Chapter 8: Understanding Students with Attention-Deficit/Hyperactivity Disorder

Multiple Choice

Which IDEA category includes AD/HD?
A. Emotional disturbance
B. Learning disabilities
C. Other health impairments
D. Attention deficit disorder

Fidgeting, leaving seat in classroom, running or climbing excessively, difficulty playing or engaging in leisure activities, blurting out answers, difficulty waiting to take turns, and talking excessively are characteristics of:
A. AD/HD inattentive type
B. AD/HD hyperactive/impulsive type
C. AD/HD with learning disability
D. AD/HD combined type

What is the prevalence of AD/HD in boys vs. girls?
A. Approximately 6 times as many boys have AD/HD than girls
B. Approximately 4 times as many boys have AD/HD than girls
C. Approximately 10 times as many girls have AD/HD than boys
D. Approximately 4 times as many girls have AD/HD than boys

For students who have inattentive type of AD/HD, teachers should make sure students have enough time to shift from one activity to another, allow flexible limits for finishing work, simplify tasks that have multiple steps, and:
A. Take medication
B. Receive special education services
C. Teach organization skills
D. Have a peer tutor

The name of a plan written for a student who does NOT require special education services but needs some accommodations in the general education classroom is:
A. 504 plan
B. Behavior Management plan
C. IEP
D. IFSP

Accommodations like reassuring the student gently, meeting with the parents to find out how the child likes to communicate, and being on the alert for frustration or anger and modifying expectations during those times are particularly good for students who:
A. Display inattention
B. Are impulsive
C. Have mood characteristics
D. Have difficulty complying
With regards to medications for AD/HD teachers are expected to:
   A. Help monitor the impact on the child
   B. Help the parents learn behavioral interventions to avoid using drugs
   C. Discourage parents from resorting to using medications
   D. Recommend drugs that have proven to be successful in their experience

Anything a teacher does after asking a question to increase the chances a student will provide the correct response is called a:
   A. An SD
   B. Reinforcer
   C. Prompt
   D. Intrusion

A recommended assessment accommodation for students with AD/HD is:
   A. Provide them with a shortened test
   B. Allow the student to take extra breaks
   C. Allow them to take the test with a partner
   D. Allow them to take the test as an open-book test

Shane has difficulty finishing assignments, often loses things, is easily distracted, and has poor attention to detail. Which of the following best identifies Shane?
   A. AD/HD predominantly inattentive type
   B. AD/HD predominantly hyperactive type
   C. AD/HD predominantly hyperactive-impulsive type
   D. AD/HD combined type

Short Answer
   Explain the purpose of a 504 plan.
   Describe multimodal treatments for students with AD/HD.
   Discuss the usefulness of video self-monitoring for students with AD/HD.
   Compare and contrast the three types of AD/HD.
   Summarize the causes of AD/HD.
Chapter 9: Understanding Students with Intellectual Disability

Intellectual disabilities are characterized by significant limitations both in:
A. Intellectual functioning and IQ scores
B. Intellectual functioning and functional behavior
C. Intellectual functioning and academic achievement
D. Intellectual functioning and adaptive behavior

According to IDEA, intellectual disabilities must manifest:
A. During the developmental period
B. Before 18 years of age
C. Before 3 years of age
D. During the first 12 months of age

Services, resources, and personal assistance for enabling a person to develop, learn, and live effectively are called:
A. Transitions
B. Supports
C. Supplements
D. Advocacies

Which of the following means providing services, resources, and personal assistance on a constant basis?
A. Limited
B. Intermittent
C. Extensive
D. Pervasive

Two major characteristics of intellectual disabilities are limitations in intellectual functioning and which of the following?
A. Low IQ
B. Limitations in adaptive behavior
C. Speech and language limitations
D. Behavior disorders

The ability to transfer knowledge or behavior learned for doing one task to another task and to make that transfer across different settings or environments is which of the following?
A. Long-term memory
B. Working Memory
C. Generalization
D. Short-term memory
People with intellectual disabilities have significant limitations in adaptive behavior as expressed in conceptual, practical skills, and:

- Behavioral skills
- Intellectual skills
- Social skills
- Vocational skills

Transition programs are effective when students with intellectual disabilities achieve each of the following EXCEPT:

- Are integrated into and participate in their community
- Learn work-related skills
- Live where they prefer
- Engage in a full array of leisure activities

Community-based instruction is most effective when it is based on a(n):

- Ecological inventory
- Life-space analysis
- Prelinguistic milieu
- Universal design for learning

Marisa is a student with intellectual disabilities who participates in a job-training program. Marisa is very shy around coworkers. What could you do to help Marisa with her social skills on the job?

- Tell her she will never get a job unless she learns to interact with others.
- Tell her coworkers that Marisa does not talk.
- Include social skills training as a component of her transition instruction.
- Reward Marisa every time she speaks to another person.

Short Answer

What factors influence the prevalence of intellectual disabilities and what characteristics are associated with each?

Define adaptive behavior and list its three domains.

Why is adaptive behavior a critical part of the definition of intellectual disabilities?

Summarize the causes of intellectual disabilities.
Chapter 10: Understanding Students with Multiple Disabilities

Multiple Choice

Each of the following is a component of the definition of multiple disabilities EXCEPT:
A. There are concomitant impairments
B. The combination of impairments causes severe educational needs
C. Needs may be accommodated by programs for just one of the impairments
D. Needs cannot be accommodated by services solely for one of the impairments

Intellectual functioning, adaptive skills, motor development, sensory functioning, and which of the following are characteristics of multiple disabilities?
A. Communication skills
B. Behavior problems
C. Vocational skills
D. Brain disorders

Most students with multiple disabilities have IQ scores of:
A. 100 or lower
B. 25 or lower
C. 65 or lower
D. Just over 100

Deaf-blindness is a separate category under IDEA because:
A. The majority of students with multiple disabilities are deaf-blind
B. These students have unique educational needs
C. So few students with multiple disabilities are deaf-blind
D. Advocacy groups for the deaf-blind have been so effective

A popular person-centered approach that customizes students’ IEPs to their specific visions, strengths, and needs is:
A. MAP
B. SETT
C. AAC
D. Wraparound

AAC devices typically have all of the following features EXCEPT:
A. Symbol choices
B. Display systems
C. Selection options
D. Calculators
Strategies used by students to modify and regulate their own learning is called:
   A. Partial participation
   B. Student-directed learning strategies
   C. Antecedent cue regulation
   D. Task analysis

Teaching students to use their verbal or other communication skills to direct their learning is involves:
   A. Student-directed learning strategies
   B. Self-instruction strategies
   C. Antecedent cue regulation
   D. Self-monitoring strategies

Which of the following requires the teacher to accumulate permanent products that exemplify the student’s work?
   A. Portfolio-based assessment
   B. Formative analysis
   C. Summative analysis
   D. Field observation

Which statement about standardized testing of students with disabilities is TRUE?
   A. Few students with disabilities actually receive any accommodations in assessment and testing.
   B. Most students with disabilities are not able to take state accountability assessments, even with accommodations.
   C. IDEA does not allow for the creation of alternative assessments.
   D. Students with the most significant cognitive deficits may take alternative assessments.

Michael is a student with multiple disabilities. His educational and functional skills are very limited but he is included in the general education setting for portions of the school day. What should the teachers do for Michael to enhance his general education experiences?
   A. Let him complete tasks that are within his abilities.
   B. Determine another placement for Michael since he cannot handle the regular education setting.
   C. Create opportunities for him to benefit from peer tutoring.
   D. Let Michael sit in the back of the classroom and sleep.

Short Answer

Describe the areas of adaptive skills that are a challenge for students with multiple disabilities.
What are the causes of multiple disabilities?
Describe problems with determining the intellectual capabilities of students with multiple disabilities, and state general conclusions about their intellectual functioning. How can peer tutoring be effective with students who have multiple disabilities? Describe augmentative and alternative communication (AAC) devices and explain why they are so important for students with multiple disabilities.
Chapter 11: Understanding Students with Autism

Multiple Choice

Autism is a developmental disability that significantly affects a student’s verbal and nonverbal communication, social interaction, and:
   A. Educational performance
   B. Intellectual abilities
   C. Vocational skills
   D. Functional skills

Autism is generally evident before age three and is manifest when the child resists environmental change, displays unusual responses to sensory experiences, and:
   A. Fails most academic activities
   B. Engages in frequent problem behavior
   C. Engages in repetitive activities and stereotyped movements
   D. Resists engaging in social activities

Each of the following is a characteristic of autism EXCEPT:
   A. Sensory and movement disorders
   B. Atypical social development,
   C. Typical language development
   D. A need for environmental predictability

Students with autism often have all of the following characteristics of communication EXCEPT:
   A. Attention focused on one topic only
   B. Articulation problems
   C. Repeating other people’s language
   D. Interrupting when others are communicating

Atypical social development is characterized by each of the following EXCEPT:
   A. Impaired use of nonverbal behavior
   B. Lack of peer relationships
   C. Too readily sharing enjoyment with others
   D. Lack of reciprocity

Which of the following involves repeated movements and verbalizations, such as motor movements, persistent attention to parts of objects, and strict adherence to routines?
   A. Atypical social development
   B. Repetitive behavior
   C. Echolalia
   D. Self-injurious behavior
When students engage in behavior that impedes their or other students’ learning, IDEA requires educators to consider using:

A. Positive behavior support  
B. Response to intervention  
C. Functional behavioral analysis  
D. Aversive behavior modification

Problem behavior seen in students with autism includes aggression, tantrums, property destruction, and which of the following?

A. Talking back to adults  
B. Self-injurious behavior  
C. Echolalia  
D. Repetition

The “payoffs” a student obtains when she demonstrates the problem behavior is the:

A. Reward  
B. Punishment  
C. Consequence  
D. Outcome

Positive behavior support seeks to tailor students' environments to their strengths, needs, and which of the following?

A. Differences  
B. Preferences  
C. Family structure  
D. Cultural background

An accommodation that is fairly unique to students with autism is:

A. Use of a familiar examiner  
B. Use of a familiar testing site  
C. More than doubling extended time  
D. Using questions with only one format

Joslyn has severe autism and exhibits several repetitive self-injurious behaviors. To address these behaviors, Joslyn’s parents and teachers are engaging in a functional behavioral assessment. Which of the following is an intended outcome of this assessment process?

A. To determine if Joslyn qualifies for special education with the label of autism.  
B. To determine the purpose of Joslyn’s self-injurious behaviors.  
C. To develop a system of punishing Joslyn when she exhibits such behaviors.  
D. To increase Joslyn’s academic skills so the negative behaviors will subside.
Short Answer

List 3 of common attributes of communication of children with autism. List (and briefly describe) the five instructional areas for promoting friendships. Describe schoolwide positive behavior support and how it helps all students. Describe characteristics of social development exhibited by children with autism. Discuss the causes of autism, and provide an historical perspective on causes. Explain functional behavioral assessment (FBA) and its purposes.