

**TWU APENS Questions**  
**Standard 10**

**Teaching**  
**7/21/08**

1. *Understand the effectiveness of using command style teaching with individuals with disabilities in order to promote learning in physical education 10.01.01.01*
  - 1.1 During a softball unit Mary, a coach, is trying to teach her students to utilize a full horizontal swinging pattern complete with follow through. In doing so, Mary utilizes floor sports for her students to properly place her feet as well as adapted equipment. By modifying the students environment what teaching strategy is she utilizing? (Sherrill, 2004, p. 206)
    - a. Conceptual teaching style
    - b. Practice teaching style
    - c. Command teaching style
    - d. Reciprocal teaching style
  
2. *Understand the effectiveness of demonstrating an activity using a command style approach for individuals with disabilities 10.01.01.02*
  - 2.1 Coach Waller is a Karate instructor. In order to initiate skills performed in his classroom, Mr. Waller has attached a lamp in the front of the classroom that the activates when each task is to start. This way Joey, who is deaf, can utilize his sight to understand when to begin each task. This modification is an example of which type of teaching style? (Sherrill, 2004, p. 207)
    - a. Command teaching style
    - b. Practice teaching style
    - c. Conceptual teaching style
    - d. Reciprocal teaching style
  
  - 2.2 The best reason a teacher should demonstrate and model the activity that would allow the individual to best receive information, such as individuals who are deaf or hard of hearing, is because (Mosston, 1994, p. 18)
    - a. It is rapid (unless shown on video)
    - b. It can be integrated with a precise verbal explanation of the task and/or its parts
    - c. It presents an image or model of the activity (the quality of the movement)
    - d. It saves time
  
3. *Understand the effectiveness of class organization and control using the command style of teaching 10.01.01.03*
  - 3.1 Why is the command style of teaching effective for teaching individuals with a variety of disabilities (Sherrill, 2004, p. 207)

- a. It encourages individuals to work at their own pace
- b. It provides the students with the direct supervision and control by the teacher, and a minimal investment of time in-group organization
- c. It allows creativity in terms of motoric response
- d. It provides less structure in the learning environment

3.2 Coach Sullivan will be directing a disability awareness workshop on his campus. Parents and students will be encouraged to attend this event. They will have the opportunity to participate in various stations such as picking up pennies with garden gloves to stimulate difficulties with fine motor coordination and a wheelchair obstacle course to name a few. By offering this workshop on his campus, Coach Sullivan is demonstrating which style of teaching method? (Mosston, 1994, p. 21)

- a. Practice teaching style
- b. Command teaching style
- c. Conceptual teaching style
- d. Reciprocal teaching style

4. *Understand the effectiveness of using reciprocal style teaching with individuals with disabilities in order to promote learning in physical education 10.01.02.01*

4.1 Which teaching style easily accommodates learners with disabilities, even those that require the support of a same age or older peer buddy to be successful? (Sherrill, 2004, p. 250)

- a. Command style
- b. Reciprocal style
- c. Self-check
- d. Guided discovery

4.2 In the reciprocal teaching style, who takes turns in the roles of doer and observer? (Mosston, 1994, p. 67)

- a. Students
- b. Teachers
- c. Parents
- d. Counselors

5. *Understand the importance of training peer tutors to effectively participate in reciprocal teaching environment with individuals with disabilities in order to promote learning 10.01.02.02*

5.1 A person without a disability who is trained as a peer tutor for students with disabilities is more likely to encourage each other more, express more empathy, provide and ask for more feedback, and (Sherrill, 2004, pp. 205, 244)

- a. Get better athletically
- b. Learn more about compassion

- c. Become a teacher
  - d. Show evidence of more meaningful, interactive contacts
- 5.2 Coach Cook is facilitating a Partner's Physical Education class on her campus in which she has trained student aides in the school to interact with their disabled peers. She has provided a two-week training program that addresses the etiology of disabilities, student roles and responsibilities, role-making, familiarity with units and specialized equipment. By training peer tutors to sue skill techniques with a partner, Ms. Cook is implementing which style of teaching? (Auxter, 2005, p. 171)
  - a. Conceptual teaching style
  - b. Reciprocal teaching style
  - c. Practice teaching style
  - d. Command teaching style
- 6. *Understand what qualities to look for when selecting and assigning peer tutors to work with individuals with disabilities 10.01.02.03*
  - 6.1 Special education literature reports that children with learning disabilities, mild mental retardation, autism, and behavior disorders can function as (Sherrill, 2004, p. 244)
    - a. Recipients of help
    - b. The givers
    - c. Observers
    - d. Effectively as peer tutors and/or recipients of help
  - 6.2 Children with and without disabilities who have been peer tutors (Sherrill, 2004, p. 244)
    - a. Praise and encourage each other more
    - b. Express more empathy
    - c. Ask for more feedback
    - d. All of the above
- 7. *Understand the effectiveness of using task style teaching with individuals with disabilities in order to promote learning in physical education 10.01.03.01*
  - 7.1 Coach Morrow is a secondary physical education instructor who is teaching a jump-rope unit where the class assignment is to turn a self-propelled rope independently. He has broken this skill down into simple one-step tasks. Jonathon is a student with mild right-sided hemiparesis and is in this physical education class. Coach Morrow has modified the unit for Jonathon so that he can participate by jumping over a stationary rope and progressing into jumping a rope propelled by peer helpers. By breaking down this task into steps for all of his students, including Jonathon, Coach Morrow is using which teaching method? (Winnick, 2005, p. 120)
    - a. Reciprocal teaching style

- b. Conceptual teaching style
  - c. Task teaching style
  - d. Practice teaching style
- 7.2 To let students know what is expected at a given station, effective teachers often supplement verbal descriptions with (Winnick, 2005, p. 120)
- a. Simply designed task cards
  - b. Task posters
  - c. Video
  - d. a and b
8. *Understand how to organize a class environment to promote a task style teaching method for individuals with disabilities* 10.01.03.02
- 8.1 Designing tasks with multiple successful outcomes to allow individuals with disabilities to develop coping and adapting strategies is an example of the \_\_\_\_\_ teaching style. (Winnick, 2005, p. 120)
- a. Task teaching style
  - b. Practice teaching style
  - c. Command teaching style
  - d. Individualized teaching style
- 8.2 Teaching stations are particularly effective when teaching a class of diverse learners at (Winnick, 2004, p. 120)
- a. Age level
  - b. Maturity level
  - c. Different stages of skill development
  - d. None of the above
9. *Understand how to effectively analyze progress and provide feedback to individuals with disabilities using a task style teaching method* 10.01.03.03.
- 9.1 An instructional episode is a structured method and the components of it should be initiated in this order (Winnick, 2005, pp. 120-121)
- a. Instruction, optional prompt, student's response, consequences, intertribal interval
  - b. Student's response, consequences, intertribal interval, instruction, optional prompt
  - c. Optional prompt, instruction, intertribal interval, consequences, student response
  - d. Instruction, student response, intertribal interval, optional prompt, consequences
- 9.2 Opportunities within the "task teaching" format to custom design individual stations – that is, offer multiple ways to accomplish a given task – make this approach particularly useful for (Winnick, 2005, p. 120).

- a. adults
- b. Teenagers
- c. Learners with disabilities
- d. Non-disabled students

10. *Understand the effectiveness of using individualized style teaching with individuals with disabilities in order to promote learning in physical education* 10.01.04.01.

10.1 Coach Diamond is teaching a bowling unit to her elementary school students. She would like to provide variable levels of success for her students. To facilitate this, she has divided her class into four equal groups and has provided station assignments. Every station will include a bowling ball, carpet lane with ten pins, bowling ramp and a bowling ball pusher. The students will be provided with an opportunity to select the bowling distance on the carpet as well as select their method of propulsion (i.e., two-handed pendulum arm swing, one-handed pendulum arm swing, the ramp and the bowling ball pusher). By incorporating these creative opportunities for success, she is utilizing which type of teaching style? (Sherrill, pp. 203, 204)

- a. Task teaching style
- b. Practice teaching style
- c. Individualized teaching style
- d. Command teaching style

10.2 To promote acquisition, maintenance, and generalization of skills, students receiving adapted physical education sometimes require a (Sherrill, 2004, pp. 234-235).

- a. 1:1 student to teacher ratio
- b. 2:1 student to teacher ratio
- c. 1:2 student to teacher ratio
- d. Independent work

11. *Understand how to assess individuals with disabilities to determine present level of performance and IEP* 10.01.04.02.

11.1 Assessments can be used to determine (Sherrill, 2004, pp. 203, 182, 183)

- a. TAKS
- b. Grade-level curriculum
- c. Present levels of performance
- d. None of the above

11.2 When assessing students with disabilities to develop an IEP, it is important to (Winnick, 2005, pp. 85, 87)

- a. Take into account parent input
- b. Consider the student's interests
- c. Look at individual strengths and needs
- d. All of the above

12. *Understand how to provide effective feedback using an individualized style of teaching*  
10.01.04.03
  - 12.1 Feedback should be (Winnick, 2005, p. 85)
    - a. Individualized
    - b. Specific
    - c. Immediate
    - d. All of the above
  
13. *Understand the effectiveness of using guided discovery style teaching with individuals with disabilities in order to promote learning in physical education* 10.01.05.01.
  - 13.1 When using the guided discovery style of teaching, the teacher should develop a hierarchy of problem solving from (Mosston, 1994, pp. 172, 173)
    - a. Single to multiple tasks
    - b. Multiple to single tasks
    - c. Single to single tasks
    - d. Multiple to multiple tasks
  
  - 13.2 When guiding students through the learning process, it is important to (Sherrill, 2004, p. 207)
    - a. Guide the student to task completion
    - b. Develop problem solving techniques
    - c. Use challenging questions
    - d. Teach adaptation and coping strategies
    - e. All of the above
  
14. *Understand the effectiveness of using divergent or exploratory style teaching with individuals with disabilities in order to promote learning in physical education*  
10.01.06.01
  - 14.1 When instructing students with disabilities, an effective teaching style that involves selecting tasks that have multiple methods of successful completion or have more than one current answer is best described as (Mosston, 1994, p. 200-203).
    - a. Convergent style
    - b. Divergent or exploratory style
    - c. Guided discovery style
    - d. Student chooses level of difficulty
  
  - 14.2 When teaching an exploratory or divergent style lesson, it is important to (Mosston, 1994, pp. 200-202).
    - a. Use praise and feedback to foster alternative methods of completing the skill or task
    - b. Provide specific corrective feedback

- c. Encourage and praise effort and creativity in addition to task completion
- d. a and b
- e. a and c

15. *Understand how to present tasks using a divergent or exploratory style of teaching that is appropriate for the individual with disabilities 10.01.06.02.*

15.1 It would be appropriate for a teenage student with serious deficits in fundamental motor skills to engage in (Mosston, 1994, pp. 200-203).

- a. Sitting on the floor with legs spread in a V and rolling a ball back and forth to the teacher
- b. Hitting a Mickey Mouse balloon suspended by a string during a striking lesson
- c. Volleyball activities with a partner, using a beach ball instead of a standard weight volleyball
- d. None of the above

15.2 When fostering divergent and exploratory thinking in students of all ability levels an inclusive style of teaching (Mosston, 1994, pp. 200-203).

- a. Should not be used
- b. Should involve group activities where all players cooperate with each other to learn or reach a common goal
- c. Ensures that all learner's efforts are accepted
- d. Ensures that everyone is involved and has fun
- e. Answers b, c, & d

16. *Understand how to effectively use feedback and praise when using a divergent or exploratory style of teaching for individuals with disabilities 10.01.06.03.*

16.1 When utilizing corrective feedback and/or praise in a divergent or exploratory style lesson for students with disabilities the physical educator should (Sherrill, 2004, p. 210)

- a. Give broad, general praise such as "good job"
- b. Only provide feedback to those who are performing the task correctly
- c. Provide information that indicates the correct way to perform the task such as "You stepped with the correct foot, now can you look at the target?"
- d. All of the above

16.2 Effective feedback and praise when using a divergent or exploratory teaching style involves which of the following? (Sherrill, 2004, p. 210)

- a. Use comments that promote alternative variations to completing the task
- b. Use comments that foster independent coping and adapting strategies
- c. Use comments such as "good job, you're doing great, or way to go"
- d. Answers a and b

17. *Understand the effectiveness of using cooperative learning style of teaching individuals with disabilities in order to promote learning in physical education 10.01.07.01.*
- 17.1 Cooperative learning activities foster all except (Winnick, 2005, p. 139)
- Competition
  - Common Goals
  - Consideration of others' feelings
  - Teamwork
- 17.2 Which is an advantage of cooperative learning? (Winnick, 2005, p. 139)
- Non-threatening environment
  - Promotes independence
  - Promotes interaction among all students
  - a and c only
18. *Understand the importance of using various instructional cues to prompt certain individual's with disabilities to complete tasks 10.02.01.01.*
- 18.1 Which of the following is not an instructional cue for a student who is blind? (Winnick, 2005, p. 127)
- Braille
  - Visual demonstrations
  - Beeper balls
  - All the above
- 18.2 Instructional cues are the building blocks for students to (Sherrill, 2004, p. 209)
- Become reliant on instructional cues
  - Be a waste of time
  - Become independent upon task completion
  - None of the above
19. *Understand the use of task analysis procedures to promote skill learning into teachable parts with individuals with disabilities 10.02.02.01*
- 19.1 One would use \_\_\_\_\_ to promote skill learning into teachable parts with individuals with disabilities (Sherrill, 2004, pp. 195-198).
- Ecological Task Analysis
  - General Task Analysis
  - Specific Task Analysis
  - All of the above
- 19.2 Two examples of task analysis to meet the unique needs of individuals with disabilities are to teach the skill in various settings and \_\_\_\_\_.
- Breakdown skills into smaller components
  - Implement instructional cues
  - Implement environmental cues
  - All of the above

20. *Understand the importance of providing maximal time on task in each lesson to maximize learning for individuals with disabilities in physical education 10.02.03.01.*

20.1 When teaching a student with a disability, it is important to keep instructional information (Sherrill, 2004, p. 197-198)

- a. Complicated
- b. Irrelevant and boring
- c. Discriminatory
- d. Broken down into specific keyword and phrases

20.2 When working with students with disabilities all the following contribute to task completion except:

- a. Incentive/rewards
- b. Specific feedback as tasks are being completed
- c. Modifying equipment
- d. Organizing transition time between lessons

21. *Understand the importance of teaching qualitative aspects of skills and activities to individuals with disabilities 10.02.04.01.*

21.1 The following are examples of modifying equipment for students with disabilities to be able to complete a task (Sherrill, 2004, p. 33)

- a. Textured equipment
- b. Oversized balls
- c. Lowered basketball goals
- d. All of the above

21.2 Which of the following is the best example of qualitative teaching (Sherrill, 2004, p. 33)

- a. Teaching correct form
- b. Measuring how well the student performs the skill
- c. Providing verbal feedback
- d. Making sure the student likes you

22. *Understand the importance of using quantitative aspects of skills to teach individuals with disabilities in physical education 10.02.05.01.*

22.1 When quantitatively assessing a tennis activity, the physical educator should (Sherrill, 2004, p. 22)

- a. Monitor how well the student performs the activity
- b. Monitor the number of times the student participates in the activity
- c. Record the number of times the student is engaged in the activity
- d. Both b and c

23. *Understand the importance of pacing activities to meet the unique needs of the individual with a disability* 10.02.06.01.
- 23.1 Activities for students with short attention spans should have (Sherrill, 2004, pp. 198, 556-558)
- Limited for time completion
  - A lengthy activity planned
  - A variety of short activities
  - None of the above
- 23.2 Lesson sequences for fitness improvement should not include (Sherrill, 2004, pp. 194-196, 198)
- Alternating high and low intensity activities
  - A planning process that includes short and long term goals
  - Community resources, such as nutritionist
  - A continuous high intensity activity
24. *Understand the importance of using various means of communication to provide teacher expectations to individuals with disabilities such as the latest communication technology (see Standard 9)* 10.02.07.01
- 24.1 When teaching students with disabilities who are alternative forms of communication (e.g., ASL or picture boards) the physical educator should (Sherrill, 2004, pp. 501-502)
- Provide only one method of communication
  - Communicate to individuals in their primary learning modality
  - Depend on the paraprofessional
  - None of the above
- 24.2 When teaching students with limited cognitive abilities, the physical educator should (Sherrill, 2004, pp. 501-502)
- Keep communication simple
  - Post pictures of class rules for children who cannot read
  - Use attention getting strategies (e.g., saying students name before giving instruction)
  - All of the above
25. *Understand how to use peer tutors to promote social interaction and normal social values with individuals with disabilities* 10.02.08.01
- 25.1 Which is not a basic peer tutoring model? (Sherrill, 2004, pp. 205, 244)
- Classmate in the same class work together to provide each other with feedback
  - Classmate in the same class assist other students with disabilities
  - Other students from other classes come into the physical education

- d. classroom to help those students with disabilities
  - d. All of the above are peer tutoring models
- 25.2 Which is not a topic that has been suggested to be included in peer tutoring training? (Sherrill, 2004, pp. 205, 244)
- a. Disability awareness
  - b. Communication techniques
  - c. Reinforcement techniques
  - d. Documentation procedures
26. *Understand the importance of providing positive specific immediate feedback to individuals with disabilities 10.02.09.01*
- 26.1 When providing feedback to students with an intellectual disability it is important to give (Sherrill, 2004, p. 195-197).
- a. Short action word statements
  - b. Extra demonstrations
  - c. a and b
  - d. None of the above
27. *Understand the importance of monitoring progress specific to individuals with disabilities 10.02.10.01*
- 27.1 One should \_\_\_\_\_ assessment that is relevant to the specific individual and their disability (Sherrill, 2004, p. 162)
- a. Appropriate
  - b. Verbal
  - c. One
  - d. None of the above
- 27.2 Conducting assessments on individuals with disabilities should be (Sherrill, 2004, p. 162)
- a. Ongoing
  - b. A pain in the neck
  - c. Conducted only before an ARD meeting
  - d. None of the above
28. *Understand how to make changes in teaching to meet the needs of individual with disabilities based on assessment data 10.02.10.02*
- 28.1 Goals and objectives should be reevaluated (Sherrill, 2004, pp. 84, 85)
- a. Right before and ARD meeting
  - b. Once each in elementary and secondary
  - c. On a regular basis
  - d. Before graduation

- 28.2 Which of the following is the best way to teach and re-teach goals and objectives that have not yet been attained?
- Task analysis break down the skills
  - Continuing to teach all students the same way
  - Getting a volunteer to come and encourage
  - Reinforce the student with edible rewards
29. *Understand that individuals with disabilities may exhibit more severe and unique behaviors (see Standard 6) 10.03.01.01*
- 29.1 \_\_\_\_\_ are enduring sets of beliefs charged with feelings or emotions that predispose a person to certain kinds of behaviors (Sherrill, 2004, p. 5)
- Attitudes
  - Morals
  - Ethics
  - Belief
- 29.2 Individuals with disabilities may exhibit more severe and unique \_\_\_\_\_ (Auxter, 2005, p. 49).
- Feelings
  - Behaviors
  - Traits
  - All of the above
30. *Understand how to systematically observe, chart, and analyze the unique behaviors exhibited by individuals with disabilities 10.03.02.01*
- 30.1 A \_\_\_\_\_ provides a mechanism for a teacher to match a student's performance to one of multiple levels of achievement through a set of criteria (a form of criterion-referenced standards) (Block, 2000, pp. 129, 130)
- Rubric
  - Assessment
  - Grade book
  - S & L data sheet
- 30.2 General ABA procedures include graphing the number of times a behavior normally occurs to establish what? (Sherrill, 2004, p. 208)
- educational intervention
  - appropriate consequences
  - baseline performance
  - behavior management
31. *Understand that individuals with disabilities may require the application of a number of unique behavior change strategies and programs 10.03.03.01*
- 31.1 The process of \_\_\_\_\_ involves breaking a skill or movement down into

its component parts and sequencing those parts into a progression (either simple to complex or chronological) (Winnick, 2005, p. 95)

- a. Instructional strategy
- b. Progression
- c. Bottom up
- d. Task analysis

31.2 The intention of punishment is to (Sherrill, 2004, pp. 208-210)

- a. Weaken a behavior
- b. Strengthen a behavior
- c. Eliminate a behavior
- d. A and c

32. *Understand the importance of evaluating the behavior change plan in individuals with disabilities in order to meet the unique needs necessary to change behavior* 10.03.04.01

32.1 In adapted physical education settings, assessment through rubrics translates to (Sherrill, 2004, p. 161)

- a. Individualized education program (IEP) development
- b. Full individual evaluation (FIE)
- c. Assessment tools
- d. Observation hours

32.2 \_\_\_\_\_ consists of formative and summative processes that enable judgments about the effectiveness, efficiency, and effectiveness of a program (Sherrill, 2004, p. 144)

- a. Planning
- b. Evaluation
- c. Implementation
- d. Materialize

33. *Understand the use of specific signals to get the attention of individuals with disabilities* 10.04.01.01

33.1 Professionals often alter the environment to enhance arousal, attention, and awareness. Important variables are (Sherrill, 2004, p. 335)

- a. Unexpectedness (surprise)
- b. Intensity (loud, bright, heavy)
- c. Glorious color (favorite or outlandish)
- d. All of the above

33.2 \_\_\_\_\_ refers to the number of items or chunks that can be assimilated at one time (Sherrill, 2004, p. 335)

- a. Attention span
- b. Attention duration
- c. Cue selection

- d. Attention capacity
34. *Understand the use of routines and transitional procedures that can be used with individuals with disabilities* 10.04.02.01
- 34.1 Ways to structure programs and support routine are (Auxter, 2005, pp. 215, 218)
- a. Defining rules
  - b. Defining boundaries
  - c. Adhering to the same general routine each day
  - d. All of the above
- 34.2 Research confirms that clearly structured, secure environments permit students to master the \_\_\_\_\_ of the program (Auxter, 2004, p. 218)
- a. Benchmarks
  - b. Objectives
  - c. Goals
  - d. Skill
35. *Understand that certain individuals with disabilities may need a smaller teacher/individual ratio (e.g., distribution of students)* 10.04.03.01
- 35.1 Within a small group instruction format, how many students generally work with one teacher or teaching assistant? (Winnick, 2005, p. 119)
- a. Two to ten
  - b. Three to five
  - c. Five to ten
  - d. Ten to twenty
36. *Understand that certain individuals with disabilities such as those with attention span deficits may seek constant attention and interrupt the class* 10.04.04.01
- 36.1 The \_\_\_\_\_ of students with disabilities frequently contribute to their placement in special physical education programs (Auxter, 2005, p. 216)
- a. Behavior problems
  - b. Social status
  - c. Parents
  - d. Intellectual level
- 36.2 Behaviors that interfere with classroom instruction, impede social interaction with teachers, and peers, or endangers others are considered classroom (Auxter, 2004, pp. 216)
- a. Practices
  - b. Conduct problems
  - c. Routine
  - d. Expected behaviors
37. *Understand the importance of setting realistic goals based on the limitations, needs,*

*and strengths of individuals with disabilities* 10.04.05.01

- 37.1 What are statements, written in measurable terms, which describe what a student can reasonably be expected to accomplish within a 12-month period, relate to state standards, and enable a student to be involved in and progress in general curriculum? (Sherrill, 2004, pp. 85, 86)
- a. Benchmarks
  - b. Objectives
  - c. Assessment
  - d. Goals
38. *Understand the importance of self-management at a developmentally appropriate level for individuals with disabilities* 10.04.06.01
- 38.1 The technique of self-management requires that the control over behavior be shifted from the (Auxter, 2005, p. 224)
- a. Peers to the student with a disability
  - b. Sibling to sibling
  - c. Coach to the student
  - d. Teacher or parent to the student
- 38.2 Self-management procedure consist of one or more of the following strategies (Auxter, 2004, p. 224)
- a. Goal setting
  - b. Self-instruction
  - c. Self-evaluation
  - d. All of the above
39. *Understand the importance of the teacher and individuals without disabilities modeling appropriate behavior to individuals with disabilities* 10.05.01.01
- 39.1 Using disciplinary techniques directed toward off-task behaviors of students is (Sherrill, 2004, p. 197)
- a. Managing
  - b. Controlling
  - c. Monitoring
  - d. Instructing
- 39.2 The teacher behavior that includes responding to student words or actions that relate to instructional objectives is (Sherrill, 2004, p. 197)
- a. Feedback
  - b. Instructing
  - c. Praise
  - d. Managing
40. *Understand the use of prompts such as a verbal, demonstration, and physical guidance*

*and the hierarchy of prompts from less intrusive to more instructive based on the individual's disability* 10.05.02.01

- 40.1 \_\_\_\_\_, the gradual removal of guidance through the use of a hierarchy of prompts, also serves as intervention (Sherrill, 2004, p. 611)
- Over selectivity
  - Cues
  - Fading
  - Elimination
- 40.2 \_\_\_\_\_ must be matched to a student's specific assessed needs (Sherrill, 2004, p. 611)
- Cues
  - Stimulus
  - Fading
  - Sensorimotor integration
41. *Understand how to use shaping strategies such as task analysis and successive approximation with individuals with disabilities* 10.05.03.01
- 41.1 When using \_\_\_\_\_ approach to assess students' repertoires, the educator can determine which motor skills are present and which are yet to be learned (Auxter, 2005, p. 121)
- Ecological inventory
  - Task analysis
  - Successive approximation
  - Bottom up
- 41.2 The task-specific top-down approach may be inappropriate for (Auxter, 2005, p. 122)
- Younger children with disabilities
  - Individuals with severe disabilities
  - Higher functioning individuals in middle school
  - Not appropriate for any age
42. *Understand when to use forward chaining, reverse chaining, and total task presentation depending on the individual's disability* 10.05.04.01
- 42.1 \_\_\_\_\_ refers to practicing the first part in the chain until a specific criterion is reached, then learning the second part and combining it with the first, then learning the third part and combining it with the first and second parts, and so on. (Sherrill, 2004, pp. 195-196).
- Backward chaining
  - Functional competence
  - Step by step
  - Forward chaining

- 42.2 \_\_\_\_\_ is particularly effective in movement patterns like bowling, throwing, and kicking, in which the last step is dramatic and constitutes a reward within itself. (Sherrill, 2004, pp. 195-196).
- Backward chaining
  - Functional competence
  - Step by step
  - Forward chaining
43. *Understand how to use various social nonverbal and verbal reinforcement strategies based on the individual's disability* 10.05.05.01
- 43.1 Examples of \_\_\_\_\_ are praise and other rewards from a person who acknowledges the learner's achievement (Auxter, 2005, p. 211)
- Extrinsic reinforcement
  - Intrinsic reinforcement
  - Token economy
  - Environment stimuli
- 43.2 One objective of a reinforcement program is to move the learner from dependence on \_\_\_\_\_ to a search for \_\_\_\_\_ (Auxter, 2005, p. 211)
- Environment stimuli; intrinsic reinforcement
  - Intrinsic reinforcement; extrinsic reinforcement
  - Extrinsic reinforcement; intrinsic reinforcement
  - Extrinsic reinforcement; feedback
44. *Understand the use of tangible reinforcers with individuals with disabilities* 10.05.06.01
- 44.1 \_\_\_\_\_ is a stimulus event that increases or maintains the frequency of a response. (Winnick, 2004, p. 94)
- Reinforcement
  - Influence
  - Punishment
  - Shaping
- 44.2 Reinforcers can be (Winnick, 2004, p. 94)
- Physical
  - Edible
  - Active in nature
  - All of the above
45. *Understand the use of physical activity reinforcers with individuals with disabilities* 10.05.07.01
- 45.1 In physical education, reinforcement may be thought of as \_\_\_\_\_

provided directly or indirectly by the teacher or coach (Winnick, 2000, p. 95)

- a. Feedback
- b. Scolding
- c. Bribes
- d. Modification

45.2 Which is an example of an active reinforcer? (Winnick, 2005, p. 94)

- a. Approving comment, such as “good job”
- b. Piece of candy
- c. A smile
- d. A chance to bounce on the trampoline

46. *Understand the use of reinforcement menus, token economy, and contingency point systems with individuals with disabilities* 10.05.08.01

46.1 The use of consequences to teach or manage behavior is also called (Sherrill, 2004, p. 210)

- a. Contingency management
- b. Token economy
- c. Intervention
- d. Behavior management

46.2 Giving \_\_\_\_\_ for correct responses or good behavior is a method of contingency management, providing the reward is meaningful to the students and can be traded in on things or privileges of real value (Sherrill, 2004, p. 210)

- a. Time-out
- b. Token
- c. Cues
- d. Feedback

47. *Understand the value of written contracts when developing accountability in individuals with disabilities* 10.05.09.01

47.1 A \_\_\_\_\_ is an agreement, written or verbal, between two or more parties, that stipulate the responsibilities of the parties concerning specific items or activities. (Auxter, 2005, p. 221)

- a. Will
- b. Contract
- c. Decree
- d. None of the above

47.2 A written document that specifies the relation between behaviors and their consequences is considered (Sherrill, 2004, p.87)

- a. Behavioral contracting
- b. Physical restraint

- c. Contingency contracting
  - d. Full individual evaluation
48. *Understand value of group and individual contingencies in changing behaviors in individuals with disabilities* 10.05.10.01
- 48.1 There are some techniques for managing behavior that are particularly effective for groups; some of these include: (Auxter, 2005, pp. 213-218)
- a. Positive teacher attitudes
  - b. Establishment and enforcement of rules
  - c. Flexibility in planning
  - d. All of the above
- 48.2 The teacher standing next to a student who is having difficulty, lets the student know of the teacher's concern regarding their behavior. This is an example of (Auxter, 2004, pp. 213-218)
- a. Hurdle lesson
  - b. Support from routine
  - c. Proximity control
  - d. Signal interference
49. *Understand reinforcement schedules and their progression to use with individuals with disabilities* 10.05.11.01
- 49.1 During the early stages of skill acquisition or behavior change, it is best to provide reinforcement (Auxter, 2005, p. 213)
- a. After every occurrence of an appropriate behavior
  - b. After a specified number of "defined" responses
  - c. When a specified time has elapsed
  - d. After a specified schedule is in place
- 49.2 This strategy involves administering reinforcement contingent on the learning and performance of sequential steps leading to development of the desired behavior is (Winnick, 2005, p. 97)
- a. Shaping
  - b. Chaining
  - c. Fading
  - d. Token economy
50. *Understand that DR is a method of manipulating the reinforcement schedule and may be used to increase or decrease the rate at which an individual with a disability exhibits a behavior* 10.05.12.01
- 50.1 \_\_\_\_\_ is a viable strategy to increase appropriate behavior and decrease inappropriate behavior (Lavay, French, Henderson, 2006, p. 95)
- a. Differential reinforcement

- b. Positive reinforcement
- c. Negative reinforcement
- d. Task analysis

50.2 Use of differential reinforcement for omission of an \_\_\_\_\_ behavior for a specified period of time (10 minutes) (Lavay, French, Henderson, 2006, p. 95)

- a. Inappropriate
- b. Appropriate
- c. Acceptable
- d. None of the above

51. *Understand the importance of using extinction for individuals with disabilities*  
10.06.01.01

51.1 \_\_\_\_\_ using extinction with such severe behaviors as self-abuse (Lavay, French, Henderson, 2006, p. 96)

- a. Try
- b. Never
- c. Attempt
- d. None of the above

52. *Understand response cost as a technique which removes reinforcement can may be effectively used with individuals with disabilities* 10.06.02.01

52.1 Another method of contingency management involves points, tokens, or privileges that are taken away when students fail to show appropriate behaviors is called (Sherrill, 2004, p. 210)

- a. Response cost
- b. Task analysis
- c. Cues
- d. Consequences

52.2 To encourage practice of motor skills, \_\_\_\_\_ are sometimes given for a set number or minutes or practice trials in which an individual, a team, or an entire class exhibits on task behavior (Sherrill, 2004, p. 210)

- a. Marks
- b. Cues
- c. Consequences
- d. Tokens

53. *Understand the value of overcorrection in teaching appropriate behavior while eliminating inappropriate behavior in individuals with disabilities* 10.06.03.01

53.1 This punishment procedure requires the individual who misbehaves to improve the environmental effects of the misbehavior is (Auxter, 2005, p. 218)

- a. Physical restraint
  - b. Nonexclusionary time-out
  - c. Satiation
  - d. Overcorrection
- 53.2 In overcorrection, after a student misbehaves, the student can be asked to repeatedly perform the appropriate form of the \_\_\_\_\_ in the environment in which the misbehavior was exhibited (Auxter, 2005, p. 218)
- a. Response cost
  - b. Negative practice
  - c. Reprimand
  - d. Target behavior
54. *Understand that different time out procedures are effective for individuals with disabilities such as observation, seclusion, and isolation 10.06.04.01*
- 54.1 A restriction to a place in a separate area of the gymnasium but still able to observe activities is an example of (Lavay, French, Henderson, 2006, p. 98)
- a. Physical restraint
  - b. Observational time-out
  - c. Overcorrection
  - d. Response cost lottery
- 54.2 When the student is asked to leave the room (to get a drink, wash up, or deliver a message – not as punishment, but to distract the student) is called (Auxter, 2005, p. 218)
- a. Exclusionary time-out
  - b. Nonexclusionary time-out
  - c. Reprimand
  - d. Overcorrection
55. *Understand that paired stimuli may be used for both increasing and decreasing behaviors in individuals with disabilities 10.06.05.01*
- 55.1 A cue or stimulus that makes a behavior occur and can be physical, verbal, visual or some combination of sensory stimuli is called (Sherrill, 2004, p. 211)
- a. Fading
  - b. Modeling
  - c. Prompting
  - d. Punishment
- 55.2 \_\_\_\_\_ is failure to reinforce and is a method of decreasing the frequency of a behavior (Sherrill, 2004, p. 211)
- a. Extinction
  - b. Punishment
  - c. Negative reinforcement

- d. Premack technique
56. *Understand that the use of strong punishers with individuals with disabilities such as aversive, physical restraints, and corporal acts are very controversial and may not be allowed in many school districts* 10.06.06.01
- 56.1 This may only be used if it is included in the child's behavior management plan (Auxter, 2005, p. 218)
    - a. Physical restraint
    - b. Overcorrection
    - c. Time-out
    - d. Satiation
  - 56.2 If the child loses control or becomes violent, physical restraint may be used by (Auxter, 2005, p. 218)
    - a. The principal
    - b. The diagnostician
    - c. School security
    - d. A person trained in the proper technique
57. *Understand that most individuals with disabilities can benefit from programs that promote self-control of behaviors* 10.07.01.01
- 57.1 In regards to implementing a behavior modification program, what are the four steps, in order, that if implemented correctly, provide a strong basis for either increasing or decreasing the frequency of a particular behavior? (Winnick, 2005, p. 120)
    - a. Scheduling a reinforcer, choosing the reinforcer, establishing baseline, and identifying the behavior
    - b. Identifying the behavior, choosing a reinforcer, scheduling a reinforcer, and establishing a baseline
    - c. Establishing a baseline, choosing a reinforcer, identifying the behavior, and scheduling a reinforcer
    - d. Identifying the behavior, establishing baseline, choosing a reinforcer, and scheduling the reinforcer
  - 57.2 Behavior management helps teach and facilitate (Winnick, 2000, p. 95)
    - a. Appropriate social behaviors
    - b. Goals and objectives for locomotor and manipulative skills and or for specific programs
    - c. Student behavior
    - d. All of the above
58. *Understand the value of effective communication between the teacher and individuals with disabilities* 10.07.02.01

- 58.1 In general the ideal size of a focus group is (Sherrill, 2004, p. 75)
- a. 7
  - b. 14
  - c. 3
  - d. 2
59. *Understand that many individuals with disabilities can be taught to accept responsibility for their behavior* 10.07.03.01
- 59.1 Token economy is one way for individuals with disabilities to take responsibility for their \_\_\_\_\_(Winnick, 2005, pp. 97, 98, 99)
- a. Money
  - b. Behavior
  - c. Treasure chest
  - d. None of the above
- 59.2 The most sophisticated form of contingency management is the \_\_\_\_\_(Winnick, 2005, pp. 97, 98, 99)
- a. Behavior contract
  - b. Attitude contract
  - c. Feelings contract
  - d. None of the above
60. *Understand that interactions between the teacher and individuals with disabilities involves social interaction* 10.07.04.01
- 60.1 A good example of a social interaction goal for a special needs child would be? (Sherrill, 2004, p. 250)
- a. Raise hand and ask for help
  - b. Say thank you to the person helping
  - c. Sustain interactions on average of 3 minutes
  - d. All of the above