASTERY
- Comparison between direct and indirect methods of vocabulary instruction
- Role vocabulary plays in reading development and overall academic success
- Description of various word-learning strategies, as well as teaching vocabulary using specific word instruction
- Importance of understanding related concepts and vocabulary in content learning
- Strategies for determining which concepts and vocabulary to teach
- Evaluate the considerateness of texts including readability
- Adapt textbooks using study guides, highlighting, and alternative reading materials
- Develop listener-friendly lectures
- Make and adapt class assignments, homework, and tests
- Use before, during, and after learning activities such as advance organizers, semantic feature analysis, semantic mapping, discussion webs, and concept diagrams to teach content
- Teach personal development skills such as scheduling, self-regulation, notebook organization, and classroom participation

Chapter 10: Assessing and Teaching Content Area Learning
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- Teach students to take notes from lectures and learn from the text independently using a variety of strategies
- Strategies for remembering content information, such as key word mnemonics and strategies for taking tests
LECTURE-DISCUSSION OUTLINE

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IV.
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C.
V.
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Introduction
Teaching content area information and vocabulary
Types of vocabulary and vocabulary instruction
Families and vocabulary acquisition
Teaching vocabulary through specific word instruction
  1. Using oral language
  2. Using preteaching before reading
D. Teaching vocabulary though word-learning strategies
  Using contextual analysis
  Using morphemic analysis
  Using dictionaries and other reference aids
E. Assessing vocabulary
III. Teaching content area reading through content enhancement
A. Step one: selecting concepts and related vocabulary
B. Step two: evaluating instructional materials
  Readability
  Considerate or user-friendly text
C. Step three: assessing students’ prior knowledge
D. Step four: using prelearning activities
  1. Advance organizers
  2. Concept diagrams and comparison tables
  Semantic feature analysis/relationship charts
  Semantic maps
Steps five and six: reinforcing concept learning during and after learning
Making adaptations
Adapting textbooks
Study guides
Text highlighting
Using alternative reading materials
B. Adapting class assignments and homework
Constructing and adapting tests
Study skills and learning strategies
Personal development skills
Time management and scheduling
Self-monitoring and reinforcement
Classroom participation
Process skills
Listening and taking notes
Learning from text
Expression skills
D. Studying and taking tests

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VI.
VII.
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5.
Instructional activities
Summary

INVITATION FOR LEARNING
Review the information presented in the chapter regarding how families can promote vocabulary acquisition. Create an informational pamphlet for parents describing tips and activities parents can use to promote vocabulary learning in the home.

Write a lesson plan that integrates the use of contextual analysis to teach middle school students five words from a chapter in their science textbook. List the words to be taught, the steps that you will guide students through as they use contextual analysis, and the activities to support learning.

Use a chapter from a middle or high school textbook and develop an advance organizer for the chapter to use with students prior to reading.

Choose a concept and develop a concept diagram. Use the concept diagram to present a brief
lesson to the class following the procedures presented in this chapter.

Use a chapter from a content area textbook and develop a content map for the chapter.

Compare your content map with those of other class members.

Plan a self-management unit for a group of students with learning and behavior problems.

Identify your objective(s), content to be covered, materials, and activities to promote learning.

Develop a listener-friendly lecture from a unit in a secondary textbook. After giving the lecture, ask students to provide you with feedback about the lecture and discuss whether or not they understood the concepts presented.

For a chapter, complete a content analysis and concept map. Using the memory strategies presented in this chapter, plan how you will help students learn and retain the key concepts.

THINK AND APPLY
(Chapter Questions also presented at the end of the textbook chapter)

Explain two types of vocabulary and describe how teachers can enhance each type of vocabulary knowledge of their students.

Compare indirect vocabulary and direct vocabulary. Explain why students with reading difficulties or dyslexia benefit from direct instruction more than average-achieving students.

What considerations should teachers use in selecting vocabulary words for specific word instruction?

List three word-building strategies and describe the teaching procedure for each strategy.

Why is it difficult for students with learning problems to succeed in content area classes in secondary school?

Chapter 10: Assessing and Teaching Content Area Learning

6.
7.
8.

What is considerate text? Using the ideas in the section titled “Considerate or User-Friendly Text,” select a text and evaluate it for considerateness and appropriateness for your students.

Explain the difference between a concept diagram, content map, and relationship chart. Select a chapter from a book the students are using and develop each of these instructional aids for the chapter. Compare the differences and similarities.

What should teachers keep in mind when they are adapting a textbook? Select a chapter from a text and adapt it for students with learning and behavioral problems.

SUGGESTED READINGS AND MEDIA


*Literacy & Learning: Reading in the Content Areas*: www.litandlearn.lpb.org/

*Literacy Matters: Reading*: www.literacymatters.org/content/readandwrite/reading.htm

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CHAPTER 11: ASSESSING AND TEACHING MATHEMATICS

CHAPTER-AT-A-GLANCE

DETAILED OUTLINE INSTRUCTOR RESOURCES

PRINT SUPPLEMENTS MEDIA SUPPLEMENTS PROFESSOR NOTES

Factors influencing math ability
• Teaching considerations

Think and Apply
1, 2

Chapter 11 Test Questions

Chapter 11 PowerPoint

Assessing and progress monitoring mathematics performance
• How effective are test accommodations in mathematics for students with disabilities?
• Response to Intervention (RTI) and math

Invitation for Learning 1

Think and Apply 3

Prenumber skills
• One-to-one correspondence
• Classification
• Seriation

Math concepts and computation
• Numeration and place value
• Readiness for numeration: seventeen concepts
• Teaching place value
• Addition, subtraction, multiplication, and division
• Understanding the operation
• Knowing basic math facts
• Math computation errors
• Use of calculators
• Fractions
• Measurement

Invitation for Learning 2-6
Think and Apply
4-6
Problem solving
• Factors affecting successful verbal problem solving
• Methods of teaching story problem solving
• Helping families help their children with mathematics
Think and Apply
7
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Improving math performance
• Cognitive approaches
• Behavioral approaches
• Focus on real-world mathematics
• Curriculum and materials
Think and Apply
8, 9
Instructional activities
OVERVIEW
The purpose of this chapter is to increase the reader’s understanding of how to teach mathematics to students with learning and/or behavior problems. The chapter begins by discussing factors that influence math ability and then summarizes teaching perspectives that should be considered when developing math programs. This section also examines the use of curriculum-based measurement as a tool to assess students’ progress. Subsequent sections review concepts such as prenumber skills, numeration and place value, computation, fractions, measurement, and problem solving. Specific suggestions and activities for improving skills in each concept area are provided. General approaches to increasing math performance are considered, followed by brief descriptions of various math curricula and materials. The relevance of real-world mathematics is also discussed.
KEY TOPICS FOR MASTERY
• Factors that influence mathematics ability in all students
• Characteristics of students with learning disabilities that frequently interfere with the mastery of mathematics
• Teaching perspectives to consider when planning mathematics instruction for students with learning disabilities, as well as for those with emotional and/or behavior problems
• Description of prenumber skills, numeration, place value, and instructional strategies
• Teaching the basic facts—addition, subtraction, multiplication, and division
• Calculators—why they are a must for students with learning disabilities
• Fractions and measurements—why overlearning at the concrete stage is critical to students’ mastery of these skills
• Helping students with learning disabilities overcome problems with traditional written story problems
• Cognitive and operant approaches to increasing math performance
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• Importance of teaching students with learning and behavior problems the mathematics necessary to operate in the real world
• Curricula and materials that focus on the needs of students with learning disabilities when learning mathematical skills

LECTURE-DISCUSSION OUTLINE
I.
II.
IV.
A.
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C.
A.
A.
A.
B.
C.
A.
B.
Introduction
Factors influencing math ability
A. Teaching considerations
1. Comprehensive programming
2. Individualization
3. Correction and feedback
4. Alternative approaches to instruction
5. Applied mathematics
6. Generalization
7. Participation in goal selection
8. Discovery versus didactic instruction
III. Assessing and progress monitoring mathematics performance
A. How effective are test accommodations in mathematics for students with disabilities?
B. Response to Intervention (RTI) and math
Prenumber skills
One-to-one correspondence
Classification
Seriation
V. Math concepts and computation
Numeration and place value
1. Readiness for numerations: seventeen concepts
2. Teaching place value
B. Addition, subtraction, multiplication, and division
1. Understanding the operation
2. Knowing basic math facts
3. Math computation errors
4. Language of math computation
5. Use of calculators
C. Fractions
D. Measurement
VI. Problem solving
Factors affecting successful verbal problem solving
Methods of teaching story problem solving
Helping families help their children with mathematics
VII. Improving math performance
Cognitive approaches
Behavioral approaches
C. Focus on real-world mathematics
D. Curriculum and materials
VIII. Instructional activities
IX. Summary
Chapter 11: Assessing and Teaching Mathematics

INVITATION FOR LEARNING
1. Analyze a sample unit in a mathematics textbook. To what extent are opportunities provided for the application of newly acquired concepts? Does the reading level seem appropriate? Does the text introduce multiple concepts and skip from one concept to another, or does it focus on one concept at a time? If you were teaching the concept covered in this unit to students with learning difficulties, what additional procedures or adaptations might you use to improve instruction for your students?
2. Review the procedures followed by Ms. Wong as she instructs her students on the use of dollar signs and decimal points. Select another skill (e.g., adding fractions or solving problems involving percent), and plan how you would provide correction, feedback, and opportunities for real-life applications of the skill. List opportunities for generalization and transfer of learning utilizing techniques similar to those implemented by Ms. Wong.
3. Design a math game or activity for use in your classroom or to donate to a classroom. Prepare all necessary materials. Base your work on one of the strategies discussed or one of the instructional activities that appear at the end of the chapter. For more ideas, consult other sources, such as materials listed on page 497.
4. In order to identify the skills needed to solve a particular type of problem (of your choice), complete a task analysis. For example, what skills are required to compute long division problems or solve story problems?
5. Brainstorm with a small group of classmates. Think of all the ways you use functional math skills. The next time you teach a math lesson, begin by discussing the ways in which the skills your students are acquiring might be used in everyday life.
6. Observe a remedial math lesson and note the teaching methods used. Are students primarily
completing paper and pencil tasks? Are they using manipulatives? Is the teacher providing opportunities for real-life applications and generalization of skills? Does the teacher use the same procedures with all students, or are procedures varied depending on students’ needs? If you were teaching these students, what would you do differently and why?

THINK AND APPLY
(Chapter Questions also presented at the end of the textbook chapter)
1. What factors and learning difficulties might interfere with mathematics learning for students with learning and behavior problems?
2. What are three important teaching perspectives that should be considered in designing a math intervention program for students with learning and behavior disorders?
3. How might teachers monitor the progress of students with difficulties in mathematics?
4. What mathematical skills need to be taught so that students will have adequate knowledge of numeration and place value?
5. What strategies can be taught to students who are having difficulty with basic math facts?
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6. How would you convince a fellow teacher that using calculators can be helpful when learning mathematics?
7. What factors affect successful problem solving, and what problem-solving strategy might be effective to help students become better math problem solvers?
8. Why is it so important that special education teachers make use of concrete materials and stress the real-life application of math problems?
9. Why are traditional math curricula and materials often inadequate for meeting the needs of students with learning disabilities?

SUGGESTED READINGS AND MEDIA
Intervention Central: www.interventioncentral.org/
Schwab Learning Online: www.schwablearning.org
LD OnLine: Math: www.ldonline.org/indepth/math
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CHAPTER 12: TRANSITION PLANNING PROCESS
CHAPTER-AT-A-GLANCE
DETAILED OUTLINE INSTRUCTOR RESOURCES PRINT SUPPLEMENTS MEDIA SUPPLEMENTS PROFESSOR NOTES Fundamental issues related to
This chapter discusses the various types of transition planning services available for students with learning and/or behavior problems. The first section of the chapter explains the differences between ...
vertical and horizontal transitions. The second section focuses primarily on two approaches for covering 52 real-life content and how to teach real-life topics to students with special needs. The chapter ends with a description of key elements of the formal transition planning process. The importance of student involvement is explained, as well as identification of critical curricular issues that must be considered to achieve effective transition planning.

**KEY TOPICS FOR MASTERY**
- Various transitions that exist across a person’s life span
- Key elements that contribute to successful transitions
- Introduction to the federal and professional definitions of transition
- Major themes that should guide transition practice
- Nature and implications of transition education
- Various approaches to teaching real-life content
- Key aspects of the transition planning process, including assessing transition needs and developing transition goals
- Major components of the Individual Transition Plan (ITP)
- Importance of active student involvement in transition planning process
- Begin discussion of transition/real-life topics as early as possible

**LECTURE-DISCUSSION OUTLINE**
I.
II.
III.
A.
B.
C.
D.
Introduction
Fundamental issues related to transition
A. Key elements of successful transitions
   1. Student-related factors
   2. System-related factors
B. Definitional perspectives of transition services
   1. Federal definition of transition
   2. Professional perspective
C. Rationale for providing transition services
D. Overriding themes of transition
   Transition education
   Demands of adulthood
   Relationship of real-life topics to academic or social skills development
   Relationship of real-life topics to standards-based education
Programmatic options
   1. Real-life coursework
   2. Integration of real-life topics into existing curricular content
Chapter 12: Transition Planning Process
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IV.
A.
B.
C.
D.  
E.  
V.  
1.  
2.  
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4.  
5.  
1. Transition planning process  
   Key elements of transition planning process  
   Assessing transition needs  
   Developing transition goals  
   Key considerations  
   1. Student involvement  
   2. Family and cultural diversity  
   3. Preassessment preparation  
Recommendations  
Summary  
INVITATION FOR LEARNING  
Interview a high school student with learning or behavior difficulties. Develop an Individual Transition Plan (ITP) for this student that includes employment goals, vocational/training goals, and postsecondary education goals.  
Develop a chart based on your life experiences and identify vertical and horizontal transitions. If needed, refer to the chapter as a guide.  
Design a lesson plan that infuses transition education into a math lesson.  
Write a position paper explaining which option for organizing life skills content is most appropriate for high school students with behavior or learning difficulties. Defend your point of view.  
Write a script you might use when explaining to parents the importance of planning for transition and the value of family involvement in this process. Indicate how the script would differ if you were meeting with the parents of a student who recently arrived to the United States from South America  
THINK AND APPLY  
(Chapter Questions also presented at the end of the textbook chapter)  
1. Is going to college a realistic goal for Eileen (in the opening section of the chapter)?  
2. Other than those shown in Figure 12.1, what are some horizontal transitions that students with disabilities might experience?  
3. What themes should guide the preparation of students with disabilities for postschool life?  
4. How do diversity issues affect the transition planning process?  
5. What are some other ways in which the domains of adulthood could be organized?  
6. What titles could you give to possible life skills courses other than the ones suggested in this chapter?  
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7. What are the differences between instructional goals and linkage goals as discussed in this chapter?
8. What basic components should be part of any individual transition plan?
9. Why should the transition process be considered a shared set of activities?
10. Why are transition services valuable for all students in school?

SUGGESTED READINGS AND MEDIA

National Center on Secondary Education and Transition (NCSET): www.ncset.org/
Transition Coalition: http://transitioncoalition.org/
American Association of Family & Consumer Sciences: Life Skills Course Description: www.aafcs.org/resources/framework.html

Chapter 12: Transition Planning Process

APPENDIX: MyEducationLab END OF CHAPTER ACTIVITIES

At the end of every chapter in the textbook, you will find the MyEducationLab logo adjacent to activities and exercises that correlate material in the chapter to the reading/viewing of multimedia assets on the MyEducationLab site at www.myeducationlab.com/.

Chapter 1
Case Study Homework Exercise: Go to MyEducationLab and select the topic “INCLUSIVE PRACTICES,” then read the case study “He’s Just a Goofy Guy” and complete the activity questions below.

Jake is an energetic first grader with a learning disability. The teachers in this case study consider the least restrictive environment and the issues related to having Jake included in the general education first grade classroom.
1. How does the least restrictive environment (LRE) relate to this scenario?
2. Why do you think Betty is resistant to having Jake in her class?
3. Use information from the chapter and the case study to create a list of ideas that could be used to support Jake’s transition into the general education classroom.

Module Homework Exercise: Go to MyEducationLab and select the topic “LEGAL AND POLICY ISSUES,” then read the module “RTI (Part I): An Overview” and complete the activity questions below.

This module outlines the differences between the IQ-achievement discrepancy model and the Response-to-Intervention (RTI) model. It also offers a brief overview of each tier in the RTI model and explains its benefits.
1. After reading the section on RTI in the chapter and the module, summarize your understanding of RTI.
2. How can RTI benefit students who have not yet been determined to have a disability?

**Case Study Homework Exercise:** Go to MyEducationLab and select the topic “PRE-REFERRALS, PLACEMENT, AND IEP PROCESS,” then read the case study “Is This Child Mislabeled?” and complete the activity questions below.

Serge Romanich, a third-grade student and refugee from Serbia, spoke limited English. His education had been sporadic at best and the new elementary school he was attending had tested and classified him as having learning disabilities. Now the professionals who work with Serge wonder if he is appropriately placed in special education.

1. Review the IEP steps outlined in the chapter. How could the information provided in the case study be used to qualify Serge for special education services and develop his IEP?
2. Do you think Serge’s skills were adequately assessed? Provide a rationale for your response.

**Chapter 2**

**Video Homework Exercise:** Go to MyEducationLab and select the topic “INSTRUCTIONAL PRACTICES AND LEARNING STRATEGIES,” then watch the video “Cooperative Learning” and complete the activity questions below.

A fifth-grade math class uses cooperative learning groups to develop story problems. The teacher discusses some of the issues involved in cooperative learning.

1. What are the benefits of cooperative learning in this video?
2. What are the potential problems associated with cooperative learning?
3. How is cooperative learning related to the elements of sociocultural theory outlined in the chapter?

**Video Homework Exercise:** Go to MyEducationLab and select the topic “INSTRUCTIONAL PRACTICES AND LEARNING STRATEGIES,” then watch the video “Memory Part 2” and complete the activity questions below.

In this video, two adolescents share their strategies for remembering information.

1. What evidence is provided in the video that these two children are beginning to develop metacognitive skills?
2. What strategies from information-processing and schema theories could you use to support the students in the video to increase their memory and understanding of new material?

**Chapter 3**

**Module Homework Exercise:** Go to MyEducationLab and select the topic “LEGAL AND POLICY ISSUES,” then read the module “RTI (Part I): An Overview” and complete the activity questions below.

This module outlines the differences between the IQ–achievement discrepancy model and the response-to-intervention (RTI) model. It also offers a brief overview of each tier in the RTI model and explains its benefits.

1. How might the identification process influence which students might be identified with a
learning disability in classrooms similar to Katie Kelly’s from the opening case study in Chapter 3?

2. Which components of RTI appear to be most challenging to implement? Review the chapter and the module and brainstorm solutions to the challenges you identified.

**Module Homework Exercise:** Go to MyEducationLab and select the topic “ASSESSMENT,” then read the module “RTI (Part II): Assessment” and complete the activity questions below. This module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed.

1. Based on the chapter and the information provided in the module, how can teachers initially identify struggling readers?
2. How will teachers determine which students need more intensive instruction?

**Appendix: MyLabSchool End of Chapter Activities**

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**Chapter 4**

**Video Homework Exercise:** Go to MyEducationLab and select the topic “CLASSROOM AND BEHAVIOR MANAGEMENT,” then watch the video “Arranging Furniture and Materials” and complete the activity questions below. In this video a first-grade teacher discusses the choices she makes when she organizes the classroom, materials, and other procedures at the beginning of the school year.

1. What organizational features does the teacher in this video use and what rationale does she provide for each?
2. What additional organizational features are recommended in the chapter?
3. How can the arrangement of the classroom encourage student engagement and motivation?

**Video Homework Exercise:** Go to MyEducationLab and select the topic “EMOTIONAL AND BEHAVIORAL DISORDERS,” then watch the video “Teaching Respect” and complete the activity questions below. In this video, first-grade students watch a movie to learn about the importance of sharing and respecting each other’s feelings. The teacher also discusses the importance of modeling respectful behavior for her students.

1. What are the children learning in this lesson? How will this information help them to respect students with behavioral and emotional disabilities in their classrooms?
2. List two additional activities that you could implement in your classroom to promote social competence for students with learning difficulties in general education classroom.

**Chapter 5**

**Article Homework Exercise:** Go to MyEducationLab and select the following topic: “INCLUSIVE PRACTICES.” Then read the article “Making Inclusive Education Work” and complete the activity questions below.
This article describes how to make inclusion successful using both systems-level support and classroom level strategies.

1. What are the challenges of working in an inclusive classroom?
2. Describe several ideas from the chapter and the article that you see as pertinent to making inclusion and coteaching effective.

**Video Homework Exercise:** Go to MyEducationLab and select the topic “COLLABORATION, CONSULTATION, AND CO-TEACHING,” then watch the video “The Inclusive Classroom,” and complete the activity questions below.

Special education teacher Penny Brandenburg teaches language arts collaboratively with the regular education teacher to a class that includes some students with special needs. In this video clip, we see Penny providing assistance to students in the general education classroom. After the lesson, she meets with her mentor and the regular education teacher to discuss the lesson.

1. Describe the roles of the general education and the special education teacher in the video. How can these roles benefit students?
2. How does the special education teacher provide assistance to students with special needs in this classroom?

**Video Homework Exercise:** Go to MyEducationLab and select the following topic “PARENTS AND FAMILIES.” Then watch the video “Parents as Child Advocates” and complete the activity questions below.

This video demonstrates the importance of parents as advocates for their students with disabilities. Parents are able to help teachers get to know their child both as a student and as a member of their family.

1. What can teachers and the IEP team gain from involving families in the education of their students with special needs?
2. What recommendations would you give to parents to increase their participation in their children’s education planning?

**Article Homework Exercise:** Go to MyEducationLab and select the topic “COLLABORATION, CONSULTATION, and COTEACHING,” then read the article “Common Space, Common Time,”

Common Work,” and complete the activity questions below.

Teachers at a rural high school found collegial interaction to be the most valued means of support. This article describes how the school used everyday structures to increase interaction and planning among teachers.

1. Describe how common space, common time, and common tasks supported collaboration in the article.
2. Identify several areas in which special education teachers and other professionals can benefit from successful collaboration.

Chapter 6

**Video Homework Exercise:** Go to MyEducationLab and select the topic “COMMUNICATION DISORDERS,” then watch the video “Diana’s Language Sample” and complete the activity questions below.

This video demonstrates a language assessment given by a speech pathologist to a student, Diana, in a stimulating interactive play environment.

1. How do the areas assessed in the video connect to the content of language instruction described in the chapter?
2. What are some of Diana’s strengths and needs in the areas of receptive and expressive language?

**Video Homework Exercise:** Go to MyEducationLab and select the topic “COMMUNICATION DISORDERS,” then watch the video “Who is George?” and complete the activity questions below.

Appendix: MyLabSchool End of Chapter Activities

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In this video clip, a resource teacher and a general education teacher discuss the goals and progress of George—a first grader who has received support in the area of communication.

1. List several areas of development mentioned by the teachers in the video.
2. Create two language goals for George. Then use the information provided in the chapter to give an example of two instructional strategies that you could use to help George work towards these goals.

Chapter 7

**Video Homework Exercise:** Go to MyEducationLab and select the topic “READING INSTRUCTION,” then watch the video “Word Chunking” and complete the activity questions below.

In this video, a teacher works with a first grader on word recognition and chunking.

1. What strategy discussed in the chapter is the teacher using in this clip?
2. What skills is she developing with this student?

**Video Homework Exercise:** Go to MyEducationLab and select the topic “READING INSTRUCTION,” then watch the video “Phonics” and complete the activity questions below.

In this video, a teacher teaches phonics to a small group of students.

1. Teaching phonics in isolation is not a recommended practice. What does the teacher in this video do to contextualize the phonics instruction she provides?
2. How does this instructional episode connect to the two overarching concepts that guide reading instruction discussed in the chapter?

Chapter 8
Case Study Homework Exercise: Go to MyEducationLab and select the topic “READING INSTRUCTION,” then read the case study “Fluency and Word Identification” and complete the activity questions below. Several case studies provide examples of students who struggle with fluency and word identification. Strategies to support students are provided on Star sheets.

1. Select a case involving a student who struggles to read fluently and study the associated Star sheets.
2. Based on this case, what recommendations from the chapter or the Star sheets would you use to develop this student’s fluency?
3. Describe several assessment procedures described in the chapter that would be appropriate to use for this case student.

Video Homework Exercise: Go to MyEducationLab and select the topic “READING INSTRUCTION,” then watch the video “Defining Reading Comprehension” and complete the activity questions below. Reading comprehension is the ultimate goal of reading, and should be addressed at every stage. At the beginning stage, students often focus on the elements of the reading process without understanding what they are reading.

1. How does the teacher in this clip assess the student’s reading comprehension?
2. How does the assessment in the video differ from retelling methods described in the chapter?

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Module Homework Exercise: Go to MyEducationLab and select the topic “INSTRUCTIONAL PRACTICES AND LEARNING STRATEGIES,” then read the module “Using Learning Strategies: Instruction to Enhance Student Learning” and complete the activity questions below. This module features the Self-Regulated Strategy Development (SRSD) model, which outlines the six steps required to effectively implement any instructional strategy and emphasizes the time and effort required to do so.

2. There are many learning strategies outlined in the chapter and module. Select one learning strategy you would like to try, and provide a rationale for why you chose it.

Chapter 9

Article Homework Exercise: Go to MyEducationLab and select the topic “INSTRUCTIONAL PRACTICES AND LEARNING STRATEGIES,” then read the article “Writing; Article 2: Helping Writers Find Power” and complete the activity questions below. Teachers and parents often focus on errors in writing. The author describes methods to demonstrate that you value students writing while supporting the development of writing skills and concepts.

1. What three essential processes are described in the article to help students find power in their
writing?
2. How could you apply the methods in the article while using the writing process described in the chapter?

**Case Study Homework Exercise:** Go to MyEducationLab and select the topic “INSTRUCTIONAL PRACTICES AND LEARNING STRATEGIES,” then read the case study “A Broken Arm” and complete the activity questions below.

Spelling was impossible for Jim despite the accommodations made by his resource teacher.
1. What are the issues in this case and how can effective collaboration practices support Jim more effectively?
2. What modifications did Mary make for Jim? Were the modifications successful?
3. What other strategies are described in the chapter that could support Jim in the classroom?

**Artifact Homework Exercise:** Go to MyEducationLab and select the topic “TECHNOLOGY USE IN THE CLASSROOM,” then look at the artifact “Dear Thomas Jefferson (Social Studies 3–5)” and complete the activity question below.

This is a writing sample of a letter written with a word processor by a student with dysgraphia.
1. How might the use of word processing software help a student who has impaired fine motor skills?

**Chapter 10 Video Homework Exercise:** Go to MyEducationLab and select the topic “CONTENT AREA TEACHING,” then watch the video “Vocabulary Strategies” and complete the activity questions below.

In this video clip, students use several vocabulary strategies while reading content area texts.
1. What is a vocabulary strategy and why is it important in school and in life?
2. List five vocabulary strategies demonstrated in the video or described in the chapter.

**Appendix: MyLabSchool End of Chapter Activities**

**Lesson Plan Homework Exercise:** Go to MyEducationLab and select the topic “INSTRUCTIONAL PRACTICES AND LEARNING STRATEGIES,” then read the lesson plan “Semantic Maps” and complete the activity questions below.

This lesson plan describes how to use a semantic map to activate prior knowledge and guide the preview of a new text.
1. In what ways can creating a semantic map prior to reading benefit students?
2. In this lesson, a semantic map is used as part of a previewing activity. What other ways can a semantic or concept map be used as part of content enhancement?

**Video Homework Exercise:** Go to MyEducationLab and select the topic “INSTRUCTIONAL PRACTICES AND LEARNING STRATEGIES,” then watch the video “Reading a Textbook” and complete the activity questions below.

In this video clip, a middle-school teacher discusses with her students the difficulties of reading a science
text.
1. How is textbook reading different than other types of reading?
2. Describe two adaptations outlined in the chapter that you could use to support students who struggle to read textbooks?

**Chapter 11**

**Case Study Homework Exercise:** Go to MyEducationLab and select the topic “INSTRUCTIONAL PRACTICES AND LEARNING STRATEGIES,” then read the case study “Applying Learning Strategies to Beginning Algebra” and complete the activity questions below. This case study unit outlines common problems students face when beginning to learn more advanced math subjects, such as algebra. It also provides strategies for teaching algebra using math vocabulary, the Concrete-Representational-Abstract method, graphic organizers, and mnemonic devices. To answer the following questions, read one of the case studies provided in this case study unit.

1. Read the Star (Strategies and Resources) sheets recommended for the case you selected. Briefly summarize each strategy and describe ways in which it could assist you in meeting the needs of the student outlined in the case study.
2. Connect these strategies to the teaching perspectives outlined in the chapter to support students who struggle in math. Which perspectives are supported for the case you selected?

**Video Homework Exercise:** Go to MyEducationLab and select the topic “INSTRUCTIONAL PRACTICES AND LEARNING STRATEGIES,” then watch the video “Real World Math Methods” and complete the activity questions below. Math concepts are interrelated. In this video, the students use real-world examples to connect to math concepts, make sense of math, and understand its importance.

1. What is the teacher’s goal in this lesson?
2. What are some of the benefits described in the chapter and in the video of using real-world examples to solve math problems?

**Chapter 12**

**Article Homework Exercise:** Go to MyEducationLab and select the topic “TRANSITION PLANNING,” then read the article “College Opportunities for Students with Learning Disabilities” and complete the activity questions below. This brief includes information about college for students with learning disabilities. Topics include challenges, characteristics for success in college, transition planning for college, and selecting a college. Consider the opening scenario of this chapter and the case of Eileen to answer the questions.

1. What information about college and students with learning disabilities is relevant to Eileen’s situation?
2. How can the transition process support Eileen in her transition from high school to college?

**Article Homework Exercise:** Go to MyEducationLab and select the topic “TRANSITION
PLANNING,” then read the article “Self Determination: Supporting Successful Transition,” and complete the activity questions below.
This article describes the concept of self-determination theory and how this concept is relevant to students with disabilities.
1. In what ways could self-determination be incorporated into transition education?
2. How are these ideas applicable to instruction in general education classrooms?

Article Homework Exercise: Go to MyEducationLab and select the topic “TRANSITION PLANNING,” then read the article “Preparing Students for Life After High School,” and complete the activity questions below.
This article describes how high schools should prepare all students for the transition to adulthood by engaging them in significant, meaningful experiences in a variety of settings outside of school.
1. Why is the transition process important for all students?
2. What specific challenges might students with disabilities face that makes the transition process especially important for them?

Appendix: MyLabSchool End of Chapter Activities 63
Online Instructor’s Manual with Test Items

for

Teaching Students with Mild and Moderate Disabilities: Research-Based Practices

Second Edition
This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.
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Introduction
Syllabus

Part 2: Chapter Overviews, Objectives, Resources, and Activities

Part 3: Test Bank

Multiple Choice Questions

Short Answer Questions

Essay Questions

Answer Key
Part 1: Introduction and Syllabus
Introduction

Designed for future teachers and experienced educators and other professionals, *Teaching Students with Mild and Moderate Disabilities: Research-Based Practices, 2nd edition* may be used in undergraduate and graduate courses The text conveys enthusiasm about the practice of teaching and learning and emphasizes consistent assessing, planning, organizing, implementing, and evaluating instruction based on knowledge of the learner, the intended student outcomes, and the curriculum.

This manual supplements the text and the MyEducationLab site and contains a sample syllabus, chapter overviews, teaching resources, activities, and extensive test banks for each chapter. The resources and test bank in the Instructor's Manual complement, rather than duplicate, the textbook and the MyEducationLab course. The Instructor Resource Center contains additional test banks and downloadable slide presentations.

Five strands are developed in each chapter and they appear in this manual. The first strand focuses on linking instruction with assessment and discusses a wide range of assessment tools and strategies. The second strand addresses linking research to practice. The research base for instructional strategies is described and connected to teaching practices. The third strand emphasizes diversity. Understanding diversity perspectives is fundamental to teaching. The text describes how educators ensure equity and fairness in the instruction and assessment of learners. The fourth strand, In Practice, provides strong connections between research and classroom practices. Finally, the last strand, using technology, stresses integrating technology into teaching and learning. The text addresses a range of low tech to high tech materials, assistive technology devices, and software that can be used when teaching students with disabilities. This strand addresses the concept of Universal Design, making teaching and learning accessible to all students.

New features in this edition include:
- This new edition features comprehensive coverage of traditional and contemporary approaches.
- Updated IDEA
- Definition and discussion of scientifically based research
- New information: response to intervention
- New information: National Instructional Materials Accessibility Standard (NIMAS)
- Updated discussion on universal design
- Expanded discussions of assistive technology devices and services
- Updated Carl D. Perkins Career and Technical Education Act
• Expanded information on autism spectrum disorders
• Expanded information on ADHD
• Updated procedures for identifying students with learning disabilities
• Expanded information on neuroscience and research findings related to teaching and learning
• New research findings regarding instructional methods and strategies
• New Section on Explicit Instruction
• New Section on Differentiated Instruction
• New chapter sections: In Practice
• New chapter sections: Considering Cultural and Linguistic Perspectives
• Updated case studies that illustrate practical application
• New resources and web links

We welcome and invite you to use these resources along with the text as you coach, mentor, teach, and inspire students.

Libby Cohen

Loraine J. Spenciner
Sample Syllabus

Course Title: Teaching Students with Mild to Moderate Disabilities

Instructor:
Office Hours:
Telephone:
E-mail:


MyEducationLab: The site for the textbook contains additional resources.

Course Description: This course provides the learner with knowledge and skills in assessing, planning, organizing, implementing, and evaluating instruction based on knowledge of the student, the intended student outcomes, and the curriculum. The course focuses on students with mild to moderate disabilities, including students with disabilities from diverse linguistic and cultural backgrounds. Topics include student characteristics, linking assessment with instruction, research-based methods and strategies, curriculum standards, accommodations, modifications, and the use of technology, including assistive technology devices and services, to support student access to the general education curriculum.

Expected outcomes:

Upon completion of this course, the student will be able to:

6. Describe educational characteristics of students with mild and moderate disabilities.
7. Identify a variety of assessment approaches to link assessment with instruction.
8. Plan instructional units and individual lessons that align with curriculum standards and with the student’s IEP.
9. Identify appropriate accommodations, modifications, and assistive technologies that assist individual students with disabilities in accessing the general education curriculum.
10. Describe and discuss research-based methods and strategies for teaching students with mild to moderate disabilities.

**Course Format:**

This course includes lectures, demonstrations, guest presentations, group discussions, and small group activities.
Description of Assignments:

During this course you will complete a number of learning activities that demonstrate your growing proficiency and knowledge of teaching students with mild to moderate disabilities. These activities will provide you with the background and knowledge for developing the culminating course project, a teaching portfolio that will include examples of your work to assist students with disabilities in meeting high educational standards. I will provide you feedback on all assignments completed during this course so that, based on the feedback, you may make improvements in your work for this final project.

Each of the following assignments should follow APA format including a title page, header, and page numbers.

1. Effective Assessment and Instruction. This assignment consists of planning and developing a series of five sequential lessons or instructional activities in one area of the curriculum. In developing your plans be sure to consider the concepts that we have discussed in this course: linking assessment with instruction, teaching methods and strategies for obtaining high levels of achievement, considering diversity perspectives, and active student involvement. During designated class time, you will have opportunities to work with classmates to develop effective instruction and assessment plans and practice your learning activities with the class. You may submit one lesson by mid term, if you would like my constructive comments before completing this assignment.

2. Resource Guide for Assistive Technology. This resource guide should consist of a range of at least fifteen different technologies, including inexpensive “low tech” devices as well as more expensive devices, to assist students with disabilities in accessing the general education curriculum. The guide should identify AT that would be appropriate for students at the grade level(s) you plan to teach. Each entry should include the following:
   - name of device
   - publisher/distributor contact information
   - cost
   - description of device
   - individual student needs that could be addressed by this device so that a student with a disability could access (or increase access to) the general education curriculum.

3. Research-Based Teaching Methods and Instructional Strategies. This project consists of researching a teaching method or instructional strategy and presenting your findings to
the class. During the final weeks of this course, we will set aside designated class time for mini workshops on research-based methods and strategies. These workshops will consist of student presentations of research findings. Plan to demonstrate the method or strategy and provide a handout for each class participant which summarizes your literature search concerning the effectiveness with students with disabilities.

4. Portfolio for Teaching Students with Disabilities. The above assignments and in-class activities should provide you with background information and knowledge for planning, developing, and refining your portfolio for teaching for students with special needs. This portfolio should include artifacts that you have produced in this class and rationale statements for each artifact that describe what you learned or how the artifact demonstrates your knowledge, skills, or abilities.

5. Quizzes. During this course there will be assigned chapter readings for each week. You are responsible for reading and studying this material prior to coming to class. During the semester there will be several announced quizzes over the reading material.

Class Attendance and Participation:

Students are expected to attend all classes. Learning about teaching students with disabilities and developing competency in assessing, planning, organizing, implementing, and evaluating instruction depends on your active involvement in each class session. Participation in class discussions and small group work is also important so that students can share their individual experience and backgrounds.

Class Policies:

1. Students are expected to attend all classes.

2. Papers are due when assigned. Special arrangements must be made with the instructor for "make-up" work or late assignments.

3. University policy states that all unresolved incomplete revert to a grade of "F" after one semester.

Course Requirements and Evaluation Points:
Portfolio for Teaching Students with Special Needs…………………………75 pts

Effective Assessment and Instruction…………………………30 pts

Resource Guide for AT……………………………………15 pts

Research-based Teaching Methods and Strategies….30 pts

Quizzes………………………………………………………………………….. 15 pts

Class participation.................................................................................... 10 pts

Total 100 pts
Please Note: If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. At any point during this course, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. For problems with writing skills and time management, see a student tutor at the Academic Support Center. Help is also available through the Counseling Center and the Office of Academic Support for Students with Disabilities.

Scoring Rubric:

All assignments are evaluated according to the analytic scoring rubric on the following page. This rubric assesses each assignment according to comprehensiveness, organization and synthesis of material, and mechanics of writing. Each of these areas is weighted according to the following formula:

Weighting:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weighting</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensiveness</td>
<td>5 x 10</td>
<td>50 percent</td>
</tr>
<tr>
<td>Organization and synthesis</td>
<td>5 x 6</td>
<td>30 percent</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5 x 4</td>
<td>20 percent</td>
</tr>
</tbody>
</table>

Total.......................... 100 percent

Grading system (points):

<table>
<thead>
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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>95–100</td>
</tr>
<tr>
<td>A-</td>
<td>90–94</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
</tr>
<tr>
<td>D</td>
<td>63–66</td>
</tr>
<tr>
<td>D-</td>
<td>60–62</td>
</tr>
<tr>
<td>F</td>
<td>less than 60</td>
</tr>
</tbody>
</table>
## Scoring Rubric for Assignments

<table>
<thead>
<tr>
<th>Comprehensiveness</th>
<th>Score point</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>The materials cover all required areas fully and completely in an exemplary manner. A sense of purpose stated strongly or implied, unifies and focuses the paper.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>The material covers all required areas adequately.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The material covers all areas but information is limited and incomplete.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The material is incomplete and is missing one of the required areas.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The material is incomplete and is missing two or more of the required areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization and synthesis</th>
<th>Score point</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>The material demonstrates an in-depth understanding of the relevant and important information. Information is well organized and synthesized; transitions are used between paragraphs. The writing is exemplary, detailed, and clear. The writer uses a variety of elaboration strategies effectively and appropriately. People first language is used throughout.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>The material demonstrates knowledge and good understanding of the information. Information is adequately organized and synthesized. The writing is good, has some detail, and is clear. People first language is used throughout.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The material demonstrates some knowledge and understanding of the information. Information is less than adequately organized and synthesized. The writing is good but is missing some information.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The material demonstrates minimal knowledge and understanding of the information. Information is not well developed and is poorly organized. The writing is fair and is missing some information.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The material demonstrates a lack of knowledge and understanding of the information. Information is poorly organized. The writing is poor and includes inaccurate information.</td>
</tr>
</tbody>
</table>
## Mechanics of writing: use of language, punctuation, and report format

<table>
<thead>
<tr>
<th>Score point</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Writing includes main ideas, supported by clear descriptions and examples, use of professional vocabulary, variety in sentence complexity and structure and well-edited for mechanics and spelling. The paper is written in APA Format.</td>
</tr>
<tr>
<td>4</td>
<td>Writing shows a more general rather than a focused purpose in presenting information. Main ideas show some supportive details (descriptions and examples). Minor editing, 2-4 grammatical/language errors. The paper is written in APA Format.</td>
</tr>
<tr>
<td>3</td>
<td>Writing is general, lacking many descriptions and examples. Editing required for the 4-6 grammatical/language errors. The paper displays inconsistent APA Format.</td>
</tr>
<tr>
<td>2</td>
<td>Writing offers little context. Editing required for the &gt;6 grammatical/language errors. The paper displays inconsistent APA Format.</td>
</tr>
<tr>
<td>1</td>
<td>Writing is undeveloped and displays a lack of coherence. Many sentences contain errors in verb tense, agreement, grammar, or spelling. Extensive editing is required. The paper lacks APA Format.</td>
</tr>
</tbody>
</table>

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**Part 2: Chapter Overviews, Objectives,**
Resources, and Activities
CHAPTER 1 Preparing to Teach Students with Mild and Moderate Disabilities

Overview

This chapter begins Part I, Foundations for Teaching, by providing an introduction to current federal legislation and the mandates that impact the education of students with disabilities. The reader learns about specially-designed instruction and the key principles of IDEA including free appropriate public education, appropriate evaluation, the individualized education program, least restrictive environment, procedural safeguards, and parent/student participation. The Carl D. Perkins Career and Technical Education Act and No Child Left Behind Legislation are also covered along with a discussion of high academic standards and students with disabilities. Following this section, the reader learns about the special education process that identifies students with disabilities and allows them to receive special education services. Several vignettes in the chapter assist the reader in developing a deeper understanding of the type of work involved in teaching students with mild to moderate disabilities.

Objectives

1) Describe a rationale for using research-based practices in preparing to teach students with disabilities.

2) Discuss what beginning teachers should know about federal legislation and the education of students with disabilities.

3) Describe the special education process.

4) Compare and contrast the various settings in which special educators work and their myriad and varied teaching assignments.

Teaching Resources and Activities

1) The Council for Chief State School Officers provides links to agencies and departments of education in individual states. The URL for this site is: http://www.ccsso.org/

2) The Thomas Legislative Information on the Internet, a service of the U.S. Congress, allows the reader access to the full text of any bill since 1992. Check the site to discover the most current legislation related to individuals with disabilities, special education, rehabilitation, or assistive technology. You can reach the Thomas site by going to: http://thomas.loc.gov/

3) Edlaw is a site that provides legal information to professionals and parents in meeting federal and state requirements for the education of students with disabilities. The site includes basic
legal documents and an analysis of legal developments affecting education. The URL is http://www.edlaw.org/
CHAPTER 2 Understanding Students with Mild and Moderate Disabilities: Learning Disabilities, ADHD, and Other Health Impairments

Overview
Chapter 2 focuses on an in-depth discussion of students with learning disabilities, attention deficit hyperactivity disorder, and other health impairments. Short vignettes provide insight into particular students and their unique characteristics, gifts, and needs allowing the reader to deepen knowledge and understanding. Upon studying this chapter, one should have a solid background of the causes and characteristics of these mild to moderate disabilities.

Objectives
1) Compare and contrast the characteristics of a disability and the effect on learning and behavior, from mild to more significant involvement.

2) Describe some of the causes of learning disabilities and the characteristics of students who receive special education services under this eligibility category.

3) Describe some of the causes of ADHD and the characteristics of students who receive special education services under this eligibility category.

4) Describe some of the causes of other health impairments and the characteristics of students who receive special education services under this eligibility category.

Teaching Resources and Activities
1) The National Information Center for Children and Youth with Disabilities (NICHCY) which provides information on common as well as low incidence disabilities. At this site one also can find links to disability organizations relating to individuals ages birth through 21 years. The URL is: http://www.nichcy.org and in Spanish: http://www.nichcy.org/spanish.htm

2) The Council for Exceptional Children (CEC) is the professional organization for special educators. At this web site one can locate information about the CEC subdivisions which focus on specific disabilities such as learning disabilities, behavior disorders, or mental retardation. The CEC site is located at: http://www.cec.sped.org
3) The Educational Resources Information Center (ERIC) contains a vast library of short articles on topics for educators across disability areas. This site also includes information on students with disabilities from diverse cultures and is located at: http://www.eric.ed.gov

4) When teachers would like to more about specific disabilities, they may log on to the American Medical Association. At this web site, one can search for specific disabilities and disorders by keyword and browse the latest medical journals. This site is located at: http://www.ama-assn.org
CHAPTER 3 Understanding Students with Mild and Moderate Disabilities: Emotional Disturbance, Mental Retardation and Autism Spectrum Disorders

Overview

Continuing to build in-depth knowledge of mild to moderate disabilities, this chapter begins with a discussion of students with emotional disturbance. The reader learns about the causes and characteristics of students with severe emotional disabilities and mental health concerns. Additional sections address students with mental retardation and students with autism spectrum disorders. Two of the most common disabilities within the spectrum disorders, autism and Asperger’s syndrome, are detailed. Short vignettes provide insight into particular students and their unique characteristics, gifts, and needs allowing the reader to deepen knowledge and understanding. Upon studying this chapter, one should have a solid background of the causes and characteristics of these mild to moderate disabilities.

Objectives

1) Describe some of the causes of emotional disturbance and the characteristics of students who receive special education services under this eligibility term.

2) Describe some of the causes of mental retardation and the characteristics of students who receive special education services under this eligibility term.

3) Describe some of the causes of autism spectrum disorders and the characteristics of students who receive special education services under this eligibility term.

Teaching Resources and Activities

1) The American Psychiatric Association (APA) is a national medical organization whose members specialize in the diagnosis and treatment of mental and emotional illnesses and substance abuse disorders. For educators working with students with mental illness, the APA's web site provides a wealth of information. The URL is: http://www.psych.org
2) One of the best-known national organizations on individuals with mental retardation is the American Association on Intellectual and Developmental Disabilities (AAIDD). This website, an excellent overall resource, can be found at: http://www.aamr.org

3) The Life Span Institute, one of the many projects at the University of Kansas, focuses on individuals across the life span. Visit the Life Span Institute and learn more about on-going research projects at: http://lsi.ku.edu/lsi/index.htm
4) The Autism Society of American promotes opportunities for individuals across the autism spectrum and their families through advocacy, public awareness, education, and research. This web site is a rich resource of information about autism, early intervention, educational placements and IEPs, transition, and various specialized instructional techniques and interventions. One can reach this site at: http://www.autism-society.org/site/PageServer

5) The National Institute for Mental Health has a number of print and on-line publications that represent the latest research and information about various disabilities. The URL is: http://www.nimh.nih.gov
CHAPTER 4 Partnering with Educators, Professionals, Paraprofessionals, Parents, and Other Family Members

Overview

Special educators develop working partnerships with many individuals—colleagues, parents, professionals from other agencies, and community members. Chapter 4 describes the knowledge, skills, and strategies for developing effective partnerships including maintaining confidentiality, gaining trust, collaborating, problem solving, and resolving conflicts. Special educators also work closely with paraprofessionals such as teaching aides or assistants, supervising their work with small groups or individual students. This chapter details this work including planning, scheduling, and instructional support. Special educators develop skills for working closely with parents, too, regarding their child’s progress and changes in performance. Finally, special educators work closely with community partnerships to tap special skills and build bridges across cultural communities.

Objectives

1) Describe the skills and knowledge for effective partnerships.
2) Discuss ways of working with educators and other professionals in arrangements such as coteaching and consulting.
3) Discuss ways of working with paraprofessionals.
4) Identify ways to communicate effectively with parents and other family members.

Teaching Resources and Activities

1) The Parent Advocacy Coalition for Educational Rights (PACER), based out of MN, helps provide assistance to families and professionals through their web site. This site is a rich resource with information about technology, transition to work, employment strategies for youth and young adults with disabilities, early childhood, emotional and behavioral disorders, and health. You may visit this site at: http://www.pacer.org/index.htm. PACER Resources are also available in a many other languages. To learn more, visit: http://www.pacer.org/translated/translated.htm
2) Family Village is an extensive site with information and resources on a variety of topics such as school, recreation and leisure, adaptive materials, and assistive technology. Developed for family members, this site would also be helpful for special educators and other professionals. The URL is: http://familyvillage.wisc.edu/index.html
Chapter 5 Linking Assessment with Instruction

Overview

Chapter 5 marks the beginning of Part II, How Teachers Teach. The chapter begins by introducing contemporary views of learning and professional standards in educational assessment. Then the discussion focuses on one of the primary themes of this book: linking assessment with instruction. The reader learns how special educators begin the process of planning specialized instruction by gathering information about the student, including what the student knows and can do. The reader learns about various assessment approaches including curriculum-based assessment, probes, error analysis, teacher-constructed quizzes and exams, student self-reports, performance-based, and portfolio assessments.

Special educators, too, must follow federal mandates regarding assessment including referral and initial evaluations, determining present level of functioning, developing the IEP, using assessment information in the IEP, and participating in district and statewide assessments. Professional standards and ethics provide guidance to best practices. Upon completing this chapter, the reader should have a basic foundation in assessment practices.

Objectives

1) Discuss contemporary views regarding assessment practices and instruction.
2) Compare and contrast contemporary assessment approaches for planning and monitoring instruction.
3) Discuss approaches to evaluating instruction, including state and federal mandates that influence practices.
4) Describe professional standards and ethics in assessing students with disabilities.

Teaching Resources and Activities

1) The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) conducts research on the use of assessment instruments in K–12 schools. One can visit this center at: http://cresst96.cse.ucla.edu/index4.htm Invite students to continue their exploration of state and national assessments and the participation of students with disabilities. You might suggest that they begin with The National Center on Education
Outcomes, which provides leadership on the participation of students with disabilities in national and state assessments, standards-setting efforts, and graduation requirements. The URL for this site is: http://www.education.umn.edu/NCEO/Default.html.

2) The BUROS Center for Testing provides on-line test reviews, research studies, and a wealth of other information related to assessment. This site may be reached at: http://www.unl.edu/buros.
CHAPTER 6 Planning and Organizing Instruction

Overview

Planning and organizing instruction occurs prior to teaching. Beginning with a discussion of classroom environments and the IEP, this chapter takes the reader through the process of planning and organizing instruction. The reader learns how educators begin by considering the ‘big ideas.’ Planning continues by identifying a block of instruction, or unit, and then individual lessons and other instructional activities. Planning and organizing instruction also includes considering accommodations or modifications that individual students need as well as assistive technology devices and services. Throughout the chapter, the reader is encouraged to consider diversity perspectives related to planning and organizing instruction.

Objectives

1) Discuss planning classroom environments to positively affect learning.
2) Describe how special educators and other team members develop individualized education programs.
3) Discuss the process of planning and organizing instruction.

Teaching Resources and Activities

1) Numerous web sites provide opportunities for preservice and inservice students, or novice learners, to link with experienced special educators, or expert learners. Suggest to students that they visit an online bulletin board for special educators such as at LDONLINE. Once the student arrives at the home page, please direct the student to select the “LD in Depth” tab and then the topic, “For Teachers.” By scrolling down the page, the student will find a Discussion Section with several choices of bulletin boards where teachers exchange ideas and experiences. The URL is: http://www.ldonline.org and in Spanish: http://www.ldonline.org/spanish/index.html

2) At the US Department of Education, one can read more about the special education process and developing an individualized education program. A sample form is available. Visit the site at: http://www.ed.gov/parents/needs/speced/iepguide/index.html

3) Disability Access Symbols is an online resource sponsored by the Graphic Artists Guild. At this site are twelve symbols which may be used at no charge. Invite students to use these symbols in various assignments throughout this course. The URL for this site is: http://www.gag.org/resources/das.php
CHAPTER 7 Methods for Teaching and Learning

Overview

Beginning with a discussion of contemporary theories of learning, this chapter focuses on research-based methods for teaching students with disabilities. Following a detailed description of each method, the reader is introduced to an educator who is using the method in an instructional activity. Finally, a section follows that examines research findings of the method and students with disabilities. Additional discussion focuses on considering diversity and research-based teaching methods.

Objectives

1) Describe various theories regarding how students learn.
2) Compare and contrast two or more research-based teaching methods.
3) Discuss how educators might use learning or social networks to facilitate teaching and learning.

Teaching Resources and Activities

1) What Works Clearinghouse is a government sponsored web site that gathers studies regarding the effectiveness of education programs and practices. Preview this site at [http://www.whatworks.ed.gov](http://www.whatworks.ed.gov) Students might be encouraged to check this site for the latest research findings about a particular educational program or practice.
2) brains.org provides brief summaries of research studies related to practical application of current brain research. The URL is: [http://www.brains.org/hottopics.htm](http://www.brains.org/hottopics.htm)
3) The Educator's Reference Desk is a rich resource for special educators. Students can preview and critique lesson plans designed for learners with special needs. The URL is: [http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education](http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education).
4) Another rich resource for K–12 educators is Tapped In. This on-line learning community can be found at: [http://ti2.sri.com/tappedin/index.jsp](http://ti2.sri.com/tappedin/index.jsp).
CHAPTER 8 Effective Strategies for Teaching

Overview

This chapter focuses on the complex interrelated activities that involve designing, planning, implementing, and assessing instruction. Topics that are covered include: up-to-date information on teaching and learning, curriculum development, instructional practices, and assessment and evaluation approaches.

Objectives

1) Explain how teachers can support the learning of all students.
2) Describe how learning can be facilitated through well-thought-out strategies that support social collaboration.
3) Explain how technology can be sued to support teaching and learning.
4) .

Teaching Resources and Activities

1) The web site of the Center for Research on Learning (CRL) at the University of Kansas has developed, designed, and validated the Strategic Instruction Model (SIM), a comprehensive instructional model for improving student outcomes. Ask students to visit the web site (http://www.ku-crl.org) and to share information on the activities and publications of this organization.
2) Ask students to search for and try software that facilitates social collaboration, such as peer-to-peer communications, blogs, common workspaces, and wikis.
3) Brief case study: Pierre is a 10-year-old boy who is currently in fourth grade. Pierre has been diagnosed with Non-Verbal Learning Disabilities (NVLD). A nonverbal learning disability generally affects domains in which a student may be expected to understand implicit rules and procedures. Pierre has had significant difficulty with writing, math word problems, and complex math calculations. His fine motor skills are somewhat weak, although he uses a computer and has strong keyboard skills. His teachers have described him as a good reader with strong verbal abilities. Pierre has difficulty transferring ideas into concrete work samples despite strong written language, spelling, vocabulary, and grammar skills. What instructional strategies could be implemented that can improve his achievement?
CHAPTER 9 Developing and Enhancing Social Skills

Overview

Developing and enhancing social skills involves helping students to manage frustration, resolve conflicts, and develop respect and appreciation for individual differences. Planning instruction begins with assessing students’ strengths and needs, or linking assessment with instruction. The chapter discusses various types of assessment approaches and includes a detailed discussion of observations: anecdotal records, running records, event, duration, intensity, latency, and interval recordings. The reader learns how educators select social skills and plan learning activities. Several vignettes, designed to deepen the reader’s understanding, introduce special educators and how they are teaching specific social skills to students. The chapter also describes several effective, research-based intervention programs as well as school-wide efforts to create safe classrooms with zero tolerance for bullying behaviors.

Objectives

1) Describe various approaches to assessing social skills.
2) Discuss planning and implementing instruction that matches student needs in social skills.
3) Compare and contrast research-based intervention programs.
4) Describe how educators create safe classrooms.

Teaching Resources and Activities

1) The ABCs of Child Development, sponsored by PBS, provides an overview of early childhood development through the first five years. By clicking on the link located on the main page, the reader can find an entire section on social emotional development. The URL for this site is: http://www.pbs.org/wholechild/abc/index.html

2) Challenging Behavior in Children, also sponsored by PBS, includes a number of interesting pages from a fact sheet, to a discussion of contributing factors, ways to reduce challenging behavior, and how to address persistent behaviors. The URL is: http://www.pbs.org/parents/issuesadvice/inclusivecommunities/challenging_behavior.html

Intervention Central is a web site that offers a variety of free tools, downloads, and resources to educators. Provide students with the URL and encourage them to explore the site. Ask them to identify and critique two or more tools or resources for teaching students with social emotional needs. The URL is: http://www.interventioncentral.org.
CHAPTER 10  Promoting Positive Behavior

Overview

Chapter 10 focuses on students with severe and persistent behavior problems. The chapter begins by examining several contemporary theories including cognitive evaluation theory, social cognitive theory, and behavioral theory. Before planning instruction, educators and other professionals link assessment with instruction by beginning with a functional behavioral analysis and then developing a behavior intervention plan. Based on the behavior intervention plan and the student’s IEP, special educators work to structure positive classroom environments, teach conflict resolution and mediation, address student motivation, provide clear expectations and teach compliance. This chapter includes a discussion of research-based instructional strategies and strengthening school and community links.

Objectives

1) Describe problem and challenging behaviors.
2) Compare and contrast various approaches to assessing problem and challenging behaviors.
3) Discuss planning and implementing instruction that matches student needs in promoting positive behaviors.
4) Describe how educators can strengthen school and community capacity to promote positive behaviors.

Teaching Resources and Activities

1) To deepen student knowledge and understanding of cultural competence, go to the National Center for Cultural Competence at Georgetown University. Students can explore the site to review and critique culturally and linguistically competent service delivery models in health and mental health programs. The URL for this site is: http://gucchd.georgetown.edu/nccc
2) The Center for Highly Interactive Computing in Education posts curriculum, software, and research findings regarding the use of handhelds in the classroom. Use this site as a professional resource or invite students to use this site to learn more about using computers in highly interactive ways to support students in the classroom. The URL is: http://www.hi-ce.org
3) WiFinder is a web-based tool to locate public access wi-fi spots world-wide. As students consider the use of interactive computing, invite them to consider web-based tools such as this site. The URL is: http://www.wifinder.com
4) Ask students to carefully study and evaluate the behavior intervention plan for Tom in this chapter. After they have critiqued the plan, you might share the following comments that one experienced special educator made after reading this case study. You might ask students if they agree with this assessment of the case or not and why. Or, if they agree with these concerns, you might ask them to brainstorm what they would recommend for the team to consider addressing the concerns.

Comments about Tom's case study

The child in question was named "Tom" (no connection to any real person by that name.) and he has Tourette Syndrome. Except for two points, I think it was a good example, but if I were Tom's mother, I would be quivering with rage.

My first problem is the statement that Tom's tics and cursing "cause" his peers to make negative comments to him. Tom has plenty of problems of his own. Holding him responsible for his peers' bad behavior is unfair and unproductive. Those children are perfectly capable of learning to behave respectfully. Adults who care about them will expect nothing less.

My other problem is that, despite the fact that Tom only has violent outbursts when he is being harassed by peers, there is nothing in the behavior plan about addressing his need for a safe learning environment. I'm glad that he doesn't have problems in situations that are well-supervised, but something obviously needs to be done about times when the children are not well-supervised.

Tom absolutely needs to learn to control his temper and demonstrate respect for his peers' safety. I think the behavior plan will help him do that. My concern is that the IEP Team seems to be addressing his unsafe behavior without taking his peers' behavior into consideration. I think this strategy will send Tom the message that he needs to be "fixed" because he has a disability and is therefore less valuable than his peers without disabilities.

(We are grateful to Elizabeth Cornwell, a special educator at a small residential program for children with learning and behavior disorders, for submitting this response.)
CHAPTER 11 Learning and Study Skills

Overview

Learning and study skills are essential for school and work success. This chapter introduces learning and study skills for gathering, comprehending, and organizing information. Teaching study skills to students with disabilities involves knowledge of the student’s needs. Also important is familiarity with learning and study skills including time management, knowing how to learn, making representations of what they know, taking notes, taking tests, and doing homework. Integration of learning and study skills into content areas can provide opportunities to practice and apply newly acquired skills as well as reinforce skills and strategies that have been learned. Study skills should not be taught in isolation; modeling and practicing skills should be an integral part of content area study.

Objectives

1) Describe approaches for the assessment of study skills.
2) Identify and explain instructional strategies that support students in their learning.
3) Convey instructional strategies for deepening understanding and enhancing memory.
4) Consider the use of homework to improve students’ learning.
5) Describe how technology can be used to support the development of learning strategies.
6) Consider the influence of diversity on learning and study skills.

Teaching Resources and Activities

1) Invite students to explore how technology can be used to support study skills. Students should be encouraged to explore electronic organizers, calendars, notebooks, and time management software.
2) Ask students to adopt one or more learning and study strategies that are discussed in this chapter. Students should provide descriptions of strategies, advantages, and disadvantages of using these strategies.
3) Ask students to review the chapter suggestions on test taking. Which ones make are the most helpful? least helpful?
4) Ask students to interview each other, taking the roles of interviewer and interviewee. Interviewers should ask interviewees about study and time management skills that are used. What suggestions can be made to improve use of study skills? Students should reverse roles so that all students have an opportunity to be interviewers and interviewees.
CHAPTER 12 Literacy

Overview

Reading and writing are reciprocal processes. Reading is the process of constructing meaning through interactions that involve the reader's existing knowledge, text being read, and context of the reading situation. This chapter focuses on the teaching of reading. Chapter 12 is devoted to a discussion of the teaching of written language.

Literacy involves being able to read, write, think, and communicate. Probably no other subject receives as much emphasis in the early grades. As students progress through the school, the ability to be literate is expected of all students. In school, literacy is linked to achievement. Once students leave school, being able to read and write is required in everyday life and is tied to success in many careers, economic level, and personal satisfaction. Yet, many students continue to experience difficulties in learning to be literate.

Objectives

1) Describe the characteristics of reading disabilities.
2) Describe multiple approaches for the assessment of literacy.
3) Explain instructional strategies and specialized approaches that support the development of literacy.
4) Describe how technology can be used to support reading instruction.

Teaching Resources and Activities

1) Brief case study: Hazina is in fourth grade and has a severe learning disability. She is a bright student who loves to draw. However, she struggles with reading and writing. Although Hazina’s younger brother is in first grade, his literacy skills are more advanced. Suggest teaching strategies that can be used to support development of literacy by Hazina.
2) Invite students to explore strategies for teaching reading at Teaching LD, the web site of the Division for Learning Disabilities (DLD) of the Council for Exceptional Children (CEC). The URL for this web site is http://www.teachingld.org. The articles on this web site are from TEACHING Exceptional Children (TEC), a journal published by CEC.
3) Invite students to review strategies for teaching reading on the web sites of the Learning Disabilities Association of America (LDA) and LD Online. The URLs for these web sites are http://www.ldanatl.org and http://www.ldonline.org.
CHAPTER 13 Written and Spoken Communications

Overview

Communication is critical to human growth and development and is a prerequisite to academic learning. Communication involves the exchange of information between individuals and may involve written language, spoken language, gestures, signs, signals, or other behaviors. Assessment of written communication should be integrally linked to teaching strategies. Assessment approaches can include standardized tests, rubrics, self-assessment, and peer assessment. There are a variety of strategies that teachers can use to support the development of communication. Technology can provide support for students as they develop and use communication skills. Some students may need assistive technology such as smart keyboards, specialized software, or augmentative and alternative communication (AAC) so that they can communicate.

Objectives

1) Describe the characteristics of written and spoken communication difficulties.
2) Describe approaches for the assessment of written language.
3) Explain how teachers can use instructional strategies to support students’ development of written language.
4) Describe how teachers can support spoken communication and other forms of expression.
5) Identify ways in which technology can be integrated into written and spoken communications.

Teaching Resources and Activities

1) Simulation: Inform students that they have been asked to make a presentation to the local school board on how teachers can support the development of written and spoken communication. What are the essential points that should be communicated to school board members?
2) Brief case study: Crystal is a vivacious and humorous 7th grader. She receives special education services and has been identified as having mild learning problems. She is involved in a pragmatic language group and receives speech and language services, which focuses on social language. What teaching strategies can you suggest for this student?
3) Invite students to explore and share information about augmentative and alternative communication. AAC-RERC is an international association for professionals who work with augmentative and alternative communication. The mission of the AAC-RERC is to assist people who rely on augmentative and alternative communication to achieve their goals by advancing and promoting AAC technologies and supporting the individuals who use, manufacture, and recommend them. The web site is http://www.aac-rerc.com. Another site is the International Society for Augmentative and Alternative Communication. The web site is http://www.isaac-online.org.
CHAPTER 14 Mathematics

Overview

This chapter describes instructional strategies and assessment approaches that can be used to support the mathematics instruction of students with mild to moderate disabilities. A variety of assessment approaches should be used and linked to teaching and learning activities. Mathematics instruction should be connected to other content areas, such as science, technology, social studies, history, geography, languages, and literature. Connections and communication provide the relevance, meaningfulness, and real-word examples that are so critical to learning mathematics and facilitating students’ understanding of mathematics.

Objectives

1) Describe approaches for the assessment of mathematics.
2) Demonstrate instructional strategies for teaching mathematics to students with disabilities.
3) Convey an understanding of functional mathematics.

Teaching Resources and Activities

1) Invite students to visit the web site of The National Council of Teachers of Mathematics (NCTM). Ask students to identify and share resources, lessons, and activities that can be used to support mathematics instruction. The web site can be found at http://www.nctm.org.
2) Simulation: Tell students that they have been asked to provide teaching and learning resources and activities to a new classroom teacher who has several students with learning disabilities in mathematics. Ask students to choose a grade level, elementary, middle, or high school, and to suggest strategies.
3) Brief case study: Corrie can tell time, identify coins, measure objects to the closest inch, count to 40, add two- and one-digit numbers with manipulatives, give personal information, identify 22 out of 26 uppercase letters and 8 out of 26 lowercase letters, and identify approximately 40 sight words with cues. Corrie does not verbally participate and does not understand concepts unless they pertain to her personal life. Suggest teaching strategies that the teacher can use.
CHAPTER 15 Science and Social Studies

Overview

The study of science is a critically important content area for all students. Every citizen should be knowledgeable about science so that informed decisions can be made about current problems, such as global warming and sea level change. Science provides exciting and fulfilling career opportunities at a variety of levels. Students need many and varied opportunities to become scientifically literate.

The overall purpose of social studies is to enable students to make informed and reasoned decisions as citizens of diverse, democratic communities about the nation and the world. Social studies promotes involvement in civic affairs such as elections of governmental officials and involvement in community activities. Social studies is cross disciplinary and integrates anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. The study of social studies may also involve content from mathematics and the sciences as well as literacy skills.

Objectives

1) Describe approaches for the assessment of science and social studies.
2) Explain how teachers can support students' understanding of science and social studies and foster positive attitudes, beliefs, and expectations about learning these subjects.
3) Identify ways in which technology can be integrated into science and social studies instruction.
4) Consider the influence of diversity on science and social studies instruction.

Teaching Resources and Activities

1) Invite students to visit the web sites of The National Council of Teachers of English (NCTE) and the National Science Teachers Association (NSTA). Ask students to review content standard and share resources, lessons, and activities that can be used to support instruction. The web sites can be found at http://www.ncte.org and http://www.nsta.org.

2) The American Association for the Advancement of Science (AAAS) has sponsored projects that focus on students with disabilities. Invite students to visit the AAAS web site to find out more about promoting the participation of students with disabilities in science careers. The web site is http://www.aaas.org.

3) Simulation: Tell students that they have been asked to make presentations to the school’s parent organization on the importance of including students with disabilities in science and social studies. Ask students to outline their presentation and identify essential ideas that could be conveyed.
4) Invite students to visit the web site of the National Council for Teachers of the Social Studies (NCSS) and to identify teaching strategies and resources. The web site is http://www.ncss.org.

5) Review the four approaches to diversity discussed in the chapter: contributions, additive, transformative, and social action. Divide students into at least four teams and assign one approach to team. The teams should be directed to develop persuasive presentations as to why their approach should be adopted.
CHAPTER 16 Transition

Overview

Transition is a process that enables children and youth with disabilities to move easily, efficiently, and successfully from one school grade to another and from school to work and the community. Key points of transition include preschool to early elementary grades; elementary school to middle school or junior high school; middle school or junior high school to high school; and high school to work, post-secondary education, and the community. Transitions can involve moving from a child care setting to a preschool setting, entering kindergarten; changing teachers, moving from one school building to another; moving to new living arrangements, beginning new recreational and leisure activities, moving from high school to postsecondary educational experiences, and starting a job.

Objectives

1) Describe the transition process, activities, and services.
2) Relate federal mandates for transition activities.
3) Describe assessment approaches used in transition.
4) Explain foundational concepts: self-determination, self-advocacy; person-centered planning.
5) Describe career-development activities.

Teaching Resources and Activities

1) Invite students to explore online transition resources. A good place to start is the web site of the National Center on Secondary Education and Transition. The web site is http://www.ncset.org.
2) Brief case study: Paula is 15 years old and has been described as having difficulty with nonverbal associations within social milieus and less structured environments. Her inability to adequately interpret assumed social expectations affects her daily experience at school. Her interests are cooking and babysitting and her parents have encouraged her to continue her education after high school. A transition plan meeting will be held within the next few weeks. Make suggestions to Paula and her team that support transition from high school to further education.
3) Simulation: You have been asked to make a presentation to the local parent organization on the importance of planning for transitions that occur throughout elementary, middle, and high school. Develop an outline of your presentation and identify essential concepts and milestones.
Part 3: Test Bank
Multiple Choice Questions
CHAPTER 1 Preparing to Teach Students with Mild and Moderate Disabilities
Directions: Select the correct response(s) for the following questions.

1) Congress passed federal legislation to provide free, appropriate, public education for students with disabilities in
   a) 1960  
   b) 1969  
   c) 1975  
   d) 1980

2) IDEA
   a) expands the scope of education to include preparing students for employment and independent living  
   b) strengthens the role of parents  
   c) both of the above  
   d) none of the above

3) IDEA requires that
   a) students have access to the general education curriculum  
   b) parents pay for at least 25% of the special education costs  
   c) students be educated in the most restrictive environment  
   d) only academic needs be addressed

4) Specially designed instruction can include
   a) physical education  
   b) travel training  
   c) vocational education  
   d) all of the above

5) To be eligible for special education services, a student must
   a) have a disability  
   b) have a learning or behavior disability  
   c) have a disability and that disability must adversely affect the student’s education performance  
   d) have a disability and be functioning at least 2 grades levels below

6) Zero reject means
   a) no student will be excluded from a free appropriate public education  
   b) all students with disabilities will receive special education services
No child left behind  
educators cannot refuse any child

7) The individualized education program describes
   a) what the student can do
   b) the student’s strengths
   c) the student’s needs
   d) all of the above

8) Required membership on the IEP team includes
   a) school nurse
   b) parent
   c) social worker
   d) school psychologist

9) Schools must offer a least restrictive environment which means
   a) a variety of settings that provide the most appropriate placement option
   b) students with disabilities cannot be restrained
   c) students with disabilities receive education in inclusive classrooms
   d) students with disabilities have accessible classrooms and school buildings

10) Due process refers to
    a) assigning students with disabilities to appropriate programs
    b) a court decision that settles a dispute
    c) procedural safeguards to ensure that the rights of parents and children with
disabilities are protected
    d) the procedure educators undergo to receive teaching certification

11) Section 504 of the Rehabilitation Act
    a) provides a more narrow definition of disability than IDEA
    b) does not require a written plan
    c) is designed to address the unique needs of students who are English language learners
    d) provides free appropriate public education for eligible students including specially
designed instruction

12) No Child Left Behind Act requires
    a) ongoing assessments of students without disabilities each year in Grades 3 to 8
       and at least once during Grades 10 to 12
    b) class size to be no more than 20 students
    c) a full year of student teaching
    d) ongoing assessments of students, both with and without disabilities, each year in
       Grades 3 to 8 and at least once during Grades 10 to 12
13) Charter schools
   a) focus on grades K–5
   b) must follow all federal civil rights laws including IDEA
   c) offer state-of-the-art curriculum
   d) all of the above

14) Assistive technology devices
   a) include a variety of technology, tools, or equipment that can be purchased or specially designed
   b) are only used by children with physical disabilities
   c) are only available in special purpose settings
   d) all of the above

15) The right to receive services during the summer months
   a) is no longer available for students with mild and moderate disabilities
   b) is referred to as extended school year services or ESY
   c) is a special service for students with autism
   d) all of the above

16) Related services includes
   a) physical therapy
   b) rehabilitation counseling
   c) transportation services
   d) all of the above

17) Transition services
   a) are developed by the student and parent
   b) ensure that students make a good transition into high school
   c) begin at age 14 with a statement of transition services
   d) all of the above

18) An IEP contains annual goals that
   a) describe what the student will accomplish within the program year
   b) are written by the student and educator
   c) may be objective
   d) all of the above

19) Diversity perspectives play an important role in the process of obtaining special education because
   a) at least one member of the IEP team must speak a second language
   b) at least one member of the IEP team must be a proficient writer in a second language
   c) a student’s first language as well as home language is considered
   d) all of the above
20) Special educators work
   a) in a variety of settings
   b) only in designated classrooms
   c) only in school-based programs
   d) only in day programs
CHAPTER 2 Understanding Students with Mild and Moderate Disabilities: LD, ADHD, and OHI
Directions: Select the correct response(s) for the following questions.

1) Many factors influence a person's characteristics, such as
   a) opportunities to learn affects student knowledge
   b) living in poverty affects physical health
   c) living in an abusive environment affects emotional health
   d) all of the above

2) A specific disability, such as a learning disability,
   a) is either mild or moderate
   b) is always mild or moderate
   c) is never mild
   d) falls along a continuum of mild to moderate

3) Knowledge of student characteristics
   a) is interesting but not educationally helpful
   b) is not known
   c) helps special educators in identifying students who may have a disability and who should be referred for special education services
   d) none of the above

4) Response to intervention
   a) is a process of determining how a child responds to instruction
   b) mandated by Section 504
   c) involves only a school psychologist
   d) all of the above

5) Some disabilities that affect development and acquisition of certain skills,
   a) are always rare
   b) become more apparent after graduation from high school
   c) only a and b
   d) are more likely to be evident at certain ages

6) Students with disabilities
   a) have the same medical diagnosis
   b) may have different medical diagnoses but similar needs
   c) never have similar needs
   d) none of the above
7) Disabilities, such as specific learning disabilities,
   a) range from mild to moderate
   b) are characterized as mild disabilities
   c) are considered moderate disabilities
   d) none of the above

8) Students with learning disabilities
   a) usually function in the low intelligence range
   b) have average to above average intelligence
   c) are frequently considered gifted without the disability
   d) have cognitive functioning that is ‘untestable”

9) Students with learning disabilities may have difficulties in
   a) oral expression
   b) listening comprehension
   c) reading
   d) all of the above

10) Scientists believe that learning disabilities
    a) may be inherited
    b) are caused by abuse
    c) are more frequent in English language learners
    d) all of the above

11) Characteristics of learning disabilities indicate that
    a) students have difficulty learning how to read
    b) students have at least one sibling with a learning disability
    c) students do not fit a simple profile
    d) none of the above

12) Pragmatics involves
    a) using language to achieve communicative goals
    b) using information from contextual clues
    c) knowing how to use conversational skills
    d) all of the above

13) Students with attention and hyperactivity problems
    a) fall under the IDEA category of “attention deficit hyperactivity disorder”
    b) are identified under the category of “other health impaired”
    c) are usually identified before age 3
d) none of the above
14) ADHD affects  
   a) 10–13% of the school population  
   b) younger students more than older students  
   c) twice as many boys as girls  
   d) all of the above

15) Characteristics of ADHD include  
   a) attention difficulties  
   b) hyperactivity  
   c) impulsivity  
   d) all of the above

16) ADHD  
   a) can be cured  
   b) can be managed  
   c) can go into remission  
   d) none of the above

17) Students with other health impairments  
   a) may have acute medical conditions  
   b) have autism  
   c) have Rett's syndrome  
   d) all of the above

18) Characteristics of other health impairments include  
   a) limited strength  
   b) limited vitality  
   c) heightened alertness to environmental stimuli  
   d) all of the above

19) Allergens  
   a) are dust mites that affect asthma  
   b) are a new series of medications  
   c) result in a dilated condition  
   d) cause inflammation of the airways

20) Early signs of other health impairments include  
   a) advanced cognitive abilities  
   b) delayed motor skills  
   c) irregular attendance  
   d) all of the above
CHAPTER 3 Understanding Students with Mild and Moderate Disabilities: ED, MR, and ASD

Directions: Select the correct response(s) for the following questions.

1) All students with moderate disabilities have
   a) life-threatening disabilities
   b) characteristics that interfere with one or more areas of academics, social skills, or behavior needs
   c) acute disabilities
   d) all of the above

2) Students with moderate disabilities are diagnosed according to
   a) IDEA criteria
   b) IDEA or DSM criteria
   c) ADA criteria
   d) only by medical diagnosis

3) In general, students with emotional disturbance exhibit
   a) behaviors that range from aggressive to withdrawn
   b) a range of aggressive behaviors
   c) acting out behaviors
   d) symptomatic behaviors

4) Students with emotional disturbance
   a) have an acute condition
   b) have been hospitalized at least once in the previous year
   c) have behavior problems that have existed over a long period of time and to a degree that affects educational performance
   d) all of the above

5) The term emotional disturbance
   a) does not mean that the student has an inability to learn
   b) does not mean that the student has pervasive moods of depression
   c) does mean that a student might have schizophrenia
   d) does mean that a student might have ADHD

6) Factors that may contribute to an emotional disturbance include
   a) genetics
   b) biochemical imbalance
   c) temperament characterized by less adaptability to change
   d) all of the above
7) Early signs of emotional disturbance in young children
   a) frequent crying or sulking
   b) physical or verbal retaliation against other children
   c) seeking out adult comfort to an excessive degree
   d) all of the above

8) The term “developmental delay” refers to
   a) preschool children who may receive special education services under this term
   b) elementary or secondary students with mental retardation
   c) elementary students with emotional disturbance
   d) none of the above

9) Students with emotional disturbance
   a) frequently have difficulty in learning how to read
   b) range from being strong readers to having associated learning disabilities
   c) have little difficulty in reading but a great deal of difficulty in comprehending
   d) generally don’t like to read

10) Mental retardation consists of
    a) an acute condition
    b) a disability that is life threatening
    c) a condition of both below average cognitive functioning and limitations in adaptive functioning
    d) all of the above

11) General intellectual functioning is assessed by
    a) standardized tests
    b) performance-based tests
    c) academic tests
    d) portfolios

12) Causes of mental retardation include
    a) birth order
    b) chromosomal disorders
    c) elliptical disorders
    d) all of the above

13) Mental retardation is a common disorder with
    a) 3 out of every 100 Americans having some form of MR
b) 1 out of every 1000 Americans having some form of MR
c) .03 out of every 100 Americans having some form of MR
d) 1 out of every 10000 Americans having some form of MR

14) Characteristics of students with mental retardation include
   a) problems getting along with others
   b) aggressive behavior toward peers
   c) difficulty recalling previously learned material
   d) all of the above

15) Skills involved in adaptive behavior include
   a) self-direction
   b) avoiding victimization
   c) occupational skills
   d) all of the above

16) Students with mental retardation experience
   a) difficulty in motor coordination
   b) difficulty in producing the sounds of language
   c) difficulty in attention and memory
   d) all of the above

17) Compared to people without mental retardation, individuals with mental retardation experience
   a) poorer health and more difficulty in finding appropriate care
   b) a more limited access to education
   c) all of the above
   d) none of the above

18) Students with autism spectrum disorders (ASD) experience
   a) significant successes in academics
   b) significant successes in motor skills
   c) significant impairments in social interaction and communication skills
   d) all of the above

19) Early signs of ASD include
   a) advanced motor skills
   b) lack of response to parent’s voice
   c) early emerging language skills
d) all of the above

20) Students with Asperger’s syndrome
   a) have exceptional skills in one area
   b) are considered strange by their peers
   c) have eccentricities
   d) all of the above
CHAPTER 4 Partnering with Educators, Professionals, Paraprofessionals, Parents, and Other Family Members
Directions: Select the correct response(s) for the following questions.

1) A special educator develops partnerships with
   a) general educators
   b) therapists
   c) parents
   d) all of the above

2) Example(s) of maintaining confidentiality include
   a) arranging a meeting to speak with the general educator about a student’s behavioral problems
   b) sharing concerns about a student with a disability in the teacher’s room
   c) making copies of a student’s records to give to a new teacher
   d) all of the above

3) In maintaining confidentiality, special educators share
   a) new information as it is available
   b) information that is relevant to the classroom and student learning
   c) student medical reports
   d) all of the above

4) FERPA provides for
   a) a family’s right to remove any material from the child’s records
   b) a family’s right to review all records kept on their child
   c) all of the above
   d) none of the above

5) FERPA requires
   a) schools to obtain a parent’s written consent before releasing student information
   b) schools to maintain a record of information released and to whom
   c) schools to send a copy of the released records to the child’s family
   d) all of the above

6) Collaboration involves
   a) teaching a new ability
   b) modeling a teaching strategy
   c) sharing skills and knowledge
   d) all of the above
7) A beginning step in problem-solving
   a) a knowledgeable, veteran teacher
   b) a structured leader
   c) individuals with a shared vision
   d) all of the above

8) Brainstorming is
   a) important in maintaining confidentiality
   b) a problem-solving technique
   c) a first step in building trust
   d) all of the above

9) Way(s) to resolving conflicts includes
   a) confrontational and nonconfrontational techniques
   b) written communication, required by IDEA
   c) resolutions that must be developed with 3 weeks
   d) all of the above

10) Reflective journals
   a) provide a way of evaluating personal skills
   b) are required for first year special educators in most states
   c) provide a means for evaluation by school administrators
   d) all of the above

11) Opportunity thinking involves
   a) observing and recording self talk
   b) reflecting on your observations
   c) substituting more constructive thoughts in difficult situations
   d) all of the above

12) Collaborative teams could include
   a) nurses
   b) counselors
   c) educators
   d) all of the above

13) Co-teaching
   a) has many benefits and no drawbacks
   b) demands that educators considers who evaluates student performance
   c) is sometimes known as introductory teaching
   d) all of the above
14) Role exchange
   a) allows one teacher to model for another teacher
   b) is a process used by students
   c) is only used by co-teachers in the general education classroom
   d) none of the above

15) Working with paraprofessionals
   a) is a process for veteran teachers
   b) involves both administrative and management skills
   c) requires an advanced degree
   d) all of the above

16) Paraprofessionals may assume one or more of the following classroom responsibilities
   a) planning the IEP
   b) evaluating the IEP
   c) tutoring individual students
   d) all of the above

17) Communication involves
   a) careful listening, speaking, and good written language skills
   b) articulate speaking skills
   c) native language skills
   d) ability to compose a well structured letter

18) Different questioning techniques
   a) should be used with fathers and mothers
   b) are used in partnerships with psychological examiners
   c) allow the user to affect the amount of information that is provided
   d) all of the above

19) Active listening skills
   a) are only used by educators
   b) encourage communication
   c) discourage communication
   d) none of the above

20) National organizations that support families include
   a) PACER (Parent Advocacy Coalition for Educational Rights Center)
   b) Technical Assistance Alliance for Parent Centers
   c) NICHCY
   d) all of the above
CHAPTER 5  Linking Assessment with Instruction
Directions: Select the correct response(s) for the following questions.

1) When special educators start to plan instruction, they
   a) begin with assessment
   b) start with looking at their budget for materials
   c) identify instructional content
   d) none of the above

2) Assessment is
   a) a quick process
   b) always completed by psychological examiners
   c) an-going process
   d) all of the above

3) Assessment procedures are mandated by
   a) ADA
   b) Section 508
   c) IDEA
   d) Section 504

4) Parents rights during the assessment process include
   a) written notification before identifying, evaluating, or placing the child
   b) meeting with the evaluator before the assessment
   c) assisting in the selection of the assessment approach
   d) all of the above

5) Parental consent must be obtained
   a) to schedule the IEP meeting
   b) before conducting an initial evaluation or reevaluation
   c) for a teacher to participate in the IEP meeting
   d) all of the above

6) A parent may
   a) inspect and review all educational records pertaining to the identification, evaluation, and placement of their child
   b) inspect and review only placement decisions of their child
   c) not inspect school records
   d) none of the above
7) Team members ensure cultural competence by
   a) requesting the parent to assist in interpretation
   b) using only assessment standardized on specific populations
   c) using multiple assessment tools and strategies that are research-based and culturally competent
   d) all of the above

8) To determine present level of performance, team members
   a) refer to the general education teacher
   b) use a variety of assessment approaches
   c) rely on the school psychologist’s academic assessment
   d) none of the above

9) IDEA requires
   a) assessments to administered in the child’s native language, if possible
   b) assessment in all areas related to the suspected disability
   c) technically sound instruments
   d) all of the above

10) High-stakes assessment refers to
    a) assessments used in higher education
    b) assessments used to determine intellectual functioning
    c) assessment results that have an important consequence for the student
    d) all of the above

11) Students use accommodations during district and statewide assessment
    a) never
    b) if provided during instruction
    c) by request of the parent
    d) only during assessment of reading

12) Special educators help students with disabilities prepare for district and statewide assessments by
    a) introducing them to types of question formats
    b) talking about expectations for student responses
    c) teaching general content
    d) all of the above

13) Formative assessment
    a) provides valuable information at the end of the year
    b) is completed by the school psychologist
    c) is ongoing
    d) all of the above
14) Curriculum-based assessment
   a) assesses student work to make instructional decisions
   b) is used to determine eligibility for special education services
   c) has a weak research base
   d) none of the above

15) Probes
   a) are teacher-developed
   b) are administered to individual students
   c) are quick assessments
   d) all of the above

16) A selected-response question
   a) enables a student to write a correct short answer
   b) eliminates guessing
   c) allows a student to recognize the response from a choice of several answers
   d) assesses written language in addition to content area

17) Rater drift may affect
   a) validity
   b) reliability
   c) test construction
   d) all of the above

18) An example of authentic assessment is
   a) writing a poem and reading it to the class
   b) completing an answer to an essay test
   c) completing 10 math examples with 100% accuracy
   d) all of the above

19) Rubrics should
   a) help teachers think about what it means to perform at a high level
   b) be clearly written
   c) include descriptors
   d) all of the above

20) Assessment activities
   a) sort students by skill level
   b) should enable students to reflect on their work
   c) create effective instructional groups
   d) none of the above
CHAPTER 6  Planning and Organizing Instruction
Directions: Select the correct response(s) for the following questions.

1) Planning instruction includes considering the
   a) learning environment
   b) physical environment
   c) social environment
   d) all of the above

2) An example(s) of the learning environment would be
   a) the building of positive relationships
   b) the types of instructional strategies
   c) respecting students
   d) all of the above

3) Teachers create culturally responsive social environments by
   a) assigning students to collaborative groups
   b) increasing homogeneity
   c) decreasing heterogeneity
   d) all of the above

4) Content standards
   a) were first developed in 1975
   b) are available only at the elementary level
   c) describe the knowledge and skills students should know
   d) all of the above

5) An example(s) of a content standard would be
   a) students will show all the ways to make 10 using blocks or other objects
   b) students will use graphs to represent two-variable equations
   c) students will plot points on a graph
   d) all of the above

6) Curriculum standards have been developed by
   a) parents at the state level
b) legislators at the national level
c) professional organizations
d) superintendents during school-based programs
7) Failure to give students with disabilities access to standards-based education violates
   a) NCLB
   b) ADA
   c) IDEA
   d) all of the above

8) An example(s) of an accommodation would be
   a) completing ½ of the assignment
   b) extended time to complete an assignment
   c) reading a chapter summary rather than the entire chapter
   d) all of the above

9) An example(s) of a modification
   a) using an abridged version of the story
   b) learning 10% of the vocabulary
   c) reading a comic strip of the story
   d) all of the above

10) An example(s) of “present level of performance” include
    a) demonstrates pattern completion of ABAB
    b) increase attention skills to age-appropriate levels
    c) improve behavior by working cooperatively with peers
    d) all of the above

11) Short-term objectives must include
    a) the behavior described in observable terms
    b) criteria for successful performance and method of evaluating
    c) time period for review
    d) all of the above

12) Planning instruction should include
    a) assessing
    b) planning large blocks of instruction
    c) planning individual learning activities
    d) all of the above

13) A classification system for cognitive skill development was first developed by
    a) Anderson
    b) Bloom
    c) Garcia
    d) Lowenthal
14) Teachers encourage students to use ________________ to demonstrate higher order thinking and understanding
   a) perspective
   b) explanation
   c) definitive answers
   d) single item response

15) Planning a unit involves
   a) backward planning
   b) key concepts
   c) forward thinking
   d) only a and be

16) Well-developed instructional activities
   a) enable students to integrate new learning with prior knowledge and experience
   b) assist teachers in communicating with parents
   c) begin with high stakes assessment
   d) all of the above

17) Planning instructional activities includes
   a) considering student grouping
   b) planning how a student’s AT will be integrated
   c) materials to be used
   d) all of the above

18) Examples of alternative formats include
   a) construction, tissue, and colored paper
   c) scissors, crayons, packing tape
   d) all of the above

19) The student’s IEP describes
   a) any AT devices and services needed
   b) how the teacher will use AT
   c) all of the above
   d) none of the above

20) Professional standards for special educators are described by
   a) CEC
   b) IDEA
   c) ADA
d) all of the above
CHAPTER 7 Methods for Teaching and Learning
Directions: Select the correct response(s) for the following questions.

1) A teaching method should be based on
   a) theory
   b) research
   c) educational preparation
   d) all of the above

2) A teaching method is sometimes referred to as (an)
   a) instructional method
   b) instructional strategy
   c) learning strategy
   d) all of the above

3) Cognitive theories address how students
   a) think
   b) process information
   c) remember
   d) all of the above

4) Learning is
   a) the result of formal instruction
   b) the change in what students are capable of doing as the results of instruction and experience
   c) a neurological and experimental experience
   d) none of the above

5) Short term memory can be enhanced by
   a) instructional activities
   b) specialized equipment
   c) learning strategies
   d) none of the above

6) According to constructivism, learning occurs as
   a) students create new knowledge
   b) build on past experiences
   c) interact with teachers and peers
   d) all of the above
7) Metacognition
a) involves learning how to learn
b) is not important for students with disabilities
c) is an outdated term
d) all of the above

8) Behavior theory focuses on
a) observable behaviors
b) past experiences
c) parent involvement
d) all of the above

9) Applied behavior analysis
a) examines antecedent conditions
b) assesses the frequency of behavior
c) changes behavior
d) all of the above

10) The factor(s) that influences the selection of an instructional method
a) characteristics of the learner
b) research-base
c) curriculum
d) all of the above

11) Social and affective perspectives emphasize
a) social skills
b) self-awareness
c) relationships with others
d) all of the above

12) Learning activities characterized by the teacher establishing specific sequential instruction are typical of which teaching method?
   a) cognitive apprenticeship
   b) direct instruction
   c) discovery learning
   d) all of the above

13) Differentiated instruction includes
a) grade level standards, alternative curriculum standards, and enriched curriculum
b) universal standards
c) standards for learning for all
d) specially designed classroom standards
14) The purpose of direct instruction is to
   a) teach specific material
   b) increase problem-solving
   c) encourage social skills
   d) none of the above

15) A set of skills related to one area of the curriculum is referred to as
   a) performance indicators
   b) tasks
   c) scope and sequence
   d) trials

16) Educators using inquiry-based learning focus on
   a) identifying expert learners
   b) capturing student attention with high interest questions and situations
   c) systematic feedback
   d) all of the above

17) Supported inquiry-based learning
   a) is supported by a research base
   b) is designed for achievers with behavior problems
   c) is characteristic of direct instruction
   d) all of the above

18) Characteristics of high performing elementary schools include
   a) support of a specific method of instruction
   b) support of heterogeneous grouping
   c) support of expert learners
   d) all of the above

19) In high performing schools, educators
   a) work together, both special and regular education teachers
   b) establish personal relationships with students
   c) use grouping in strategic ways
   d) all of the above

20) Example(s) of programs with a strong research base include
   a) Educators for High Achievement
   b) Each Child is Special
   c) Success for All
   d) all of the above
CHAPTER 8 Effective Strategies for Teaching
Directions: Select the correct response(s) for the following questions.

1) Monitoring of student’s work is a process that should occur
   a) frequently
   b) intermittently
   c) occasionally
   d) twice a year

2) Providing a hint, clue, or stimulus is known as
   a) practicing
   b) tracking
   c) cueing
   d) peer tutoring

3) During guided practice, students receive feedback based on
   a) numbers and types of errors
   b) students’ feedback
   c) standardized test performance
   d) close monitoring

4) Conspicuous instructional strategies are strategies that are
   a) complex
   b) intuitive
   c) obvious
   d) difficult to implement

5) Organizers support students in
   a) conducting field-based tasks
   b) monitoring and supporting writing assignments
   c) using new technologies
   d) structuring knowledge and information

6) A specific teaching routine in which there is a logical, orderly arrangement of steps is known as
   a) organizational supports
   b) task-related behaviors
   c) an instructional strategy
   d) an essential routine
7) Pausing between a question and acknowledging students’ responses is known as
   a) waiting and pausing
   b) wait time
   c) pause time
   d) wait-and-respond

8) An important preteaching strategy involves
   a) close monitoring of behaviors
   b) recollection of prior experiences
   c) facilitated communication
   d) preteach-and-teach strategies

9) Ensuring that students’ work has sufficient supports is known as
   a) reciprocal teaching
   b) wait-and-respond
   c) mediated scaffolding
   d) supported teaching

10) Circles of knowledge occurs
    a) share knowledge between groups of students
    b) brainstorm as many solutions to a problem as possible
    c) develop Venn diagrams
    d) when students ask other students to develop solutions to a question

11) Coaching, cueing, and scaffolding are ______ strategies.
    a) reciprocal learning
    b) circles of knowledge
    c) mediated scaffolding
    d) guided practice

12) Modeling involves the demonstration of __________ by a skilled person to a less skilled person.
    a) tasks and processes
    b) inquiry-based behaviors
    c) cues
    d) circles of knowledge

13) A type of cooperative learning that involves the development of team spirit, in addition to academic and team-work skill is
    a) jigsaw
    b) teams-games-tournaments
c) reciprocal learning

d) student teams-achievement divisions (STAD)

14) When students work with either students who are younger or older than themselves is known as
   a) cross-age tutoring
   b) peer tutoring
   c) peer teaching
   d) reciprocal teaching

15) The integration of big ideas in new and complex ways is known as
   a) strategic learning
   b) integrated learning
   c) strategic instruction
   d) integrated instructional strategies

16) Fostering social relationships for the purposes of learning
   a) is considered equitable
   b) supports and constructs learning
   c) maximizes learning
   d) should be discouraged

17) Instructional scaffolding
   a) is considered experimental
   b) controversial
   c) open-ended
   d) is faded over time

18) Social online learning
   a) Is characterized by the use of worksheets
   b) includes blogs and wikis
   c) involves the memorization of complex formulas
   d) should be discouraged

19) ________ involves cooperation, listening, and interpersonal skills.
   a) Cooperative learning
   b) Mutual learning
   c) Scaffolding
   d) Mediation
20) Examples of organizers include
   a) outlines, calendars
   b) learning strategies
   c) models, mediators
   d) preteaching and coaching strategies

CHAPTER 9  Developing and Enhancing Social Skills

Directions: Select the correct response(s) for the following questions.

1) To manage frustration, resolve conflicts, and develop respect for individual differences, students need to
   a) increase academic achievement
   b) be referred to therapy
   c) develop and enhance social skills
   d) all of the above

2) Planning instruction begins with
   a) reviewing the school curriculum
   b) assessing student strengths and needs
   c) conferring with colleagues
   d) reviewing standards

3) An example of an anecdotal record would be
   a) a special teacher writes a brief description of the playground incident after coming back into the classroom
   b) a special educator sits quietly in back of a 4th grade class recording the number of occurrences that a student shouts out an answer without first raising her hand
   c) a special educator reviews a student’s record and makes notes of important information
   d) none of the above

4) An example of a latency recording would be
   a) a special educator measures how long a tantrum lasted
   b) a special educator sets a timer and counts the number of times a student raises his hand
   c) a special educator creates a form to measure the strength of the behavior
   d) none of the above
5) Social skills
   a) are developed according to gender
   b) have little relationship to each other
   c) are usually grouped by category
   d) all of the above

6) A task analysis
   a) is completed after instruction
   b) helps a special educator in identifying what to teach
   c) is a tool used by therapists only
   d) none of the above

7) Classroom survival skills include
   a) giving a compliment
   b) dealing with fear
   c) asking for help
   d) none of the above

8) A teachable moment
   a) occurs during every instructional activity
   b) encourages students to practice skills in real situations
   c) minimizes risk
   d) all of the above

9) Working with others includes students learning how to
   a) take turns
   b) build trust
   c) resolve conflicts
   d) all of the above

10) Self-control is sometimes referred to as
    a) self-regulation
    b) self-effacement
    c) self-indulgence
    d) self-and selfishness

11) A learning strategy is
    a) used by the teacher to assist students
    b) a model of social skills
    c) a set of steps to self-enhancement
    d) none of the above
12) Learning self-advocacy
   a) takes time
   b) is part of reading instruction
   c) occurs infrequently but powerfully
   d) all of the above

13) Incidental teaching
   a) is an instructional strategy
   b) is used to teach or develop a specific skill
   c) uses an event as it occurs
   d) all of the above
14) Contingency contracts
   a) are written
   b) are agreements between a teacher and a student
   c) describe behavior
   d) all of the above

15) A teacher might use a contingency contract
   a) to establish a formal understanding of behavior and consequences
   b) to create trust
   c) to enhance self-advocacy
   d) none of the above

16) Social skills instruction
   a) is best taught in a one-to-one situation
   b) can be integrated into standard classroom curriculum
   c) relies on a teaching method called integration therapy
   d) none of the above

17) Students can learn how to
   a) develop their own teaching strategies
   b) develop a models-based strategy
   c) develop their own learning strategies
   d) none of the above

18) An example(s) of research-based intervention programs successful with elementary students is (are)
   a) CLASS
   b) RECESS
   c) First Steps to Success
   d) all of the above

19) PATHS is
   a) a multi-year research-based intervention program
   b) an instructional strategy for teaching social skills
   c) a plan developed by educator to teach social skills
   d) none of the above

20) Bullying behaviors
   a) should only be tolerated in self-contained classrooms
   b) include hitting, name-calling, and making faces
   c) must be witnessed by three adults
d) all of the above
CHAPTER 10 Promoting Positive Behavior

Directions: Select the correct response(s) for the following questions.

1) Students with behavior problems
   a) do not fit one simple description
   b) have aggression in common
   c) have similar characteristics
   d) none of the above

2) Students with severe and persistent behavior problems typically have
   a) limited academic success
   b) lack of interest in school-related activities
   c) attendance difficulties
   d) all of the above

3) Students with antisocial behaviors
   a) by the end of high school begin to exhibit chronic antisocial behavior patterns
   b) do not engage in chemical abuse
   c) can be identified as young as age 3
   d) all of the above

4) An example of a setting event would be
   a) a teacher-created activity to promote positive behaviors
   b) a student who has an argument with his mother before leaving for school
   c) a student interview
   d) all of the above

5) Students with severe behavior problems
   a) may have additional compounding disabilities
   b) may, in addition, have learning disabilities, mental retardation, or autism spectrum disorders
   c) all of the above
   d) none of the above

6) Teachers working with students with severe behavior problems
   a) work closely with other professionals
   b) work independently
   c) work through the school psychologist
   d) none of the above
7) A functional behavioral assessment consists of assessment approaches that focus on various factors such as
   a) association, learning, and retention
   b) reinforcement, standards, recall
   c) antecedents, agreements, and ancillaries
   d) social, affective, cognitive and/or environment

8) IDEA requires IEP team members to address behavioral as well as learning problems for
   a) students who have been identified as having emotional disturbance
   b) for all students with disabilities
   c) for all students
   d) for students with learning and behavior problems

9) If a student has a behavior problem, the IEP must
   a) conduct a functional behavioral assessment
   b) invite a psychologist to the team meeting
   c) remove the student from the general educational classroom
   d) all of the above

10) A behavioral intervention plan
    a) is developed from the functional behavioral assessment
    b) describes the skills the students need
    c) describes the instruction that will be provided and how it will be assessed
    d) all of the above

11) A functional behavioral assessment plan is required by IDEA
    a) within 1 week of a disciplinary action for possessing fire arms or drugs in school
    b) within 1 month of a disciplinary action for possessing fire arms or drugs in school
    c) within 10 days of a disciplinary action for possessing fire arms or drugs in school
    d) none of the above

12) An assessment approach or approaches used in a functional behavioral assessment include
    a) standardized assessment
    b) record review
    c) structured observation
    d) all of the above
13) A structured interview
   a) consists of a planned set of questions
   b) involves a series of questions based on previous responses
   c) is an example of a standardized assessment approach
   d) none of the above

14) Behavioral intervention plans
   a) address student needs
   b) include positive teaching strategies
   c) describe classroom accommodations
   d) all of the above

15) Replacement behaviors
   a) should be discouraged
   b) are taught to students with behavior problems
   c) may cause more difficulties than the original behavior
   d) none of the above

16) A crisis plan
   a) is part of an IEP
   b) is developed by the school psychologist
   c) may be part of the behavioral intervention plan
   d) none of the above

17) When a student who becomes physically aggressive, a special educator
   a) uses physical restraints
   b) temporarily leaves the classroom to obtain assistance
   c) protects the safety of the other students
   d) all of the above

18) Teaching conflict resolution involves
   a) negotiation
   b) mediation
   c) arbitration
   d) all of the above

19) Timeout involves
   a) creating a timesheet
   b) removing a student to a neutral setting
   c) graphing behavior
   d) all of the above
20) Example(s) of well-written classroom rule(s):
   a) no running in the hall
   b) no pushing or hitting in the classroom
   c) listen when others are talking
   d) all of the above
CHAPTER 11 Learning and Study Skills
Directions: Select the correct response(s) for the following questions.

1) Probe annotation is used to
   a) note new concepts
   b) develop hypotheses
   c) note questions or ideas that should be investigated further
   d) understand hierarchical order

2) Metacognition is
   a) used to understand abstract concepts
   b) helpful when developing an understanding of multiple concepts
   c) the awareness of and control over personal learning strategies
   d) promotes heuristic learning

3) The three stages of multipass are
   a) survey, size-up, sort out
   b) preview, read, recall
   c) asses, probe, evaluate
   d) review, recall, assess

4) Inventive annotations are used when students
   a) develop creative conclusions
   b) identify graphics that can be incorporated into a text
   c) use functional language to describe concepts
   d) use the concept anchoring routine

5) Assessment of study skills should occur
   a) before and after instruction
   b) as a pretest and a posttest
   c) before, during, and after instruction
   d) at predetermined points

6) K-W-L stands for
   a) what you know, what you want to know, what you learned
   b) knowledge, awareness, learning
   c) what you would like to know, what you already know, and what you would like to learn
   d) knowledge, wisdom, learning
7) An advance organizer is used to
   a) schedule upcoming homework
   b) organize concepts
   c) introduce an activity or lesson
   d) provide an overview of a chapter or book

8) A mnemonic is used to help
   a) remember academic and behavioral tasks
   b) remember sequences
   c) organize outlines
   d) develop study skills

9) A strategy that can be used to promote reading comprehension is
   a) preview, revise, recall, review
   b) survey, question, read, recite, review
   c) survey, question, recall, revise, review
   d) survey, recall, review

10) The use of annotations is emphasized by the ________ strategy.
    a) SNIPS
    b) streamlining
    c) REAP
    d) RAFT

11) The use of visual representations is emphasized by the ___________ strategy.
    a) SNIPS
    b) RAFT
    c) gleaning
    d) streamlining

12) Providing a structure for identifying the main idea and supporting ideas is known as
    a) streamlining
    b) REAP
    c) outlining
    d) annotating

13) The teaching of study skills should begin in
    a) middle school
    b) high school
    c) elementary school
14) The use of abbreviations is emphasized by the _______ strategy
   a) streamlining
   b) REAP
   c) SNIPS
   d) RAFT

15) PQ4R involves
   a) preparation, question development, reflections, recitation
   b) preparing, questioning, recalling, reciting
   c) previewing, questioning, reflecting, reciting
   d) previewing, questioning, recalling, recollecting

16) The steps of the REAP strategy are
   a) review, explain, answer, ponder
   b) recite, evaluate, assess, ponder
   c) read, evaluate, annotate, ponder
   d) read, encode, annotate, ponder

17) Restating the author’s main idea of the text is used when making
   a) investigative notes
   b) streamlined notes
   c) heuristic annotations
   d) visual representations

18) Concept ladders present information
   a) sequentially
   b) hierarchically
   c) holistically
   d) analytically

19) Motivation annotations are used when students
   a) draw visual representations
   b) develop summaries
c) guess
d) preview materials to be read

20) DEAR, Drop Everything And Read, is an example of
   a) an abbreviation
   b) shorthand
   c) a mnemonic
   d) SNIPS
CHAPTER 12 Literacy
Directions: Select the correct response(s) for the following questions.

1) Semantic cues refer to
   a) word order
   b) word meanings
   c) sound-symbol relationships
   d) word configuration

2) Informal reading inventories are developed by
   a) teachers and commercial publishers
   b) teachers only
   c) commercial publishers only
   d) students

3) A teacher prompt is also known as a
   a) digital text
   b) cue
   c) graphic organizer
   d) repeated request

4) The smallest units of sound that has meaning in a language are
   a) phonemes
   b) phonics
   c) phonemic awareness
   d) phonological units

5) When teaching reading, visual cues refer to
   a) pictures
   b) visual memory
   c) grapho-phonetic connections
   d) word shapes

6) The Wilson Reading System is based on
   a) phonemic awareness
   b) phonemic awareness and sight words
   c) letter-sound recognition and sight words
   d) phonics

7) Letter-sound association should be taught both
   a) visually to auditorily and visually to tactilely
b) visually to auditorily and auditorily to visually
c) auditorily to auditorily and visually to visually
d) tactilely and visually

8) Analytic phonics involves breaking words down into segments and
   a) letters
   b) sounds
   c) phonemes
   d) sight words

9) A think-aloud is the
   a) retelling of a story that has just been read
   b) repetition of a text by students after it has been read aloud by the teacher
   c) verbalization of a student's thoughts about a text before, during, and after reading.
   d) recommended brainstorming activity prior to reading

10) The system of relating specific spoken sounds to particular written letters is known as
    a) phonological processing
    b) phonemic awareness
    c) phonics
    d) Reading Recovery

11) Marie Clay is associated with
    a) Reading Recovery
    b) The Wilson Reading System
    c) Fernald System
    d) Wilson-Allen System

12) Research conducted by __________ has linked certain neurological activities with reading achievement.
    a) Sawyer
    b) Shaywitz
    c) Shamwitsy
    d) Samovich

13) Literacy involves the ability to
    a) read signs, symbols, and words
    b) use digitized texts
    c) understand phonological probes
    d) read, write, think, and communicate
14) Quick estimates of students’ knowledge and skills can be gathered using
   a) reflection journals
   b) a variety of tests
   c) students’ facial expressions
   d) probes

15) Reading disabilities can involve difficulties in
   a) seeing and hearing
   b) the haptic system
   c) spelling and memory
   d) tactical learning

16) Technological literacy involves using technology for access to
   a) phonological formats
   b) multidisciplinary tools
   c) electronic texts, media, and productivity tools
   d) functional formats and tools

17) The ability to read signs and symbols in community-based settings is known as
   a) consumer-related reading
   b) The Wilson Reading System
   c) multifunctional reading
   d) functional reading

18) Dyslexia refers to
   a) the effects of dystonia on the lexicon
   b) a language-based disability
   c) difficulties with visual literacy
   d) problems in reproducing words

19) Text-to-speech software reads aloud
   a) computer commands
   b) digital text
   c) input/output software
   d) converted texts

20) The language experience approach to teaching reading and writing emphasizes use of
   a) visual cues
   b) language and learning prompts
   c) spoken and written language
   d) students’ own language
CHAPTER 13  Written and Spoken Communications
Directions: Select the correct response(s) for the following questions.

1) When evaluating students’ work, holistic scoring provides
   a) an analysis of students’ performance
   b) one score
   c) several scores
   d) detailed descriptions of students’ work

2) Research on written communications has shown that, for writing instruction to be effective, it should have
   a) a teacher-developed curriculum
   b) clear objectives
   c) summary statements
   d) text-to-speech software

3) When teachers demonstrate and verbalize the writing process, they are
   a) transferring speech to text
   b) writing aloud
   c) using transformational writing
   d) writing while reading

4) High-stakes assessments occur when teachers make ______ about the merits of students’ writing.
   a) judgments
   b) outlines
   c) reflections
   d) brief summaries

5) Written language, spoken language, gestures, and signals are involved in
   a) the symbol system
   b) visual and auditory cues
   c) facial communications
   d) communication

6) During sustained, silent writing,
   a) both teachers and students should be engaged in writing
   b) teachers should model writing, while students observe
   c) students consider several models
   d) students should incorporate several types of writing
7) Research on writing across the curriculum demonstrates that writing assists students in understanding
   a) how to use speech-to-text devices
   b) how to assemble writing portfolios
   c) content areas
   d) digital texts

8) Teaching strategies that can improve students’ written expression
   a) involve explicit teaching
   b) exclude augmentative and alternative communication devices
   c) are limited to input devices
   d) discourage direct instruction

9) According to the American Speech-Language-Hearing Association (ASHA), an AAC system should use the
   a) individual’s strengths
   b) student’s augmentative communication capabilities
   c) individual’s full communication capabilities
   d) services of a speech and language pathologist

10) The spoken form of language in known as
    a) language
    b) communication
    c) speech
    d) augmentative communication

11) Another term for speech-to-text software is
    a) voice recognition software
    b) text-to-speech software
    c) built-in speech
    d) Kurzweil software

12) ______ can be used to provide students suggestions for words and ideas when writing.
    a) Organizational probes
    b) Reading banks
    c) Writing conventions
    d) Word banks

13) Tentative or unfinished writing can be evaluated using
    a) high-stakes testing
b) prompts  
c) low-stakes testing  
d) graphic organizers  

14) Making written work conform to various writing conventions and grammar is known as  
   a) modeling  
   b) planning  
   c) reviewing  
   d) editing  

15) Research on written language performance in the United States shows that ______ students are not able to write at the basic level  
   a) only a few  
   b) the majority of  
   c) many  
   d) rural and suburban  

16) Tests that can be used to pinpoint students’ strengths and weaknesses are  
   a) holistic  
   b) integrated into teaching and learning  
   c) standardized  
   d) difficult to find  

17) Speech-to-text software  
   a) should be considered experimental  
   b) allows teachers to dictate spelling words to students  
   c) allows students to practice word recognition skills  
   d) allows students to dictate written work  

18) Tests that are recommended for use in program evaluations are  
   a) informal  
   b) standardized  
   c) low stakes  
   d) school-wide  

19) A system that is used to communicate is  
   a) auditory-verbal communications  
   b) language  
   c) signs and symbols system  
   d) systemic communications
20) When evaluating written work, analytic scoring can produce
   a) a summary score
   b) a reflection on students’ performance
   c) low stakes testing
   d) a detailed description
CHAPTER 14 Mathematics
Directions: Select the correct response(s) for the following questions.

1) In general, when students who have been in lower tracks are assigned to mixed ability tracks, the mathematics achievement of the lower ability students
   a) decreases
   b) levels off
   c) stays the same
   d) increases

2) One-to-one correspondence means that
   a) different numbers can be linked to each object
   b) a number can be associated with every object in a group
   c) every student is given an object
   d) objects and students are assigned numbers

3) The study of geometry involves
   a) trigonometry
   b) lines, points, and angles
   c) rational numbers
   d) real numbers and equations

4) The study of functional mathematics prepares students to solve
   a) problems they are likely to encounter on a daily basis
   b) functional and conventional problems
   c) problems that they encounter in school
   d) abstract and conceptual problems

5) When teaching mathematics, _________ should be emphasized.
   a) drill and practice exercises
   b) conceptual terminology
   c) abstract thinking
   d) real-world problems

6) The term “ethnomathematics” refers to the mathematical practices of
   a) identifiable cultural groups
   b) minority groups
   c) mathematics that have been identified by ethnographers
   d) mathematics used by ancient civilizations
7) A frequently encountered problem when students are working on fractions is
   a) inappropriate use of signs
   b) regrouping
   c) incorrect cancellation
   d) confusion in carrying

8) The following steps can be helpful when teaching students to solve mathematics word problems
   a) read, restate, draw a picture, decide operations, do calculations, check work
   b) read, restate, select software, do calculations
   c) obtain calculator, list operations, do calculations
   d) use text-to-speech software to read problems aloud, use onscreen calculator, check work

9) Error analysis is important because it can
   a) provide summative information
   b) produce a holistic achievement score
   c) identify patterns of mistakes
   d) provide information for students' exhibitions

10) A strategy for helping students solve word problems is
    a) sustained silent writing
    b) using conceptual language and word order
    c) demonstrating how to solve algebra problems
    d) reading the word problem along with students

11) When teaching mathematics, the order of operations is
    a) calculations within parentheses should be done first
    b) addition and subtraction should be done first
    c) exponents should be calculated first
    d) exponents should be calculated last

12) Teaching concepts near, far, above, and up are examples of
    a) measurement
    b) trigonometry
    c) algebra
    d) geometry

13) Demonstrations of what students have learned, is known as
    a) summative evaluation
b) targeted instruction
c) performance-based assessment
d) holistic scoring

14) A frequently encountered problem when students are doing multiplication and division is
   a) forgetting to carry when multiplying
   b) absence of spaces
   c) forgetting to carry when dividing
   d) ignoring the remainder

15) Teachers of higher tracked students tend to ask questions that require
   a) computational knowledge
   b) homework
   c) higher order thinking skills
   d) the use of calculators and mathematical software

16) Students may experience difficulties when doing word problems because
   a) they do not use speech-to-text software
   b) they do not number the problems
   c) they have difficulty understanding vocabulary
   d) omit zeros

17) Mathematics exhibitions provide students opportunities to
   a) summarize and synthesize what they have learned
   b) present snapshots of what they have learned
   c) identify strengths and limitations
   d) share the results of district-wide assessments

18) A strategy for helping students space and sequence mathematical operations is
   a) decreasing the page size
   b) increasing spacing between problems
   c) decreasing the page size and using calculators
   d) using calculators

19) Inductive reasoning moves
   a) from specific observations to generalizations
   b) from generalizations to specific observations
   c) in a specified sequence
   d) according to specified rules
Examples of functional mathematics include
  a) telling time, making change, and using credit cards
  b) addition, subtraction, multiplication, and division
  c) use of the symbols +, X, /, and -
  d) geometry and algebra
CHAPTER 15 Science and Social Studies
Directions: Select the correct response(s) for the following questions.

1) According to recent research, mentoring
   a) discourages students from taking advanced science courses
   b) is rarely implemented correctly
   c) encourages students with disabilities to enter science careers
   d) improves functional skills

2) The study of social studies requires __________ knowledge.
   a) interdisciplinary
   b) social systems
   c) societal
   d) research

3) Three-dimensional models can help make abstract concepts
   a) conceptual
   b) concrete
   c) enjoyable
   d) functional

4) One key characteristic of inquiry-based learned is
   a) students’ questions as the basis for research
   b) direct instruction
   c) abstract concepts
   d) tactile learning

5) An organization that supports science education for students with disabilities is
   a) American Association for Science Studies
   b) Science Education USA
   c) National Science Foundation
   d) National Association for Promoting the Participation of Students with Disabilities in Science

6) The overall purpose of social studies is to
   a) enable students to make informed and reasoned decisions as citizens of diverse, democratic communities about the nation and the world
   b) provide education that promote world understanding
   c) promote democratic ideals and beliefs in countries around the world
   d) promote the understanding of the United States constitution and laws
7) Guided response journals as used by students to
   a) recall information from a chapter or book
   b) quickly take notes after reading a chapter
   c) take notes on a chapter or book as it is read
   d) respond to questions that the chapter or book author has developed

8) The learning that provides students an overview of a new chapter or reading is known as
   a) survey routine
   b) concept anchoring routine
   c) summary routine
   d) learning routine anchor

9) Reciprocal teaching
   a) involves embedded teaching strategies
   b) can be implemented when doing problem-based teaching
   c) is the same as peer tutoring
   d) involves summarization and question generation

10) RAFT is an acronym that stands for
    a) role, answer, form, test
    b) reason, answer, figure test
    c) reaction, answer, format, topic
    d) role, audience, format, topic

11) The learning routine that places an essential concept within a larger framework is
    a) concept mastery routine
    b) concept response routine
    c) concept learning routine
    d) conceptual match routine

12) A storyboard map provides a
    a) story that conveys the meanings of abstract concepts
    b) map that tells the story of a community
    c) board on which a story is mapped
    d) visual means for conceptualizing and organizing information

13) The type of learning approach that promotes active leaning is known as
    a) activity-based learning
    b) question-focused learning
14) An hypothesis is
   a) an informed guess
   b) a result of a tested theory
   c) identified after scientific explanations have been identified
   d) absolute and forms the foundation of scientific research

15) A learning routine that uses a graphic to represent a target concept is known as
   a) recall enhancement routine
   b) survey routine
   c) concept anchoring routine
   d) teaching and learning routine.

16) When teaching science, the following strategies can be used
   a) embedded strategies and direct instruction
   b) elucidation and explanation
   c) memorization and summarization
   d) preteaching and guided practice

17) The transformative approach to teaching social studies emphasizes the
   a) complex and dynamic interactions among groups
   b) infusion of diverse approaches and concepts
   c) decision-making by students about various issues
   d) the hero, holidays, and selected cultural and ethnic events

18) Tactile graphics
   a) should only be used with students who are blind
   b) can be used by students with learning disabilities
   c) are a specialized approach
   d) involve multi-faceted approaches

19) Four approaches that can be used when addressing diversity are:
   a) caring, adding, explaining, transforming
   b) contributions, additive, transformative, social action
   c) social action, social explanation, transformation, creation
d) mixed methods, multidisciplinary, ethno-centric, interdisciplinary

20) The 5E model includes
   a) explanation, elaboration, examination, estimation, evaluation
   b) explanation, elaboration, engagement, estimation, evaluation
   c) engagement, exploration, explanation, elaboration, evaluation
   d) engagement, examination, elucidation, enlightenment, evaluation
CHAPTER 16 Transition
   Directions: Select the correct response(s) for the following questions.

1) Transition assessment can include
   a) readiness tests
   b) personality tests
   c) capacity instruments
   d) curriculum-based assessments

2) Transition assessment should begin
   a) at the transition point between middle school and high school
   b) when necessary
   c) in elementary school
   d) prior to age 12

3) Supports can vary according to
   a) degree, strength, amount, magnitude
   b) intensity, degree, amount
   c) intensity, magnitude, degree
   d) degree, intensity, amount

4) Environmental supports can include
   a) auditory signals and pictures
   b) vegetable stakes
   c) statistical tables
   d) talking with a friend

5) Self-determination are the skills, knowledge, and beliefs that enable a person to
   a) use self-advocacy skills
   b) share community living and learning arrangements
   c) engage in self-regulated, autonomous behavior
   d) use person-centered planning

6) Supplemental Security Income is designed to provide funds for
   a) food, clothing, shelter
   b) vocational training
   c) the services of caregivers
   d) essential services
7) For self-determination activities in transition, the following conditions must be in place
   a) federal and state mandates
   b) sheltered workshop employment
   c) access, coordination, and assessment
   d) cooperative and collaborative learning

8) Self-advocacy involves
   a) self-assessment
   b) person-centered planning
   c) communication and negotiation
   d) acknowledgement of rights and responsibilities

9) Self-advocacy objectives can be incorporated in a student's
   a) LCCE
   b) IEP
   c) ADA
   d) IDEA

10) O*NET is a
    a) Database of transition plan objectives
    b) an e-mail network that fosters transition planning collaboration
    c) database that contains information on job requirements
    d) a web site of transition plan resources

11) Development of daily living skills, personal-social skills, and occupational development are
    the focuses of
    a) LCCE
    b) LCCE
    c) IDEA
    d) TIP

12) Self-determination is influenced by the individual’s
    a) wishes and ideals
    b) school-based team
    c) the results of transition assessments
    d) hopes, dreams, desires

13) Daily living skills include
    a) learning assessments
    b) vocational training
    c) personal finances, personal care needs, leisure time activities
    d) transition plans
14) Brolin is responsible for developing
   a) LCCE
   b) LLCE
   c) LCEE
   d) LEEC

15) The primary reasons why students with disabilities have less successful school experiences than students without disabilities are
   a) problems with self-determination and person-centered planning
   b) difficulty with daily living skills and lack of supports
   c) difficulty with social skills and lack of experience in self-advocacy
   d) lack of practice with vocational activities and daily living skills

16) Self-advocacy is expected once students
   a) enter high school
   b) enter middle school
   c) turn 14
   d) enter the workforce or higher education

17) Career interests should be identified at least __________ years before leaving school.
   a) ten
   b) seven
   c) four to five
   d) three

18) SNOW stands for
   a) self-determination, needs, options, work plan
   b) strengths, needs, opportunities, worries
   c) self advocacy, needs, options, work plan
   d) strengths, needs, opportunities, work plan

19) Person-centered planning occurs during
   a) IEP meetings
   b) career preparation activities
   c) team meetings
   d) assessment, planning, and service delivery

20) Transition services for students with disabilities are mandated by
   a) local school districts
   b) municipalities
   c) boards of education in each state
   d) federal government
Short Answer Questions

CHAPTER 1 Preparing to Teach Students with Mild and Moderate Disabilities
1) What is *special education* (specially designed instruction)?
2) What students are eligible for special education?
3) What is a *least restrictive environment*?
4) Identify the six main principles of IDEA.
5) What was the purpose of the No Child Left Behind Act?

CHAPTER 2 Understanding Students with Mild and Moderate Disabilities: LD, ADHD, and OHI
1) How do special educators use knowledge of student characteristics to assist them in their work?
2) Describe what is meant by the term *continuum of involvement*?
3) What is a *learning disability*?
4) What is attention *deficit hyperactivity disorder*?
5) What types of disorders are considered other health impairments?

CHAPTER 3 Understanding Students with Mild and Moderate Disabilities: ED, MR, and ASD
1) Compare and contrast the terms mild and moderate disabilities.
2) What is an *emotional disturbance*?
3) What is *mental retardation*?
4) Describe autism spectrum disorders.
5) What is *Asperger's syndrome*?

CHAPTER 4 Partnering with Educators, Professionals, Paraprofessionals, Parents, and Other Family Members
1) Describe two different techniques for problem-solving.
2) What is a *role exchange*?
3) Identify the three main types of questions.
4) Provide an example of each type of question.
5) How might educators create community partnerships?

CHAPTER 5 Linking Assessment and Instruction
1) Why should educators link assessment with instruction?
2) How can educators address concerns regarding assessment and diversity?
3) What are some examples of AT devices that students with disabilities might use during assessment activities?
4) Describe summative assessment.
5) Why should educators be aware of the halo effect?

CHAPTER 6 Planning and Organizing Instruction
1) What are content standards?
2) What are performance indicators?
3) When should special educators write short-term objectives?
4) What are the four components of short-term objectives?
5) What are some ways that an educator considers a student’s use of AT during the planning and organizing of instruction?

CHAPTER 7 Methods for Teaching and Learning
1) What is a teaching method?
2) Why is it important to use research-based teaching methods?
3) What are three characteristics of direct instruction?
4) How does “supported inquiry-based learning” differ from inquiry-based learning?
5) Identify three components that a visitor might see in a classroom where the teacher uses differentiated instruction.

CHAPTER 8 Effective Strategies for Teaching
1) What is an instructional strategy?
2) Define preteaching and coaching.
3) What is scaffolding?
4) How can technology be used to support teaching and learning?
5) What is social online learning?

CHAPTER 9 Developing and Enhancing Social Skills
1) What is an event recording and when might an educator use this observational approach?
2) Describe a task analysis.
3) List five steps in teaching a learning strategy to students.
4) What are contingency contracts?
5) In considering the cultural context when there are concerns about a student's social skills, identify two questions that a teacher might ask.

CHAPTER 10 Promoting Positive Behavior
1) What are setting events?
2) What is a functional behavioral assessment?
3) What is a behavioral intervention plan?
4) What are contingency statements?
5) Why are classroom rules important in promoting positive behaviors

CHAPTER 11 Learning and Study Skills
1) List at least 5 study skills.
2) What is a graphic organizer?
3) Identify at least two approaches for teaching note taking.
4) Briefly describe how technology can be used to support study skills.
5) What is modified paired storytelling?

CHAPTER 12 Literacy
1) Define literacy.
2) What is phonics?
3) What is phonemic awareness?
4) What is text-to-speech software?
5) Compare Reading Recovery and the Wilson Reading System.

CHAPTER 13 Written and Spoken Communications
1) What is communication?
2) Define the term language.
3) What are augmentative and alternative communication technologies?
4) What is sustained silent writing?
5) How can technology be used to support the development of literacy?

CHAPTER 14 Mathematics
1) What is ethnomathematics?
2) How can portfolios be used to assess mathematics?
3) How can technology be used to support mathematics instruction?
4) How can problem solving be taught?
5) What is error analysis?

CHAPTER 15 Science and Social Studies
1) Why are science and social studies important for student learning?
2) How can role models be used in science?
3) How can technology be used to support science instruction?
4) List at least five accommodations for teaching science.
5) How can technology be used to support social studies instruction?
CHAPTER 16 Transition

1) What is *transition*?
2) List key transition points for students.
3) What is *self-advocacy*?
4) Describe *person-centered planning*.
5) Why is self-determination important?
Essay Questions

CHAPTER 1 Preparing to Teach Students with Mild and Moderate Disabilities

1) Create a graphic that represents the principles of IDEA.
2) Describe why a student who is not eligible for services under IDEA, might receive services under Section 504?
3) Discuss the “digital divide.”
4) When the IEP team meets to begin planning the individualized program, they must consider many questions. Create a team dialogue that illustrates at least six of these questions.
5) Develop a mini-case study that illustrates the differences between student use of accommodations and modifications in the classroom.
6) What are related services? Describe at least five examples.
7) Your text states: “Diversity perspectives play an important role in the process of obtaining special education services.” Develop a response to this statement.
8) Create a graphic that represents the various settings where special educators work.
9) Compare and contrast at least 3 different settings where special educators might work.
10) How do educators use technology to keep current in the field?

CHAPTER 2 Understanding Students with Mild and Moderate Disabilities: LD, ADHD, and OHI

1) Create a graphic that illustrates the individual characteristics of two students with LD, ADHD, or OHI.
2) Compare and contrast the experience of two students, one whose school had a prereferral process and the other whose school did not.
3) Develop a flow chart that illustrates the process of obtaining special education services for a child with a learning disability.
4) How could internet-based resources assist a special educator?
5) Develop a mini case study that illustrates the special gifts and challenges of a middle school student with a learning disability.
6) Describe the early signs of learning disabilities in preschool and early elementary children.
7) What is pragmatics and why is this important in working with students with disabilities?
8) Describe the common characteristics of ADHD.
9) What are some considerations in identifying disabilities when working with English language learners?
10) What is type II diabetes and why is this disorder a critical health issue for many children today?
CHAPTER 3 Understanding Students with Mild and Moderate Disabilities: ED, MR, and ASD

1) When is a student’s behavior a problem significant to be eligible for special education services under the category of emotional disturbance?
2) Describe the possible causes of emotional disturbance.
3) What is DSM and how is this used with students with moderate disabilities such as ED or ASD?
4) Create a mini case study demonstrating several strengths and needs typical of an elementary student with an emotional disturbance.
5) Create a continuum illustrating the range of mental retardation.
6) Develop a table that describes areas of the curriculum and identifies some of the challenges for students with moderate mental retardation.
7) What is an AAC and how might it be used to help a student with mental retardation?
8) Develop a mini case study that illustrates the special gifts and challenges of a young child with autism.
9) Continue your case study of the child with autism, illustrating the characteristics that may impact on school achievement.
10) Compare and contrast children with autism and Asperger’s syndrome.

CHAPTER 4 Partnering with Educators, Professionals, Paraprofessionals, Parents, and Other Family Members

1) Describe ways that educators ensure confidentiality of information.
2) Prepare a brief summary of information on research findings and teacher collaboration.
3) Develop a graphic to illustrate the steps in creative problem solving.
4) Compare and contrast two ways to resolve conflicts.
5) Create a brief classroom scenario that illustrates how teachers evaluate their own personal skills.
6) Compare and contrast the skills involved in collaborative teaming and in consulting.
7) Create a classroom scenario that illustrates how a special educator uses various technologies to enhance communication.
8) Summarize the key areas to consider when working with a paraprofessional.
9) Develop a classroom scenario that illustrates best practices in how to conduct a parent conference.
10) Identify and describe at least two national organizations that support parents of children with disabilities.
CHAPTER 5 Linking Assessment and Instruction

1) Your text states: “Linking assessment with instruction is an ongoing process that begins before instruction.” Develop a mini classroom scenario that illustrates this idea.

2) Develop a graphic that illustrates parents’ rights and opportunities during the assessment process for obtaining special education services.

3) Create a table or concept map that illustrates various assessment approaches and for what purpose the teacher might use each one.

4) Compare and contrast the purposes of low-stakes and high-stakes assessments.

5) How do special educators help students prepare for state and district-wide assessments?

6) Select three examples of formative assessment approaches and discuss the advantages and disadvantages of each.

7) Develop a mini case study illustrating how a special educator uses CBM to improve student learning.

8) Compare and contrast the different types of question formats that a teacher uses in constructing quizzes and exams. For students with disabilities what are the advantages and disadvantages of each?

9) Discuss the advantages and disadvantages of performance tasks as an approach to assessing student achievement.

10) Identify and describe at least four important considerations for teachers who are planning on using rubrics to assess student work.

CHAPTER 6 Planning and Organizing Instruction

1) Describe each of the three different types of classroom environments.

2) Identify at least three ways that educators can use the concept of classroom environments in planning a culturally responsive classroom.

3) Why must special educators be familiar with content standards and performance indicators?

4) Create a mini case study to illustrate how a special educator participates in planning an individualized education program with other team members.

5) Describe how present levels of performance relate to annual goals.

6) Develop an annual goal and two supporting short-term objectives for an elementary or middle school student with moderate mental retardation who is having great difficulty in mathematics.

7) Create a graphic that illustrates how educators plan units and lessons or learning activities.

8) Develop a mini case study to illustrate how an educator plans and integrates a student’s AT in an instructional activity.
9) Create a scenario that illustrates organizing instruction in reading for a small group of students, including two students with learning disabilities and one student with ADHD.

10) Why are professional standards for teachers important?

CHAPTER 7 Methods for Teaching and Learning

1) Create a graphic that illustrates the process of how students learn.
2) Develop a table that consists of the major theories of learning and indicates how they are similar and different.
3) Describe at least five key features of behavioral theory.
4) What is metacognition and why is this an important term to educators who set high standards of achievement for their students?
5) Which theory has had the greatest impact on direct instruction? Defend your answer with examples.
6) Develop a scenario that illustrates the key features of direct instruction.
7) Why is direct instruction often associated with mastery learning?
8) Develop a graphic that illustrates the characteristics of supported inquiry-based learning.
9) You have been asked to teach a small class of students, some of whom have behavioral problems. What method of teaching will you choose? Describe your reason for selecting this particular method.
10) Describe what is meant by the term high performing schools.

CHAPTER 8 Effective Strategies for Teaching

1) Select several instructional strategies. Develop a table that summarizes the essential features of each.
2) How can technology be used to support teaching and learning?
3) Discuss several instructional strategies that seem especially appropriate for students who have diverse backgrounds.
4) Compare preteaching and coaching. What are the similarities and differences?
5) Develop a mini-case study that illustrates the usefulness of scaffolding. Why is this such a useful strategy?
6) Develop a mini-case study that illustrates how guided instruction can be used. Why is this a useful strategy?
7) Develop a table or graphic organizer that summarizes the essential features of various types of cooperative learning.
8) Explain how wait time is used and provide an example.
9) How can cooperative e-learning be implemented? Develop an example that illustrates its usefulness in teaching and learning.
10) In what ways can technology be used to support learning?

CHAPTER 9 Developing and Enhancing Social Skills

1) Create a table that summarizes the key features of ways to observe and record information about student behaviors.
2) Develop a brief scenario that describes how you would use interval recording to gather information about a student’s behavior.
3) Develop a graphic that illustrates a teacher’s process for planning social skills instruction.
4) Identify a skill that you would like to teach a student and then conduct a task analysis of that skill.
5) Develop a scenario that describes the needs of a student who could benefit from social skill instruction. How would you begin social skill instruction?
6) Create a graphic or chart that illustrates the key features of one or more research-based intervention programs for improving social skills.
7) What is bullying behavior and why must schools take action to address it?
8) Describe at least five warning signs that may indicate that students are at risk for bullying or violent behaviors.
9) Discuss how teachers can prevent violence among students.
10) How can teachers create safe classrooms?

CHAPTER 10 Promoting Positive Behavior

1) Identify and describe problem and challenging behaviors.
2) According to IDEA, when must IEP teams conduct a functional behavioral analysis (FBA)?
3) Describe at least three ways of gathering information for a FBA? What are the advantages and disadvantages of each assessment approach?
4) Develop a brief scenario of a student with problem behaviors and design an observation form for gathering information about the behaviors.
5) Describe the process of analyzing and synthesizing information obtained in the FBA.
6) Create a graphic to identify the essential components of a behavioral intervention plan.
7) Describe ways that special educators provide clear expectations and teach compliance to promote positive behaviors.
8) Compare and contrast two or more teaching strategies to encourage active responses.
9) How do schools use codes of conduct to encourage positive behaviors?
10) Your text states: “Behavioral expectations are an integral aspect of the culture that surrounds us.” Create a brief classroom scenario that illustrates this statement.
CHAPTER 11 Learning and Study Skills

1) Develop a graphic organizer that depicts strategies for teaching organizational skills.
2) Select two approaches for assessing study skills. Provide an example of each approach.
3) Describe three reasons for teaching study skills.
4) In what ways can technology be used to support the development of study skills?
5) Compare the following strategies: PRR, SQ3R, and PQ4R.
6) What is the SNIPS strategy? Explain how it can be used to teach students with disabilities.
7) What is the multipass strategy? How can it be used to teach students with disabilities?
8) Various learning routines were discussed in this chapter. Compare two routines and provide an example for each one.
9) Select two strategies for teaching note taking. What are the strengths and limitations of each strategy?
10) Reflect on the study skills that were described in this chapter. Which ones could be useful to your own learning?

CHAPTER 12 Literacy

1) Summarize recent research on reading.
2) What is literacy? Why is it important to encourage the teaching of literacy across the curriculum?
3) Select two approaches for the assessment of literacy. Compare these approaches and provide an example for each one.
4) How can technology support the development of literacy?
5) What is text-to-speech software? Explain its usefulness in literacy instruction.
6) How can teachers support the development of literacy instruction in diverse learners? Describe several resources and strategies that can be used.
7) Explain and compare Reading Recovery and the Wilson Reading System.
8) Differentiate between phonics and phonemic awareness.
9) What is functional reading? Provide an example of its use.
10) Compare basal readers and predictable texts.
CHAPTER 13 Written and Spoken Communications

1) Define the term *communication* and describe the various types of communication.
2) Select and describe at least two approaches for the assessment of written language.
3) How can technology be used to support written communication?
4) How can technology be used to support spoken communication?
5) What is augmentative and alternative communication? Develop a scenario of the use of AAC with one or more students.
6) Explain at least two strategies for teaching spelling.
7) Compare the meanings of the following terms: communication, language, and speech.
8) What is a writing prompt? Provide three examples that illustrate different uses of writing prompts.
9) Differentiate between holistic and analytic scoring.
10) What is a rubric? Develop an example of a writing rubric.

CHAPTER 14 Mathematics

1) Explain contemporary approaches for teaching mathematics.
2) Describe and provide an example of at least two approaches for assessing mathematics achievement.
3) Consider the skills that are required for the understanding of measurement. Develop an example for each skill.
4) Develop an example of teaching problem solving in mathematics.
5) What is *ethnomathematics*? In what ways is this approach useful when teaching diverse learners?
6) In what ways can technology be used to support teaching and learning in mathematics?
7) What is functional mathematics? Provide two examples that illustrate teaching functional mathematics.
8) How can mathematics instruction be integrated into reading, writing, science, and social studies instruction?
9) Provide two examples of using prompts to teach mathematics.
10) What are the advantages and disadvantages of using each of the following approaches to the assessment of mathematics: performance-based assessment, portfolios, exhibitions, probes, and standardized tests?
CHAPTER 15 Science and Social Studies

1) Why is the teaching of science important for all students?
2) How can the concept of universal design be applied to the teaching of science? Provide two examples.
3) In what ways can technology support science instruction?
4) Why is the teaching of social studies important for all students?
5) In what ways can technology support social studies instructions?
6) Explain how the 5E instructional model can be applied to teaching science.
7) Compare four approaches to integrating diversity into social studies instruction. Which approach do you prefer and why?
8) In what ways can role models and mentors influence students’ interest in science?
9) Contrast the application of instructional accommodations and universal design.
10) What are several important web-based resources for teaching science? social studies?

CHAPTER 16 Transition

1) Define the term transition and identify key transition points for students.
2) What are the federal requirements for transition services?
3) Identify and describe two approaches to transition assessment.
4) Differentiate between the following terms: self-determination, self-advocacy, and person-centered planning. Provide an example of each.
5) In what ways can technology be used to support transition activities?
6) Supports that can be provided to students during transition can vary in degree, strength, amount, and magnitude. Define each of these terms and provide an example of each one.
7) What are environmental supports?
8) Transition teams can include a wide range of participants. Identify at least four participants and their responsibilities.
9) Identify and describe at least two post-school outcomes.
10) Define the term self-advocacy and provide examples of strategies for teaching self-advocacy.
**Answer Key for Multiple Choice Questions**

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Suggested Responses for Short Answer Questions

CHAPTER 1 Preparing to Teach Students with Mild and Moderate Disabilities
1) Special education means that the curriculum content or delivery of instruction has been adapted to meet the unique needs of a student with a disability. Teachers must ensure that special education includes access to the general education curriculum.

2) To be eligible for special education services, a student must have a disability that is recognized by IDEA (such as a learning disability, mental retardation, or autism) and the disability must adversely affect the student’s educational performance.

3) A least restrictive environment refers to a variety of settings that a school district offers to provide educational services to students with disabilities. These settings provide a range of programming options and the IEP team must decide which setting would be the most appropriate, or least restrictive for an individual student.

4) The principles of IDEA include: 1) free appropriate public education, 2) appropriate evaluation, 3) the individualized education program, 4) least restrictive environment, 5) procedural safeguards, and 6) parent and student participation in decision making.

5) The No Child Left Behind Act was designed to improve student achievement by requiring that all students be assessed each year in grades 3–8 and at least once during grades 10–12. The assessments must be aligned with state achievement standards.

CHAPTER 2 Understanding Students with Mild and Moderate Disabilities: LD, ADHD, and OHI
1) Teachers use their knowledge of student characteristics in identifying students who may have a disability and who should be referred for special education services. They use knowledge of characteristics to address student strengths and limitations, develop and implement instruction, plan accommodations or modifications, and monitor and evaluate IEPs. Finally, they may use knowledge to help answer questions and deal with concerns.

2) The term continuum of involvement refers to the fact that students who receive services under the same disability criteria may have very different characteristics. One student may have mild difficulties in one or more areas of the curriculum, behavior, or social skills while another student who receives services under the same criteria, may much more significant difficulties in one or more of these same areas. Teachers shouldn’t expect that all students who have a learning disability, for example, require the same type and same degree of services.
3) A learning disability is a disorder in using language, in reading, or in doing mathematical calculations.

4) Attention deficit hyperactivity disorder is a disorder that involves behaviors of inattention, such as easily distractible; hyperactivity, such as excessive motor activity; and impulsivity, such as blurting out answers.

5) Other health impairments are a class of disorders that usually have medical conditions that require ongoing monitoring. Examples of these disorders include asthma and diabetes.

CHAPTER 3 Understanding Students with Mild and Moderate Disabilities: ED, MR, and ASD

1) Students with either mild or moderate disabilities experience a range of characteristics; no two students are the same. Students with moderate disabilities usually have major needs in one or more academic areas and behavior. Students with mild disabilities may only have needs in a specific area such as reading or mathematics.

2) An emotional disturbance is a condition that has been present over a long period of time and involves difficulty in creating or maintaining friendships, inappropriate behaviors, or moods of depression. These conditions must adversely affect the student’s educational performance.

3) Mental retardation is a condition that involves both a cognitive disability and adaptive behavior problems.

4) Autism spectrum disorders include a range of conditions from mild forms of Asperger’s syndrome to more involved conditions such as autism. These are neurological disorders that affect an individual’s social interaction and communication skills.

5) Asperger’s syndrome falls on the continuum of autism spectrum disorders and is characterized by some obsessive routines and preoccupation with a certain topics of conversation. Students with Asperger’s syndrome may have exceptional skills in one specific area, such as mathematics.
CHAPTER 4 Partnering with Educators, Professionals, Paraprofessionals, Parents, and Other Family Members

1) One technique used in problem-solving is brainstorming where individuals generate as many ideas as possible. When they are finished, they review their work and identify the best solution. A second technique is called the nominal group technique. This technique involves a group ranking of all the solutions being considered.

2) A role exchange is when one professional mentors another professional by demonstrating a teaching strategy or special technique while the other person observes. Then they reverse roles to allow the second individual to practice. The more experienced professional mentors and guides the second person.

3) The three types of questions include: 1) questions that seek information, 2) questions that provide information, and 3) questions that clarify information.

4) An example of a question that seeks information is: “What does Jeremy usually do when he arrives home from school?” An example of a question that provides information is: “How do you think it would work if Jeremy were allowed to stay at after-school care to do his homework and then take the late bus?” An example of a question that clarifies information is: “Could you tell me what you mean when you said that after-school child care is random?”

5) An educator could work with paraprofessionals in the school to learn more about cultural communities in the area. The paraprofessional could provide the teacher with information and connections to community resources.

CHAPTER 5 Linking Assessment and Instruction

1) Linking assessment with instruction provides educators with important information as they plan learning activities for students. By gathering information about what a student already knows and what the student doesn’t know, the teacher can plan appropriate instruction. By assessing student learning during instruction, the teacher can decide whether to plan additional learning activities or to move on to new content.

2) Professional organizations recommend that schools establish an appropriate prereferral process and work to understand the effect of school climate. Team members who conduct assessment should use multiple assessment approaches and strategies that are research-based and culturally competent.

3) Depending on a student’s needs, the student might use one or more AT devices such as a mask that blocks out additional material on the page or an electronic dictionary that allows the student to locate a word by listening to spoken choices and then selecting the correct word.
4) Summative assessment activities occur at the end of the instructional unit or marking period and are designed to show student growth and progress. A teacher-developed exam is an example of a summative assessment.

5) A halo effect occurs when a teacher assigns a higher (or lower) grade to a student’s work because of teacher bias.

CHAPTER 6 Planning and Organizing Instruction
1) Content standards describe the knowledge and skills that students should know and be able to do.

2) Performance indicators describe certain levels of achievement that students should be able to demonstrate.

3) Special educators must include short objectives in the student’s IEP when the IEP team identifies that the student needs alternative achievement standards and alternative assessments.

4) The four components of short term objectives are: 1) the behavior described in observable terms, 2) the criteria for successful performance, 3) the method of evaluating performance, 4) and the time period for review.

5) A teacher should know what the student’s IEP states regarding the use of AT. The educator should take this into account when planning instruction and considering how the student can use AT in the classroom to work with other students and to complete learning activities.

CHAPTER 7 Methods for Teaching and Learning
1) A teaching method is a broad approach to teaching based on theory, research, and a teacher’s professional preparation and experience. The method is a general plan that teachers follow in developing and presenting instruction to students and in assessing their achievement.

2) By using a teaching method that has been shown to be effective with students with disabilities, educators have some assurance that the method that they are using will be effective.

3) Characteristics of direct instruction include and combination of the following: 1) Establish specific sequential instructional objectives; 2) Teach prerequisite skills, if necessary; 3) Teach specific skills and strategies that promote learning; 4) Provide immediate and corrective feedback; 5) Use praise and rewards for correct responses; 6) Provide opportunities for independent practice; 7) Examine the previous day’s work and reteach, if necessary; 8) Use reflective practices; and 9) Conduct frequent reviews and assessments in order to monitor student progress.
4) Supported inquiry-based learning differs from inquiry-based learning because the teachers supports the students with providing the rule first or by using prompted coaching to help the student use inductive thinking. This differs compared to traditional inquiry-based learning where the students are expected to consider their observations and then come up with a general rule based on their discoveries.

5) A visitor to a classroom where the teacher is using differentiated instruction might see the following: 1) Connecting subject matter with students’ interests; 2) Developing lessons that seek multiple perspectives on topics and issues; 3) Distributing a one page summary of key concepts that emphasize important concepts and skills; and 4) Providing clear expectations and examples of past students’ work.

CHAPTER 8 Effective Strategies for Teaching
1) An instructional strategy is a specific teaching routine in which a logical, orderly arrangement of steps, techniques, and actions are grouped together in order to develop or reinforce learning.

2) Preteaching orients learners to a new topic, vocabulary, and concepts. Strategies used in preteaching include: recollection of prior experiences and prior knowledge, use of advance organizers and concept maps, and teaching new vocabulary. Coaching involves the provision of hints or suggestions to students so that they can successfully acquire knowledge and skills, perform a task, or demonstrate a behavior.

3) Instructional scaffolding refers to teaching strategies that support students as they acquire knowledge and skills. As learners take more responsibility for their learning, the structures, supports, and scaffolds can be faded and learners can work independently.

4) Technology contributes to improved learning outcomes in several ways: interactivity of computer technology, computer networking, specialized technology that allows for customization and individualization, hypertexts and multimedia add depth and elaboration to learning, and telecommunication and Web-based resources can provide access to databases, real, virtual, and simulated experiences and resources.

5) Social online learning involves small groups of students who are located at a distance and teacher-designed experiences that allow students to interdependently by using technologies such as e-mail, social Web sites, blogging, wikis, text messaging, and other technologies.
CHAPTER 9  Developing and Enhancing Social Skills
1) An event recording is a record of each event, every time it occurs. This helps the student know the frequency of a behavior.

2) A task analysis breaks a skill or behavior into small steps which may be taught separately.

3) Some of the steps involved in teaching a learning strategy include: 1) model the new strategy; 2) ask the student to say each step in the process and repeat until error-free; 3) ask the student to practice the strategy and provide corrective feedback; 4) provide opportunities for the student to practice; and 5) help the student to generalize the skill.

4) Contingency contracts are written agreements between a teacher and student that describe what the student should do, including the behavior that should be observed, and the consequence or reinforcement that the student will receive.

5) Two questions that a teacher might ask are, “Do we notice the same or similar behaviors in others students with similar backgrounds?” or “Is the student able to function successfully in more than one setting?”

CHAPTER 10  Promoting Positive Behaviors
1) Setting events are daily occurrences that affect the physical or emotional state of a student. These events influence a student’s behavior, either negatively or positively.

2) A functional behavioral assessment assists in identifying the functions of the behavior.

3) A behavioral intervention plan addresses the function of a student’s problem behavior by describing the skills that a student needs, the instruction that will be provided, and how the plan will be evaluated.

4) Contingency statements are used to control student behavior. The teacher states what behavior must be observed before the student may engage in a more desired behavior. For example, a teacher might say “Before going out for recess, you must clean up all the pieces of paper around your desk.

5) Classroom rules are written statements that describe the student behaviors that are expected in the classroom.

CHAPTER 11 Learning and Study Skills
1) Study skills include:
  ● Organizational skills—Students with disabilities frequently need help in learning how to use their time efficiently. Students with disabilities need assistance in
planning how to use their time, allocating time for specific tasks, and planning ahead.

- Taking notes—Teaching note taking strategies that can be used before, during, and after reading or listening to speakers can greatly improve performance.
- Keeping a schedule—Most individuals do better when they systematically keep track of classes, homework, appointments, and obligations. A daily schedule enables students to keep track of day-to-day activities.
- Outlining—Outlining provides a structure for identifying the main idea and supporting details.
- Gleaning strategy—The gleaning strategy involves the use of abbreviations and symbols while taking and making notes.
- Preview-Read-Recall—Preview-Read-Recall encourages active reading of texts.
- KWHL strategy—"What do know?", "What do you want to know?", "How will you find out?", and "What did you learn?"
- SQ3R—SQ3R stands for survey, question, read, recite, and review.
- Graphic organizers—Graphic organizers help to make abstract concepts tangible and promote the creation and use of knowledge.

SNIPS is a five-step strategy that focuses on understanding and interpretation of visual aids such as pictures, graphs, charts, maps, time lines, and other visual representations.

2) Graphic organizers help to make abstract concepts tangible and promote the creation and use of knowledge.

3) Note-taking strategies

- Streamlining note taking—Abbreviations can be used for words that are commonly used and for words that students have difficulty spelling. For example, co. is used for company, esp. can be used for especially, and hist. for history. Periods can be omitted from abbreviations such as misc for miscellaneous and ex for example. Finally, symbols can be used for words such as ~ for "approximately," & for "and," and # for "number."
- Gleaning strategy—The gleaning strategy involves the use of abbreviations and symbols while taking and making notes.

4) Technology, including computers, software, personal organizers, wireless devices, and the Internet, can be of enormous assistance in supporting students' study skills. The World Wide Web offers abundant resources for both teachers and students. Web sites offer calendars, study skills, test taking strategies, online translations, dictionaries, self-assessment of study skills, making presentations, and taking distance learning courses.

5) Modified paired storytelling is a strategy that can be used to support the language learning of students who speak other languages. This strategy has several advantages. It provides students who speak other languages a chance to
communicate in the target language. An important component of this strategy is that communication is contextualized.

CHAPTER 12 Literacy
1) Literacy involves being able to read, write, think, and communicate.

2) Phonics involves the use of letter-sound correspondence to read or spell words.

3) Phonemic awareness, which is frequently confused with phonics instruction, is the ability to segment and manipulate sounds of speech.

4) Text-to-speech software converts text into speech. Text-to-speech software reads aloud electronic texts, such as e-mail messages, Web pages, word processing documents, electronic files, and scanned texts.

5) Reading Recovery is focused on the lowest achieving students in first grade and provides intense instruction that lasts approximately 12 to 16 weeks. The teacher works individually with each identified student for about one-half hour a day. The goal of Reading Recovery is to increase students’ reading achievement up to the reading level of their peers. Once they have reached this level they are discontinued from the program.

   The Wilson Reading System emphasizes the structure of words through decoding words and spelling by moving students through a 12-step program. Based on the Orton-Gillingham approach, instruction emphasizes letter sounds, sound blends, syllabication rules, spelling rules, and reading individual words, words in sentences, and brief stories.

CHAPTER 13 Written and Spoken Communications
1) Communication involves the exchange of information between individuals and may involve written language, spoken language, gestures, signs, signals, or other behaviors.

2) Language is a system that is used in order to communicate. Language can consist of spoken words, written words, signs, gestures, signals, or symbols.

3) There are many types of specialized software programs and hardware that support communication. Some AAC devices have digitized or synthesized voices that can be customized depending on the student’s age, gender, and personal preferences. AAC allows individuals to communicate, participate in school, employment, and the community.

4) Sustained silent writing provides a separate block of time that is dedicated to written language. During the sustained silent writing time, teachers and students can both engage in writing.
5) Speech-to-text software, or voice recognition software, converts spoken language to
digital or electronic text. Students can dictate stories, reports, and e-mail as well as
read aloud digital text. Once the text has been entered, students can edit, revise,
and listen to what they have written. Vocabulary words can be customized for
content areas. Dragon Naturally Speaking and ViaVoice are the names of two
commonly used speech-to-text software programs.

CHAPTER 14 Mathematics
1) Ethnomathematics is a term that is used to describe the mathematical practices of
identifiable cultural groups.

2) When used to document and assess mathematical abilities, portfolios can provide
information about conceptual understanding, problem solving, reasoning,
communication abilities, disposition toward mathematics, creativity, work habits, and
attitudes. Mathematics portfolios help students to see that the study of mathematics
is more than discrete rules and procedures. Portfolios in mathematics assessment
can be used for program planning and program evaluation.

3) Increasing evidence demonstrates that the use of technology can enhance
mathematics achievement. These findings mean that teachers should be
knowledgeable about how to use and incorporate technology into instruction in order
to promote student learning. Talking calculators, calculators that have large keys,
manipulatives, and 3-dimensional models can be used to support the mathematics
instruction of students with mild and moderate disabilities. The Web sites of the
National Council of Teachers of Mathematics (NCTM) and the Web site of the ERIC
Clearinghouse for Science, Mathematics, and Environmental Education contain
resources for using technology in mathematics instruction including online
multimedia applications, interactive Web-based mathematical activities, lesson
plans, and professional resources.

4) The following strategies can be used to help students understand and solve word
problems:

- Make sure the students are able to do the mathematical operations before presenting
  word problems.
- Teach the meanings of unknown words.
- Read the word problem along with students. Using prompting and guiding, check that
  they understand what is being asked.
- Use hands-on demonstrations and activities.
- Point out information that is not required to solve the problem.
- Teach abstract concepts using manipulatives, concept maps, drawings, and diagrams.
- Number the steps needed to solve the problem.
- Use a highlighter or colored tape to identify important words.
- Prompt students to restate the question.
• Ask students to draw a picture of the problem or to use a concept map to visualize the problem.
• Ask students to do the mathematics by using paper and pencil, manipulatives, calculator, or appropriate software.
• Prompt students to check the mathematics.
• Require students to review the word problem and to check that the answer makes sense.

5) The purposes of error analysis are to: (1) identify the patterns of errors or mistakes that students make in their work; (2) understand why students make the errors; and (3) provide targeted instruction so as to correct the errors.

CHAPTER 15 Science and Social Studies
1) Science and social studies content enables students to make sense of their world, relate to others, develop concepts, engage in problem-solving, and use critical thinking skills.

2) Using role models and mentors can be a powerful way for students to learn what scientists do. Role models and mentors provide inspiration and promote opportunities for in-depth learning.

3) Computers linked to devices that measure temperature, acidity, voltage, and light permit measurements to be made easily. These same computers, when connected to assistive technology, such as alternative keyboards, speech-to-text and text-to-speech software, allow students with a wide range of disabilities to participate fully in science. The Internet contains rich resources for teachers and students, especially in science.
4) Students Who Have Learning Disabilities
   - use visual, aural, and tactile demonstrations
   - provide extra time and access to materials
   - use a computer equipped with speech, large print output, spell checker, and grammar checker
   - ask another student to be note-taker
   - provide course and class outlines
   - use audio taped and electronic texts
   - provide cue cards or labels that identify the specific steps of a procedure

Students Who Have Mobility Disabilities
   - provide an accessible laboratory facility with adjustable-height tables and equipment
   - provide alternative input and output tools such as Morse code, voice, and alternative keyboard
   - provide a lab partner or scribe to facilitate participation
   - use modified scientific equipment that provides access
   - assure that field trips are in accessible locations

Students Who Have Health Impairments
   - provide flexible scheduling arrangements
   - consider that the student may tire easily
   - use email

For All Students
   - use three-dimensional models
   - use hands-on learning
   - provide an orientation to laboratory equipment
   - label equipment, tools, and materials clearly
   - use color coding for labels and materials
   - provide copies of notes and overheads
   - use hands-on, active learning
   - build background and knowledge of concepts
   - guide students in their construction of knowledge
   - use scaffolding to support inductive and deductive thinking
   - ask clarifying questions to check students’ understanding of concepts
   - directly link assessment with instruction
5) Software programs can be useful when teaching students with mild and moderate learning and behavior problems because the programs help to make abstract ideas and information concrete and assist with organization of ideas, events, and concepts. Several software programs allow multimedia, images, recordings, and historical documents to be incorporated.

**CHAPTER 16 Transition**

1) Transition is a process that enables children and youth with disabilities to move easily, efficiently, and successfully from one school grade to another and from school to work and the community.

2) Key points of transition include preschool to early elementary grades; elementary school to middle school or junior high school; middle school or junior high school to high school; and high school to work, post-secondary education, and the community.

3) Self-advocacy means that individuals with disabilities make informed decisions and take responsibility for their decisions. Self-advocacy involves communication, negotiation, and declaration of individuals' interests, dreams, needs, and legal rights.

4) Person-centered planning means that the person with a disability and those who love and care for the individual direct the planning process. Person-centered planning focuses on high quality, meaningful outcomes and fosters dignity and respect for the individual with the disability. Person-centered planning is responsive to the individual and involves efforts that are sustained over a long period of time.

5) Self-determination means that the individual’s hopes, dreams, and desires influence the types of assessments that are implemented.
Session 1 Case Studies

Directions: Discuss the with your cohort to identify appropriate interventions, accommodations, or adaptations for each situation.

1. Mrs. Andrews is a new special education teacher at Mapleton Middle School. She teaches five math classes. Because she is not comfortable with teaching math, she decided to base her class on the standard textbooks provided by the school. Most of her students are not doing their homework, are not reading the chapters, and are not taking notes in class. She is beginning to realize that relying on the textbook is causing problems.

2. Every Friday, Mr. Kyle tests his students on spelling, math, writing, and reading. He teaches third, fourth, and fifth graders in a resource room. Mr. Kyle used to look forward to Fridays. His students would do so well during the rest of the week he assumed that they would do well on the tests. Unfortunately, none of his students are passing any of the Friday tests. He doesn’t know what to do.

3. Mr. Frank teaches sixth grade science in a general education classroom. Each class period is 50 minutes long. He lectures for 30 minutes and allows students to work on their homework assignments for the last 20 minutes. During the lecture he stands in front of the class and reads from his notes. While his students are working on their homework assignments, he sits at his desk to catch up on paperwork. In each of his classes, there are only about two students that are passing.

4. Mrs. Deal is a special education teacher who works intensively with the kindergarten, first, and second grade teachers. A problem all of these teachers have is that the students with special needs are not participating in class discussions, are not volunteering to answer questions, and are not sharing their ideas.

5. Mrs. Banks teaches tenth and eleventh grade English to students with learning disabilities. Her students refuse to write. They will discuss topics and participate in class brainstorming activities, but when asked to write they put their heads down, ask to use the bathroom, and try to distract the teacher and class with conversations unrelated to the writing activity.
6. While grading student tests, Mr. Schneider noticed that his students were not answering his questions in the manner he expected. They did not write answers in the correct blank spaces, answers were not written in the correct format, and he could not read the handwriting because it was scrunched to fit into the provided spaces. He wants to revise his test format. He is not sure what to do.

Session 1 Take Home Quiz

Based on Chapters 1 and 10

Multiple Choice Questions:
1. The Individuals with Disabilities Education Improvement Act of 2004 supports all of the following EXCEPT:
   a. strong accountability related to student performance.
   b. greater flexibility related to identifying students with learning disabilities.
   c. reduction in IEP paper work requirements.
   d. decrease in emphasis on early intervening services.
2. The No Child Left Behind Act of 2001 supports all of the following EXCEPT:
   a. strong accountability related to student performance.
   b. increased qualifications for teachers to be considered highly qualified.
   c. the use of evidence-based practices.
   d. the exclusion of students with disabilities from achievement testing.
3. The number and percentage of students that receive special education services has:
   a. decreased almost every year since the passage of Public Law 94-142 in 1975
   b. increased almost every year since the passage of Public Law 94-142 in 1975
   c. remained stable since the passage of Public Law 94-142 in 1975
   d. decreased from 1975 to 2000 and increased from 2001 to 2009.
4. High incidence disabilities include:
   a. learning disabilities, speech and language impairment, mental retardation, and emotional disturbance.
   b. hearing impairments, orthopedic impairments, deaf-blindness, and learning disabilities.
   c. autism, traumatic brain injury, other health impairments, and emotional disturbance.
   d. visual impairments, mental retardation, hearing impairments, speech and language impairment.
5. When teaching students from diverse cultures, it is important for teachers to:
   a. learn about students’ cultures rather than needs of individual students.
   b. communicate with students’ parents and families.
   c. group students from similar ethnic backgrounds.
d. ignore differences among students.

6. Children who are homeless have a legal right to free, appropriate public education in a mainstream school environment (even if they lack specific records such as birth certificates, proof of residency, prior school records), but many do not attend school due to:
   a. transportation difficulties, poor health, lack of supplies and clothing, lack of administrator knowledge related to their rights to attend without complete records.
   b. the parents’ unwillingness to have their children participate in a public school environment.
   c. difficulties making friends and feeling acceptance from peers, teachers, and administrators.
   d. students’ lack of interest in school and subsequent refusal to attend school.

7. Students with disabilities who need instructional modifications
   a. must receive these modifications in a resource or self-contained special education setting depending on the level of their disability.
   b. may not be removed from education in an age-appropriate general education classroom solely because of needed modifications in the general curriculum.
   c. should not be expected to progress in the general education curriculum, but should be expected to progress in an alternative curriculum.
   d. may have to pay fees for additional services and modifications.

8. Accommodations are changes to the delivery of instruction, method of student performance, or method of assessment that
   a. do not significantly change the content or conceptual difficulty level of the curriculum.
   b. significantly change the content and difficulty of the curriculum and instructional lessons.
   c. change the content, but not the difficulty level of examinations.
   d. are used primarily with students that have severe disabilities.

9. Linda, a student with a learning disability, has writing difficulties that hinder her performance on tests. An appropriate modification to suggest to Linda’s general education science teacher is to
   a. give Linda more homework assignments to reinforce science knowledge and improve her writing ability.
   b. allow Linda to take her tests using a tape recorder.
   c. place Linda in a resource science class because the work is obviously too hard.
   d. give Linda a different test than the rest of the class.

10. Students with disabilities must be included in standardized state and district wide achievement testing with the exception of
    a. students with learning disabilities.
    b. a small number of students with disabilities who are permitted to take an alternative assessment based on the recommendation of the student’s IEP team.
c. students with both learning and behavioral disabilities that receive both special education and related services.
d. students who receive instruction in self-contained settings.

11. John is a talented athlete in the eighth grade. Unfortunately, he reads at the second-grade level. John’s PE teacher is considering various accommodations during testing. The accommodation that is least likely to help is
   a. giving John more time to complete the test.
   b. reading test questions to John.
   c. giving John a tape-recorded version of the test.
   d. reading test instructions to John.

12. Any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities is called
   a. assistive technology.
   b. computer technology.
   c. instructional technology.
   d. high and low technology.

13. The likelihood that assistive technology will be used increases when
   a. family members are a part of the decision-making process and cultural customs, values, and beliefs are taken into consideration.
   b. when school personnel provide the most up-to-date state of the art assistive technology devices.
   c. family members of students with disabilities pay for the devices.
   d. when administrators are a part of the decision-making process and the school budget is taken into consideration.

14. Jose recently moved to the United States and speaks limited English. He receives most of his instruction using English vocabulary that is controlled at his level of comprehension. This model is called
   a. Bilingual Education Model.
   b. Native Language Emphasis Model.
   c. Sheltered English Model.
   d. Cognitive Acquisition Language Learning Model.

15. The design of instructional materials and activities that provides access to students with various abilities related to seeing, hearing, speaking, moving, reading, writing, understanding English, attending, organizing, engaging, and remembering is known as
   a. applied special technology.
   b. instructional design.
   c. universal design.
   d. specified design technology.
Lesson Objective(s):

___________________________________________________________________

Materials

Evaluation

In Class Assignments
Homework Assignments

LESSON PLANNING FORM

Pyramid Agenda

What some students will learn
1

___________________________________________________________________

2

___________________________________________________________________

What most students will learn
3

___________________________________________________________________

4

___________________________________________________________________

What ALL students should learn
5

___________________________________________________________________

6

___________________________________________________________________

7

___________________________________________________________________