Chapter 9: Understanding Students with Mental Retardation

Which of the following is NOT in the IDEA definition of mental retardation?
A. Significantly sub-average general intellectual functioning
B. Significantly below average reading skills
C. Deficits in adaptive behavior
D. Conditions manifested during the developmental period

Usually, definitions of mental retardation specifically indicate that the disability must be present before what age?
E. 3
F. 6
G. 18
H. 21

Which “intensity” of support provides assistance on an “as needed” basis?
I. Pervasive
J. Extensive
K. Limited
L. Intermittent

According to a recent study, which category of causes accounted for the largest percentage of individuals with mental retardation?
M. Prenatal causes
N. Perinatal causes
O. Postnatal causes
P. Unknown causes

Which “social, emotional or educational” factor is associated with mental retardation more than with any other disability?
Q. High divorce rate
R. Large family size
S. Poverty
T. Poor nutrition

Which classification is associated with the old term “educable mentally retarded”?
U. Mild mental retardation
V. Moderate mental retardation
W. Severe mental retardation
X. Profound mental retardation

Which of the following may be impacted by reduced intellectual skills?
Y. Memory skills
Z. Generalization skills
AA. Motivation skills
BB. All of the above

Which setting is generally the preferred setting for teaching functional skills to students with mental retardation?
CC. The general education classroom
DD. The special education classroom
EE. The child’s home setting
FF. The community setting

What is the overall goal of pre-linguistic milieu teaching?
GG. To enhance the communication development of young children
HH. To increase the fine and gross motor skills of young children
II. To prepare the young child to transition into kindergarten programs
JJ. To teach students to become more self-determined
What has happened to high school graduation rates for students with mental retardation as their inclusive placements have increased?

KK. Their graduation rates have decreased
LL. Their graduation rates have remained stable
MM. Their graduation rates have increased

**Short Answer**

1. Briefly contrast an individual with mental retardation who needs intermittent supports with another individual who needs pervasive supports.

2. In a well-written paragraph, provide a rationale for teaching students with mental retardation functional academic skills. In addition to your rationale, provide examples of functional skills.

**Chapter 10: Understanding Students with Severe and Multiple Disabilities**

**Multiple Choice**

According to the text, which combination of disabilities is NOT included in the IDEA definition of multiple disabilities?

A. Orthopedic impairment-mental retardation
B. Mentally retarded-blindness
C. None of these

What are the two characteristics common to the IDEA definition of multiple disabilities and the IDEA definition of severe disabilities?

D. Both definitions note the extent of support needed for such individuals and the fact that these students usually have two or more disabilities occurring simultaneously.
E. Both definitions note the extent of support needed for such individuals and the idea that these individuals can be served in the general education classroom with appropriate supports.
F. Both definitions note that these individuals have significantly below intellectual functioning along with commensurate deficits in adaptive behavior.
G. Both definitions note that these individuals have sensory impairments and that these disabilities are life-long.

What is the primary cause (of known cases) of severe and multiple disabilities?

H. Prenatal biochemical factors
I. Prenatal factors
J. Postnatal factors
K. No definitive causes

What is the purpose of the Apgar Test?

L. To assess a student’s needs for assistive technology
M. To determine transition needs for older students
N. To screen for the detection of a disability in a newborn
O. To identify strengths and needs in adaptive behavior

As discussed in Chapter 10, what does MAPS stand for?

P. Mental And Physical Services
Q. Motor And Physical Strategies
R. Making Action Plans
S. Making Another Prompt Successful

Which area below is supported through the use of AAC devices?

T. Reading
U. Communication
V. Math
W. Motor skills
Which term below from Chapter 10 refers to the idea that students with severe and multiple disabilities can be active in class, even if just a little, and they can learn and complete tasks with adaptations?

X. Membership Modification
Y. Partial Participation
Z. Incremental Inclusion
AA. Momentary Mainstreaming

Which reason below was offered in the chapter regarding the lack of inclusion for students with severe disabilities?

BB. The school district’s expense to purchase technology and pay paraprofessionals
CC. The lack of preparation by general education teachers to teach students with severe disabilities
DD. The fear that students with severe disabilities will be teased in the general education classroom
EE. The lack of research supporting including students with severe disabilities in the general education classroom

Which educational setting is the least prevalent for students with severe disabilities?

FF. The residential facility
GG. The hospital
HH. The special education classroom
II. The general education classroom

For whom are alternative assessments appropriate?

JJ. Students who do not have the fine motor skills to complete the traditional test
 KK. Students who receive more than 50% of their instruction in special education
LL. Students with significant cognitive disabilities who cannot take the test, even with accommodations
MM. Students who have test anxiety and may experience physical or emotional consequences from taking the state test

Short Answer
1. In a well-written paragraph, briefly compare and contrast the characteristics of students with severe and multiple disabilities with those with [just] autism.

2. In a short answer response, summarize the uses of assistive technology for students with severe and multiple disabilities as noted in this chapter. What advantages as well as cautions or concerns are associated with assistive technology?

3. In a well-written paragraph, contrast the MAPS process with the traditional IEP process.

Chapter 11: Understanding Students with Autism

Multiple Choice
According to the text, at what age are the characteristics of autism usually evident?
A. At or before age three
B. Between age three and age six
C. Between age six and age nine
D. After age nine

Which two areas are usually not delayed in individuals with Asperger syndrome?
E. Social and emotional functioning
F. Social and language functioning
G. Language and intellectual functioning
H. Language and emotional functioning

Which theory attempts to explain why individuals with autism do not understand that their own beliefs, desires, and intentions differ from others?
I. Theory of reciprocity
J. Theory of egocentricity
K. Theory of mind
L. Theory of empathy
Which of the following appears to be one cause of autism?
M. Emotionally cold parents
N. Abnormalities in brain development
O. Overly strict parenting styles
P. Severe hearing impairments

What is the male to female prevalence ratio in autism?
Q. Males outnumber females by eight to one
R. Males outnumber females by six to one
S. Males outnumber females by four to one
T. Males outnumber females by two to one

Which of the following was noted as one reason to explain the increased prevalence of autism over the last several years?
U. Improved diagnostic measures
V. Improved prenatal screening
W. Increased drug and alcohol use by mothers
X. Increased levels of societal poverty

Generally speaking, what is the intellectual level of the majority of individuals with autism?
Y. Well above average
Z. Above average
AA. Within the average range
BB. Below average

What do educators mean by the “hidden curriculum”?
CC. The ways in which students use extra credit to get a higher grade
DD. The ways in which parents help children at home with skills
EE. The ways that teachers provide helpful hints for a test
FF. The unwritten codes of conduct in certain places

What is the purpose of social stories, according to this chapter?
GG. To increase the student’s reading and comprehension skills
HH. To improve the student’s listening skills in social situations
II. To improve the student’s responses to certain environmental cues
JJ. To increase the student’s writing skills

In which educational setting do most students with autism spend most of their time?
KK. The general education classroom
LL. The special education classroom
MM. A separate facility
NN. A residential facility

What is the prevalence of autism per 10,000 people?
OO. Approximately 2.5 children per 10,000
PP. Approximately 5.0 children per 10,000
QQ. Approximately 7.5 children per 10,000
RR. Approximately 10 children per 10,000

Which two assessment accommodations were recommended for students with autism?
SS. Additional time to take the test and more frequent breaks during the test
TT. More frequent positive reinforcement and having a familiar person administer the test
UU. Additional time to take the test and having a familiar person administer the test
VV. Having the test read orally and using technology for responses, rather than using pencil and paper

Short Answer
Briefly contrast early views of the cause(s) of autism with more contemporary beliefs.
In one paragraph, explain the concept of positive behavior supports and provide a brief example to show your understanding of this concept.

Briefly describe three specific ways you could add predictability and structure to your classroom that would help all students, but especially students with autism.

Contrast autism with Asperger syndrome. What are the main differences between these two conditions?

Study Guide
Chapter 12

Multiple Choice
1. What term does IDEA use when referring to individuals with physical disabilities?
   A. Orthopedic impairments
   B. Severe disabilities
   C. Multiple disabilities
   D. Other health impairments

2. Which topographical system below describes Myrna, whose physical challenge involves her legs only?
   A. Triplegia
   B. Quadriplegia
   C. Paraplegia
   D. Double hemiplegia

3. Which type of seizure is Dirk having when he experiences uncontrolled jerking, loss of consciousness, and sustained stiffening of the body and muscles?
   E. Absence seizure
   F. Atonic seizure
   G. Complex partial seizure
   H. Tonic-clonic seizure

4. Which two conditions have been associated with lower socioeconomic status?
   I. Spina bifida and asthma
   J. Spina bifida and cerebral palsy
   K. Asthma and epilepsy
   L. Asthma and cerebral palsy

5. What three characteristics are affected in those with “other health impairments”? 
   a. Strength, breathing, and/or alertness
   b. Vitality, breathing, and/or alertness
   c. Strength, vitality, and/or alertness
   d. Vitality, strength, and/or breathing

6. Which of the following was NOT noted as something that should be included in the student’s health care plan?
   a. Action to take during a medical emergency
   b. Procedures for administering medication
   c. Procedures for taking naps
   d. Punitive actions for submitting late work

7. Which “motto” below summarizes the discussion from your text regarding student technology needs?
   a. Usually the more expensive, the better
   b. Sometimes simple is better
   c. Usually bigger is better
   d. Often newer is better
8. According to the text, which student outcome can be developed when teachers: (1) avoid overprotecting students, (2) ask students to discuss common emotions, (3) have students identify their positive characteristics, and (4) help students explore others’ perceptions of them?
   a. Self-awareness
   b. Self-monitoring
   c. Self-reinforcement
   d. Self-discipline

9. Which of the following educational settings is the most restrictive for students with physical disabilities or health impairments?
   a. The general education classroom
   b. The special education classroom
   c. Homebound instruction
   d. Dual homebound and school-based instruction

10. Which one important accommodation did the text suggest may be specific to students with physical disabilities?
    a. Additional time to take the test
    b. Mobility access to the testing site
    c. More frequent breaks during the test
    d. Oral testing rather than written test

**Short Answer**

1. List and then briefly describe at least four testing accommodations for students with physical disabilities. Provide a rationale for each accommodation you mention.

2. Summarize appropriate classroom accommodations for a student with a mild form of spina bifida.

3. Briefly summarize “big ideas” surrounding epilepsy and then list three do’s and three don’ts for responding to a student’s seizure.

**Chapter 13**

**Multiple Choice**

1. According to the IDEA definition, which of the following skills may be affected by TBI?
   A. Memory
   B. Language
   C. Attention
   D. All of the above

2. According to the IDEA definition, what kind of force causes TBI?
   A. External physical force
   B. Congenital force
   C. Internal organic force
   D. Degenerative internal force

3. Which of the following students would NOT qualify for a TBI label, according to Chapter 13?
   A. Betty, who experienced brain injury from an auto crash.
   B. Olivia, who experienced brain injury from anoxia during birth.
   C. Jeri, who experienced brain injury due to a gunshot wound to her head.
   D. Donna, who experienced brain injury due to being violently shaken when she was two years old.

4. Which statement accurately reports the male to female ratio of TBI?
   A. Females are twice as likely as males to experience TBI.
   B. Females are three times as likely as males to experience TBI.
   C. Males and females have an equal proportion of TBI cases.
   D. Males are approximately twice as likely as females to experience TBI.
5. Which of the following violates the principles of universal design as related to supporting students with TBI?
   A. Allow the student to respond to smaller chunks of information
   B. Correct student errors at the conclusion of class to avoid embarrassment
   C. Deliver course content in smaller increments
   D. Allow varying amounts of think time for the student

6. What are the two primary characteristics of cooperative learning, according to your reading?
   A. A spirit of cooperation and a group leader
   B. A spirit of cooperation and well-defined learning objectives
   C. Positive interdependence and group accountability
   D. Positive interdependence and individual accountability

7. Which of the following functions is considered an executive function?
   A. The ability to produce legible handwriting
   B. The ability to solve problems
   C. The ability to lift at least 25 pounds
   D. The ability to communicate effectively

8. Which two assessment accommodations were noted for students with TBI?
   A. Use recognition items rather than recall and allow a scribe to write answers
   B. Allow extra time for the test and use larger print for easier reading
   C. Allow the use of an oral exam and allow a scribe to write answers
   D. Use recognition items rather than recall and use larger print for easier reading

Short Answer
1. Briefly describe three of the most frequent causes of TBI.

2. In a paragraph, contrast closed and open brain injuries. Be sure to provide examples of each.

3. List and then briefly describe three symptoms of a possible mild head injury. In other words, what might teachers or parents look for before referring a child for a possible mild head injury?

4. Briefly explain why various memory structures, such as mnemonics, are so helpful for students with TBI. Provide an example of a mnemonic.

Chapter 14

Multiple Choice
1. Why do some people in the Deaf community refrain from using the term “hearing impaired”?
   A. Because it is not the term under IDEA
   B. Because it does not describe the degree of hearing loss
   C. Because it sounds like something is broken
   D. Because it does not indicate the cause of the hearing loss

2. Which of the following terms is preferred by members of the Deaf community?
   A. Child who is deaf
   B. Hard of hearing
   C. Hearing impaired
   D. Deaf child

3. How is the loudness of sound measured?
   A. In vibrations
   B. In decibels
   C. In intensities
   D. In frequencies
4. What structure in the inner ear helps the body maintain its equilibrium?
   A. Cochlea
   B. Vestibular mechanism
   C. Eustachian tube
   D. Ossicular chain

5. Which form of communication is Jeri using when she uses speech, speech reading, and amplified sound to augment her reception of auditory information?
   A. Oral/aural
   B. American sign language
   C. Simultaneous communication
   D. Manual coded English

6. Which type of hearing loss describes Rachael, whose loss was due to repeated exposure to loud noises while she was at work?
   A. Prelingual language loss
   B. Perilingual language loss
   C. Postlingual language loss
   D. Neolinguistic language loss

7. According to most recent statistics, what is the cause of most hearing losses?
   A. Heredity
   B. Acute otitis media
   C. Toxoplasmosis
   D. Meningitis

8. Which professional translates the spoken word into signs for a student with a hearing loss?
   A. Special education teacher
   B. Interpreter
   C. Audiologist
   D. Translator

9. Which of the following skill areas tend to be especially challenging for students with a hearing impairment?
   A. Reading and math
   B. Math and social studies
   C. Science and writing
   D. Writing and reading

10. Which of the following would allow Mario to send and receive telephone calls at home?
    A. Loop system
    B. TDD
    C. FM trainer
    D. Closed captioning

11. What is the name of the most widely used sign language system among adults who are deaf?
    A. Finger spelling
    B. Cued speech
    C. Conceptually Accurate Signed Language
    D. American Sign Language

Short Answer

1. Briefly explain how technology has supported individuals in schools or in society who are deaf or hard of hearing. In your response, be sure to indicate at least three different devices or technologies that have assisted this population.

2. In one paragraph, explain two ways to assess the hearing of babies, infants, or toddlers.
3. Explain the importance of early assessment and early detection of hearing loss.

**Chapter 15**

**Multiple Choice**

1. What is the main purpose of the “legal” definition of blindness?
   A. To provide funds for educating children who are blind
   B. To determine eligibility for governmental allowances
   C. To maintain statistics on the incidence of blindness
   D. To provide monetary grants for research activities

2. The IDEA definition of blindness indicates that the visual impairment must adversely affect the child’s:
   A. Social skills
   B. Educational performance
   C. Self-esteem
   D. Independence

3. What one characteristic do all students with visual impairments share?
   A. Average or above average intellectual abilities
   B. Similar age of onset of the disability
   C. Presence of another disability
   D. Limited ability to learn incidentally from the environment

4. Why might the standardization procedures for administering an IQ test be violated for students with vision impairments?
   E. Because the student’s visual impairment affects his or her ability to acquire social, motor, and reading skills
   F. Because the student’s visual impairment interferes with his or her ability to perform some tasks on the IQ test
   G. Because the IQ test is not yet available in Braille or large print versions
   H. Because school psychologists have limited experience administering the test to students with visual impairments

5. Which of these assessments would be least helpful in evaluating the child’s “outside of school” skills, such as doing laundry or ordering food at a restaurant?
   I. Observing the child
   J. Interviewing the child’s parents
   K. Administering a vision acuity test
   L. Using various checklists

6. Where do most students with visual impairments receive most of their education?
   A. In the general education classroom
   B. In the resource room
   C. In the special education classroom
   D. At a special school

7. Which of the following is a drawback for students with vision impairments regarding the use of graphics-based sources in the classroom?
   a. They take a long time to download for a student with vision impairments.
   b. They are not accessible to students with vision impairments.
   c. They are costly to use for most school districts.
   d. They include audio descriptions which are often difficult to understand.

8. What is the responsibility of an orientation and mobility specialist?
   a. To teach individuals how to navigate in their environment
   b. To teach individuals how to use Braille and other methods
   c. To teach individuals how to use assistive technology
   d. To teach individuals specific daily living skills
9. Which of the following was NOT noted as an assessment accommodation for students with vision impairments?
   a. Provide the test in a quiet environment
   b. Provide additional time to take the test
   c. Allow the use of a scribe to write dictated answers
   d. Provide a different level of the test

**Short Answer**
1. In a well-organized paragraph, contrast the legal definition of blindness with the IDEA definition. Be sure to describe the important components in each definition.

2. Provide an example to show that you understand what is meant by “incidental learning.” Also, indicate why incidental learning is especially challenging for individuals with visual impairments.

3. Compare and contrast these three types of assessments: visual acuity, functional vision, and learning media.

4. Provide your own definition of self-advocacy. Then explain why this skill is important for individuals with visual impairments and describe one way you could facilitate this skill in a student.

**Chapter 16**

**Multiple Choice**
1. Which of the following agencies decides whether or not to offer services for students who are gifted/talented?
   A. Federal agencies
   B. Intermediate agencies
   C. State or local agencies
   D. Social service agencies

2. What is the defining characteristic of giftedness, as noted by many states?
   A. Leadership skills
   B. Creativity
   C. High general intellect
   D. Talent in visual and/or performing arts

3. What IQ score ranges are used by most schools as a baseline for identifying students who are gifted? ( )
   A. 95–99
   B. 100–110
   C. 115–120
   D. 125–130

The next three questions are based on Gardner’s model of intelligence. Indicate your answer as: (PRAXIS 3 CEC 3)

A. Linguistic intelligence
B. Interpersonal intelligence
C. Intrapersonal intelligence
D. Spatial intelligence

4. Which one of the following types of assessment is more likely to pinpoint leadership qualities?
   A. State Competency Tests
   B. District Achievement Tests
   C. Essay Tests
   D. Authentic Assessment Procedures

5. Which of the following was listed as a criticism of standardized tests in your reading?
   A. These tests are expensive to purchase and administer.
   B. These tests must be given by trained personnel.
   C. These tests are biased against certain groups.
   D. These tests do not always produce accurate results.
6. Which of these was NOT discussed as a strategy associated with differential instruction?
A. Using learning centers or learning stations
B. Having the gifted child tutor others in the classroom
C. Using flexible instructional groupings
D. Incorporating the co-teaching model

7. Which area of development listed below is explored by students through the autonomous learning model?
A. Socioemotional
B. Spiritual
C. Physical
D. Intellectual

8. According to the text, which is a way teachers can advance their students to higher thinking levels?
A. By using curriculum compacting
B. By using cognitive taxonomies
C. By using the autonomous learning model
D. By using student portfolios

Short Answer

1. In one paragraph, explain the concept of emotional intelligence. In your paragraph, provide specific examples from your own life where you did and did not display emotional intelligence.