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Instructor's Resource Manual with Test Bank

to accompany

**Strategies for Teaching Students with
Learning and Behavior Problems**
Tenth Edition

Sharon R. Vaughn

University of Texas at Austin

Candace S. Bos

Late of University of Texas–Austin

Prepared by:

Heather Garrison, Ph.D.

East Stroudsburg University of Pennsylvania

Boston Columbus Indianapolis New York San Francisco Hoboken
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo



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Instructors of classes using Vaughn and Bos's *Strategies for Teaching Students with Learning and Behavior Problems, 10e*, may reproduce material from the instructor's resource manual with test bank for classroom use.

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Preface

This Instructor's Resource Manual has been designed to support instructors who are using the 10th edition of *Strategies for Teaching Students with Learning and Behavior Problems* by Sharon R. Vaughn and the late Candace S. Bos. It contains a variety of tools and activities to accompany each chapter in the textbook and they can be adapted to meet students' learning needs, achieve student learning outcomes, and/or support instructors' teaching styles. The resources in this manual include the following features for each chapter: Overview, Learning Outcomes, Focus Questions, Key Topics for Mastery, Learning Activities, Think and Apply questions, and Suggested Readings. A Test Bank and Answer Key are located at the end of the manual to facilitate assessment of student learning. A separate computerized Test Bank of these questions is also available. The PowerPoint™ presentations created for each chapter of this updated edition are also available for download from the Instructor Resource Center at www.pearsonhighered.com/irc.

The tenth edition of *Strategies for Teaching Students with Learning and Behavior Problems* is designed to prepare teachers to meet the needs of elementary through secondary students with learning and behavior difficulties. It focuses on preparing teachers to support students' learning and behavioral needs through effective assessment and instructional strategies that relate to reading, writing, and mathematics. This textbook design is based on the authors' three key goals for it. The 3 goals include providing foundational information, supplying detailed methods that allow teachers to implement strategies, and presenting information about organization and planning that allows teachers to plan for all aspects of their exciting career. To accomplish these goals, each chapter includes a variety of special features including Apply the Concept, Evidence Based Practice features, and Instructional Activities. The eText version of this new edition also contains additional interactive student features including links to videos, assessments for each chapter, web resources, and more!

Strategies for Teaching Students with Learning and Behavior Problems (10th edition) is an excellent textbook to help prepare teachers to recognize the learning and behavioral needs of their students, utilize effective assessment techniques, analyze data to plan evidence-based instructional strategies, and continually monitor student progress. This Instructor's Manual serves as a resource to assist instructors in enhancing their students' learning opportunities throughout the textbook and the course. Best wishes for an exciting semester filled with quality teaching and learning experiences.

Sincerely,
Heather Garrison, Ph.D.
East Stroudsburg University of Pennsylvania

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Resources Included for Each Chapter:

Overview

Learning Outcomes

Focus Questions

Key Topics for Mastery

Learning Activities

Think and Apply

Suggested Readings

Test Bank (Multiple Choice, Short Answer) and Answer Key

Chapter 1

Monitoring and Teaching for Understanding

OVERVIEW

Chapter 1 describes the characteristics of students with learning problems, characteristics of students with behavior problems, and factors to consider when determining the severity of an individual student's disability. The text summarizes how special education differs from general education, as well as a range of alternative learning environments, proceeding from least to most restrictive. The chapter discusses methods of identifying students with learning and/or behavior problems, and addresses issues associated with the IQ-achievement discrepancy approach. Chapter one provides an overview of Response to Intervention (RTI) models including descriptions of the learner, teacher, and instructional cycle. Strategies for monitoring and evaluating student progress are also included. Additionally, the chapter provides a summary of steps for developing an Individualized Education Program (IEP) and methods of assessing and monitoring progress. The text introduces differentiated instruction and presents information about designing effective instruction as well as several techniques for differentiating to meet students' diverse needs in inclusive settings.

LEARNING OUTCOMES

1. Recognize characteristics of students with learning disabilities and how these characteristics influence learning.
2. Recognize characteristics of students with behavior disorders and how these characteristics influence learning.
3. Identify the multiple ways in which individuals with learning disabilities are identified.
4. Be able to contribute to an individualized education program (IEP) on a target student with disabilities.
5. Summarize the critical components related to effectively teaching students with learning and behavior problems.

FOCUS QUESTIONS

1. What are characteristics of students with learning and behavior disabilities?
2. What are characteristics of students with behavior disorders?
3. What current methods are preferred for identifying students with learning disabilities, and what issues relate to appropriate identification?
4. What is an individualized education program (IEP), and what is the process for developing and updating an IEP?
5. What are the critical components related to teaching students with learning and behavior problems?

KEY TOPICS FOR MASTERY

- Characteristics of students with learning problems
- Characteristics of students with behavior problems
- How to determine the severity of a student’s learning or behavior problem
- The defining features of special education
- Inclusion of students with learning and behavior problems in general education
- How students with learning disabilities are identified
- The process for developing an Individualized Educational Program (IEP)
- How to write effective IEP goals
- The involvement of the family and the student in IEP meetings
- Key elements of the transition planning process
- Teaching-learning process as a model of the teaching-learning context and the instructional cycle
- Instructional cycle and features of effective instruction
- Methods of assessing student learning and monitoring student progress
- Differentiating instruction with flexible groups, instructional adaptations, and scaffolding

LEARNING ACTIVITIES

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,” or “talking with the student behind her”). This is called interval sampling (discussed in chapter 4). What characteristics of students with learning and behavior problems do you notice? Compare your list with the behaviors described at the beginning of chapter 1.
2. Students with severe learning and behavior problems may receive a range of support services, including reading or math support, counseling, individualized instruction with a teaching assistant, and special education. Find out the educational supports and services available for these students at a school in your district. What is the role of paraprofessionals who work with these students?
3. Visit a local school and see how their Response to Intervention (RTI) procedure is organized. Conduct an interview with the special education teacher or other professional involved in directing the RTI program. Learn about the types of interventions that are provided for students at each tier.
4. Gather information about 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 the students given assistance in preparing for meetings? Inquire about IEP meetings and, if possible, attend one as an observer.

5. Reflect on your teaching. What components of effective instruction do you currently incorporate in your instruction? If you could change any aspect of your approach to setting instructional goals, planning and delivering instruction, evaluating your effectiveness, or modifying instruction, what would it be? Discuss your views on these issues with another teacher.

THINK AND APPLY

1. What are some of the characteristics of students with learning and behavior problems?
2. What factors should be considered when the teacher is assessing the severity of a learning or behavior problem?
3. What are the most common ways in which individuals with learning disabilities are identified? Explain the issues associated with the IQ-achievement discrepancy approach.
4. What is an individualized education program (IEP), and how is it developed?
5. What types of goals are included in a student's IEP? Why?
6. What is the transition process for individuals with disabilities, and why is it important?
7. IN teaching students with learning and behavior problems, what does the learner bring to the learning setting, and what does the teacher bring to the learning setting?
8. Explain how teachers use the instructional cycle in a flexible way to meet the needs of students with learning and behavior problems.
9. What tools can be used to monitor student progress?
10. What does it mean to *differentiate* instruction?
11. How do flexible groups and scaffolding help teachers differentiate instruction to meet diverse student needs?
12. Using the list of questions for evaluating the instructional process (1-5 Apply the Concept), apply the questions to your classroom teaching or to the teaching of a teacher you observe. Explain why this type of evaluation is important to the teaching-learning process.

SUGGESTED READINGS

- Fuchs, L. S., & Vaughn, S. (2012). Responsiveness-to-intervention: A decade later. *Journal of Learning Disabilities, 45*(3), 195-203.
- Huang, L. V., Achilles, N., & D'Amato, R. C. (2010). Identifying students with learning disabilities: Composite profile analysis using the cognitive assessment system. *Journal of Psychoeducational Assessment, 28*(1), 19-30.
- Machek, G. R., & Nelson, J. M. (2010). School psychologists' perceptions regarding the practice of identifying reading disabilities: Cognitive assessment and response to intervention considerations. *Psychology in the Schools, 47*(3), 230-245.

- McKenzie, R. G. (2010). The insufficiency of response to intervention in identifying gifted students with learning disabilities. *Learning Disabilities Research & Practice, 25*(3), 161-168.
- O'Donnell, P. S., & Miller, D. N. (2011). Identifying students with specific learning disabilities: School psychologists' acceptability of the discrepancy model versus response to intervention. *Journal of Disability Policy Studies, 22*(2), 83-94.
- Stuebing, K. K., Fletcher, J. M., Branum-Martin, L., & Francis, D. J. (2012). Evaluation of the technical adequacy of three methods for identifying specific learning disabilities based on cognitive discrepancies. *School Psychology Review, 41*(1), 3-22.

Chapter 2

Approaches to Learning and Teaching

OVERVIEW

Chapter 2 presents approaches to instruction that enhance the teaching-learning process. Basic principles are presented to work with three teaching-learning models: applied behavior analysis (ABA), cognitive strategy instruction (CSI), and social learning and executive functioning (metacognition). Implications of the application of these models are presented to help teachers grasp their value in the teaching and learning process. The chapter provides numerous examples that illustrate the application of these theories to the teaching of students with learning and behavior problems. Later chapters reference these theories to assist practitioners in making connections between theory and practice.

LEARNING OUTCOMES

1. Explain applied behavioral analysis and how teachers can use it in classrooms to increase desirable behaviors and decrease undesirable behaviors.
2. Provide an overview of how teachers can use cognitive strategy instruction (CSI) to teach academic, cognitive, or social skills.
3. Describe social learning practices and executive functioning; then list several practices that might influence both executive processing and academic outcomes.

FOCUS QUESTIONS

1. How can teachers use applied behavior analysis (ABA) to help students unlearn undesirable behaviors and learn new and appropriate behaviors?
2. How is cognitive strategy instruction used to engage students actively in the learning process?
3. What strategies or skills are taught in CSI to help students develop in academic, cognitive, and social areas?
4. How can teachers use the features of social learning to make instruction more effective particularly for students with learning and behavior problems?

KEY TOPICS FOR MASTERY

- Principles of applied behavior analysis including manipulation of the antecedents and consequences of behaviors to change behavior and improve learning
- Strategies for increasing and decreasing behaviors and their implications for teaching
- Stages of learning such as entry, acquisition, proficiency, maintenance, generalization, and application
- Principles of cognitive strategy instruction (CSI) including strategy steps, modeling, self-regulation, verbalization, and reflective thinking

- Application of CSI guidelines and their effect on students with learning and behavior problems
- Principles of social learning and interactive dialogue
- Application of dialogue, scaffolding, and self-talk and the use of metacognitive strategies such as self-regulation

LEARNING ACTIVITIES

1. Using a case study of a student with learning and/or behavior problems (approved by your professor), determine the next step in developing a plan to work with the student.
2. Choose one theory or approach presented in chapter 2 of your textbook. Select a topic and develop a demonstration lesson that shows how to incorporate the use of the theoretical approach in a classroom setting.
3. Develop a plan to use cognitive strategy instruction (CSI) to teach a learning strategy to a group of students with learning disabilities. Include activities for each of the stages of learning and tell how you would assess the students' degree of proficiency at each level.
4. Consider the importance of scaffolding instruction for students with learning problems. Select a skill you might teach a group of students who struggle with reading. For example, you might teach students how to use the context as they read to help them understand an unfamiliar word. Write the dialogue that might unfold as you scaffold instruction for these students.

THINK AND APPLY

1. 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 to teaching a student a new target behavior?
3. What are the common characteristics of cognitive strategy instruction (CSI)?
4. Using the common features associated with CSI, design a strategy that one could use to solve subtraction problems with regrouping.
5. Imagine a classroom in which social learning practices are employed. How do these practices improve learning for students who struggle?
6. What are the four specific processes in the information-processing system? How might students with learning and behavior problems struggle with each of these processes?

SUGGESTED READINGS

- Gresham, F. M., Robichaux, N., York, H., & O'Leary, K. (2012). Issues related to identifying and implementing evidence-based social skills interventions for students with high-incidence disabilities. *Advances in Learning & Behavioral Disabilities, 25*, 23-45.
- James, N. (2013). A step-by-step ABA curriculum for young learners with autism spectrum disorders... applied behavior analysis. *Learning Disability Practice, 16*(7), 10.
- Jang, J., Dixon, D. R., & Tarbox, J. (2012). Randomized trial of an elearning program for training family members of children with autism in the principles and procedures of applied behavior analysis. *Research in Autism Spectrum Disorders, 6*(2), 852-856.
- Loiacono, V., & Palumbo, A. (2011). Principals who understand applied behavior analysis perceive they are better able to support educators who teach students with autism. *International Journal of Special Education, 26*(3), 212-222.
- O'Mea, M. L. (2013). Implementing applied behavior analysis for effective orientation and mobility instruction of students with multiple disabilities. *Journal of Visual Impairments & Blindness, 107*(1), 65-70.

Chapter 3

Response to Intervention and Multi-Tiered System of Supports

OVERVIEW

Chapter 3 describes the progression of the Response to Intervention (RTI) model and multi-tiered system of supports (MTSS). It discusses the impact of the reauthorization of IDEA (IDEIA 2004) with its recommendation that RTI models be used as a means of preventing learning and behavior difficulties. Chapter 3 explains RTI and MTSS as a combined general and special education initiative with critical components such as universal screening, progress monitoring, data-based decision making, and tiers of intervention that are implemented systematically.

This chapter also highlights the role of teachers in RTI and MTSS models, describing the importance of research-based classroom instruction and collaboration among teachers and other professionals. Some children may not respond well to interventions, and the text offers explanations. Additional concerns addressed in chapter 3 include RTI for students who are culturally and linguistically diverse and the importance of family involvement.

LEARNING OUTCOMES

1. Describe the Response to Intervention (RTI) model and multi-tiered system of supports (MTSS).
2. Describe universal screening and how it fits into RTI and MTSS.
3. List the components and implementation practices associated with the RTI and MTSS approaches.
4. Identify the roles and responsibilities of a teacher in an RTI or MTSS system.

FOCUS QUESTIONS

1. How did we come to use the Response to Intervention (RTI) model?
2. How does RTI help educators identify students who have learning or behavior problems?
3. How does universal screening fit into RTI?
4. What are the components and implementation practices in an RTI model?
5. What is the role of the teacher in an RTI model?

KEY TOPICS FOR MASTERY

- How Response to Intervention (RTI) is used to identify students with learning disabilities
- How RTI fits into the Individuals with Disabilities Act (2004)
- Three tiers of intervention
- Difference between standard treatment protocol and problem solving model
- Purpose of decision-making teams in an RTI model
- Recognizing the nonresponder
- Using RTI approaches for students who are culturally and linguistically diverse

- The role of the family in the RTI process
- Universal screening in the RTI model
- Progress monitoring to assess students' response to intervention
- The role of the teacher in the RTI model

LEARNING ACTIVITIES

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 they deliver interventions.
2. Find out which educational supports and services are available for students with learning and behavior problems in a school district. Ask about the typical service schedule for students receiving interventions. Talk with one or more general education teachers about their approach to working with students who have learning disabilities or behavior problems.
3. Visit a local school and see how the Response to Intervention (RTI) procedure is organized. Conduct interviews with the site administrator and a service provider (e.g., teacher) to find out the types of interventions used and progress monitoring procedures. Find out their plan of action for nonresponders.
4. Explain why you think IDEIA (2004) promoted RTI as a means for preventing learning difficulties and furthering accurate identification of students with learning disabilities. How does RTI differ from previous identification procedures?
5. Set up an interview with a classroom teacher who uses RTI. Prior to the interview, draft questions about the following topics: a) the teacher's use of evidence-based instruction; b) the teacher's role in universal screening; c) the teacher's approach to progress monitoring. Ask your questions during the interview and summarize the teacher's answers.
6. Observe a classroom that utilizes an RTI model and note the roles of both the special education and general education teacher. In what manner do they work together and/or independently to achieve student success?

THINK AND APPLY

1. How are RTI models different from previous prereferral and special education models?
2. What are the benefits of universal screening? If you have experience with universal screening, describe how it helps you identify students who are at risk. If you don't have experience, talk to a teacher with experience and ask how universal screening helps teachers identify students who are at risk.
3. Why is progress monitoring essential? Discuss this question with a practicing teacher.