EDUC 769 – Content Mastery Exam (for all LD programs)

MULTIPLE CHOICE
Choose the one alternative that best completes the statement or answers the question.

1. Which of the following laws was the first to allow violent and dangerous students with disabilities to be removed from school?

   A. P. L. 94 -142  
   B. P. L. 99-457  
   C. IDEA 1990  
   D. IDEA 1997

2. A teacher finds Garret, a freshman, smoking in the boys’ locker room. In accordance with school policy, the teacher completes a discipline notice and sends Garret to the principal’s office. Mr. Rodriquez, the principal, informs Garret that he has been accused of smoking in the locker room. He tells Garret that because this is his first offense, he will be suspended for three days. Mr. Rodriquez asks Garret if he has anything to say in response to the charges. Which of Garret’s rights is the principal protecting in this scenario?

   A. The right to a Manifestation Determination  
   B. The right to Positive Behavioral Supports  
   C. The right to Procedural Due Process  
   D. The right to Substantive Due Process

3. Use the graph to answer this item.

Mr. Watson has implemented an intervention to reduce the number of times that Jasmine spoke without permission during math class. He gives Jasmine a point each time she remembers to raise her hand when she wants to speak. She can use her points for activities such as listening to music, computer time, or small treats from the class treasure chest. The graph below shows the number of times that Jasmine spoke without permission. Based on the data, is Mr. Watson’s intervention working?
A. No, the data shows that Jasmine continues to engage in the inappropriate behavior.
B. No, the data shows that Jasmine only behaved appropriately when she received points.
C. Yes, the data shows that Jasmine liked listening to music, extra computer time and treats from the treasure box.
D. Yes, the data shows that Jasmine’s inappropriate behavior decreased during the intervention and increased when it was discontinued.

4. Kami lives on the Catawba Indian Reservation in South Carolina. Her teacher states that although Kami is interested in school, she does not participate much in class. Kami rarely answers questions in class, even when she is called on. She likes to listen to stories and appears to listen when others are speaking. When asked to complete a problem on the whiteboard, Kami watches other students as they work, and then copies an answer. The teacher is concerned about Kami’s lack of participation in class and her overdependence on other students. The teacher feels that Kami may need special education and has referred Kami to the Intervention Team at school. Considering Kami’s cultural background, what should the team do?

A. Wait and see if Kami will outgrow her shyness
B. Ask someone who is familiar with the culture of the Catawba Indians to observe Kami.
C. Refer Kami for an evaluation as soon as possible because she exhibits deficits in language and academics
D. Send Kami to the office when she copies from others and refuses to answer questions because she is dishonest, stubborn and lazy.

5. Kyle is a student in Mr. Jonas’ class who often cries when he makes a mistake. Mr. Jonas has tried to correct the problem by appealing to Kyle’s values, telling him that
5th graders are mature enough to accept mistakes without crying. This short-term technique has not worked and Kyle’s crying has become a chronic problem. Which of the following long term techniques would be effective?

A. Corporal punishment  
B. Extinction  
C. Overcorrection  
D. Time Out

6. What is triangulation of data?

7. Based on the data collected on your case studies, reflect on how you could improve your instruction of the intervention and how you would like to guide your professional growth in the future.

8. What strategies would you use to generalize a behavior? How would you implement maintenance for continuation of the behavior?

9. What are five identifying sections of a research-based article? Describe what is occurring in each section. How do we know if a study supports an intervention that you have selected to use with a student?

10. Draw a graph representing the following data using single subject graphing.

<table>
<thead>
<tr>
<th>Day</th>
<th># Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline 1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Intervention 1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
</tr>
</tbody>
</table>

Circle the phase line.  
Identify the Y axis.  
Identify the X axis.  
Create a name for your “study.” Identify the independent and dependent variables.
11. The Americans with Disabilities Act (ADA) has improved the outlook for employment of people with physical disabilities by requiring that employers

A. provide training for people with disabilities who do not have sufficient skills for a particular job.
B. make reasonable accommodations for people with disabilities.
C. hire at least a certain percentage of people with disabilities.
D. hire people with disabilities.

12. The current emphasis on adaptive skills in defining intellectual disabilities is due to the

A. rise of the disability rights movement.
B. influence of the learning disabilities movement.
C. realization that students can be "streetwise" despite low IQ test scores.
D. activism of parents of children with intellectual disabilities.

13. Mr. Withmore is a special education teacher. When he works with students with learning disabilities, it is likely that he spends the most time working on problems in

A. written language.
B. spoken language.
C. reading.
D. mathematics.

14. The most common testing accommodations for students with learning disabilities are

A. having directions read aloud and group administration.
B. extended time and group administration.
C. extended time and small group administration.
D. dividing assessment into multiple sessions and individual assessment.

15. All of the following are suggestions for teaching students with ADHD EXCEPT

A. provide a rationale for each lesson.
B. include opportunities for guided practice.
C. divide instruction into meaningful chunks.
D. avoid "thinking aloud" as this is very distracting.
16. By federal law, an exceptional student is eligible for special education when

A. a teacher has recorded observations of behavior and assessment of academic performance for at least two months.
B. a teacher recommends it.
C. a parent requests it.
D. careful assessment indicates he or she is unable to make satisfactory progress in the regular school program.

17. Mrs. Cain is a regular third-grade teacher. She teaches most subjects to all of her students; however, Mrs. Hamilton, a special educator, provides reading and math instruction to exceptional students in the class. She also teaches organizational and study skills to all the students. What type of intervention is modeled by these teachers?

A. itinerant services
B. resource services
C. Consultation
D. co-teaching

18. P.L. 99-457 and IDEA mandate a free, appropriate public education for people ages three to twenty-one. In addition, P.L. 99-457

A. provides incentives for states to develop early intervention programs.
B. requires employers to provide special programs for people with disabilities.
C. requires schools to develop programs for students who are gifted.
D. requires schools to provide transitional programs for people with disabilities who are between the ages of 18 and 25.

19. Which one of the following best describes an individual family service plan (IFSP)?

A. a supplement to the IEP that specifies services that will be provided to the family of a student with disabilities
B. a supplement to the IEP that identifies the role of family members in supporting the school's program for a student with disabilities
C. an extension of the IEP that is used for secondary students who are making the transition from school to work
D. a type of IEP created for preschool children with disabilities

20. Each of the following is a characteristic that applies generally to individuals who may be said to exhibit autism spectrum disorder EXCEPT

A. stereotyped and ritualistic behavior.
B. impaired communication.
C. broad range of interests.
D. impaired social responsiveness.
21. Sophie Belle exhibits social skills difficulties in her second-grade classroom. She often displays defiant behavior toward other students and lashes out verbally or physically when she becomes frustrated. Her language skills are delayed for her age. She sees a speech–language therapist twice a week in a small group for assistance with language and social skills. The type of support she receives by the speech-language therapist is considered

A. specialized instruction.
B. curriculum-based instruction.
C. least restrictive instruction.
D. independent instruction.
E. none of the above.

22. The RTI model includes all of the following except

A. multitiered systems of interventions.
B. a data-collection system that informs decision making.
C. ongoing progress monitoring.
D. reliance on IQ scores to qualify students for services.
E. differentiated instruction.

23. Which of the following illustrates that Sergio has an IQ-achievement discrepancy that may be used to indicate that he has a learning disability?

A. Sergio’s scores on an IQ test are higher than his scores on a standardized achievement test.
B. Sergio’s scores on a standardized achievement test are higher than his scores on an IQ test.
C. Sergio’s scores on two different IQ tests are significantly different.
D. Sergio’s scores on an IQ test are average but he is performing poorly in class.
E. Sergio’s scores on a math standardized test are higher than his scores on a reading standardized test.

24. During whole class instruction, Mr. Weiss teaches his kindergartners to segment words by first modeling the procedure. He then shows them how to point to each letter as they say each sound. After each child tries, Mr. Weiss provides feedback. Lastly, he divides them into pairs so that they can practice independently. In teaching his students to segment words, Mr. Weiss is using

A. differentiated instruction.
B. explicit instruction.
C. Tier 2 instruction.
D. adapted instruction.
E. all of the above.
25. Many students who have learning disabilities and experience difficulty with mathematics tend to

A. do well applying money concepts despite their difficulties in other areas.
B. do well with spatial relations.
C. have good memory skills despite their difficulties understanding mathematical concepts.
D. have difficulty shifting from one task or operation to the next.
E. have more difficulty with basic concepts than with word problems.

26. During a 90-minute reading block, Mr. Lawrence pairs his first graders together to practice reading fluently. One person reads aloud while the other person follows along in the book and provides feedback if the reader has difficulty. The students then change roles. To help his students with fluency, Mr. Lawrence is using

A. peer-assisted learning.
B. group contingencies.
C. verbalization.
D. modeling.
E. scaffolding.

27. The following is true about coteaching except

A. The special education and general classroom teachers lead instruction during the same instructional period.
B. The special education teachers work only with the special education students.
C. The goal for the overall class (e.g., curriculum) is considered in planning.
D. Most of the instructional time involves teachers working with small groups or individuals.
E. The goals for individual students are considered in planning.

28. Linda, a speech-language pathologist, has just evaluated a second-grade child and determines that the child has an expressive and receptive language disorder. When she meets with the child’s parents to explain the findings, the parents disagree and say that the child speaks well at home. Linda immediately argues with the parents that the test scores are valid and it is essential that the child be placed in speech and language therapy. In what way is Linda communicating poorly with the parents?

A. She is not demonstrating respect for the parents’ knowledge and understanding of their child.
B. She is not giving the parents an opportunity to speak or be heard.
C. She is using closed questions.
D. She is not staying directed and on topic.
E. both A and B
29. A paraprofessional

A. may assist a student with special needs in the classroom.
B. must be supervised by either the special education teacher or the regular education teacher.
C. is always a trained teacher.
D. both A and B
E. A, B, and C

30. Which of the following is true of paraprofessionals?

A. They can participate in planning, implementing, and evaluating a student’s program.
B. They need to have their teaching responsibilities rotated among many students.
C. They need to be completely familiar with class rules and consequences.
D. They need to receive regular support and instruction from the supervising teacher.
E. all of the above.

31. In an IEP meeting, Mr. Lawrence explained to the speech-language therapist, “I really want Fred to have a pragmatic skills assessment by an SLP before his third year re-eval. In particular, I wish he would be examined by the TOPS to assess his metalinguistic ability and his higher-order problem-solving skills.” Fred’s parents were confused because Mr. Lawrence

A. was not using plain language.
B. was using jargon.
C. was using acronyms.
D. was using open-ended questions.
E. A, B, and C

32. Al is a seventh grader who loves to talk to people. He often approaches other students and abruptly starts talking about his computer game collection. When the child takes a turn in the conversation (e.g., I’ve got a computer game collection too!), Al does not seem to hear and continues to talk about his own collection. He includes a lot of detail about specific computer games and does not seem to notice when his conversational partner gets bored or walks away. Al has difficulty with

A. content.
B. pragmatics.
C. form.
D. semantics.
E. all of the above.
33. What kind of assessments compare a student’s performance to other students of the same age or grade?

A. Curriculum-based measures  
B. Informal assessments  
C. Formal assessments  
D. Norm-based assessments  
E. Criterion-based assessments

34. Floyd encounters an unfamiliar word in his eighth-grade social studies text. What would be a good first strategy for Floyd to use in decoding the word?

A. Segment the word into individual sounds  
B. Make use of context  
C. Divide the word into morphemes (meaning parts)  
D. Use onset-rime  
E. Make use of the sentence syntax

35. Johnny is a second grader who continues to sound out many words when he reads and reads very slowly. He uses so much effort in identifying the words that he frequently misses the main points of the story. He concentrates his effort on unlocking the word rather than on reading the word automatically. Johnny’s main barrier to comprehension is his

A. background knowledge.  
B. fluency.  
C. self-monitoring skills.  
D. vocabulary knowledge.  
E. ability to make inferences.

36. Lupe is an eighth grader who has just moved to Boston from Nicaragua. Her class is learning about the 13 colonies. Lupe is a good reader in Spanish and knows English well enough to converse with her friends, but she struggles to comprehend the concepts in the social studies text. She is more comfortable reading the science text because the topics were covered in her science class the year before. The main reason for Lupe’s difficulty with the social studies is text most likely

A. her decoding skills.  
B. her fluency skills.  
C. her background knowledge.  
D. her sight word recognition skills.  
E. her general reading level.
37. Mrs. Gupta has a child in her class who has illegible handwriting. The letters are poorly formed and there is inconsistent spacing between the letters. Some letters slant to the right while others slant to the left. Mrs. Gupta suspects that the student might have

A. a phonological awareness deficit.
B. dyslexia.
C. dysgraphia.
D. aphasia.
E. logographia.

38. Mr. Lawrence is about to start a unit on the American Revolution. He has several students with LD in his class and some students who are English language learners. What is his first step in getting ready to teach the chapter?

A. Have the students make predictions about what will happen in the chapter.
B. Instruct the students to make graphic organizers of the framework of the chapter.
C. Select the major concepts and related vocabulary to be taught.
D. Have the students preview the chapter.
E. Have the students monitor their comprehension while reading the chapter.

39. Mr. Epstein is an eighth-grade social studies teacher. He is teaching a unit on the Great Depression. Before the students read the text, he informs them of the purpose of learning about the Depression and provides some background information. In addition, he introduces new vocabulary and provides an organizational structure of the unit. He is providing

A. a schematic organizer.
B. semantic mapping.
C. an advance organizer.
D. a graphic organizer.
E. a morphemic analysis.

40. Students in Mr. Charles’ class were given a worksheet to identify the missing number in a sequence. Mr. Charles told the students to do only the first problem. After they completed the first problem, they were to check it and make any necessary changes. If they thought that their answer to problem one was correct, they were to put a small check by the answer. If they thought that it was incorrect, they should mark a small i next to the answer. By this activity, Mr. Poe is teaching his students to

A. edit their work.
B. check their work and monitor their errors.
C. complete problems quickly and efficiently.
D. ask him questions when they do not know the answer.
E. use assistive devices.
41. Mr. Lawrence has several students who speak Spanish in his class and who are from a variety of countries in Latin America. When trying to teach percentages, he brings into class some recent figures from the U.S. census on how many people speak more than one language at home. In teaching the math principles, Mr. Lawrence also uses Spanish words for percent, percentage, and fraction in addition to the English terms. By incorporating these techniques in his instruction on percentages, Mr. Lawrence is

A. using applied mathematics.
B. using data about other cultures to illustrate mathematical concepts.
C. using the language of students in instruction.
D. both B and C
E. A, B, and C

42. Paul’s teacher pretested all of his multiplication facts in random order, timing him while he completed a worksheet and graphing the number of problems correct. Together, they planned for Paul to take a version of this test every week to determine whether he could increase the number of problems he got correct and decrease the amount of time he needed to complete the test. They kept a graph of Paul’s progress. In this activity, Paul and his teacher are

A. using a curriculum-based measurement
B. using assessment to motivate Paul.
C. using assessment to chart Paul’s progress.
D. documenting the extent to which Paul is learning his multiplication facts.
E. all of the above.

43. Charles made the following errors on his math test.

\[
\begin{align*}
45 & \quad 75 & \quad 86 \\
-36 & \quad -47 & \quad -47 \\
11 & \quad 38 & \quad 43
\end{align*}
\]

What concept does he have difficulty with?

A. Regrouping
B. Place value
C. Cardinality
D. Ordinality
E. Symbolic understanding
44. Lydia knows that the “3” in 38 represents 3 tens and the “8” represents 8 ones. She understands

A. regrouping.  
B. discrimination.  
C. place value.  
D. fractions.  
E. seriation.

45. Which of the following statements is true regarding the use of calculators during math instruction?

A. When students use calculators, they do not get enough practice in basic skills.  
B. Students tend to complain that using calculators is boring.  
C. Use of calculators can increase self-concept by giving students confidence in their math abilities.  
D. Use of calculators can hinder practice in problem solving by distracting students from thinking about the problem.  
E. all of the above.

46. What are student-related factors that influence the transition process?

A. Student involvement  
B. Commitment to personal goals  
C. Motivation  
D. both A and B  
E. A, B, and C

47. In transition planning, what is the plan of action based on?

A. The domains of adulthood  
B. The student’s grades for the past 12 years  
C. Needs/strengths assessment  
D. Teacher recommendations  
E. all of the above.

48. When considering the transition plan, the student’s and the family’s values, preferences for the future, and personal interests need to be balanced with

A. the school’s interests.  
B. the realistic demands of a postschool setting.  
C. the domains of adulthood.  
D. state requirements for students with learning disabilities.  
E. the limitations of a particular diagnosis.
49. Prosequius is a 17-year-old student who has experienced numerous learning-related problems in school and has been diagnosed with a learning disability. He is plans to attend a university in the fall and his transition team has developed several goals to help him academically. Which one of the following goals is an instructional goal?

A. Connect Prosequius with a person at the college that he can go to if he runs into difficulty with school.
B. Make Prosequius aware of the general services provided to all of the students in the college to improve study skills.
C. Improve test-taking skills.
D. Compile a list of tutors that Prosequius can contact to assist with study skills.
E. all of the above.

50. How can schools better prepare students for adulthood?

A. Proactively address the important life skills within the curriculum.
B. Develop self-determination and self-advocacy skills in students.
C. Assess and plan comprehensively for transitional needs.
D. Provide community-based experiences.
E. all of the above.