EDFS 411 -- Final Examination -- 100 pts. -- Fall 2009

Multiple Choice Questions -- 30 Points (30 Questions - 1 pt. each)
Respond to the following questions on the response sheet. (Questions #1 - #10 cover material discussed in Chapter 10: Modifying Curriculum and Instruction.)

Chapter #10 Questions

1. ________________ are changes to the delivery of instruction, method of student performance, or method of assessment that do not significantly change the content or conceptual difficulty level of the curriculum.
   a. accommodations
   b. tiered assessments
   c. Universal Designs for Learning
   d. applied technologies

2. 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 by dictating her responses into 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

3. 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. Ms. Butler is using:
   a. multilevel instruction
   b. tiered assignments
   c. curriculum diversity
   d. differentiation of objectives

4. 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. computer technology
   b. assistive technology
   c. high and low technology
   d. technological diversity

5. The design of instructional materials and activities that provides access to students with diverse abilities related to seeing, hearing, speaking, moving, reading, writing, understanding English, attending, organizing, engaging, and/or remembering is known as:
   a. applied special technology
   b. instructional diversity
   c. universal design
   d. multi faceted design
6. Which of the following is an accommodation to compensate for problems with test taking?
   a. extended time to take the test
   b. provision of a “scribe” – i.e., a person to write down responses
   c. variation of test format (e.g., larger font)
   d. all of these

7. Which of the following is an accommodation appropriate for a student with difficulties taking notes?
   a. allowing him or her the use of a note-taking “buddy”
   b. allowing him or her access to the notes of a competent note-taker
   c. allowing the student to tape record class lectures
   d. all of these

8. Providing a PDA (person digital assistant) to a student is an example of what type of assistive technology?
   a. orthopedic tool
   b. communication tool
   c. organizational tool
   d. hearing tool

9. Providing a student with a handheld speller/grammar checker is an example of what type of assistive technology?
   a. vision tool
   b. academic tool
   c. organizational tool
   d. orthopedic tool

10. Research related to student opinions about the use of accommodations in general education classrooms that include students with learning difficulties indicated that:
    a. students without disabilities felt that the accommodations were unfair
    b. students with and without disabilities felt that accommodations did litter to affect their learning
    c. most students, with and without disabilities, felt that accommodations could help them learn
    d. students without disabilities felt that students with disabilities should read different textbooks and have different assignments

General Review Questions

11. The focus of this course is on ________ practices for teaching students with diverse learning needs. That is, all of the techniques we discussed in the course are demonstrated to be effective for students with diverse learning needs by research and experience.

12. Name one example of a technique we've discussed which fits the description provided in Question #11.
13. Much of this course applies to students with “mild” disabilities. To which group of students does this term apply?
   a. students with learning disabilities
   b. students with mild mental retardation
   c. students with emotional/behavioral problems
   d. a, b, and c
   e. a and c only

14. In class (i.e., the guided notes in your course packet), we discussed three variables that are predictive of academic achievement in students with problems learning. These include content covered, on-task time, and _______________________.

15. Which of the following is not a principle of effective instruction for students with learning problems as discussed in this course?
   a. delayed feedback
   b. high success rate
   c. active responding
   d. pacing of the lesson

16. The best way for teachers to reconcile national, state, and district standards when planning instruction for diverse groups of learners is to:
   a. consider the needs of the learner first
   b. consider national, state, and district standards first
   c. teach to the large group to ensure that all students are exposed to the material
   d. request that students who are unsuccessful in mastering the material be placed in elsewhere

17. The ____________ planning process is a tool that both special and regular education teachers can use to facilitate inclusion and collaboration. The process, which allows teachers to plan both units and individual lessons, divides concepts into three categories: (1) what all students will learn; (2) what most students will learn; and (3) what some students will learn.
   a. Direct Instruction Planning
   b. Didactic Planning
   c. Pyramid Planning
   d. Active Response Planning

18. Mr. Lee and Mrs. Rose co-teach an elementary class. Mr. Lee, the special education teacher, usually circulates around the room as Mrs. Rose, the general education teacher, delivers instruction. This arrangement is referred to as the _______________ model of co-teaching.
   a. one teaching, one assisting
   b. station teaching
   c. parallel teaching
   d. alternative teaching
19. Managing instructional time, keeping transition time to a minimum, grading, organizing and managing paper work, and handling student requests for assistance are examples of organizing the ____________ dimension of the learning environment.
   a. psychosocial dimension  
   b. procedural dimension  
   c. physical dimension  
   d. personnel dimension

20. Making classroom rules, praising students, and ignoring inappropriate student behaviors are all considered to be ______________ behavioral interventions.
   a. low-intensity  
   b. medium-intensity  
   c. high-intensity  
   d. school-wide

21. During guided practice (prompted practice, “we do it,”), the teacher:
   a. explains the purpose of the lesson  
   b. questions students and gives feedback as they work  
   c. “thinks aloud” while performing the learning activity  
   d. waits for students to finish their work and then grades it

22. Which of the following statements is an underlying assumption of the Direct Instruction Model?
   a. All children can be taught.  
   b. “Disadvantaged” children should be taught at the same rate as more affluent children.  
   c. Higher-order thinking skills should be the main focus of compensatory education.  
   d. All of these statements are correct.

23. The ________________ was developed at the University of Kansas. It teaches students “how” to learn (i.e., metacognition). The goal of this approach is to produce students who can learn independently.
   a. pegword method  
   b. symbolic representational strategy  
   c. strategic content mastery series  
   d. learning strategies curriculum

24. When closing a lesson, you can choose to review what has just been taught, preview what will be taught in the future, and/or ________________.

25. Mr. Allan teaches a class of diverse students, many of whom struggle with mastery of basic skills. Which would be the best instructional approach for his situation?
   a. Structured lessons delivered at a slow pace.  
   b. Unstructured lessons delivered at a slow pace.  
   c. Structured lessons delivered at a quick pace.  
   d. Unstructured lessons delivered at a quick pace.
26. Mr. Jenkins wants to check his students’ understanding of the rotation of the earth. Which is the most appropriate question for him to ask his students?
   a. “Does anyone have any questions about the earth's rotation?”
   b. “Jenny, can you tell me how the earth turns on its axis?”
   c. “Is anyone confused by what I just said?”
   d. “Tell me how the earth turns on its axis, Jamie?”

27. Which of the following statements is not a practice recommended by researchers?
   a. Use independent work or homework for new skill acquisition.
   b. Allow time in class for students to begin homework.
   c. Communicate with parents regarding homework.
   d. Develop clear evaluation criteria for homework assignments.

28. ________________ involves students mediating instruction for other students. A variety of configurations exist for structuring this technique, including class-wide, cross-age, and same-age. This is an excellent technique to produce high rates of student responding.

29. Linda, a student with a mild learning disability, has writing difficulties that hinder her performance on written tests. Which modification would you suggest to Linda's general education science teacher?
   a. Place Linda in a resource science class because the work is obviously too hard.
   b. Give Linda more homework assignments to reinforce science knowledge and improve her writing.
   c. Allow Linda to take her tests using a tape recorder.
   d. Give Linda a different test than the rest of the class.

30. One of the advantages of allowing students to use calculators in math class is that:
   a. Calculators allow students to focus on math concepts even if they don't know basic facts.
   b. Students get all of the problems right because the calculator solves the problems.
   c. Calculators teach students how to solve complicated math problems.
   d. The teacher no longer has to differentiate instruction for individual students.
Definition of Major Terms/Concepts -- 40 Points (20 Questions - 2 pt. each)

Define/describe the following terms and major concepts in the space provided on the response sheet.

31. high-intensity behavior management  41. “opening” of a lesson
32. functional behavioral assessment  42. feedback
33. paraprofessional    43. active student engagement
34. engaged time     44. IDEA
35. academic learning time (ALT)  45. "model" portion of a lesson
36. mnemonic strategy    46. accommodations
37. curriculum-based measurement (CBM)  47. assistive technology
38. implicit instruction    48. instructional modification
39. explicit instruction    49. lecture/pause
40. Direct Instruction  50. content enhancement

Short Essay -- 30 Points (4 Questions - Point Values as Designated)

Respond to the following questions in the bluebook provided.

1. (5 pts.) Instruction in this course focused on the skills and knowledge that you will need when assessing, designing curriculum for, and teaching students who experience difficulty learning. Describe a minimum of four (4) characteristics shared by many of these students

2. (5 pts.) Describe the research-based principles of effective instruction teachers should practice when working with students with mild disabilities -- regardless of the content area. Name and describe at least four (4) of these.

3. (5 pts.) Many students with learning problems are bright but cannot move ahead in content areas (e.g., science, geography, social studies, math, etc.) because of their learning difficulties. Many students, for example, can understand the course content but cannot read the text or take notes in class. Describe one (1) adaptation or accommodation that you would make to facilitate student learning in a content area. Also, describe one (1) learning strategy that you would teach students that would result in a higher likelihood of content mastery.

4. (15 pts.) Choose one (1) of the skills listed on the following page. Write a lesson plan to teach this skill (planning form attached to the exam). Your plan will be evaluated by the same criteria used to evaluate the plan you submitted during the semester. In particular, I will look to see if the principles of effective teaching have been integrated into your plan. For example, I will check to see if students are actively involved in the lesson and if provisions are made for frequent feedback. (You might want to list the basic principles of effective instruction for students with mild disabilities before you begin writing.)
Choose 1 (One)

- using the "COPS" error monitoring strategy: (C - Have I capitalized the first word and proper nouns?; O - How is the overall appearance? (e.g., legibility, paragraph indentation, neatness, complete sentences, etc.); P - Have I put in commas, semicolons, and end punctuation?; and S - Have I spelled the words correctly?)
- decoding (reading) CVC words with short vowel sounds (e.g., cat, got, red, big, etc.)
- determining the main idea of a paragraph
- dropping the silent "e" when adding "ing" to a word (e.g., bake -- baking)
- telling time to the hour
- using ending punctuation correctly when writing sentences (period, question mark, exclamation mark)
- multiplication of 2-digit by 1-digit numbers without regrouping (i.e., carrying)

  e.g. 21
        x  3
        ___
       63