

## Chapter Two: Foundations of Effective Instruction

### Multiple Choice Questions

1. A key component of teacher effectiveness includes:
  - a. the undertaking of weekly reviews.
  - b. keeping parents involved as much as possible.
  - c. the provision of guided and independent practice to students.
  - d. the learning student activities.
  
2. All the following are elements of effective teaching **EXCEPT**:
  - a. collaboration with para-professionals.
  - b. motivating students.
  - c. passively engaging students.
  - d. keeping accurate records.
  
3. How did the *Endrew* (2017) Supreme Court case impact the development of the IEP?
  - a. Highlighted that the IEP should reflect intentions of reasonable appropriate progress.
  - b. Stated that the IEP should explicitly highlight progress.
  - c. Confirmed that the IEP is a legal binding document.
  - d. Stated that the IEP must ensure that students make progress.
  
4. John is a nine-year old boy with autism undergoing his triennial evaluation. Who are most likely to be members of his IEP team?
  - a. parents, special education teacher, speech language pathologist, transition coordinator.
  - b. special education teacher, general education teacher, parents, school psychologist.
  - c. parents, interventionist, special education teacher, behavior specialist.
  - d. principal, teachers, parents, speech pathologist.
  
5. In the IEP process, the acronym **CRISEN** may be useful when:
  - a. developing IEPs.
  - b. writing SMART goals.
  - c. developing present level of performance.
  - d. describing accommodations, supports, and modification.
  
6. All the following are key components of an IEP **EXCEPT**:
  - a. description of child's linguistic background.
  - b. projected date for the beginning of the services and modifications.
  - c. explanation of how the child's parents will be regularly informed of their child's progress.
  - d. statement of the child's present level of academic achievement.

7. The main purpose for outlining supplemental aids and services in an IEP is to:
  - a. assist student successfully participate in the general education setting.
  - b. assist student successfully participate in the special education setting.
  - c. assist student successfully participate in the resource room.
  - d. support student to actively engage in lessons.
  
8. Tom, a ninth-grade student with a learning disability, was asked to complete a Social Studies project on "*Oceans of the World*." He understands that he can search for information on the internet but has no idea where to begin or how to select relevant information. Which type of curricular needs consideration?
  - a. hidden curriculum
  - b. core curriculum
  - c. explicit curriculum
  - d. absent curriculum
  
9. Research has shown the value of the comprehensive curriculum for students with special needs. Which of the following is a proven reality, further justifying the need for comprehensive curriculum for students with disabilities?
  - a. Many students in special education are not being adequately prepared for adulthood.
  - b. Educational programs tend to focus on academic needs only.
  - c. The comprehensive curriculum currently exists only at the elementary school level.
  - d. Teachers are overusing anecdotal reports as a substitute for the comprehensive curriculum.
  
10. Mr. Wilson is a new general education teacher whose class includes three students with learning disabilities, two with emotional behavioral disorders and one with ADHD. The special education teacher told him that students with disabilities learn best with explicit instruction. What advice would you give him on effectively using explicit instruction?
  - a. Time every lesson.
  - b. Provide opportunities for independent practice and feedback.
  - c. Monitor progress at the end of each unit.
  - d. Ensure students are always busy.
  
11. PURPOSE is a systematic approach to applying the steps of explicit instruction. Which steps requires teachers to review each component of skills being taught?
  - a. Prepare the student to learn the skill
  - b. Understand the skill steps
  - c. Rehearse the skill
  - d. Perform a skill-check

12. Which of the following strategies involve a teacher modeling a learning-related process by talking through the steps of a task to reach a specific conclusion?
- Problem-based learning
  - Peer tutoring
  - Scaffolding
  - Cooperative learning
13. Which of the following is *not* a component of problem-based learning?
- Exploration of topics
  - Selecting a topic
  - Cooperative learning
  - Developing a project
14. Which is an example of peer mediated learning?
- PURPOSE
  - Universal Design for Learning
  - Personalized Grading Plans
  - PALS
15. One of the primary purposes of promoting learning through peer collaboration is to:
- encourage self-directed learning.
  - help students learn how to work with others
  - boost scores and results for high stakes assessment.
  - motivate students.
16. The following is a cooperative learning strategy for reading:
- Think-Pair-Share
  - PURPOSE
  - Problem-Based Learning
  - CRISEN
17. Which of the following actions show that a teacher is utilizing culturally responsive instruction?
- Teacher is knowledgeable about several cultures.
  - Teacher utilizes a wide range of teaching materials.
  - Teacher uses a variety of instructional techniques that cater to cultural learning needs, preferences, and communication styles of students.
  - Teaching explicitly outlines all assignments.

18. Why is it important that teachers utilize culturally and linguistically responsive instruction?
- Because classrooms are diverse.
  - To adopt a philosophy of inclusion.
  - Because it is the right thing to do.
  - To respond to the needs of all students.
19. Which legislation revolutionized technology use for individuals with disability?
- IDEA
  - TRAIDA
  - ADA
  - Section 504
20. Assistive technology include:
- a piece of equipment, or product system used to increase, maintain, or improve the functional capabilities of a student with a disability.
  - any service that directly assists an individual in the selection, acquisition, or use of an assistive technology device
  - commercially created equipment used with students with disabilities.
  - devices and services used to assist students with disabilities.
21. Ten-year old Mary with Cerebral Palsy has difficulty communicating which limits her interaction with her peers and participation in class discussion. What assistive technology would be most appropriate to help increase Mary's participation?
- electronic communication board
  - checklist
  - tablet
  - picture cards
22. Options of Assistive Technology include:
- high-tech, mid-tech, low-tech
  - electronic and manipulatives
  - communication and language
  - communication and reading
23. Which of the following is NOT part of TAPE framework in selecting Assistive Technology for student?
- Student need to be able to easily maneuver with their devices.
  - Student should be able to purchase device practically anywhere.
  - Technology should be cheap.
  - Technology should be easy to use and engaging.

24. Instructional Technology refers to:

- a. the use of Assistive Technology.
- b. teaching technological skills to students with disabilities.
- c. instruction that requires the use of technology.
- d. hardware and software that assist teachers in the planning, delivery, and evaluation of instruction.

25. Which is an INACCURATE statement about instructional grouping?

- a. General education teachers may commonly use whole-class grouping with students of mixed ability combined within the group.
- b. Special educators are more likely to use groups of similar ability.
- c. General educators tend to use smaller groups for practice and reinforcement activities.
- d. Special educators tend to have lesser autonomy (than general education teacher) in making decisions about how students were grouped.

### **Short Answer Questions**

26. Discuss why the IEP is one of the most important legal documents in special education.

27. How can teachers help students become self-directed learners?

28. Why is it important to incorporate technology in the inclusive classroom?

### **Essay Questions**

29. Why is the functional curriculum critical to the success of students with special needs?

30. Using at least two examples, explain why peer-mediated strategies may be helpful to students with disabilities.

### **Chapter 2 Answers**

#### **Multiple Choice**

1. d
2. c
3. a
4. b
5. c
6. a
7. a
8. d
9. a
10. b
11. b
12. c
13. c
14. d
15. b
16. a

- 17. c
- 18. d
- 19. b
- 20. d
- 21. a
- 22. a
- 23. c
- 24. d
- 25. d

### **Short Question Answers**

26. The IEP is one of the most legal documents in special education because it is the guiding document of a student's educational program. It outlines specific plans for services, placement, transitional planning, and other assurances. This document serves as the driving force in the delivery of an appropriate education for students with special needs. It has been a legal requirement since 1975 with the passage of PL 94-142. Three principal purposes of an IEP include: provides instructional direction; forms basis for evaluation; and improves communication among teachers, parents and students.
27. Teachers can help students become independent learners and to be in control of their behaviors by:
- Teaching self-regulatory/self-determination skills. These skills will contribute to success in areas such as action planning and goal setting as well as planning now and in the future. Self-regulation skills help student navigate the learning environment and leads to increase school success (i.e., both academically and behaviorally).
28. It is important to incorporate technology in the inclusive classroom because it: (i) equips students with disabilities with skills to use technology which they may not have otherwise been exposed to; (ii) increases students participation and contribution to activities in the classroom; (iii) increases interaction with individuals who do not have disabilities; (iv) helps students meet the challenges of daily life; (v) provides vehicles to help overcome barriers to inclusion and independence; (vi) fosters social interactions with peers; (vii) creates greater access to the general curriculum.

### **Essay Answers**

29. Students with disabilities need to be taught skills so that they are functional in society. Therefore, teachers should focus on adult life outcome and skills students need to have in order to be independent. They must equip students with skills that will prepare them the environments in which they will live, work, play, and learn when formal schooling ends. For example, a teacher may choose to teach occupational vocabulary during social studies to help prepare students for employment. Teachers may teach functional skills by infusing the curriculum and differentiating coursework.
30. Peer-mediated strategies promote learning within the context of collaborative interactions among students. They help develop self-directed learners who are able to work interdependently. Students benefit by being able to direct their own learning activities and knowing how to work with others in joint talks or how to seek assistance from others when needed. Two examples include (i) peer tutoring. Peer tutoring typically, but not always, involves the pairing of a more skilled student with a student who is less proficient

in a particular behavioral or academic area. Advantages of peer tutoring include: (a) children can effectively teach each other skills when tutors emphasize repetition, mastery, and a review system; (b) tutors are able to learn from teaching others; (c) tutors can individualize content material to meet the needs of each student; (d) students can engage in one-to-one instruction without requiring a full class lesson; (e) one-to-one teaching greatly increases the opportunity for correct responses by the tutee; and (f) tutors and tutees gain in self-esteem, self-respect, and ability to interact with each other on a constructive and appropriate basis.

(ii) Cooperative Learning. Cooperative learning (CL) support of students while simultaneously promoting the learning of academic and behavioral skills. It is important for a heterogeneous student population because it promotes learning among students of various abilities. Teachers may use cooperative learning to check on individual accountability while having members engage in the problem-solving process.