1. A student with a disability attends only math class with students without disabilities. This is an example of:
   a. Inclusion
   b. Mainstreaming
   c. Reintegration
   d. All of the above

2. What statement best describes “inclusion?”
   a. A philosophy that brings together diverse families, educators, and institutions to increase belongingness in schools
   b. A mandate for all students that is supported by special education law
   c. A system that promotes academic success by grouping students with disabilities in special classrooms
   d. A program developed by special education teachers designed to improve their working conditions

3. Mainstreaming and inclusion are similar in that both:
   a. Require students to earn their way into general education
   b. Mean full-time placement in general education
   c. Share common goals
   d. All of the above

4. The Least Restrictive Environment concept:
   a. Means all students must be placed in general education
   b. Prevents students from being placed in segregated settings
   c. Prefers that students attend school as close as possible to their homes
   d. None of the above

5. Which of the following is not a principle of inclusion?
   a. All learners have equal access
   b. All learners are treated the same
   c. Individual strengths and challenges and diversity
   d. Community and collaboration

6. Which of the following sequences is consistent with the continuum of educational services from most to least restrictive educational placements for students?
   a. Full-time special class, special school, residential school
   b. Full-time special class, part-time special class, general education class with assistance
   c. Full-time special class, residential school, general education class with assistance
   d. All of the above

7. An occupational therapist comes into Ms. Smith’s general education classroom to work with John. This is referred to as a:
   a. Pull-in program
   b. Itinerant program
   c. Push-in program
   d. In-class program

8. Jamal leaves Mr. Thom’s general education classroom to receive individualized instruction in specific skills to help him succeed in Mr. Thom’s class. This is an example of a student attending a:
   a. Self-contained special education classroom
   b. Resource room
   c. Alternative class
   d. None of the above
9. What is the most common educational placement for students with disabilities in the US?
   a. Hospital or institution
   b. Special day school
   c. General education classroom
   d. Resource room

10. Ronald, an individual with a cognitive disability, participates in his community's recreation programs. This is an example of the:
    a. Least restrictive environment principle
    b. Deinstitutionalization principle
    c. Universal design principle
    d. Normalization principle

11. Victoria creates a headstick with a rubber tip to turn pages of her textbook. Victoria is using a:
    a. High tech assistive device
    b. Low tech assistive device
    c. Medium tech assistive device
    d. None of the above

12. In which case did the Supreme Court establish the principle that separate but equal is not equal?
    a. Hobson v. Mississippi State School Board
    b. Brown v. Topeka Board of Education
    c. Diana v. California State Board of Education
    d. Irving Independent School District v. Tatro

13. What group is under-represented in special education programs?
    a. African Americans
    b. Asian Americans
    c. Hispanic Americans
    d. Caucasian Americans

14. A school district finds that a significant percentage of their Native American students are educated in special education programs. This is an example of:
    a. Differential treatment
    b. Differential impact
    c. Disproportionate representation
    d. All of the above

15. The Congressional act that mandates school districts to show that all students are achieving adequate yearly progress on tests is the:
    a. No Child Left Behind Act
    b. High Standards for All Students Act
    c. Individuals with Disabilities Education Act
    d. Holding Schools Accountable Act

16. What is true about the Individuals with Disabilities Educational Improvement Act of 2004?
    a. IEP annual goals align with the No Child Left Behind Act
    b. IEP objectives and benchmarks were made more specific to align with the No Child Left Behind Act
    c. It is the same as the Individuals with Disabilities Act of 1997
    d. None of the above
17. Which Congressional act employs a broader functional definition of disability than the others listed below?
   a. No Child Left Behind Act
   b. Individuals with Disabilities Educational Improvement Act
   c. Section 504 of the Rehabilitation Act
   d. Individuals with Disabilities Inclusion Act

18. Which Congressional act is designed to integrate individuals with disabilities into the social and economic mainstream of society?
   a. Americans with Disabilities Act
   b. Individuals with Disabilities Educational Improvement Act
   c. Section 504 of the Rehabilitation Act
   d. Individuals with Disabilities Inclusion Act

19. Which statement about the research on the impact of inclusion on students with disabilities is true?
   a. Inclusion programs have long-term benefits on students with disabilities
   b. Inclusion programs consistently enhance the academic and social performance of students with disabilities
   c. Inclusion programs may impact elementary and secondary students in different ways
   d. All of the above

20. Which statement about the research on the impact of inclusion on students without disabilities is true?
   a. Students without disabilities prefer non-inclusive programs
   b. Students without disabilities receive less teacher attention
   c. Students without disabilities appear to be more accepting of others
   d. All of the above

21. Which statement is true about the research on the attitudes of general educators toward inclusion?
   a. General educators agree with the philosophy of inclusion
   b. General educators are satisfied with inclusion programs
   c. General educators believe inclusion benefits students
   d. None of the above

22. Which statement is true about the research on the reactions and experiences of families toward inclusion?
   a. Families of children with and without disabilities have similar concerns about inclusion
   b. Families of children with and without disabilities worry that their children will pick up inappropriate behaviors
   c. Families of children with and without disabilities feel that inclusion prepares children for the real world
   d. All of the above

23. This case has ensured children a free and appropriate public education:
   a. Lau v. Nichols
   b. Diana v. California State Board of Education
   c. Larry P. v. Riles
   d. Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania
24. **The IDEA has been amended four times since its passage in 1975. Which of the following represents its most recent amendment?**
   a. PL 101-476
   b. PL 99-457
   c. PL 105-17
   d. PL 108-446

25. **Using the IDEA's principles as a guide, the parents of an immigrant child with a disability might exercise their right to procedural due process because their child:**
   a. Has been placed in ESL
   b. Has not been fairly evaluated
   c. Has been injured at play
   d. Has been psychologically abused by a teacher

26. **This Act attempts to include students with disabilities in local and state assessments:**
   a. Section 504 of the Rehabilitation Act
   b. Individuals with Disabilities Education Act
   c. Education for All Handicapped Children Act Amendments of 1986
   d. Individuals with Disabilities Education Act Amendments of 1997

27. **Which of the following sequences is consistent with the special education identification process?**
   a. Prereferral, referral, IEP development, eligibility determination
   b. Prereferral, referral, services assessment, eligibility determination
   c. Prereferral, referral, eligibility determination, IEP development
   d. Referral, prereferral, IEP development, eligibility determination

28. **Response to Intervention is a multi-level approach designed to**
   a. Reduce incorrect identification of students for services for specific learning disabilities
   b. Provide research-based reading instruction to all students
   c. Provide struggling students with intensive reading support
   d. All of the above

29. **Which of the following is not a mandated member of the IEP team?**
   a. Family members of the student
   b. An individual who understands the student’s medical conditions
   c. The student
   d. An individual who can determine instruction implications of assessment data

30. **Which of the following is a mandated component of the IEP?**
   a. Annual goals
   b. Extent of participation in the general education curriculum
   c. Testing accommodations
   d. All of the above

31. **A student who is “twice exceptional”**
   a. Has more than one talent
   b. Is multi-disabled
   c. Has a significant disability
   d. Has both disability and gifted characteristics
32. The term **students with high-incidence disabilities** does **not** presently include:
   a. Students with learning disabilities
   b. Students with emotional/behavioral disorders
   c. Students with autism spectrum disorders
   d. Students with speech/language impairments

33. **Students with which of the following exceptionalities may take medication to improve their school experience and performance?**
   a. Students with mental health needs
   b. Students with epilepsy
   c. Students with attention deficit disorders
   d. All of the above

34. **Which of the following is not a characteristic associated with students with learning disabilities?**
   a. Attention and organizational difficulties
   b. Difficulty discriminating and interpreting visual and auditory stimuli
   c. Strengths in some areas and challenges in other areas
   d. Even and steady learning progress in most areas

35. **Which of the following is not a characteristic associated with mild intellectual disabilities?**
   a. Engages in self-stimulatory behaviors
   b. Thinks concretely
   c. Show a steady learning profile
   d. An inability to work independently

36. **Mary is a student who has a hard time processing body language, gestures, and the context of linguistic interactions. What type of learning disability might Mary have?**
   a. Social learning disabilities
   b. Physical learning disabilities
   c. Nonverbal learning disabilities
   d. Specific learning disabilities

37. **Luis worries a lot, has difficulty relaxing, and frequently complains of stomachaches and headaches. These symptoms might indicate that Luis has some type of:**
   a. Generalized anxiety disorder
   b. Separation anxiety disorder
   c. Social anxiety disorder
   d. Panic anxiety disorder

38. **A multidisciplinary process for collaboratively designing and delivering a wide range of student- and family-centered services to address students' unique needs and behaviors is referred to as a:**
   a. Congruent planning process
   b. Map planning process
   c. Team planning process
   d. Wraparound planning process

39. **A student exhibits fluctuating moods that vary from depression to mania. These behaviors indicate that the student might have a/an:**
   a. Prader-Willi disorder
   b. Fragile-X disorder
   c. Bipolar disorder
   d. Attention deficit disorder
40. Millie spends a lot of time in her own world and frequently seems to daydream. As a result, she often does not complete her work. Which type of ADD might Millie have?
   a. ADHD
   b. ADD/IA
   c. ADD-C
   d. ADHD-C

41. Which statement is true about ADD?
   a. Students with ADD qualify for special education services under the American with Disabilities Act.
   b. To be identified as having an ADD, students must only show signs of hyperactivity.
   c. The behavioral patterns associated with ADD may also be found in gifted and talented students who are bored in school.
   d. Students with ADD must be educated in a resource room.

42. Which statement is false about attention deficit disorders?
   a. It is a psychiatric condition
   b. It affects males more than females
   c. It must be accompanied by hyperactivity
   d. It is not recognized as a disability category under the Individuals with Disabilities Education Act

43. A condition associated with anxieties and fears, health problems, hypersensitivity to sound, and difficulty with visual-spatial tasks, and relative strengths and talents in terms of language, sociability, verbal processing, and music is:
   a. Down Syndrome
   b. Fragile X Syndrome
   c. Prader-Willi Syndrome
   d. Williams Syndrome

44. Students who have IQ scores that range from 30 to 50, and often need consistent and long-term supports for their learning are referred to as:
   a. Students with mild intellectual disabilities
   b. Students with moderate intellectual disabilities
   c. Students with severe intellectual disabilities
   d. Students with profound intellectual disabilities

45. A student has difficulty following directions and understanding content presented orally. This student may have a/an:
   a. Expressive language problem
   b. Receptive language problem
   c. Articulation problem
   d. Social language problem

46. Stuttering is the most prevalent:
   a. Voice disorder
   b. Receptive disorder
   c. Fluency disorder
   d. Articulation disorder

47. An indication of a voice disorder is:
   a. Breathiness
   b. Hoarseness
   c. Problems in resonation
   d. All of the above
48. The term students with low-incidence disabilities does not include:
   a. Students with cerebral palsy
   b. Students with learning disabilities
   c. Students with autism spectrum disorders
   d. Students with visual impairments

49. The type of cerebral palsy that is characterized by movements that are jerky, exaggerated, and of poor coordination is:
   a. Hypertonia
   b. Hypotonia
   c. Athetosis
   d. Ataxia

50. Nicholas makes frequent requests for liquids, repeated trips to the bathroom, has unhealthy skin color, headaches, and nausea. Therefore, you should be concerned that Nicholas is showing some of the symptoms of:
   a. Asthma
   b. Allergies
   c. Diabetes
   d. Fragile X syndrome

51. In this type of seizure the individual maintains consciousness and may experience feelings of déjà vu.
   a. Tonic-clonic seizure
   b. Partial seizure
   c. Absence seizure
   d. All of the above

52. Which statement is not true regarding poverty in the United States?
   a. The gap between rich and poor is shrinking.
   b. Students who live in poverty attend well-funded schools.
   c. Children represent the fastest growing poverty group.
   d. More than 20% of children from culturally and linguistically diverse backgrounds live in poverty.

53. Julio’s family works on a farm. When they are in their community they socialize only with other Mexicans who speak Spanish and practice Mexican traditions and customs. Which of these might best describe Julio’s family?
   a. Poor and linguistically diverse
   b. Assimilated
   c. a and b
   d. None of the above

54. The effects of poverty are greater for families with children who:
   a. are gifted.
   b. are white but poor.
   c. have a disability.
   d. are gifted and black.

55. What percentage of all students living in U.S. cities live in poverty?
   a. 20 percent
   b. 30 percent
   c. 40 percent
   d. 38 percent
56. **The McKinney-Vento Homeless Assistance Act:**
   a. Applies only to some states.
   b. Requires the student’s former school district to contact the new school district.
   c. Provides housing allowances to students and their families.
   d. Mandates school districts to provide students who are homeless with transportation to attend the same school even if they change residences.

57. **Which statement is true concerning demographic changes in the United States?**
   a. Students from culturally and linguistically diverse backgrounds make up the majority of students in most suburban school districts.
   b. Students whose first language is not English are the fastest growing group of students in schools.
   c. Children of immigrants make up approximately 40 percent of the children in the US.
   d. The U.S. population has grown at the rate of approximately 15 percent per year.

58. **What is the sequence of stages many immigrant students experience as they adjust to their new country?**
   a. Confusion, curiosity, assimilation, and anxiety
   b. Assimilation, curiosity, confusion, anxiety
   c. Curiosity, confusion, anxiety, and assimilation
   d. Anxiety, confusion, curiosity, assimilation

59. **Upon entering school, immigrant students may be likely to:**
   a. Encounter racial tension and rejection from peers.
   b. Seek assistance from authority figures.
   c. Draw attention to themselves.
   d. All of the above

60. **As a result of the Supreme Court decision in Plyler v. Doe (1982), educators can:**
   a. Share information with outside agencies about the immigration status of their students.
   b. Ask students questions regarding the immigration status of their family.
   c. Require students to provide Social Security numbers.
   d. None of the above

61. **An English language learner attends a pull-out program where content instruction and communication occur only in English. This student is attending an:**
   a. Two-way program.
   b. Bilingual Education program.
   c. Transitional program.
   d. English as a Second Language program.

62. **Observations of Maria reveal that she uses Spanish to initiate and maintain interactions with others and uses gestures, and short, basic sentences to communicate in English. Based on these observations, it is likely that:**
   a. Spanish is Maria’s preferred language.
   b. Spanish is Maria’s preferred and dominant language.
   c. English is Maria’s preferred language.
   d. All of the above

63. **Viktor mixes words, phrases, expressions, and sentences from Russian while speaking English. This is an example of:**
   a. Mixed dominance
   b. Language confusion
   c. Code switching
   d. Mixed preference
64. Observations of Ravi show that he appears to be fluent in English when interacting with his classmates, and struggles to complete classroom activities when the directions are given in English. It is likely that Ravi:
   a. Has developed BICS skills.
   b. Has developed CALP skills.
   c. Has developed both BICS and CALP skills.
   d. Has not developed BICS and CALP skills.

65. Which statement is true about the development of students' BICS and CALP skills?
   a. CALP skills develop first
   b. CALP skills develop within 2 years
   c. CALP and BICS skills develop at the same time
   d. CALP skills develop much later than BICS skills

66. Many English language learners go through a period in which they process what they hear but refrain from verbalizing. This period is referred to as a/an:
   a. Interlingual period
   b. Bilingual period
   c. Silent period
   d. Transition period

67. Which of the following statements is false concerning English language learners?
   a. Students who have been educated in their native language often progress faster in learning a new language than those who have not had a formal education.
   b. Students often attempt to apply the rules of their first language to their second language.
   c. English language learners do not experience language loss in their native language when they learn a new language.
   d. Children who simultaneously learn two languages from birth experience temporary language delays.

68. Two-way bilingual education programs
   a. Seek to minimize the contributions of the student’s home language
   b. Completely immerses student in their new language
   c. Are only effective for students who are learning English
   d. Are effective for all students learning a second language

69. BICS is an acronym that describes
   a. A measure of academic language competency
   b. Skill in communicative language
   c. A multicultural education program
   d. A computer-assisted language learning device

70. Binging on food followed by attempts to purge oneself of the excess calories by vomiting, taking medications or laxatives, fasting, or exercising is referred to as:
   a. Anorexia
   b. Bulimia
   c. Myalgia
   d. None of the above

71. Individuals who do not identify themselves as either of the two sexes are referred to as:
   a. Gay
   b. Lesbian
   c. Bisexual
   d. Transgendered
72. There is no known record that this condition has been transmitted in schools:
   a. Meningitis
   b. Hepatitis
   c. Influenza
   d. AIDS

73. Substance abuse is more widespread among:
   a. Whites
   b. African Americans
   c. Hispanics
   d. Urban students

74. How are multicultural education and inclusion similar?
   a. Both address issues of access, equity, and excellence.
   b. Both focus on students’ individual strengths and challenges.
   c. Both foster an acceptance of individual differences and multiple identities.
   d. All of the above

75. Which of the following is not an appropriate role for paraeducators?
   a. Assisting students with daily living skills
   b. Assigning grades
   c. Managing students’ behavior
   d. Observing students

76. A student needs services to strengthen muscles, improve posture, and increase motor function and range. This service would be provided by the
   a. Vocational rehabilitation specialist
   b. School nurse
   c. Physical therapist
   d. All of the above

77. A process that recognizes the roles that students and their families play in identifying meaningful goals and appropriate strategies and services is:
   a. Wraparound planning
   b. Collaborative teaming
   c. Transitional planning
   d. Person-centered planning

78. When teaching material that is difficult but not sequential, or when several different topics are important, the best cooperative teaching arrangement is:
   a. Parallel teaching
   b. Station teaching
   c. Alternative teaching
   d. Team teaching

79. When it is necessary to lower the student–teacher ratio in order to teach new material or to review material previously taught, the best cooperative teaching arrangement is
   a. Parallel teaching
   b. Station teaching
   c. Alternative teaching
   d. Team teaching
80. **What is the sequence of steps in the collaborative consultation process?**
   a. Goal analysis, goal clarification, plan implementation, plan evaluation
   b. Plan analysis, plan implementation, plan evaluation
   c. Goal clarification, goal analysis, plan evaluation
   d. Goal identification, goal analysis, plan implementation, plan evaluation

81. **Collaborative consultation has led to:**
   a. Reduction in learning and behavior problems
   b. An increase in the number of students referred for special education
   c. An increase in favorable attitudes of students toward their peers with disabilities
   d. None of the above

82. **In cooperative teaching:**
   a. General educators and supportive personnel collaborate
   b. Teachers share accountability for planning and delivering instruction
   c. Teachers use different instructional arrangements
   d. All of the above

83. **Alignment of the curriculum, learning goals, teaching materials, strategies used in the general education classroom, and supportive services programs refers to:**
   a. Mapping
   b. Differentiation
   c. Congruence
   d. Compacting

84. **In discussing the use of an instructional technique in your teacher education class on inclusion, one of your classmates mentions the name of a student with whom a specific technique was used. By doing this, your classmate violated the student’s right to:**
   a. Due process
   b. Confidentiality
   c. Impartiality
   d. All of the above

85. **When meeting with families to resolve conflicts, it is helpful to:**
   a. Understand the emotional reactions of family members
   b. Promise that the situation will be resolved
   c. Rebut each point brought up by family member
   d. All of the above

86. **This person may be responsible for assessing a student's central nervous system functioning**
   a. Staff from community agencies
   b. School nurse
   c. General education teacher
   d. Paraprofessional

87. **This member usually serves as the chairperson of the comprehensive planning team:**
   a. Speech and language educator
   b. School administrator
   c. General educator
   d. Special educator
88. Which is **not** usually a role of the school psychologist?
   a. Administering and interpreting standardized tests
   b. Collecting data by observing students in their classrooms
   c. Interviewing professionals who work with students
   d. Instructing students

89. Tommy’s teacher has observed that he has social and emotional difficulties. Which of these individuals can provide information on Tommy’s social and emotional development?
   a. School psychologists
   b. School counselors
   c. Speech and language clinicians
   d. Vocational educators

90. Paula is having difficulty buttoning her clothes, holding her pencil, and catching her beach ball. Which of these professionals can help her develop her fine and gross motor skills?
   a. Physical and occupational therapists
   b. School nurses
   c. Social workers
   d. General educators

91. These individuals assess and teach students in their native language and in English:
   a. ESL teachers
   b. Special educators
   c. General educators
   d. Bilingual educators

92. Which is **not** a role of the vocational educator?
   a. Offering students employment
   b. Offering information on students’ work experiences and career goals
   c. Helping to develop transitional services
   d. Providing students with vocational and career education

93. In an *a priori* model for ensuring congruence:
   a. The remedial teacher focuses on reinforcing skills previously introduced in the general education classroom
   b. The supportive services educators teach content to be learned in the general education classroom
   c. The remedial teacher reviews and reteaches content already covered in the general education program
   d. None of the above

94. Which of the following does **not** promote congruence?
   a. Notecard systems
   b. Student interviews
   c. Online services
   d. Individualism

95. Which of these statements about confidentiality is accurate?
   a. It allows all school district personnel to view a child’s record upon request
   b. It limits the opportunities of parents to obtain, review, and amend their child’s records
   c. It mandates that individuals directly involved in the delivery of services to a student obtain parental consent before reviewing a student’s records
   d. It requires that school districts furnish parents with a copy of their child’s record upon request, with parents only being responsible for the duplication costs
96. **In the post hoc model for ensuring congruence:**
   a. Supportive instruction reinforces skills previously introduced in the general education classroom.
   b. Supportive educators teach new skills in the special education classroom.
   c. Supportive instruction undoes skills taught in the general education classroom.
   d. Supportive educators introduce new content in the general education classroom.

97. **Which of the following reduces family involvement and empowerment in schools?**
   a. Use of professional jargon
   b. Lack of opportunities for family advocacy
   c. Dissatisfaction with the special education program
   d. All of the above

98. **Ms. Jones would like to increase her cultural awareness and sensitivity. Which of the following is unlikely to assist her in achieving this goal?**
   a. Joining relevant professional organizations
   b. Using the Internet
   c. Participating in festivals of different cultures
   d. Traveling to places in and out of the U.S. to meet and spend time with her family

99. **Teachers can help families enhance their advocacy skills by:**
   a. Developing an awareness of the law.
   b. Strengthening their conflict resolution skills.
   c. Encouraging families to network with others
   d. All of the above

100. **Which statement is true regarding the research on attitudes toward students with disabilities?**
    a. Students taught in inclusion programs appear to have more positive attitudes toward their classmates with disabilities.
    b. Males with learning disabilities are more likely than girls with learning disabilities to be rejected by their peers.
    c. Students tend to be more accepting of students with learning and emotional problems and less accepting of students with sensory and physical disabilities.
    d. All of the above

101. **Which of the following is a factor that affects attitudes toward individual differences?**
    a. Age
    b. Gender
    c. Socioeconomic status
    d. All of the above

102. **Which of the following is a strategy used to assess attitudes toward individual differences?**
    a. Portfolios
    b. High-stakes testing
    c. Student drawings
    d. None of the above

103. **Ms. Kohn asks her students to identify 3 classmates they would like to sit next to on a school trip. Ms. Kohn is using a/an:**
    a. Observational technique
    b. Sociometric technique
    c. Interview technique
    d. Preference technique
104. An equal-status relationship refers to a relationship in which:
a. Both individuals have similar interests and abilities  
b. Both individuals perform equal roles  
c. Both individuals view each other as equals  
d. All of the above

105. Mr. Ralley presents classroom scenarios to students that they are likely to encounter in interacting with William, a hard of hearing student. His students then discuss the situations and ways to interact with William. Mr. Ralley is using:
a. Circle of friends  
b. Simulations  
c. Collaborate problem solving  
d. None of the above

106. Which of the following would help Ms. Jules promote the acceptance of students from culturally and linguistically diverse backgrounds who speak languages other than English who are in her class?
a. Help students view the similarities among groups through their differences  
b. Teach students about the various types of individual behavior within all cultures  
c. Tailor the curriculum and activities to the developmental levels and interests of students  
d. All of the above

107. A system designed to help students understand that different dialects are used in different situations is a:
a. Pragmatic system  
b. Bridge system  
c. Contextual system  
d. Language environment system

108. Which of the following should one do when communicating with individuals with disabilities?
a. Apologize for using common expressions that may relate to the individual’s disability  
b. Exaggerate your mouth movements for individuals with hearing disabilities  
c. Sit or kneel at the individual’s eye level for extended conversations  
d. All of the above

109. Older children can be taught about individual differences by using:
a. First person accounts  
b. Case studies about migrant students  
c. Videos depicting the lives of individuals with disabilities  
d. All of the above

110. African American English is sometimes referred to as:
a. Patented Creole  
b. Ebonics  
c. Bastardized speaking  
d. Patois

111. Ms. Lincoln has several students who speak dialects of English in her class. She could affirm the linguistic diversity of her students by:
a. Encouraging students to use their native language in school  
b. Teaching lessons about languages other than English  
c. Stocking the class with bilingual books  
d. All of the above
112. Ms. Blake’s students are of different religious backgrounds. She could foster acceptance of religious diversity by:
   a. Presenting religious figures in a factual, respectful, neutral, and balanced manner
   b. Establishing a context that does not endorse, promote, distort, or denigrate any religion
   c. Preparing to address students’ misinterpretations, disagreements, and discomfort
   d. All of the above

113. This is one role of a peer support committee:
   a. Identifies problems that peers encounter
   b. Brainstorms strategies for promoting class cohesiveness
   c. Involves students in extracurricular activities
   d. All of the above

114. According to research, which strategy has not been effective in teaching acceptance of individual differences related to disability?
   a. Attitude change strategies
   b. Examining attitudes and behaviors
   c. Unstructured group decisions
   d. Disability simulations

115. According to the text, when writing about individuals with disabilities, students should:
   a. Focus on the individual’s disability
   b. Portray individuals with disabilities in an extremely positive light
   c. Highlight the limitations of individuals with disabilities
   d. None of the above

116. When teaching students about AIDS, teachers should:
   a. Establish no limits on discussion
   b. Have separate groups for males and females
   c. Help students develop assertive communication skills
   d. Focus discussion on high-needs groups

117. According to research, general education students tend to be more accepting of students with ________________ than students with learning and emotional problems.
   a. Sensory and physical disabilities
   b. Learning disabilities
   c. Attention problems
   d. Mental retardation

118. Who is more likely to be rejected by peers?
   a. Girls with learning disabilities
   b. Boys with learning disabilities
   c. Girls with emotional and behavioral disorders
   d. Boys with emotional and behavioral disorders

119. Which of the following may interact with disability to influence the acceptance of students?
   a. Gender
   b. Language
   c. Health
   d. None of the above
120. **Mr. Gordon treats all his students in the same way. By doing so, he may not be:**
   a. Respecting his students’ individual differences
   b. Acknowledging all his students
   c. Treating some students fairly
   d. All of the above

121. **Which of these statements is accurate?**
   a. Students should not be asked to introduce and explain the devices and aids they use
   b. Students can be asked to introduce and explain the devices and aids they use
   c. Students should be excused from class when guest speakers are explaining the devices and aids they use
   d. None of the above

122. **Which of the following is a type of curriculum that Ms. Ferguson used to foster students’ understanding and appreciation of differences related to disability and religion?**
   a. Custom-designed curriculum
   b. Ant bias curriculum
   c. Collective curriculum
   d. Personalized curriculum

123. **This can foster acceptance of cultural diversity:**
   a. Eurocentric curriculum
   b. Monocultural curriculum
   c. Homogenous literature circles
   d. Cross-cultural literature circles

124. **Empowering language for students with disabilities includes:**
   a. Language that singles out students with disabilities
   b. Language that questions the skill level of students
   c. Language that identifies that a student has a disability
   d. None of the above

125. **To help her students transition to Mr. Frank’s inclusive classroom, Ms. Golden teaches her students to use the textbooks that are used in Mr. Frank’s class. Ms. Golden is using:**
   a. Curriculum mapping
   b. Preteaching
   c. Curriculum differentiation
   d. Transitional teaching

126. **Mr. Jones places a chart on the chalkboard listing the steps in a learning strategy, which he periodically reviews with his students. Mr. Jones is probably seeking to:**
   a. Differentiate instruction
   b. Evaluate student learning
   c. Promote generalization
   d. Offer feedback

127. **The functional and cultural aspects of language are referred to as:**
   a. Pragmatics
   b. Cultural language
   c. Interpersonalisms
   d. Cognates
128. Working as a regular employee in an integrated setting with coworkers who do not have disabilities, and being paid at least the minimum wage, refers to:
   a. Integrated employment
   b. Supported employment
   c. Community employment
   d. Competitive employment

129. A student receives ongoing assistance and services to learn how to obtain and perform a job. This is an example of:
   a. Integrated employment
   b. Supported employment
   c. Community employment
   d. Competitive employment

130. Self-determination refers to:
   a. Doing what one wants to do
   b. Determining what one wants to do
   c. Identifying what one wants and learning how to achieve it
   d. None of the above

131. Ms. Stewart uses a variety of strategies to help her students to analyze their past events and actions that lead to successes and failures. This is an example of:
   a. Learning strategy instruction
   b. Congruence
   c. Generalization
   d. Attribution training

132. Which of the following is not helpful to students who are making transitions?
   a. Special educators give general educators information about students with disabilities.
   b. Students get help in meeting different curricular demands.
   c. Teachers work with family members.
   d. Teachers do not seek information from other professionals.

133. Which of the following is not a step in the 4-step transenvironmental programming model?
   a. Peer mediation
   b. Environmental assessment
   c. Intervention and preparation
   d. Evaluation

134. The content and goals of the transitional program are developed from a/an:
   a. Environmental assessment
   b. Textbook
   c. Test bank
   d. Educational perspective

135. Which of the following can help students develop their organizational skills?
   a. Job cards
   b. Assignment logs
   c. Weekly schedules
   d. All of the above
136. **You can help students learn cultural norms/behaviors by:**
   a. Acknowledging students’ cultural perspectives
   b. Using modeling, role playing, prompting, and scripting to teach new behaviors
   c. Explaining to the students the new perspective and the environmental conditions associated with it
   d. All of the above

137. **The coordinated set of activities in the transition plan for students must:**
   a. Be based on the individual student’s needs
   b. Take into account students’ preferences and interests
   c. Include instruction, community experiences, and functional vocational evaluation
   d. All of the above

138. **Ms. Whitley’s students are working in a homeless shelter. This is an example of:**
   a. Service learning program
   b. Career orientation
   c. Career placement
   d. Career adjustment

139. **A curriculum whose individualized goals and methods prepare students for success in making the transition to adulthood is referred to as a:**
   a. Transitional curriculum
   b. Functional curriculum
   c. Practical curriculum
   d. Environmental curriculum

140. **A student needs to complete several homework assignments on her own. Which of these can help her function independently?**
   a. Plan card
   b. Job card
   c. Quiz card
   d. Training card

141. **If students color-code their notebooks by content area, it may help improve their:**
   a. Dependent skills
   b. Independent skills
   c. Organizational skills
   d. Cooperative skills

142. **Which of the following allows students to view language and social interaction patterns:**
   a. Modeling
   b. Copying
   c. Transcribing
   d. Socializing

143. **Raphael is an English language learner. Which of the following can help him develop his Basic Interpersonal Communication Skills?**
   a. Role playing
   b. Scripting
   c. Prompting
   d. All of the above
144. **Anthony, who is learning Spanish, uses a method in which he divides a page into three columns. In one column he lists concepts, in the second column the context in which the word is used is given, and the word is defined briefly in column three. Which method is Anthony using?**
   a. Prescriptive page method
   b. Divided page method
   c. Triple page method
   d. None of the above

145. **Which of the following can help students advocate for themselves:**
   a. Improved self-esteem
   b. Improved dialectics
   c. Improved design orientation
   d. None of the above

146. **Ms. Jones uses techniques that help her students learn, behave, and succeed when they are in her classroom and at recess. These techniques are referred to as:**
   a. Reteaching strategies
   b. Personal strategies
   c. Learning strategies
   d. All of the above

147. **Which of the following is not a step in the transition process?**
   a. Deciding on a placement
   b. Approximating the new environment
   c. Severing ties with the old environment
   d. Building skills in the new school

148. "**Shadowing**" refers to when a student
   a. Follows a student at the new school for part of the day
   b. Stays with his or her paraprofessional all day
   c. Has his or her family work closely with professionals
   d. Observes quietly at the new school

149. **A schoolwide approach to supporting the learning and positive behavior of all students involves the collaboration of educators, students, and family and community members to:**
   a. Be proactive and culturally responsive
   b. Teach academic, behavioral and social skills needed for success in an inclusive classroom
   c. Be sensitive to students’ strengths and challenges
   d. All of the above

150. **Ms. Mullin records the number of times Michael is out of his seat. What type of observational recording system is she using?**
   a. Latency recording
   b. Event recording
   c. Duration recording
   d. Continuous recording

151. **Mr. Stephenson uses this strategy to assess how long it took Dave to begin an assignment after the directions were given.**
   a. Latency recording
   b. Event recording
   c. Duration recording
   d. Continuous recording
152. An FBA team concludes that when Martha works on an independent academic activity, she engages in off-task behaviors to gain attention from peers and the teacher. This is an example of a:
   a. Specific hypothesis statement
   b. Global hypothesis statement
   c. Cause and effect statement
   d. Perceived function statement

153. Which statement is true about classroom rules?
   a. Rules should be developed by teachers
   b. There should be at least 10 rules
   c. There should be no exceptions to the rules
   d. Rules should be phrased so they start with action verbs

154. A teacher praises Melinda each time she raises her hand, which increases Melinda’s hand raising. This is an example of:
   a. Continuous reinforcement
   b. Prosocial reinforcement
   c. Positive reinforcement
   d. Differential reinforcement

155. At the end of the class, Mr. Pearson asks his students to rate their behavior using a rating scale. Mr. Pearson and his students are using:
   a. Self-recording
   b. Self-evaluation
   c. Self-instruction
   d. All of the above

156. Ms. Franz reinforces her students based on their own performance or behavior. Sometimes she gives them tokens when they show appropriate behavior. Ms. Franz and her students are using a/an:
   a. Dependent group system
   b. Interdependent group system
   c. Independent group system
   d. Intradependent group system

157. After observing Fred playing with a calculator when he should be reading, Mr. Johns removes the calculator, and tells Fred to begin his reading. Mr. Johns is using:
   a. Stimuli removal
   b. Redirection
   c. Corrective teaching
   d. Interspersed requests

158. Prior to having her students to do a task they do not like, Ms. Francis asks her students to perform several easier tasks. Ms. Francis is using:
   a. Redirection
   b. Divack’s principle
   c. Differential reinforcement
   d. Interspersed requests

159. Which statement is true about using verbal reprimands effectively?
   a. Verbal reprimands should be used consistently and frequently
   b. Verbal reprimands should be firm and lengthy
   c. Verbal reprimands should be delivered within close proximity to the student
   d. All of the above
160. In what type of bullying are female students more likely to engage?
   a. Written bullying
   b. Sexual bullying
   c. Social bullying
   d. Physical bullying

161. The collecting of information to measure specific student behaviors is:
   a. Functional behavior assessment
   b. Desirable behavior assessment
   c. Social behavioral assessment
   d. Retentive behavioral assessment

162. In conducting a functional behavior assessment, the assessment team:
   a. Identifies the behaviors that will be examined by the functional behavior assessment
   b. Examines the possible relationship between the behavior and the student’s cultural and language background
   c. Defines the behavior in observable and measurable terms
   d. All of the above

163. Another name for anecdotal recording is:
   a. Continuous recording
   b. Event recording
   c. Latency recording
   d. Deviation recording

164. When analyzing the A-B-C information to determine hypotheses, what cultural factors should the IEP team consider?
   a. Time
   b. Respect for elders
   c. Individual versus group performance
   d. All of the above

165. A teacher increases a student’s work completion rate by making access to the computer contingent upon work completion. The teacher is using:
   a. The hero method
   b. A dependent system
   c. The good behavior principle
   d. The Premack principle

166. When using verbal reprimands, teachers should:
   a. Reprimand more than one behavior
   b. Repeat the reprimand
   c. Use brief and specific reprimands
   d. State reprimands as questions

167. During small-group teacher-directed instruction, it is most desirable for teachers to teach students:
   a. In groups so that they face each other
   b. In rows facing the teacher
   c. In a semicircular arrangement facing the teacher
   d. None of the above
168. Orienting students with visual impairments to new classroom settings by having them touch the surfaces of the objects on the routes between their desks and the major classroom landmarks is:
   a. Touch finding
   b. Tactile orientation
   c. Trace trailing
   d. Sensory location

169. Which statement is not true about students with physical disabilities who use wheelchairs or prostheses?
   a. Aisles and doorways should be at least 32 inches wide
   b. Ramps and access to electrical outlets are important
   c. The classroom should include desks with adjustable-height workstations
   d. Work areas should be at least 10 inches wide

170. Kevin's teachers use tactile symbols and masking tape markers in his classroom. Kevin most probably is:
   a. Visually impaired
   b. Hearing impaired
   c. Cognitively impaired
   d. Emotionally impaired

171. Ms. Jones has requested a classroom with non-slip floor and furniture with padding on the edges. This is likely because she has a student with:
   a. Asthma
   b. Hearing impairment
   c. Physical disability
   d. Tourette syndrome

172. Ms. Jones has made a deliberate attempt to decrease visual and auditory distractions in her classroom. She also has placed two study carrels in her classroom. This is most likely because she has a student with this disability in her class:
   a. Emotional disorders
   b. Attention deficit hyperactivity disorder
   c. Tourette syndrome
   d. Expressive language disorder

173. Positive behavior supports are:
   a. Proactive
   b. Reactive
   c. Introspective
   d. All of the above

174. A personal interest in students is demonstrated by:
   a. Giving extra-credit assignments
   b. Using sarcasm to lighten the classroom atmosphere
   c. Listening actively when students speak
   d. Keeping track of progress in grades

175. Which is not a type of bullying described in the book?
   a. Verbal and written
   b. Sibling
   c. Social
   d. Physical
176. **Which of the following is a factor to consider in differentiating instruction for students?**
   a. Content, affect, product, learning environment
   b. Content, process, product, behaviors
   c. Content, process, product, behaviors, learning environment
   d. Content, process, affect, product, learning environment

177. **While other students were classifying and comparing plants, Teresa worked on sorting plants by size. This is an example of:**
   a. Multilevel teaching
   b. Tiered assignments
   c. Curricular teaching
   d. Instructional overlapping

178. **Ms. Phipps is a fourth-grade teacher of students with varying abilities and needs. To help all her students optimize their learning, she uses flexible curriculum and teaching materials and activities. For example, she is able to present directions, content, and learning activities in multiple formats, thereby allowing her students to select the appropriate formats that fit their learning styles and preferences. What principle is Ms. Phipps using?**
   a. Multilevel teaching
   b. Curriculum overlapping
   c. Universal design for learning
   d. None of the above

179. **Ms. Royer allows her students to use bilingual dictionaries to write their stories. Ms. Royer is using:**
   a. Access accommodations
   b. Low-impact accommodations
   c. High-impact accommodations
   d. None of the above

180. **James likes to work in cooperative learning groups with his classmates. This may indicate that James is a:**
   a. Field-independent learner
   b. Field-dependent learner
   c. Field-sensitive learner
   d. Field-codependent learner

181. **Four of Mr. Mahadeo’s students are having difficulty with text comprehension. To help them improve this skill, he asks them to read a selection silently, summarize it, discuss and clarify problem areas and unclear vocabulary, and gives the students the chance to predict future content. After Mr. Mahadeo models these strategies, he asks the students to take his role while he provides them help through prompting. What method is Mr. Mahadeo using to help his students improve their text comprehension skill?**
   a. Equal-status teaching
   b. Mediated teaching
   c. Reciprocal teaching
   d. Cooperative teaching

182. **To facilitate her students’ text comprehension, Ms. Toran helps them complete a visual listing of the story’s setting, characters, time, and place. Ms. Toran is using a:**
   a. KWL chart
   b. REQUEST technique
   c. Story-mapping strategy
   d. Multipass strategy
183. **Which of the following is a basic rule students should use when summarizing text?**
   a. Identify and group main points
   b. Highlight information that is repeated
   c. Restate sentences that do not present relevant information
   d. None of the above

184. **Mr. Joyce teaches her students to create original sentences that summarize the main points of the text. Mr. Joyce’s students are using:**
   a. Paragraph rephrasing
   b. Paragraph restatements
   c. Paragraph shrinking
   d. Paragraph summarizing

185. **Which statement is true regarding type size?**
   a. Large type causes readers to pause more often
   b. A type size of 12- to 14-point is most appropriate for young students
   c. The larger the type, the easier it is to read
   d. The smaller the type, the easier it is to read

186. **Which of the following statements is true regarding the preparation of text materials?**
   a. All capital printing fosters reading fluency
   b. Underlining is the best way to highlight important material
   c. Right-justified text makes it easier to see and track text
   d. Lowercase letters foster letter discrimination

187. **The vertical space between lines of text is called:**
   a. Justification
   b. Spacing
   c. Proportionality
   d. Leading

188. **When planning the text justification of written materials, it is best to use:**
   a. Left-justified text and staggered right margins
   b. Right-justified text and aligned left-justified text
   c. Staggered left and right margins
   d. Left and right justified margins

189. **Ms. Cohen has added a unit on ethnic heroes, holidays, and cultural events to her curriculum. What type of approach to multicultural education does Ms. Cohen appear to be using?**
   a. Celebratory
   b. Contributions
   c. Additive
   d. Transformative

190. **Marcia has severe and multiple disabilities and could benefit from assistive devices to meet her needs. Which of the following assistive technology could be useful to her?**
   a. Picture Exchange Communication System
   b. CyberQuests
   c. Dialogue-based teaching
   d. Reflective teaching
191. **Mr. Ivan teaches several students with physical disabilities. Which of the following assistive devices might he use to help them input information into their computers?**
   a. Keyguards
   b. Key locks
   c. Word-prediction programs
   d. All of the above

192. **To help his students learn what shiver means, Mr. Samuda states the word and pretends to shiver. The ESL technique Mr. Samuda is using is called:**
   a. Sheltered English
   b. Role playing
   c. Total physical response
   d. Visual-based instruction

193. **To develop her students' language skills, Ms. Decker adds new information to comments her students make. What natural language technique is Ms. Decker using?**
   a. Expansion
   b. Expatiation
   c. Parallel talk
   d. None of the above

194. **Mr. Smith has his students record narrations to present learning products, processes and outcomes. Some of his students also integrate artwork and music. Mr. Smith's students are working on:**
   a. Digital stories
   b. WebQuests
   c. Weblogs
   d. Wikis

195. **Which is not a part of the Collaborative Strategic Reading strategy:**
   a. Previewing
   b. Role Play
   c. Click and clunk
   d. Get the gist

196. **Ms. Frank had students work in collaborative groups to gather and present information on the culture and customs of groups in the United States by visiting teacher-designated Internet sites. Ms. Frank is using:**
   a. Widgets
   b. WebQuests
   c. Weblogs
   d. Hypermedia

197. **Students who have difficulty reading may benefit from use of a/an:**
   a. iBot system
   b. AM system
   c. C-pen
   d. None of the above

198. **Differentiated instruction:**
   a. Means keeping content similar for all students but modifying input and output expectations for some
   b. Means providing students with different content entirely
   c. Is not necessary in some classrooms
   d. Requires very little planning
199. **Which of the following is a principle of universal design?**
   a. One size fits all  
   b. Efficiency is key  
   c. Equitable use  
   d. Error-free

200. **What is backward design?**
   a. Providing students with a pretest to evaluate their background knowledge before a unit of instruction  
   b. Determining the assessments you will use to evaluate students’ learning before planning units of instruction  
   c. Asking students to create their own assessment to evaluate their knowledge of a particular unit of instruction  
   d. Differentiating your assessments to meet the strengths and challenges of individual students

201. **When the speaker is contrasting information, an appropriate note-taking format is a:**
   a. Timeline format  
   b. Stepwise format  
   c. Chart format  
   d. All of the above

202. **Ms. Downs periodically acknowledges John's work by giving him free time. This is an example of:**
   a. Intrinsic motivation  
   b. Extrinsic motivation  
   c. Tangible motivation  
   d. None of the above

203. **A statement or an activity at the beginning of a lesson that introduces the lesson's material and motivates students to learn it is referred to as:**
   a. Opening activity  
   b. Warm-up activity  
   c. Extrinsic motivator  
   d. Anticipatory set

204. **A systematic process of sequencing the parts of a task students must perform in order to master the task is known as:**
   a. Task sequencing  
   b. Task analysis  
   c. Task differentiation  
   d. Subtasking

205. **A type of feedback in which teachers praise students and reinforce the answer by restating why it was correct is:**
   a. Process feedback  
   b. Instructive feedback  
   c. Corrective feedback  
   d. General feedback

206. **Which of the following is not a component of cooperative learning?**
   a. Positive interdependence  
   b. Individual accountability  
   c. Face-to-face interactions  
   d. Extrinsic motivation
207. Ms. Bell is interested in using a cooperative learning format to help her students learn factual science information. The most appropriate cooperative learning format that Ms. Bell can use is:
   a. Jigsaw
   b. Learning Together
   c. Peer Tutoring
   d. Round Table

208. Ms. Bynoe has a large group of students. To help them review and check their understanding of orally presented information she pairs them randomly, gives them a problem, and asks them to think about the problem. Next, students are asked to discuss their responses with their partners, and then Ms. Bynoe selects several pairs of students to share their responses with the class. Which of these strategies is Ms. Bynoe using?
   a. Think-Pair-Share
   b. Numbered Heads Together
   c. Collaborative Discussion Teams
   d. None of the above

209. Which of the following is not a note-taking strategy?
   a. Chart
   b. Timeline
   c. Stepwise
   d. Groupwise

210. Which of the following can be used to enhance a student's listening skill?
   a. Asking questions about critical content
   b. Asking questions to predict what will happen next
   c. Using visual cues
   d. All of the above

211. Teachers can gain and maintain students’ attention by:
   a. Selecting students randomly to respond
   b. Presenting information rapidly and asking students to respond often
   c. Asking students to explain an answer provided by a peer
   d. All of the above

212. Why do you think Ms. Stewart uses skeleton/slot/frame/outlines? To help her students:
   a. Visualize notes
   b. Memorize notes
   c. Take notes
   d. None of the above

213. Ms. Plummer adjusts her pace and rate of speaking, pauses for attention, and uses phrases such as “Most importantly” to help her students:
   a. Orally quiz each other after class
   b. Determine important point to include in their notes
   c. Quickly describe how ideas are related
   d. Foster student-student-teacher interactions

214. Teachers can promote cooperation in academic learning games by:
   a. Directing the content of the questions to individual students
   b. Requiring students to stay on the team to which they are assigned
   c. Structuring the game so that players strive for a common goal
   d. All of the above
215. After students answer, you acknowledge what students have done well and give additional information. This is:
   a. Corrective feedback
   b. Instructive feedback
   c. General feedback
   d. Process feedback

216. When using peer tutoring, teachers should:
   a. Establish goals for the session
   b. Schedule sessions for no longer than 30 minutes
   c. Schedule no more than 3 sessions per week
   d. All of the above

217. A cooperative learning format that involve the use of expert groups is:
   a. Student Teams-Achievement Divisions
   b. Jigsaw
   c. Group Project
   d. Team-Assisted Instruction

218. Which of the following is a cooperative learning evaluation format?
   a. Round robin
   b. Talking chips
   c. Group project/Group grade
   d. Round table

219. According to your textbook, cooperative learning activities have five important components. Two of these components are individual accountability and face-to-face interaction. What is another component?
   a. Teacher accountability
   b. Group accountability
   c. Positive interdependence
   d. Group interdependence

220. Which is not an element of effective teacher-centered instruction?
   a. Give clear and specific directions
   b. Use scripted lessons to ensure consistency
   c. Provide time for active and guided practice
   d. Offer time for independent activities

221. You can give students a framework for note taking by using:
   a. Strategic note-taking format
   b. Listening guide format
   c. Skeleton/slot/frame outline
   d. All of the above

222. Which is not an effective strategy for increasing the effectiveness of homework?
   a. Select an appropriate cooperative learning format
   b. Adjust the amount of homework
   c. Establish and follow homework routines
   d. Teach study and organizational skills

223. Ms. Abdi proactively involves parents in the homework process by:
   a. Calling parents when assignments are not complete
   b. Sending notes home if a student completes assignments
   c. Asking parents to sign homework sheets nightly
   d. Sending e-mails out to students to remind them of homework assignments
224. **A first step in every lesson should be**
   a. Begin teaching right away
   b. Collect homework assignments
   c. Establish the lesson’s purpose by explaining its goals
   d. Distribute independent work

225. **To promote student-directed learning, you should:**
   a. Link it to students’ real-world experiences
   b. Use a thematic approach
   c. Use a problem-solving approach
   d. All of the above

226. **A student reads slowly and makes numerous oral reading errors. This student appears to have difficulty with:**
   a. Reading comprehension
   b. Reading fluency
   c. Reading recovery
   d. All of the above

227. **The understanding that words are made up of different sounds and that spoken and written language are linked refers to:**
   a. Phonemic awareness
   b. Print awareness
   c. Auditory awareness
   d. Sound-symbol awareness

228. **Ms. Gardner has her students read passages aloud prior to the whole class reading session. Ms. Gardner is using:**
   a. Self-previewing
   b. Oral previewing
   c. Listening previewing
   d. Partner previewing

229. **When his students have difficulty reading words, Mr. Ramsey prompts them by providing them with the initial sound or syllable. Mr. Ramsey is using:**
   a. Sound configuration cues
   b. Context cues
   c. Syntactic cues
   d. Phonemic cues

230. **Ms. Lee’s students work in small groups, discussing various aspects of books that all group members are reading and each student assumes a role (e.g., discussion leader, connector). Ms. Lee’s students are involved in:**
   a. Literature circles
   b. Reading response groups
   c. Shared book reading
   d. Peer-assisted reading

231. **Mr. Taylor organizes his reading instruction around themes and units that provide students with authentic opportunities to read and write. What type of approach to teaching reading is Mr. Taylor using?**
   a. Phonetic approach
   b. Whole-word approach
   c. Whole language approach
   d. Language experience approach
232. A process-oriented approach to writing consists of the following instructional sequence
   a. Drafting, planning, revising and editing, and publishing
   b. Prewriting, revising and editing, drafting, and publishing
   c. Planning, drafting, revising and editing, and publishing
   d. Planning, drafting, publishing, and revising and editing

233. Ms. Gooden’s students are creating semantic webs for their writing projects. On which subprocess in the writing process are Ms. Gooden’s students working?
   a. Drafting
   b. Planning
   c. Editing
   d. All of the above

234. As George types text, a changing list of words and phrases appears on the screen based on the context. George is using a:
   a. Text assistance program
   b. Word cueing program
   c. Word prediction program
   d. Word organization program

235. Ms. Tyler is using a phonetic approach that develops phonetic skills by teaching students the specific symbol-grapheme correspondence rules. Ms. Tyler is using the:
   a. Synthetic approach
   b. Analytic approach
   c. Basal reader approach
   d. Linguistic approach

236. Students who are taught to read using a phonetic approach tend to:
   a. Guess words that do not follow phonetic approaches
   b. Decode words based on semantic and syntactical cues
   c. Read more regular words than irregular words
   d. All of the above

237. Mr. Bailey is using a reading approach that initially is based on students dictating stories to him and then reading their own stories. He is using a:
   a. Language experience approach
   b. Linguistic approach
   c. Cognitive approach
   d. Multisensory approach

238. Mr. Dixon uses an approach to teaching reading that combines elements of phonetic-based approaches, whole word approaches, and language experience approaches. Which reading approach does Mr. Dixon use?
   a. Mixed approach
   b. Balanced approach
   c. Multicultural approach
   d. Remedial approach

239. Each week, Ms. Livingstone, her students, and other members of her class read self-selected materials for an extended period of time. What aspect of her reading program is Ms. Livingstone using?
   a. Shared Book Reading
   b. Sustained Silent Reading
   c. Guided Reading
   d. Literature Response Reading
240. A 4-step remedial strategy that teaches students word recognition skills by tracing, writing without tracing, recognizing the word in print, and analyzing the word, respectively, is called the:
   a. Gillingham-Stillman strategy
   b. Fernald method
   c. Programmed reading
   d. Neurological Impress method

241. Which of the following is not a language cue?
   a. Word association
   b. Rhymes
   c. Finger spelling
   d. Analogies

242. A student attempts to figure out a word by using the outline of the word. The student is using a:
   a. Context cue
   b. Pictorial cue
   c. Syntactical cue
   d. Configuration cue

243. You observe a spelling lesson where the teacher introduces students to the "an" family by using the words "man" and "can" and then assesses the students' ability to apply the pattern with such words as "pan" and "fan." You have observed a lesson based on a:
   a. Cognitive approach
   b. Phonic approach
   c. Linguistic approach
   d. Word pattern approach

244. A student reads by "sounding out" words. This student was probably taught to read using a:
   a. Whole-word approach
   b. Whole language approach
   c. Basal reader approach
   d. Phonic approach

245. Ms. Webb uses a remedial reading program referred to as the Orton-Gillingham-Stillman Strategy. This is a multisensory synthetic phonics approach to teaching reading that:
   a. Teaches students letter-sound symbol correspondence
   b. Teaches students to blend sounds after 10 letters are mastered
   c. Requires students to write stories and learn dictionary skills
   d. Involves all of the above

246. A collaborative writing strategy designed to create a community of writers by having students write on a daily basis and receive feedback from their peers and teachers is referred to as:
   a. Writing Circles
   b. Writers' Workshop
   c. Blended Writing
   d. COPS
247. A computer-supported writing program that offers students choices based on the first letters typed is referred to as:
   a. Spell checker
   b. Word cueing
   c. Word processing
   d. None of the above

248. You can develop your students’ text comprehension by:
   a. Developing their vocabulary
   b. Using peer-based instruction
   c. Incorporating storytelling and drama
   d. All of the above

249. Reading aloud to students
   a. Can motivate students by introducing them to the enjoyment and excitement of reading
   b. Is not effective for improving student receptive language
   c. Should not be interrupted by teacher comments
   d. None of the above

250. Teacher feedback on writing:
   a. Should only focus on the positive
   b. Should facilitate improved writing
   c. Should not be given to unmotivated learners
   d. Should point out all errors to students

251. Teaching spelling instruction includes:
   a. Spending 30 minutes a week on spelling instruction
   b. Having students repeatedly copy the spelling words
   c. Encouraging students to visualize spelling words
   d. Teach spelling words in isolation

252. The most frequently used method of spelling instruction is
   a. Corrected-test method
   b. Word study technique
   c. Test-study-test method
   d. Multi-sensory approach

253. Which of the following represents an appropriate developmental sequence for organizing mathematics instruction?
   a. Abstract strategies, semiconcrete aids, and manipulative objects
   b. Semiconcrete aids, three-dimensional objects, and abstract strategies
   c. Three-dimensional objects, abstract strategies, and representational
   d. Concrete, representational and abstract strategies

254. Ms. Montgomery uses the hieroglyphic numerals of Egypt as part of her instructional program to teach number sense to her students. This is an example of:
   a. Ethnomathematics
   b. Parallel teaching
   c. Reciprocal understandings
   d. None of the above
255. Mr. Eisman’s biology class is learning about processes that involve cause and effect. An appropriate graphic organizer Mr. Eisman can use to help his students is a:
   a. Central graphic organizer
   b. Hierarchical graphic organizer
   c. Directional graphic organizer
   d. Comparative graphic organizer

256. Prior to beginning a lesson, Ms. Rivera asks her students to respond to a series of true-false questions about the material they will be learning. Ms. Rivera is using a/an:
   a. Semantic web
   b. Concept Mastery routine
   c. Concept anchoring strategy
   d. Anticipation guide

257. Which of the following represents an appropriate instructional sequence when using activities-oriented approaches?
   a. Exploration, engagement, extension, development
   b. Development, exploration, extension, engagement
   c. Exploration, development, engagement, extension
   d. Engagement, exploration, development, extension

258. Mr. Andress teaches use the word HOMES to remember the Great Lakes. This is an example of a/an:
   a. Acrostic
   b. Acronym
   c. Key word
   d. None of the above

259. To remember the order of the planets, Ms. Mathur encourages her students to use the sentence, My Very Educated Mother Just Solved Nine Puzzles. Ms. Mathur is using a/an:
   a. Acrostic
   b. Acronym
   c. Key word
   d. None of the above

260. Which of the following may account for initial difficulties some students have with a problem-solving approach?
   a. Learning difficulties
   b. Language difficulties
   c. Behavioral difficulties
   d. All of the above

261. Calculators that provide a printout or display of all numerals and operations entered may be helpful for students with ________ because they offer products that can be checked for memory and accuracy.
   a. Motor difficulties
   b. Memory difficulties
   c. Attention difficulties
   d. All of the above
262. **Students with learning difficulties may experience particular difficulties in solving mathematics word problems. As a result, these students may benefit when teachers:**
   a. Simplify syntax
   b. Delete ambiguous information
   c. Give students self-monitoring checklists
   d. All of the above

263. **Students who have difficulty remembering the order in which to solve computation problems can be given:**
   a. A concept teaching routine
   b. An anticipation guide
   c. Cues
   d. A structured overview

264. **Students with learning difficulties who have difficulty in solving mathematics problems may benefit by using sample models. Give the name for the sample model presented below:**

<table>
<thead>
<tr>
<th>Divide   ÷</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiply ×</td>
</tr>
<tr>
<td>Subtract – Compare</td>
</tr>
<tr>
<td>Bring down</td>
</tr>
<tr>
<td>Repeat steps</td>
</tr>
<tr>
<td>Check</td>
</tr>
</tbody>
</table>

   a. Correct format model
   b. Step listing model
   c. Answer box model
   d. Flip chart model
265. **Which statement is true concerning many textbooks?**
   a. Most textbooks include the accomplishments and perspectives of individuals from diverse cultural backgrounds
   b. Most textbooks offer multiple interpretations of issues
   c. Many textbooks fail to address important issues
   d. None of the above

266. **Mr. Goldson focuses students' attention on the context of a textbook selection by asking his students to "Read pages 45-53 on World War II and find out the causes of the war, and to define the terms nationalism, appeasement, and Axis power." Mr. Goldson is using a/an:**
   a. Advance organizer
   b. Structured overview
   c. Study guide
   d. Post organizer

267. **After a class session on photosynthesis, Mr. Francis and his class develop a visual depiction of the important points and the relationship between these points. This is an example of a /an:**
   a. Structured overview
   b. Concept teaching routine
   c. Advanced organizer
   d. Semantic web

268. **Ms. Wallace uses strategies to help students identify, organize, understand, and remember important content area information. These strategies are referred to as:**
   a. Content enhancements
   b. Content organizers
   c. Content overviews
   d. All of the above

269. **Which statement is true concerning the math and science performance of male and female students?**
   a. Equal numbers of male and female students enroll in advanced math and science classes
   b. Teachers respond to male and female students in the same ways
   c. Societal norms and expectations make it acceptable for female students to question their science and math abilities
   d. None of the above

270. **Mr. Sol has students who are English language learners in his class. Which of these might he do?**
   a. Develop a picture file
   b. Teach post-reading skills
   c. Use abstract concepts and activities
   d. None of the above

271. **Which of the following is Ms. Chou likely to do in her mathematics class?**
   Encourage her students to:
   a. Visualize math problems
   b. Use graphs
   c. Illustrate and translate findings
   d. All of the above
272. The National Council of Teachers of Mathematics has called for teachers to provide students with:
   a. Software programs
   b. Calculators
   c. Tutorials
   d. CD-ROM programs

273. When teaching mathematics word problems to students with learning problems, Ms. Biggs examines students’ error patterns with respect to:
   a. Problem recognition
   b. Problem definition
   c. Problem comprehension
   d. All of the above

274. Ms. Sands' students find mathematics difficult. To prevent them from giving unreasonable answers, he encourages them to:
   a. Solve the problems before answering
   b. Give the first answers that enter their minds
   c. Estimate and check their answers
   d. None of the above

275. Successful self-instructional techniques for teaching computation skills include:
   a. Equal additions
   b. Count bys
   c. Touch math
   d. All of the above

276. Acronyms refer to using:
   a. Rhyming words to help students remember content
   b. Alliterative words to help students remember content
   c. Visual representations of words that cannot be remembered
   d. Using the first letters of words to help students remember content

277. What is typically the first step in solving a word problem?
   a. Read the problem for understanding
   b. Reread and paraphrase the problem
   c. Visualize and draw the problem
   d. Hypothesize a plan and write the problem

278. An effective way to promote motivation for the learning of social studies is to:
   a. Have students memorize important days in history
   b. Read textbooks for information
   c. Relate content to the lives of students
   d. Relate content to your experiences

279. What is an example of an electronic source that might provide quick information to students about a topic?
   a. Wikipedia
   b. Wick’s website
   c. Wickerworld.com
   d. World Wide Wiki

280. What is a thinking skill that can be taught to students for approaching math word problems?
   a. Estimating the correct problem
   b. Using a calculator
   c. Reading through the problem
   d. Differentiating relevant and irrelevant information.
1. d. All of the above
   Feedback:

2. a. A philosophy that brings together diverse families, educators, and institutions to increase belongingness in schools
   Feedback:

3. d. All of the above
   Feedback:

4. d. None of the above
   Feedback:

5. b. All learners are treated the same
   Feedback:

6. b. Full-time special class, part-time special class, general education class with assistance
   Feedback:

7. c. Push-in program
   Feedback:

8. b. Resource room
   Feedback:

9. c. General education classroom
   Feedback:

10. d. Normalization principle
    Feedback:

11. b. Low tech assistive device
    Feedback:

12. b. Brown v. Topeka Board of Education
    Feedback:

13. d. Caucasian Americans
    Feedback:

14. c. Disproportionate representation
    Feedback:

15. a. No Child Left Behind Act
    Feedback:

16. a. IEP annual goals align with the No Child Left Behind Act
    Feedback:
17. c. Section 504 of the Rehabilitation Act

Feedback:

18. a. Americans with Disabilities Act

Feedback:

19. c. Inclusion programs may impact elementary and secondary students in different ways

Feedback:

20. c. Students without disabilities appear to be more accepting of others

Feedback:

21. a. General educators agree with the philosophy of inclusion

Feedback:

22. c. Families of children with and without disabilities feel that inclusion prepares children for the real world

Feedback:


Feedback:

24. d. PL 108-446

Feedback:

25. b. Has not been fairly evaluated

Feedback:


Feedback:

27. c. Prereferral, referral, eligibility determination, IEP development

Feedback:

28. b. Provide research-based reading instruction to all students

Feedback:

29. b. An individual who understands the student’s medical conditions

Feedback:

30. d. All of the above

Feedback:

31. d. Has both disability and gifted characteristics

Feedback:

32. c. Students with autism spectrum disorders

Feedback:

33. c. Students with attention deficit disorders

Feedback:
34. d. Even and steady learning progress in most areas
   Feedback:

35. a. Engages in self-stimulatory behaviors
   Feedback:

36. c. Nonverbal learning disabilities
   Feedback:

37. a. Generalized anxiety disorder
   Feedback:

38. d. Wraparound planning process
   Feedback:

39. c. Bipolar disorder
   Feedback:

40. b. ADD/IA
   Feedback:

41. c. The behavioral patterns associated with ADD may also be found in gifted and talented students who are bored in school.
   Feedback:

42. c. It must be accompanied by hyperactivity
   Feedback:

43. d. Williams Syndrome
   Feedback:

44. b. Students with moderate intellectual disabilities
   Feedback:

45. b. Receptive language problem
   Feedback:

46. c. Fluency disorder
   Feedback:

47. d. All of the above
   Feedback:

48. b. Students with learning disabilities
   Feedback:

49. a. Hypertonia
   Feedback:

50. c. Diabetes
   Feedback:
51. b. Partial seizure
   Feedback:

52. b. Students who live in poverty attend well-funded schools.
   Feedback:

53. a. Poor and linguistically diverse
   Feedback:

54. c. have a disability.
   Feedback:

55. b. 30 percent
   Feedback:

56. d. Mandates school districts to provide students who are homeless with transportation to attend the same school even if they change residences.
   Feedback:

57. b. Students whose first language is not English are the fastest growing group of students in schools.
   Feedback:

58. c. Curiosity, confusion, anxiety, and assimilation
   Feedback:

59. d. All of the above
   Feedback:

60. d. None of the above
   Feedback:

61. d. English as a Second Language program.
   Feedback:

62. b. Spanish is Maria’s preferred and dominant language.
   Feedback:

63. c. Code switching
   Feedback:

64. a. Has developed BICS skills.
   Feedback:

65. d. CALP skills develop much later than BICS skills
   Feedback:

66. c. Silent period
   Feedback:
67. c. English language learners do not experience language loss in their native language when they learn a new language.
Feedback:

68. d. Are effective for all students learning a second language
Feedback:

69. b. Skill in communicative language
Feedback:

70. b. Bulimia
Feedback:

71. d. Transgendered
Feedback:

72. d. AIDS
Feedback:

73. a. Whites
Feedback:

74. d. All of the above
Feedback:

75. b. Assigning grades
Feedback:

76. c. Physical therapist
Feedback:

77. d. Person-centered planning
Feedback:

78. b. Station teaching
Feedback:

79. a. Parallel teaching
Feedback:

80. d. Goal identification, goal analysis, plan implementation, plan evaluation
Feedback:

81. a. Reduction in learning and behavior problems
Feedback:

82. d. All of the above
Feedback:

83. c. Congruence
Feedback:
84. b. Confidentiality
   Feedback:

85. a. Understand the emotional reactions of family members
   Feedback:

86. b. School nurse
   Feedback:

87. b. School administrator
   Feedback:

88. d. Instructing students
   Feedback:

89. b. School counselors
   Feedback:

90. a. Physical and occupational therapists
   Feedback:

91. d. Bilingual educators
   Feedback:

92. a. Offering students employment
   Feedback:

93. b. The supportive services educators teach content to be learned in the general education classroom
   Feedback:

94. d. Individualism
   Feedback:

95. d. It requires that school districts furnish parents with a copy of their child’s record upon request, with parents only being responsible for the duplication costs
   Feedback:

96. a. Supportive instruction reinforces skills previously introduced in the general education classroom.
   Feedback:

97. d. All of the above
   Feedback:

98. d. Traveling to places in and out of the U.S. to meet and spend time with her family
   Feedback:

99. d. All of the above
   Feedback:
a. Students taught in inclusion programs appear to have more positive attitudes toward their classmates with disabilities.

Feedback:

1. d. All of the above

Feedback:

1. c. Student drawings

Feedback:

1. b. Sociometric technique

Feedback:

1. c. Both individuals view each other as equals

Feedback:

1. c. Collaborate problem solving

Feedback:

1. d. All of the above

Feedback:

1. b. Bridge system

Feedback:

1. c. Sit or kneel at the individual’s eye level for extended conversations

Feedback:

1. d. All of the above
1. b. Ebonics

Feedback:

1. d. All of the above

Feedback:

1. d. All of the above

Feedback:

1. d. All of the above

Feedback:

1. c. Unstructured group decisions

Feedback:

1. d. None of the above

Feedback:

1. c. Help students develop assertive communication skills

Feedback:

1. a. Sensory and physical disabilities

Feedback:

1. a. Girls with learning disabilities

Feedback:

1. a. Gender
1  2  d. All of the above
0.

   Feedback:

   b. Students can be asked to introduce and explain the devices and aids they use
1  2.

   Feedback:

   b. Antibias curriculum
1  2.

   Feedback:

   d. Cross-cultural literature circles
1  2.

   Feedback:

   d. None of the above
1  2.

   Feedback:

   b. Preteaching
1  2.

   Feedback:

   c. Promote generalization
1  2.

   Feedback:

   a. Pragmatics
1  2.

   Feedback:

   d. Competitive employment
1  2.

   Feedback:

   a. Integrated employment
1  2.
1. c. Identifying what one wants and learning how to achieve it

**Feedback:**

1. d. Attribution training

**Feedback:**

1. d. Teachers do not seek information from other professionals.

**Feedback:**

1. d. Evaluation

**Feedback:**

1. a. Environmental assessment

**Feedback:**

1. d. All of the above

**Feedback:**

1. d. All of the above

**Feedback:**

1. a. Service learning program

**Feedback:**

1. b. Functional curriculum

**Feedback:**
1. b. Job card
   Feedback:

1. c. Organizational skills
   Feedback:

1. a. Modeling
   Feedback:

1. d. All of the above
   Feedback:

1. b. Divided page method
   Feedback:

1. a. Improved self-esteem
   Feedback:

1. c. Learning strategies
   Feedback:

1. c. Severing ties with the old environment
   Feedback:

1. a. Follows a student at the new school for part of the day
   Feedback:

1. d. All of the above
   Feedback:
b. Event recording

Feedback:

a. Latency recording

Feedback:

a. Specific hypothesis statement

Feedback:

d. Rules should be phrased so they start with action verbs

Feedback:

c. Positive reinforcement

Feedback:

b. Self-evaluation

Feedback:

c. Independent group system

Feedback:

b. Redirection

Feedback:

d. Interspersed requests

Feedback:

c. Verbal reprimands should be delivered within close proximity to the student
1. c. Social bullying

 **Feedback:**

1. a. Functional behavior assessment

 **Feedback:**

1. d. All of the above

 **Feedback:**

1. a. Continuous recording

 **Feedback:**

1. d. All of the above

 **Feedback:**

1. d. The Premack principle

 **Feedback:**

1. c. Use brief and specific reprimands

 **Feedback:**

1. c. In a semicircular arrangement facing the teacher

 **Feedback:**

1. c. Trace trailing

 **Feedback:**

1. d. Work areas should be at least 10 inches wide

 **Feedback:**
1. a. Visually impaired  
  Feedback:

c. Physical disability  
  Feedback:

b. Attention deficit hyperactivity disorder  
  Feedback:

a. Proactive  
  Feedback:

c. Listening actively when students speak  
  Feedback:

b. Sibling  
  Feedback:

d. Content, process, affect, product, learning environment  
  Feedback:

a. Multilevel teaching  
  Feedback:

c. Universal design for learning  
  Feedback:

a. Access accommodations  
  Feedback:
1. 8. b. Field-dependent learner

**Feedback:**

1. c. Reciprocal teaching

**Feedback:**

1. c. Story-mapping strategy

**Feedback:**

1. a. Identify and group main points

**Feedback:**

1. b. Paragraph restatements

**Feedback:**

1. a. Large type causes readers to pause more often

**Feedback:**

1. d. Lowercase letters foster letter discrimination

**Feedback:**

1. d. Leading

**Feedback:**

1. a. Left-justified text and staggered right margins

**Feedback:**

1. b. Contributions
1. a. Picture Exchange Communication System
   
   Feedback:

2. d. All of the above
   
   Feedback:

3. c. Total physical response
   
   Feedback:

4. b. Expatriation
   
   Feedback:

5. a. Digital stories
   
   Feedback:

6. b. Role Play
   
   Feedback:

7. b. WebQuests
   
   Feedback:

8. c. C-pen
   
   Feedback:

9. a. Means keeping content similar for all students but modifying input and output expectations for some
   
   Feedback:

10. c. Equitable use
    
    Feedback:
b. Determining the assessments you will use to evaluate students’ learning before planning units of instruction.

**Feedback:**

- c. Chart format

**Feedback:**

- b. Extrinsic motivation

**Feedback:**

- d. Anticipatory set

**Feedback:**

- b. Task analysis

**Feedback:**

- a. Process feedback

**Feedback:**

- d. Extrinsic motivation

**Feedback:**

- c. Peer Tutoring

**Feedback:**

- a. Think-Pair-Share

**Feedback:**

- d. Groupwise
2 1 d. All of the above
0.
Feedback:

2 1 d. All of the above
1
1.
Feedback:

2 1 c. Take notes
1 2.
Feedback:

2 1 b. Determine important point to include in their notes
1 3.
Feedback:

2 1 c. Structuring the game so that players strive for a common goal
1 4.
Feedback:

2 1 b. Instructive feedback
1 5.
Feedback:

2 1 d. All of the above
1 6.
Feedback:

2 1 b. Jigsaw
1 7.
Feedback:

2 1 c. Group project/Group grade
1 8.
Feedback:

2 1 c. Positive interdependence
1 9.
Feedback:
2. b. Use scripted lessons to ensure consistency
   Feedback:

2. d. All of the above
1. 
   Feedback:

2. a. Select an appropriate cooperative learning format
2. 
   Feedback:

2. c. Asking parents to sign homework sheets nightly
2. 
   Feedback:

2. c. Establish the lesson’s purpose by explaining its goals
2. 
   Feedback:

2. d. All of the above
2. 
   Feedback:

2. b. Reading fluency
2. 
   Feedback:

2. a. Phonemic awareness
2. 
   Feedback:

2. b. Oral previewing
2. 
   Feedback:

2. d. Phonemic cues
2. 
   Feedback:
1. a. Literature circles
   Feedback:

2. c. Whole language approach
   Feedback:

3. c. Planning, drafting, revising and editing, and publishing
   Feedback:

4. b. Planning
   Feedback:

5. c. Word prediction program
   Feedback:

6. a. Synthetic approach
   Feedback:

7. c. Read more regular words than irregular words
   Feedback:

8. a. Language experience approach
   Feedback:

9. b. Balanced approach
   Feedback:

10. b. Sustained Silent Reading
    Feedback:
2. b. Fernald method

Feedback:

2. c. Finger spelling

Feedback:

2. d. Configuration cue

Feedback:

2. c. Linguistic approach

Feedback:

2. d. Phonetic approach

Feedback:

2. d. Involves all of the above

Feedback:

2. b. Writers' Workshop

Feedback:

2. b. Word cueing

Feedback:

2. d. All of the above

Feedback:

a. Can motivate students by introducing them to the enjoyment and excitement of reading

Feedback:
b. Should facilitate improved writing

Feedback:

c. Encouraging students to visualize spelling words

Feedback:

c. Test-study-test method

Feedback:

d. Concrete, representational and abstract strategies

Feedback:

a. Ethnomathematics

Feedback:

c. Directional graphic organizer

Feedback:

d. Anticipation guide

Feedback:

d. Engagement, exploration, development, extension

Feedback:

b. Acronym

Feedback:

a. Acrostic

Feedback:
2. 6. d. All of the above

Feedback:

2. d. All of the above
6. 1.

Feedback:

2. d. All of the above
6. 2.

Feedback:

2. c. Cues
6. 3.

Feedback:

2. b. Step listing model
6. 4.

Feedback:

2. c. Many textbooks fail to address important issues
6. 5.

Feedback:

2. a. Advance organizer
6. 6.

Feedback:

2. d. Semantic web
6. 7.

Feedback:

2. a. Content enhancements
6. 8.

Feedback:

2. c. Societal norms and expectations make it acceptable for female students to question their science and math abilities
6. 9.

Feedback:
2. Develop a picture file  

Feedback:

2. d. All of the above  

Feedback:

2. b. Calculators  

Feedback:

2. d. All of the above  

Feedback:

2. c. Estimate and check their answers  

Feedback:

2. d. All of the above  

Feedback:

2. d. Using the first letters of words to help students remember content  

Feedback:

2. a. Read the problem for understanding  

Feedback:

2. c. Relate content to the lives of students  

Feedback:

2. a. Wikipedia  

Feedback:
28 d. Differentiating relevant and irrelevant information.

Feedback: