

Midterm - SPED 200

Your Name: _____ Which Class (1, 2, 3) _____

Questions from the Text

Multiple Choice

- 1) What type of test provides information about a student's status in relation to other students of the same age or grade?
 - A. Informal assessment
 - B. Portfolio assessment
 - C. Norm-referenced tests
 - D. None of the above

- 2) Question: In 2005-2006, there were approximately how many public elementary and secondary school in the United States?
 - A. 97,000
 - B. 69,000
 - C. 86,550
 - D. 50,600

- 3) According to the text, approximately what percentage of the school population has a speech and or language disorder?
 - A. 20-25%
 - B. 13-15%
 - C. 40-50%
 - D. 10-15%

- 4) Approximately how many children in the U.S. are diagnosed with having an Emotional Disturbance/Behavioral Disorder?
 - A. 25.5%
 - B. 14.5%
 - C. 20.5%
 - D. 12.5%

- 5) Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) are often classified under what high incident disability category in IDEA 2004?
 - A. Emotional Disturbance Behavior Disorder (ED/BD)

- B. Learning Disabilities (LD)
- C. Mild intellectual disabilities
- D. Other Health Impairment (OHI)

6) According to the National Center for Education Statistics (2007a) in 2007 – 2008, how many students were expected to enroll in those schools.

- A. 49.6 million
- B. 55 million
- C. 48.5 million
- D. 51.5 million

7) In 2005, approximately how many students in public schools were considered members of minority groups?

- A. 35%
- B. 42%
- C. 25%
- D. 54%

8) According to the text approximately how many teachers work in public schools?

- A. 5.5 million
- B. 2.5 million
- C. 1 million
- D. 3 million

9) Public Law _____, the Education for All Handicapped Children Act of _____, guaranteed appropriate educational services to all school-aged students with disabilities.

- A. 99-147 in 1975
- B. 99-142 in 1973
- C. 94-142 in 1975
- D. 94-142 in 1973

10) Poverty rates vary according to factors such as:

- A. geographic location, low income, race and ethnicity.
- B. health care, geographic location, low income.
- C. race and ethnicity, geographic location, education.
- D. geographic location, race and ethnicity, immigrant status.

11-13) Although a host of causative agents could be attributed to a student's difficulty with learning, most can be classified according to when they occurred in the life of the individual: prenatal _____, perinatal _____ or postnatal _____.

The following examples would fit into which life stage described above: (A) head injury, (B) rubella, (C) oxygen deprivation – put the correct letter into the spaces provided in the sentence above.

Fill in the blank/short answer

14-15) According to the categories described in IDEA 2004, list two examples of low incidence disabilities:

16-18) Name the top three most common high incidence disabilities in US school?

19-21) No matter what disability is suspected, the SPED multidisciplinary team will collect information on three major areas of functioning:

22) Student with the learning disability known as Dysgraphia often have difficulty with_____

23) Student with the learning disability known as Dyslexia often have difficulty with_____

24) Student with the learning disability known as Dyscalculia often have difficulty with_____

Universal Design for Learning

25-28) Universal Design for Learning is a set of principles for curriculum development that gives all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional_____

_____, _____, and _____ that work for everyone—not

a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for the individual needs of all students. Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints.

29-34) Three primary brain networks come into play in understanding the UDL model: (word bank):

Strategic Network	Recognition Network	Affective Network
Action and Expression	Representation	Engagement
How	What	Why



The _____ **Networks focus on the** _____ of learning and provide multiple means of _____.

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



The _____ **Networks focus on** the _____ of learning and provide multiple means of _____.

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



The _____ Networks focus on the _____ of learning and provide multiple means of _____.

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

35) Who created the original UDL (architectural) model? _____

36) Who created the UDL educational model? _____

37) What does CAST stand for _____

Response to Intervention

Work Bank

early intervention	instructional supports	critical data
referrals	general education	

38-42) RTI is a value added practice because it is utilized to improve service for students in the following ways:

Increasing the success rate of students receiving instruction in the _____ setting.

Providing research-based instruction as an _____ to students.

Providing _____ needed to design, implement and monitor instructional interventions.

Reducing the time that additional _____ are delivered to students.

Reducing the number of _____ to special education.

43-44) Who would typically be in attendance at a RTI meeting? (List at least four)

45-49) List five examples of data that would typically be collected by the general classroom teacher on students experiencing difficulty in the classroom, documents he or she would be collecting to share with his or her RTI specialist/RTI team as part of an effective intervention plan.

CBM Example (e.g.) writing sample	Explain how this example will demonstrate for the RTI committee your student's academic/behavioral challenges
1	
2	
3	
4	
5	

50-52) In the table below list specific examples of the type of teacher accommodations that would be provided in each of the three tiers.



