Exam Format

1. Thirty (30) “objective” questions. (30 points)

These questions will be “objective” (e.g., multiple-choice, fill-in, etc.). Ten (10) of these questions will cover the materials from the last unit of study (“Modifying Curriculum and Instruction” - Chapter 10). You should attend to the guided reading prompts in your notebook to prepare for these. The remaining 20 questions will related to major concepts from throughout the course. Examples of “major concepts” include:

- principles of effective instruction for students with learning problems (i.e., “diverse” learners)
- characteristics of students with learning problems
- curriculum for students with learning problems (see Chapter 1)
- participation in state and district-wide assessment programs
- lesson planning for students with learning problems (unit and individual lessons)
- techniques for arranging the learning environment for students with learning problems
- problems in following dimensions: psychosocial, procedural, physical, and personnel
- the use of time in classrooms for students with learning problems
- criteria for selecting materials for teaching and learning
- models of co-teaching
- explicit instruction, Direct Instruction, and the Strategy Instructional Model: describe, differentiate among, provide examples of, describe when they should be used
- techniques (i.e., teacher behaviors) for opening a lesson which “set the stage” for learning
- techniques for maintaining momentum in a lesson
- techniques for questioning and providing feedback to students
- techniques for effectively concluding (i.e., closing) a lesson
- rate of success
- peer tutoring, cooperative learning, computer-based instruction: describe, differentiate among, provide examples of, describe guidelines for implementing with diverse learners
- instructional modifications, accommodations, and adaptations (including assistive technology)
- explicit/implicit instructional continuum (see PPT presentation ... “Modifying Instruction”
- alternative grading systems: describe, provide examples of
- curriculum-based measurement (CBM)
2. **Twenty (20) definitions of major terms/concepts. (20 @ 2 pts. each: 40 pts.)**

I will list 20 major terms/concepts we’ve discussed in this course. You will provide a brief definition/description. The terms your are accountable for include:

- Planning Pyramid
- IDEA
- self-advocacy
- low-intensity behavior management
- medium-intensity behavior management
- high-intensity behavior management
- positive behavior support
- functional behavioral assessment
- Behavioral Intervention Plan
- academic learning time
- allotted time
- engaged time
- student success
- paraprofessional
- explicit instruction
- implicit instruction
- explicit/implicit instructional continuum
- direct instruction
- Strategy Instructional Model
- mnemonic strategies
- momentum
- content enhancements
- active student engagement
- lecture pause
- feedback
- model, prompt, check
- opening
- close
- elaborated feedback routine
- peer tutoring
- cooperative learning
- computer-based instruction
- instructional modifications
- accommodations
- adaptations
- assistive technology
- Universal Design for Curricula & Instruction
- curriculum-based measurement
- portfolio assessment
- technology-assisted assessment
- alternative grading systems

3. **Four (4) essay questions. (3 @ 5 pts. each & 1 @ 15: 30 pts.)**

**Question #1 (5 pts.):** Characteristic of students with diverse learning needs (e.g., basic characteristics, curriculum, effective instruction, models of service delivery). **Chapter #1 and class notes will be especially helpful here.**

**Question #2 (5 pts.):** Research-based principles of effective instruction teachers should practice when working with students with diverse learning needs.

**Question #3 (5 pts.):** Adaptations/accommodations/compensations for students with diverse learning needs (e.g., word processing, calculator, content enhancements, accommodations, adaptations, etc.) **Chapters 9 and 10 will be needed here.**

**Question #4 (15 pts.):** I will provide you with a choice of skills across several content areas. You will write a lesson plan consistent with planning and teaching practices taught in the course.
You are allowed to bring a 5 X 8 index card to the examination. You may write information on this card that you feel will be helpful to you when formulating your responses to the questions.

Total: 100 Points