Multiple Choice
*Identify the choice that best completes the statement or answers the question.*

___ 1. Ms. Beamer has 30 students in her science class. She has 5 students with learning disabilities, 5 students with intellectual disabilities, 1 student with behavior disorders and the remaining 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 Unit Organizer Routine.

c. Hunter Teacher Decision-Making Model.

d. Analogue Experiences or Planning Around Focal Students Process.

___ 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.

___ 3. 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.

___ 4. 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.

___ 5. During Guided Practice, the teacher
6. 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.

7. Ms. Black is teaching her students the names of bones in the human body. She should consider using

a. hierarchical display.

b. comparative display.

c. representative display.

d. directional display.

8. 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.

9. 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.
10. Providing additional information to students’ responses to teacher questions is considered
   a. a waste of instructional time.  c. instructive feedback and beneficial to students.
   b. confusing to students with disabilities.  d. differentiated feedback and beneficial to students.

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.

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.

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.

14. 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.
15. 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 record her answers orally.
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.

16. 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 or digitally recorded version of the test.
d. reading test instructions to John.

17. 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.

18. With regard to the use of classroom rules, specific praise, and planned ignoring researchers indicate

a. rules, praise, and planned ignoring can be used effectively to reduce inappropriate student behavior.
b. rules and praise can be used effectively to reduce inappropriate student behavior, but planned ignoring does not work.
c. rules are effective for high school students only.
d. rules, specific praise, and planned ignoring do not work for most students.

19. The use of token economy systems to change student behavior typically involves having students earn tokens for

a. appropriate behaviors and allowing
b. appropriate behaviors and taking away
students to trade the tokens for something of greater value
b. inappropriate behaviors and administering appropriate punishment procedures
d. appropriate behaviors and allowing students to trade the tokens for something of value to the student’s parents

20. One of the major detractors from academic learning time is
a. the use of block scheduling
b. transitions within and between tasks
c. using peer tutoring to reinforce academic skills
d. the use of community-building activities

21. Examples of self-management strategies include
a. self monitoring, self evaluation, and peer tutoring
b. self monitoring, self evaluation, and self reinforcement
c. cooperative learning, peer tutoring, and cognitive-behavioral modification
d. schoolwide management systems, contracts, and self reinforcement

22. To identify and diagnose mathematical error patterns, it is necessary to look for
a. elements that are common to several incorrect problems
b. a discrepancy between the student’s score on an achievement test and an intelligence quotient test
c. the number of correct and incorrect answers written in one minute
d. elements that are common to several correct problems

23. Story mapping consists
a. reading written directions to find grade appropriate stories for students to read
b. developing visual displays that delineate the most important ideas within a passage
c. answering comprehension questions that students answer after reading a passage
d. drawing illustrations related to a story that students read aloud

24. Positive interdependence, promotive interaction, individual accountability, teaching students necessary interpersonal and small-group skills, and group processing are essential components of
25. Action research is frequently used as a staff development method to help teachers improve their practice. Action research typically involves

- a. a group of people who meet regularly to discuss journal articles related to specific educational practices
- b. groups of teachers who engage in problem-solving related to general education students who are experiencing difficulty in academic areas
- c. collaborative problem-solving routines
- d. teachers conducting research to answer educational questions of significant interest