REVIEW for COMPETENCY AREA 1:
Philosophical, Historical, and Legal Foundations of Special Education

1. In your own words, define culture.

2. Fill in the blanks with the correct responses:
A person who meets categorical criteria and is in need of special services can be defined as having a __________. A student who qualifies for special services can get these services under two laws: _____ and ____. For both laws, it is required that the student receives a ____________ education in the ________________. Also, both laws state that it is discriminatory and therefore illegal to deny enrollment to a student because of their disability. This is called _______________. Both laws depend on ____________ by a knowledgeable team to determine what needs the student has, and where they should be educated (also called __________). All public schools are required to meet their ______________ obligations, which include such elements as parent notification, permission, and the right to a fair and impartial hearing on matters under dispute.

3. Match the act with the correct description:

   American with Disabilities Act of 1990
   Individuals with Disabilities Education Act (IDEA)
   Section 504 of The Rehabilitation Act of 1973

a. A civil rights law protecting any person with a disability from discrimination solely on the basis of that disability in employment, public services, and accommodations.
b. Provides for a free and appropriate education and related services for every child and youth from the ages of 3-21, based on the individual needs.
c. Provides for accommodations and related services for students in regular education, as well as special education. A student does not have to have an IEP to qualify for services under this plan.

4. Why is it important for a paraprofessional to have a clear idea of the roles and responsibilities of her/his job? List two reasons.
   a. ________________________________________________
   b. ________________________________________________

5. The teacher’s responsibilities in supervising paraprofessionals include: (Check all that apply.)
   o Setting an example of professionalism
   o Providing feedback to paraprofessionals
   o Communicating student needs to the paraprofessional
   o Establishing expectations for acceptable job performance
   o All of the above.

6. A paraprofessional may perform these instructional duties: (Check all that apply)
   o Assist in organizing field trips
   o Be solely responsible for a classroom
o Assist with activities that have been initiated by the teacher
o Be responsible for preparing lesson plans
o Hand out papers and collect student work
o Supervise free play activities

o Assign grades to students
o Assist in preparing instructional materials
o Substitute in the classroom without a teaching contract
o Grade objective tests and keep records

7. List two reasons why it is important for the paraprofessional to use the same methods of instruction and behavior management as the teacher:
   a. ________________________________________
   b. ________________________________________
REVIEW for COMPETENCY AREA 2: Characteristics of Learners

1. Which one of the following sentences is not appropriate?
   a. Piaget has identified four intellectual development periods as a scale for child development.
   b. Physical, social, and emotional needs are all important factors contributing to a learner’s characteristics.
   c. The cultural background of children is not related to their educational needs.
   d. Intellectual and emotional development does not always match physical development.

2. According to Piaget, which of the following statements is correct?
   a. As children grow, their speech changes its focus from less egocentric to egocentric.
   b. Reflexive behaviors, such as grasping and sucking, occur in the sensory motor period.
   c. During the sensory motor period, children can think about toys without them being present.
   d. Principles of conservation do not emerge until the preoperational period.

3. Which of the following factors affect the needs of a child?
   a. Education
   b. Environment
   c. Socioeconomic status
   d. Culture
   e. Languages
   f. All of the above

4. Which of the following aspects of our lives are influenced by our culture?
   a. Clothes
   b. Food
   c. Holidays
   d. Punctuality
   e. Family bond
   f. All of the above

5. Which one of the following sentences is most true?
   a. Only immigrants live within cultural frameworks in this country.
   b. People with ethnic backgrounds in the U.S. should always follow the traditions and standards of the U.S.
   c. It is important to understand cultural differences in educational settings.
   d. Cultural differences do not affect children in their learning experiences.

6. List up to three common effects of psychotropic medication which students sometimes take:
   a. ________________________________________________
   b. ________________________________________________
   c. ________________________________________________

7. Write down appropriate words and phrases to complete the following sentences:
   a. Erikson has identified eight stages of normal ___________________________ for human beings.
   b. Piaget has identified four levels of normal intellectual development, which consists of ___________________________ period, ___________________________ period, the period of concrete operations, and the period of formal operations.
   c. In order to be sensitive to a student’s need, it is important to understand the ___________________________ background of the student.
   d. When a student is taking medication to increase or decrease a certain behavior, a ___________________________ should be provided.
   e. Staff working with students who are taking medication should know the ___________________________ of the medication.
REVIEW for COMPETENCY AREA 3: Assessment, Diagnosis, and Evaluation

1. A(n) ___________________________ is the process of gathering information about a student’s present skill level.

2. True or False: Once a child is identified for special education, there is no more need for assessments.

3. Who are the people that may make a referral for a special education assessment?
   a. A teacher
   b. A parent
   c. A school counselor
   d. A member of the school problem solving team
   e. All of the Above

4. When determining a student’s present performance, all of these factors must be considered except:
   a. The student’s likes and dislikes
   b. The student’s goals
   c. The parent’s ideas
   d. Results of recent evaluations

5. The type of assessment that is always given in the same way and scored according to “norms” is called:
   a. Functional assessment
   b. Behavioral checklist
   c. Standardized test

6. Parents have the right to dispute any part of the IEP process, assessment, placement, or services through the ________________________________ system.

7. True or False: The IEP provides a plan for how special education services will be provided by the school.

8. What document is used to determine whether the services provided to a student with a disability are appropriate?
   1. The Individual Education Program
   2. Guidelines established by the state for each disability
   3. The requests made by the parents
   4. Each local school board adopts program standards

9. True or False: Students with disabilities cannot automatically be excluded from extracurricular activities because of their disabilities.

10. True or False: Parents may withdraw their consent for a student’s placement in special education at any time.

11. The purpose of the problem solving team is to:
    a. Find a way to meet a student’s needs while in a regular educational program
    b. Verify students for special education programs
    c. Provide additional financial assistance to parents
    d. Find ways to overcome architectural barriers in school buildings

12. Providing services in the least restrictive environment possible is important because:
    a. The staff in separate programs is less highly trained
    b. Separate programs are a special privilege
    c. It allows students the same opportunities to learn and interact as other students
    d. It is the most cost effective instructional approach
13. Which of the following is required before a student can be verified as having a disability?
   a. Collection and analysis of data showing that the student meets the verification criteria
   b. An evaluation by someone outside the schools
   c. The general consensus from all the students’ teachers that additional support is required
   d. Parents must pay the costs of the evaluation

14. When documenting a behavior, only record those behaviors that are both ____________________ and
   ____________________.

For questions 15-18, answer with which type of recording technique is being described.

<table>
<thead>
<tr>
<th>A. Anecdotal Record</th>
<th>B. Interviewing</th>
<th>C. Narrative description</th>
<th>D. Checklist</th>
<th>E. Frequency count</th>
</tr>
</thead>
</table>

15. Making a mark on an observation sheet every time a particular event occurs
16. Recording the presence or absence of a behavior
17. Continuously recording what the child does or says in as much detail as possible (also called a running behavior record or specimen record)
18. A sentence or two written about what the child is doing at a specific moment

For questions 19-21, match the description to the definition of:

<table>
<thead>
<tr>
<th>A. Validity</th>
<th>B. Reliability</th>
<th>C. Frequency</th>
<th>D. Duration</th>
</tr>
</thead>
</table>

19. How often a behavior occurs within a specified amount of time.
20. The extent to which a measurement actually measures what it reports to measure.
21. The extent to which a measurement gives consistent results over time and between more than one person.

22. For the anecdote printed below: Read carefully and circle the words used that describe a behavior that you can see, hear, or count. Underline words that describe behaviors that are not observable or measurable.

Anecdote 1
Sally was having a terrible day. She started off in the morning by spitting on Ms. Pickett, the paraprofessional who met her at the bus. Then she bopped Louie twice with a baseball bat and kicked Thelma in the shins. She wet her pants on the floor and was so embarrassed that she had a tantrum. She was so naughty that none of her friends liked her. Her aggressive behavior was annoying everyone. After her nap in the afternoon, however, she jumped off the cot, kissed Ms. Pickett three times and talked to Louie, Patricia, and Jeff. When it was time to go home, she waved goodbye to everybody.
REVIEW for COMPETENCY AREA 4: Instructional Content and Practice

1. Goals of a quality learning environment include:
   a. Extended recess times
   b. Maximizing the amount of learning
   c. A permissive behavior policy
   d. Minimum teacher preparation time

2. Why is it a good idea to recognize and award students who are following directions?
   a. It embarrasses the other students.
   b. It encourages the student to continue proper behavior.
   c. It points out the expected behavior to the other students
   d. All of the above
   e. B and C

3. Which is not a necessary skill for working in a group?
   a. Taking turns.
   b. Identifying the purpose of the group.
   c. Following directions.
   d. Writing quickly and legibly.

4. When giving complete and specific instructions, one should:
   a. Give students several choices.
   b. Give reasons first and then the directions.
   c. Give several all at once.
   d. Give general instructions so that students can reason about the activity.

5. To avoid students losing interest, one should:
   a. Make students turn in all of their work before providing feedback
   b. Provide challenges.
   c. Cover one topic extensively in one way before moving on.

6. What should you do with students who finish their work early?
   a. Provide alternative activities.
   b. Have them wait patiently for others to finish.
   c. Have them help grade papers.
   d. Let them go out to recess early

7. Specific techniques used to encourage positive interaction between the student and the paraprofessional are:
   a. Establish eye contact.
   b. Discussing students’ interests.
   c. Using the student’s first name.
   d. All of the above.

8. True or False: It is important to make sure you have the student’s attention before starting a lesson.

9. Good questioning practices involve which of the following:
   a. Helping organize ideas into generalizations.
   b. Ordering questions sequentially.
   c. Varying the levels of questions.
   d. Asking open-ended questions.
   e. All of the above.
10. Which of the following are reasons to use praise?
   a. Provided immediate feedback.  
   b. Supports the learner.  
   c. Encourages a specific behavior.  
   d. All of the above.

11. True or False: Learning increases when lessons are concluded in a manner that helps students organize and remember the point of the lesson.

12. Which of the following helps a student stay on-task?
   a. Gently touch the student’s arm.  
   b. Use the student’s name.  
   c. Move closer to the student.  
   d. All of the above.

13. Which of the following is not an appropriate way to terminate a lesson?
   a. Summarizing the high points of the lesson.
   b. Allowing students to question you about the lesson.
   c. Asking, “What are the main points we discussed today?”
   d. Saying, “We had a great lesson today! Have a nice weekend.”
REVIEW for COMPETENCY AREA 5: Supporting the Teaching and Learning Environment

1. Which of the following factors in the classroom environment can affect teaching and learning:
   a. Where the desks and other furniture are placed
   b. How the room is built (e.g., where the doors and windows are located)
   c. Where the teacher stands
   d. How the people in the room interact with one another
   e. All of the Above

2. Being hungry, thirsty, ill, or tired may affect teaching or learning. These are examples of ___________________________ conditions.

3. Which of the following components contribute to the educational environment and process?
   a. The learner
   b. The teacher
   c. The subject matter
   d. The method of instruction
   e. All of the Above

4. List three benefits to using technology in the classroom:
   a. ________________________________________________
   b. ________________________________________________
   c. ________________________________________________

5. True or False: A paraprofessional can make a decision about using assistive technology with a student.

6. True or False: Inclusion allows students the opportunity to increase interaction and communication with peers in school.

7. The paraprofessional’s role in inclusion is to:
   a. Promote positive social interactions
   b. Promote student interdependence
   c. Promote friendships among students
   d. All of the Above

8. List two qualities of an inclusive environment:
   a. ________________________________________________
   b. ________________________________________________

9. Which of these are potential problems that can result from excessive proximity of paraprofessionals to students with disabilities?
   a. Interference with peer interactions
   b. Over-dependence on adults
   c. Development of personal relationships between paraprofessionals and students
   d. A and B only
   e. B and C only
10. A paraprofessional assigned full-time to a student with a disability:
   a. May interfere with ownership and responsibility of general educators for educating students with disabilities
   b. May be necessary for some students
   c. Is always necessary for students with severe disabilities
   d. A and B only
   e. B and C only

11. Paraprofessionals can promote friendships among students by:
   a. Always being present and actively involved in interactions between students with disabilities and their classmates
   b. Identifying opportunities for students to work and interact together
   c. Protecting students from unpleasant social experiences
   d. Speaking on behalf of the student with a disability
REVIEW for COMPETENCY AREA 6: Managing Student Behavior and Social Interaction Skills

1. IDEA is a law created to:
   a. Separate the special education students from the general education students.
   b. Protect the education and well being of students with disabilities.
   c. Ensure that special education students are given equal consequences as general education students.
   d. Protect the rights of all students to receive an IEP.

2. True or False: It is critical that behavioral intervention programs focus on skills acquisition rather than merely behavior reduction or elimination.

3. In working with students with behavior problems, Paraprofessionals should:
   a. Respect the student.
   b. Not create power struggles.
   c. Not take the behavior of a student personally.
   d. All of the above.

4. True or False: The philosophy of behavior management is that appropriate behaviors can't be taught so students need to be managed.

5. True or False: When working with a behavior, it is important to primarily focus on the behavior rather than focusing on the antecedent or consequence.

6. Social skills include:
   a. Classroom related skills and community related skills
   b. School building related skills
   c. Personal skills and Interaction Initiative skills
   d. All of the above.

7. Social skills are important because they allow the child to be ____________________.

8. ____________________ is a learning strategy where students work in small teams consisting of all ability levels.

9. Why does praise work well for increasing a student's positive behaviors?

10. Punishment is less effective in dealing with unacceptable behavior because
    a. It gives attention to the wrong behaviors.
    b. It can damage the student's relationship with the paraprofessional or teacher.
    c. A student's self esteem may suffer if the only attention from teachers or paraprofessionals is in the form of punishment.
    d. All of the above.
REVIEW for COMPETENCY AREA 7: Communication and Collaborative Partnerships

1. True or False: Peer acceptance during adolescence is a central concern for parents of children with disabilities.

2. True or False: The transition period of children with disabilities deals with independent living, employment, and adulthood.

3. Which of the following is the best way to keep communication open between families and schools?
   a. Giving appropriate advice
   b. Carefully analyzing the family's needs
   c. Telling parents how to best raise their child
   d. Using systematic questioning to get more information
   e. Listening carefully to the perspective of the family

4. Adolescence for children with disabilities is a time when:
   a. Peer acceptance is a central concern for the child and family
   b. Parents are concerned with the transition to an independent living situation
   c. Employment and job skills is an issue to focus on with the child
   d. All of the Above

5. Questions about a student you work with should be directed to:
   a. The parent
   b. The student
   c. The case manager
   d. Teacher who knows many of the students

6. True or False: Paraprofessionals should share information with parents when asked to do so by the parent.

7. True or False: A paraprofessional may discuss a student's problems outside of the school setting if they don't use the child's name.

8. True or False: Disciplinary reports are not considered confidential information.

9. True or False: Students receive the rights to view their records only after they graduate.
REVIEW for COMPETENCY AREA 8: Professionalism and Ethical Practice

1. Which of the following are possible areas of risk when using one-to-one instructional assistants:
   a. The student may become dependent on adults because of the close proximity and prompting by the staff.
   b. An increased sense of ownership and responsibility by the general educator.
   c. The student may feel encouraged to make their own choices and advocate for their rights.
   d. None of the Above

2. Paraprofessionals can minimize the risks of one-to-one instruction in the classroom by doing the following:
   a. Maintaining open lines of communication with the teacher.
   b. Working with all students in the classroom to ensure success.
   c. All staff in the classroom should be aware of educational goals, behavior plans, and communication.
   d. All of the Above

3. Paraprofessionals should do the following to increase self-esteem in students:
   a. Show favoritism with the students.
   b. Verbalize student weaknesses in front of other students or adults.
   c. Encourage and praise students’ efforts with positive reinforcement.
   d. None of the Above

4. Which of the following are characteristics of teamwork:
   a. The willingness to support each member on the team.
   b. A sense of ownership and interdependence among team members.
   c. Knowledge and understanding of each person’s role on the team.
   d. All of the Above
REVIEW for COMPETENCY AREA 9: Academic Instructional Skills in Math, Reading and Writing

1. As a paraprofessional, what are your primary instructional responsibilities?
   a. ________________________________________________
   b. ________________________________________________

2. List the three methods of Teacher Centered Instruction.
   a. ________________________________________________
   b. ________________________________________________
   c. ________________________________________________

3. List three specific methods of Student Centered Instruction.
   a. ________________________________________________
   b. ________________________________________________
   c. ________________________________________________

4. True or False: In math, the paraprofessional should teach individual students alternative methods of solving the practice problems.

5. True or False: In math, if a student is having problems solving the practice problems, the paraprofessional should help this student by reinforcing the procedural steps.

6. Scaffolding questions are:
   a. Questions that the students ask about the problem they are solving.
   b. Questions asked by the instructor that help the student to think critically about problem solving.
   c. Questions asked by the instructor that are similar to the problem being solved.

7. When encountering a student having difficulty collecting data on a tool:
   a. The paraprofessional should give hints on what to observe.
   b. The paraprofessional should ask questions on the characteristics of the tool.
   c. The paraprofessional should start the data collection and let the student continue with the process.

8. True or False: In addition to materials used while working with students, instructional resources include information and ideas that help you plan instruction.

9. In most cases, which of the following is a paraprofessional's immediate resource?
   a. Books
   b. People
   c. Internet

10. The retelling of stories sets the foundation for which of the following skills categories?
    a. Vocabulary development skills
    b. Phonemic awareness skills
    c. Summary skills
    d. Writing skills

11. Which of the following is **not** an example of a higher order thinking task?
    a. What would happen if ________________?
    b. Is the author trying to communicate ________________ or ________________?
    c. Summarize the main points of the article.
    d. Demonstrate the concept of ________________

12. Using story strips with emergent readers helps to develop skills such as:
    a. An understanding of left to right reading
    b. The concept of letters representing words that represent ideas
    c. An understanding of sequence of events – the development of a narrative structure
    d. All of the above
Early Childhood Development

1. True or False: Development occurs at the same rate in all humans.

2. What are the five broad domains of development?
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________
   d. __________________________________________
   e. __________________________________________

3. Which of the following statements about development is FALSE?
   a. Development usually occurs in a predictable sequence.
   b. Developmental domains are interrelated.
   c. Development stops in young adulthood.
   d. Development is cumulative.

4. True or False: Receptive language is the output system that involves speaking, gesturing, or writing.

5. During early development, which language system is usually more advanced?
   a. receptive language
   b. expressive language

6. Learning to walk is an example of a ________________, and learning to use an eating utensil is an example of a ________________. (gross motor skill or fine motor skill)

7. Which of the following statements about children’s play is FALSE?
   a. Children’s social relationships rarely take place in the context of play.
   b. As children get older, their play typically becomes more sophisticated and social.
   c. Parallel play occurs when a child plays close to other children, but is still playing independently of them.
   d. Cooperative or organized play occurs when children play in a group that is established for a particular purpose or goal.

Early Education Services and Service Plans

8. Federal law mandates that children with disabilities (3 years and older) must be served within the appropriate for each individual child.
   a. Most restrictive environment
   b. Least restrictive environment
   c. Separate classroom environment
   d. Home-based environment

9. An individualized plan should be developed by:
   a. The professional who best knows the child and family
   b. A team of professionals who work together, including the family
   c. An outside expert hired specifically for the task
   d. None of the above
10. Which of the following responsibilities is NOT included within a paraprofessional’s role in the early childhood setting?
   a. Prepare and use developmentally appropriate materials.
   b. Use appropriate instructional strategies, under the direction of a professional, to enhance development in all domains.
   c. Maintain healthy environments.
   d. Assess children’s developmental progress.

Developmentally Appropriate Practice for Working with Infants, Toddlers, and Preschoolers

11. Developmentally appropriate practice results from the process of educators making decisions about the well-being and education of children, based on three important areas of knowledge. What are these three areas of knowledge?
   a. ________________________________________________
   b. ________________________________________________
   c. ________________________________________________

12. Which of the following statements does NOT represent developmentally appropriate practice in creating a caring community of learners?
   a. The early childhood program is a community in which every child must be valued.
   b. Early childhood programs should foster consistent, positive relationships between each child and a limited number of adults and other children.
   c. Early childhood programs should set unpredictable schedules and avoid routines, so that children do not become restless or bored.
   d. Early childhood programs should provide a balance of rest and active movement for children throughout the day.

13. True or False: Providing children with choices during activity times results in a chaotic and unstructured environment that does not promote learning or development.

14. Examples of developmentally appropriate and developmentally inappropriate practices in early childhood settings are listed below. These examples represent practices for teaching to enhance children’s development and learning. Decide whether each example represents a developmentally appropriate (A) or inappropriate (B) practice, and write your answer in the space beside it.
   Answer choices:
   A. Developmentally appropriate practice
   B. Developmentally inappropriate practice
   a. ___ Toddlers are expected to do things for themselves but are punished for spills or accidents.
   b. ___ Educators frequently talk with, sing to, and read to infants.
   c. ___ Educators engage in reciprocal play with toddlers, and model for the children how to play imaginatively.
   d. ___ Educators engage in two-way communication with preschool children, to encourage their developing language and communication skills.
   e. ___ Learning materials in the preschool classroom are primarily workbooks, photocopied worksheets, and flashcards that focus on drill and practice.
   f. ___ Infants’ crying is ignored or responded to irregularly at the convenience of the adult.

15. A child’s behavior is considered challenging if:
   a. it results in self-injury or injury to others
   b. it damages the physical environment
   c. it interferes with learning new skills or socially isolates the child
   d. A and B
   e. All of the above

16. True or False: Challenging behavior serves a function or purpose for a child.
17. Adults should be _________________ when addressing young children’s challenging behavior.
   a. Reactive
   b. Proactive

18. True or False: Choice-making is an effective intervention for children who are motivated to escape activities or have a need to demonstrate control.

Collaborating With Families and Service Professionals

19. Which of the following statements is NOT a basic principle of family systems theory?
   a. Families often have belief systems that are conveyed to children.
   b. Families remain the same over time, even as individual family members change.
   c. Families develop and maintain many patterns of interaction.
   d. Families are part of a larger ecology.

20. True or False: Families from the same cultural background always share the same customs, values, beliefs and practices.

21. True or False: If you are confident in your ability to work effectively with parents and families in the early childhood setting, you do not need to check in with your supervising teacher.
REVIEW for SPECIALIZED COMPETENCY: Behavior Management

Unit 1 Questions

1. True or False: Having an awareness of the effect of your presence and your response to students will increase your ability to be an effective and positive influence on student behavior.

2. True or False: When a child does not perform a task or behavior after being taught or shown how to do it, you should never think it is because he or she may be having a learning difficulty.

3. True or False: It is important for educators to consider the influence of cultural differences on students’ behavior.

4. Which of the following statements is FALSE?
   a. Challenging behaviors result from unmet needs.
   b. Challenging behaviors are used to achieve a desired outcome for the student.
   c. Challenging behaviors usually are not context related.
   d. Challenging behaviors should be replaced by socially acceptable alternatives that will help the student to achieve the same outcomes.

5. There is a direct relationship between challenging behaviors and
   a. Cultural factors
   b. Learning difficulties
   c. Setting events
   d. Teachers’ attitudes

6. What is the fine line that paraprofessionals must walk when they work with students who have special learning needs in the classroom?
   a. They must provide assistance to students so they can work around their disabilities and be successful.
   b. They must abstain from offering students assistance where and when they don’t need it.
   c. A and B

7. Which of the following might contribute to the development of challenging behaviors?
   a. A consistent pattern of trying to avoid failure.
   b. When teachers or paraprofessionals focus more on the challenging behavior than on positive things that the student is doing.
   c. When a student consistently engages in “negative attention-seeking” behaviors in order to gain some type of attention from an adult.
   d. All of the above

8. According to the behaviorist model, behavior occurs in which order:
   a. Stimulus, Behavior, Consequence
   b. Consequence, Stimulus, Behavior
   c. Behavior, Stimulus, Consequence
   d. Stimulus, Consequence, Behavior
   e.

Unit 2 Questions

9. Which of the following statements is TRUE regarding Functional Behavior Assessment (FBA)?
   a. Functional Behavior Assessment helps IEP teams to understand what function a challenging behavior serves for students.
   b. The logic behind Functional Behavioral Assessment is that practically all behavior occurs within a particular context and serves a specific purpose.
   c. Functional Behavior Assessment looks beyond the behavior itself.
   d. All of the above
Unit 3 Questions

10. ___________ refers to a planned, thoughtful approach that considers the function of a challenging behavior before it occurs, whereas ____________ refers to acting on a challenging behavior as it is occurring without having a predetermined idea about the function of the behavior or how to handle the situation.
   a. Reactive/proactive
   b. Proactive/reactive

11. Consider the term positive reinforcement. Positive means that something is ________________, and reinforcement means that what is presented has the effect of ________________ a behavior.
   a. given to the student/decreasing
   b. taken away from the student/decreasing
   c. given to the student/increasing
   d. taken away from the student/increasing

12. Which of the following statements is FALSE regarding positive reinforcement?
   a. Reinforcement must be consistently delivered according to a plan.
   b. Improvement should not be reinforced.
   c. Reinforcement must be delivered immediately.
   d. Do not give reinforcement because you feel sorry for a student.

13. True or False: Negative reinforcement and punishment are the same thing.

14. Which of the following is a good idea when determining which reinforcers to use with a particular student?
   a. Consider the developmental and chronological age of the student.
   b. Consider the unique likes and dislikes of the student.
   c. Validate the choice of reinforcer by discussing it with the student or someone who knows the student well.
   d. All of the above

15. Which of the following statements is FALSE regarding strategies for redirecting escalating behavior?
   a. The goal for educators is to help the student decrease his or her emotional intensity while conveying that they are there to support the student.
   b. Adults who are successful at supporting a student through a difficult time are often seen by the student as unconditionally caring and trustworthy.
   c. Interventions need not be tailored to the developmental level of the student.
   d. Teams should choose strategies that support the student’s appropriate behaviors.

16. True or False: Two guidelines for positive behavioral interventions are that they 1) modify the ecological and environmental contexts, and 2) teach adaptive replacement behaviors that achieve the same function as the challenging behavior.

17. Which of the following statements is TRUE regarding positive de-escalation and crisis management strategies?
   a. Positive de-escalation and crisis management strategies are employed when other planned intervention strategies are ineffective.
   b. Positive de-escalation and crisis management strategies are used when a student’s behavior begins to exceed appropriate limits.
   c. Positive de-escalation and crisis management strategies involve the brief use of safe and positive techniques to disrupt a chain of behaviors.
   d. All of the above
18. When dealing with coercive behavior, it is best to ______________ the behavior.
   a. challenge
   b. avoid challenging

Unit 4 Questions

19. Which of the following statements is FALSE regarding classroom management?
   a. Students with challenging behavior learn best in classrooms characterized by chaos and disorder.
   b. When instructional strategies do not capitalize on students' strengths and address learning needs, frustration may result in acting-out or withdrawn behaviors.
   c. Knowing how to prevent behavior problems enables educators to move away from a reactive, punitive classroom environment and toward a more proactive environment.
   d. Educators can provide a foundation for improving student behavior and for promoting student success by maintaining and orderly, predictable classroom.

20. True or False: Teachers can enhance education for all students by establishing a sound classroom management system and by clearly articulating expectations and goals.

22. True or False: Students should help create social contracts.

23. True or False: Token economies are programs in which students (entire classrooms or individuals) earn points or tokens for appropriate behavior, and at a later time, trade them for preferred activities, objects, or privileges.

Unit 5 Questions

24. True or False: Collaboration is an important part of your role as a paraprofessional.

25. Which of the following statements reflects why collaboration is important among educators?
   a. Students with challenging behaviors need consistency and only through collaborative planning between educators can consistency be achieved.
   b. Finding strategies that effectively teach new behaviors often requires all the knowledge that is available about the student and the student’s environment, and this knowledge should be pooled through collaborative planning.
   c. Both A and B
   d. Neither A or B

26. The theory behind punishment assumes that a behavior will ______________ if it is followed by a consequence that the student perceives as negative.
   a. increase
   b. stay the same
   c. decrease
REVIEW FOR SPECIALIZED COMPETENCY: Autism Spectrum Disorders

1. Which of the following disorders are NOT listed under Pervasive Developmental Disorders in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition.
   a. Asperger Syndrome
   b. Autism
   c. Down Syndrome
   d. Pervasive Developmental Disorder-Not Otherwise Specified

2. Autism is a _________ disorder caused by abnormalities in the brain structure or function.
   a. Physical
   b. Neurological

3. Prevalence statistics indicate that Autism affects an estimated _________.
   a. 1 in 250 births
   b. 9 out of 10 births
   c. 1 in 100,000 births
   d. None of the above

4. Match each behavioral characteristic with one of the 3 core areas that define Autism Spectrum Disorders.

<table>
<thead>
<tr>
<th>BEHAVIORAL CHARACTERISTICS</th>
<th>CORE AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Gross impairment in the ability to make and keep friends.</td>
<td>a. Impairment in social interaction</td>
</tr>
<tr>
<td>___ Repeats or echoes the words or phrases of others.</td>
<td>b. Impairment in communication</td>
</tr>
<tr>
<td>___ Limited understanding of nonverbal communication such as gestures, facial expression, or voice tone.</td>
<td>c. Restricted, repetitive or stereotyped patterns of behavior, interests or activities.</td>
</tr>
<tr>
<td>___ Insistence on following routines and rituals.</td>
<td></td>
</tr>
<tr>
<td>___ Appears to prefer isolated or solitary activity.</td>
<td></td>
</tr>
<tr>
<td>___ Intense, focused, preoccupation with a limited range of play, interests, and/or conversational topics.</td>
<td></td>
</tr>
</tbody>
</table>

5. Repetitive behaviors seen in students with Autism Spectrum Disorder may include which of the following behaviors?
   a. Hand flapping.
   b. Lining up or ordering toys instead of playing with them.
   c. Overreaction to changes in schedules and routines
   d. All of the above
   e. a and c

6. Which of the following statements describing attention problems exhibited by students with Autism Spectrum Disorder is FALSE.
   a. Students with Autism Spectrum Disorder have difficulty orienting attention to important elements of their environment.
   b. Students with Autism Spectrum Disorder have difficulty quickly shifting attention from one thing to another.
   c. Students with Autism Spectrum Disorder learn from others by maintaining joint attention.
   d. All of the above.
   e. None of the above.

7. True or False: Students with Autism Spectrum Disorder function best in environments that are structured and predictable.
8. Which of the following responsibilities is NOT included within a paraprofessional’s role in working with students with Autism Spectrum Disorder?
   a. Providing direct social skills instruction.
   b. Determining which social skills will be targeted for direct instruction.
   c. Using strategies to help students generalize newly learned social behaviors in a variety of environments.
   d. a and b
   e. all of the above

9. Match each of the visual strategies with its description.

<table>
<thead>
<tr>
<th>VISUAL STRATEGY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Schedule</td>
<td>a) informs students of their options during specific situations (e.g., leisure activities).</td>
</tr>
<tr>
<td>Choice Board</td>
<td>b) uses visual information to silently remind the student what to do (e.g., ask for help, raise your hand).</td>
</tr>
<tr>
<td>Task List</td>
<td>c) visually sequences the steps for completing an activity or social routine.</td>
</tr>
<tr>
<td>Cue Card</td>
<td>d) provides information such as what will happen in what order it will happen, what changes will occur, when a favorite activity is going to happen.</td>
</tr>
</tbody>
</table>

10. Using one to three sentences, write a definition of a Social Story™

11. Social Stories are written to ______ more than ______.
   a. describe/direct
   b. direct/describe

12. True or False: The majority of communicative information is embedded in nonverbal and paraverbal communication.

13. Which of the following definitions describe modeling appropriate language?
   a. Setting up opportunities for students to communicate
   b. Having the students communicate through puppets
   c. Providing a verbal example for students to imitate

14. True or False: Securing a student’s attention prior to communicating and asking a student to repeat back a direction or message are two strategies that can be used to prevent or repair a “communication breakdown”.

15. Which of the following statements are NOT true regarding visual strategies:
   a. Visual strategies provide information that students can refer to as many times as is necessary to process the information
   b. Visual strategies address one of the learning strengths of most students with ASD
   c. Visual strategies may reduce the anxiety caused by worrying about missing information.
   d. None of the above
   e. All of the above

16. The Picture Exchange Communication System is an ___________________________ Communication that allows students with ASD, who cannot communicate effectively by speaking, initiate communication.
   a. Efficient and Easy
b. Augmentative and Alternative

c. Effective and Comprehensive

17. True or False: Many preschoolers using the Picture Exchange Communication System also begin developing speech.

18. Match each behavioral characteristic with the involved sensory system.

- Tactile
- Auditory
- Olfactory
- Visual
- Oral
- Vestibular
- Proprioception

a. a dislike of certain clothing, avoiding messy materials, and gets upset when sleeves or clothing get wet.
b. overreaction to perfumes, lotions, cleaning products, and lunchroom smells.
c. avoiding going outside on sunny days, visually fixating on certain objects, and an increase in agitation when in a room full of visual stimulation.
d. picky eater, refuses to eat food that are a certain texture, and refuses to eat or drink anything unless it is a certain temperature
e. avoiding playing on swings and slides, difficulty sitting in a chair (rock, tip, fall off), and avoids playing on equipment that takes the feet off the ground.
f. covers ears at seemingly inappropriate times, striking out at other perceived as too loud, and resisting or refusing to attend assemblies, lunch, or large group activities.
g. walking on toes, pushing things over, and running and crashing into surfaces.

19. Students with Autism Spectrum Disorders have problems regulating their arousal systems. When the arousal system is too low, the following behaviors might be observed:

a. Fatigued
b. Excited
c. On edge
d. Sluggish
e. All of the above
f. a and d

20. Sensory activities are designed to cut down on input that is ________ and increase input that is ________ to the nervous system.

a. over-stimulating/calming
b. calming/over-stimulating.

21. When working with students with Autism Spectrum Disorders, it is important to have an understanding:

a. of what sensory issues might be present.
b. that certain behaviors can come from the presence of sensory defensiveness.
c. that the use of specific strategies and adaptations can help students increase successful participation.
d. All of the above
e. None of the above.

22. True or False: Problem behaviors exhibited by students with Autism Spectrum Disorders are, in most cases, the result of attempts to cope with the demands of situations and environments that are perceived as unorganized, chaotic, and confusing.
REVIEW for SPECIALIZED COMPETENCY: Developmental Cognitive Disabilities (DCD)

Unit 1: Understanding DCD

1. Fill in the blanks for the definition of Developmental Cognitive Disability:
   a. Developmental Cognitive Disability is a condition resulting in ________ ________ ________ intellectual functioning and ________ deficits in ________ behavior that adversely affects ________ performance and requires ________ ________ and related services.
   b. DCD does not include conditions ________ due to a sensory or physical impairment, ________ brain injury, autism ________ disorders, severe ________ impairments, ________ influences, or ________ educational programming.

2. Among the most COMMON ways and places that a student with a developmental cognitive disability is supported to grow and develop in educational settings include:
   a. Regular classroom
   b. Resource room
   c. Separate classroom
   d. All of the above

Unit 2: The Paraprofessional’s Role in Supporting Students with DCD

3. True or False: Paraprofessionals play an essential role in supporting students with disabilities in the educational setting.

4. All of the following are among the top five responsibilities of a paraprofessional in an educational setting with students who have DCD, EXCEPT:
   a. Working effectively and cooperatively with teachers and other school personnel to assist students with DCD in the classroom, while on field trips in the community, and in other educational settings.
   b. Working effectively and cooperatively with other professionals and community members on the student’s educational team determining eligibility for special education under DCD, during the evaluation process, developing and implementing the IEP, suggesting ideas for placement possibilities, and providing education options and services.
   c. Communicating clearly and sharing information respectfully about a student with DCD whom you support, with education team members, other school and community professionals, as well as other community members who are a part of the student’s support network.
   d. Supporting students with DCD in accomplishing their educational goals.
   e. Assuming the teacher’s role for short periods of time in one classroom with DCD students when the teacher is attending to other students in another classroom.

5. True or False: Determining eligibility and qualifying students with disabilities for special education under the Developmental Cognitive Disabilities category is a simple and quick process of observing students several times in a classroom and using the results to determine their academic and learning needs.

6. True or False: A functional curriculum is based on instruction that teaches a variety of skills frequently needed in typical home, work, and community environments. They include basic skills that a student needs in order to adequately function in these environments.

Unit 3: Supporting Students with Developmental Cognitive Disabilities

7. True or False: The paraprofessional provides ongoing support to students with DCD only for ages 6 through 18, the typical K-12 programs.

8. Which of the following are KEY activities in which paraprofessionals engage in when providing support to students with a DCD:
   a. Supporting social competence.
b. Supporting physical, health, and mobility needs.
c. Supporting academic and educational skills.
d. Supporting a safe place for students to learn.
e. All of the above.

9. True or False: Social competence is defined as the skills and behaviors that help a student build relationships with others in a variety of settings.

10. All of the following are ways a paraprofessional can support a student with a developmental cognitive disability to become socially competent EXCEPT:
   a. Supports the teaching of students getting along with other classmates.
   b. Providing opportunities for the DCD student to interact with others naturally.
   c. Assisting the student to lead a protest with other classmates against poor cafeteria food.
   d. Facilitating communication with classmates and other people they encounter during the school day.
   e. Supports the teaching and encouraging of using age-appropriate skills and behaviors.

11. Which of the following are ways that the paraprofessional can support the physical, health, and mobility needs of students with DCD:
   a. Reviewing the student’s individual health and/or emergency plans to become familiar with his or her health and medical concerns and how to respond to them.
   b. Researching and learning more about specialized conditions including tube feedings, catheterizations, seizure management, etc.
   c. Learning CPR and first aid.
   d. Reviewing correct procedures and techniques for transferring and lifting to avoid injury to the student and yourself.
   e. All of the above.

12. All of the following are ways to help students with a DCD prepare for and feel safe in school EXCEPT:
   a. Treating all school personnel with respect.
   b. Talking about safety issues and dangers that students may encounter.
   c. Setting a small fire in a wastebasket in a bathroom to practice a fire drill.
   d. Discussing and allowing students to share their concerns about safety and security.
   e. Assisting school personnel in creating a specific plan with the students whom you support for handling emergencies.
   f. None of the above.

13. True or False: Paraprofessionals do NOT need to be familiar with assistive technology and adaptive equipment needs of the students they support; that is the responsibility of the special or regular education teacher.

Unit 4: Adaptations and Modifications for Learning

14. Which of the following are creative ways to give students with DCD directions for tasks, activities, and assignments:
   a. Speak slowly.
   b. Give directions in alternative ways (e.g., make a list, create a series of pictures that show the directions).
   c. Ask the student to repeat the directions.
   d. All of the above

15. All of the following are creative ways to adapting curriculum and instructions, EXCEPT:
   a. Helping the student problem-solve and process the information.
   b. Supporting the teacher in teaching the student how to learn, not just what to learn.
   c. Creating opportunities for active learning.
   d. Making sure the student observes more than she or he participates in learning activities.
   e. None of the above.
16. Consistency is KEY among a list of strategies that may help you manage the student’s behavior and help him or her develop better ways to communicate needs. All of the following are positive and acceptable approaches to helping students with DCD be more successful in educational settings, EXCEPT:
   a. Reinforce positively and recognize the desirable behaviors by noticing when the student is doing what he or she is supposed to be doing.
   b. Remove the causes and stimuli that lead to a challenging behavior.
   c. Identify and teach skills that foster reliance on others and being dependent on professionals.
   d. Provide consistent, positive reinforcement and responses across all environments.
   e. None of the above.

17. All of the following are common modifications used in the classroom environment, EXCEPT:
   a. Rearranging the classroom furniture including desks, chairs, and work stations to meet the students’ goals.
   b. Planning environmental changes carefully to meet the needs of just the students with disabilities.
   c. Setting up the classroom with clearly defined areas that promote a variety of learning.
   d. Rearranging where and how learning materials are stored to make them easier for students to find and use.
   e. Assessing the needs of the student: Do they need to be closer to the teacher, blackboard, or other learning area to pay attention? Do some students have hearing or visual impairments, and would these students benefit from sitting in the front of the class?
   f. None of the above.
REVIEW for SPECIALIZED COMPETENCY: Other Health Disabilities

Unit 1: The Paraprofessional’s Role: Supporting Students with Other Health Disabilities (OHD)

1. Which of the following is NOT a good idea for building strong and positive relationships with your supervisor:
   a. Respect one another’s different working styles
   b. Maintain honest and clear communication styles
   c. Understand what is expected of you
   d. Challenge the teacher’s authority

2. True or False: Working in a team situation requires frequent and open communication between the teacher and the paraprofessional.

3. True or False: In good, effective communication between paraprofessional and teacher, family member, or community member, the ability to speak is more important than the ability to listen.

4. Which of the following is/are NOT part of a definition of inclusive education:
   a. Educating children with disabilities in the same school that their brothers, sisters, and neighbors attend.
   b. Using new educational concepts and practices such as cooperative education and assistive technology to facilitate students’ learning process.
   c. Including all students with disabilities who need special services in the same classroom so paraprofessionals and other staff can provide more consistent and efficient supports and students can learn from each other.
   d. Providing individuals who have disabilities with the support they need to be successful with their peer groups.

5. True or False: Students with disabilities are increasingly being served in general education settings.

Unit 2: Understanding Other Health Disabilities

6. Which of the following is a chronic health condition?
   a. Epilepsy
   b. Sickle cell anemia, or leukemia.
   c. Autoimmune diseases
   d. Diabetes
   e. All of the above

7. The student’s learning challenges must have a link to the health condition in order to qualify for special education services under the OHD category. An example of this linkage is the following: Limited strength, lack of endurance, pain, and/or fatigue due to the student’s health condition interferes with the student’s ability to attend or participate in classroom activities and complete assignments.

   True or false.

8. As a paraprofessional, you may have to gather information about the specific health conditions of students whom you support. Which of the following is/are a recommended type of research you may do to learn more about a student’s specific health conditions?
   a. Having a discussion with the student about his or her health condition.
   b. Asking a parent or other family member about the student’s health condition.
   c. Having a discussion with the school nurse about the student’s health condition and its impact on his or her education.
   d. Doing a Web search for local, state or national resources.
   e. Reviewing a fact sheet about the student’s health condition and discuss with your supervisor.
or teacher.
f. All of the above

9. True or False: Attention deficit hyperactivity disorder (ADHD) is a common developmental and behavioral disorder. It is recognized only in school-aged children.

Unit 3: Medical Situations: Their Impact on Students with OHD

10. Of the following chronic healthcare conditions, which one could be considered for special education services within the OHD category.
   a. Bronchopulmonary dysplasia
   b. Crohn's disease
   c. Diabetes mellitus
   d. Neurofibromatosis
   e. All of the above

11. Which of the following is NOT on the list of specific behaviors that would demonstrate an adverse affect on a student with an OHD:
   a. Excessive absenteeism linked to the health condition, for example, hospitalizations, medical treatments, surgeries, or illnesses.
   b. Specialized healthcare procedures that are necessary during the school day.
   c. Challenging classroom behaviors that distract the other students.
   d. Medications that adversely affect learning and functioning in terms of comprehension, memory, attention, or fatigue.
   e. All of the above

12. Which of the following are initial steps that a paraprofessional can take to respond to a student with an OHD in a medical emergency:
   a. As with all emergencies, you will want to know your school's emergency policies and procedures and follow them.
   b. Review and follow an emergency plan for a student with a known health condition.
   c. Provide first aid or CPR if no one else is immediately available, the situation requires such attention, and you are trained in those “first response” procedures.
   d. Ask someone to notify the school health office or the main office and to request assistance.
   e. Call your supervisor as soon as possible after stabilizing a situation.
   f. All of the above

Unit 4: Serving Students with OHD - The IEP, Assistive and Health Technology, and Modifying Environments and Instruction for Learning

Fill in the blanks:

13. The following list identifies four common types of assistive technology devices or applications for use by students with OHD and other special education categories. For each type list at least two examples.
   a. Positioning devices: _______ and _______ that help support the student in maintaining their body in specific therapeutic positions.
   b. Environmental controls: _______ and _______ equipment that controls other equipment or helps the student independently control his or her movements within the classroom.
   c. Augmentative communication, hearing, and visual aids: _______ and _______ help the student talk to others and to make their needs known; _______ and _______ help students see what others hear; _______ and _______ help the student see educational materials.
   d. Mobility: _______ and _______ are devices that help the student get around the school and classroom.

14. Complete the information in this list of common ways to modify instruction:
a. Change the instructional methods used to teach the material.
   i. Use one-to-one assistance and __________-_____________techniques to help develop ____________ skills.
   ii. Use ___________ adaptations to help students ______________ the activity.
   iii. Create additional ______________ practice sessions for students who learn best through ____________.

b. Change or reduce __________ expectations so it is easier for the student to ______

c. Give students _____________ to complete tasks and ____________

d. Create ______________ groups, to help students gain and maintain ___________ with classmates.

e. __________, __________, or __________ assignments and learning ______________ to help students achieve __________ goals.