

APENS Standard 11
Practice Questions

1. *Understand how to motivate general practitioners teaching individuals with disabilities*
11.01.01.01
 - 1.1 _____ will help general practitioners develop and implement successful inclusive physical activity programs. (Kasser & Lytle, 2004, p. 29)
 - a. Staff development and training
 - b. Pressure from administration
 - c. Parental input
 - d. None of the above
 - 1.2 More favorable attitudes toward learners with disabilities can come from? (Kasser & Lytle, 2005, p. 29)
 - a. Pressure from administration
 - b. Inservice training
 - c. Allowing only the professional to work with children with special needs
 - d. All of the above
2. *Understand how decisions are made in educational agencies/services* 11.02.01.01
 - 2.1 An administrative issue that might hinder the opportunity for an inclusive program is/are? (Kasser & Lytle, 2005, p. 33)
 - a. Facility availability
 - b. Finances
 - c. Increased training for professional development
 - d. All of the above
 - 2.2 For inclusion of all individuals to occur, practitioners must educate administrators on the? (Kasser & Lytle, 2005, p. 34)
 - a. Philosophical basis
 - b. Legal basis
 - c. None of the above
 - d. All of the above
3. *Understand how curriculum decisions are made for teaching individuals with disabilities*
11.02.02.01
 - 3.1 The process of deciding what you should teach and why from day-to-day and year-to-year is? (Kelly & Melograno, 2004, p. 67)
 - a. Assessing
 - b. Teaching
 - c. Program planning
 - d. Evaluating

- 3.2 Which of the following is a range of inclusive practice for individualized physical activity programming for school aged children? (Kasser & Lytle, 2004, p. 127)
- Full-time general physical educator with general physical education
 - Full-time general physical educator with adapted physical educator support within general physical education
 - Part-time general physical educator within general physical education and part-time adapted physical educator with in specialized physical education
 - All of the above
4. *Understand strategies for communication within living environments* 11.02.03.01
- 4.1 Parent training sessions can be conducted at? (Horvat, Eichstaedt, Kalakian, & Croce, 2003, p. 65)
- Schools
 - Parent Teacher Association (PTA) meetings
 - Informal group settings
 - All of the above
- 4.2 Home learning programs is a developmental sequential set of skills that is implemented by? (Hovart, Eichstaedt, Kalakian, & Croce, 2003, p. 66)
- Physical therapist
 - Occupational therapist
 - Parent
 - None of the above
5. *Know how to describe legal rights and responsibilities of parents and guardians of individuals with disabilities* 11.02.03.03
- 5.1 Which federal mandate requires educational services to infants, toddlers, and preschoolers? (Auxter, Pyfer, & Huettig, 2005, p. 320)
- No Child Left Behind
 - IDEA
 - Assistive Technology
 - Title IX
- 5.2 If a parent/guardian and school disagree on a student's assessment, placement, or services they may seek judicial intervention otherwise known as? (Auxter, Pyfer, & Huettig, 2005, p. 83)
- IDEA
 - Writ of mandamus
 - Due process
 - 5th amendment

6. *Know how to identify community resources for individuals with disabilities*
11.02.04.01
- 6.1 An activity that individuals with visual impairments can do in their community to maintain physical and motor fitness is?
(Auxter, Pyfer, & Huettig, 2005, p. 575)
- Weight lifting
 - Rowing with a stationary machine
 - Exercise using a stationary bike
 - All of the above
- 6.2 A community-based activity for deaf or hearing impaired individuals is?
(Auxter, Pyfer, & Huettig, 2005, pp. 543-4)
- Summer Deaflympics
 - Winter Deaflympics
 - Both a and c
 - None of the above
7. *Know how to describe how funds can be obtained at various levels* 11.02.05.01
- 7.1 Charging fees based on membership is?
(Lepore, Gayle, & Stevens, 1998, p. 84)
- Direct solicitation
 - In-kind support
 - Special event
 - Revenue generation
- 7.2 Non-cash contributions of goods and services is?
(Lepore, Gayle, & Stevens, 1998, p. 84)
- In-kind support
 - Special events
 - Direct solicitation
 - Special events
8. *Understand the multidisciplinary team process related to individuals with disabilities*
11.03.01.01
- 8.1 Example(s) of a related service provider(s) is (are)?
(Auxter, Pyfer, & Huettig, 2005, pp. 105-112)
- Physical therapist
 - Speech therapist
 - Occupational therapist
 - All of the above
- 8.2 _____ improve, develop, or restore functions impaired or lost through illness, injury, or deprivation, so that individuals can function independently.

(Auxter, Pyfer, & Huettig, 2005, p. 106)

- a. Occupational therapist
- b. Adapted physical educator
- c. Speech therapist
- d. School counselor

9. *Understand the ecological approach related to individuals with disabilities*
11.03.01.04

9.1 Due to their unique perspective and information they provide it is important to involve _____ in the development of IEP's.

(Auxter, Pyfer, & Huettig, 2005, p. 88)

- a. Local professors
- b. Parents
- c. Lawyers
- d. None of the above

9.2 Parents want the IEP meeting to be? (Auxter, Pyfer, & Huettig, 89)

- a. Held in comfortable, homelike places
- b. Open, respectful, honest communication
- c. Well organized and planned
- d. All of the above

10. *Understand the forces acting on members to remain in the group to improve physical education services provided to individuals with disabilities* 11.03.02.01

10.1 The goals of an adapted physical education program are?

(Auxter, Pyfer, & Huettig, 2005, p. 230)

- a. Are to provide simplest form of physical education activities
- b. Should be consistent with those established by the state education agency
- c. Are the same from state to state
- d. Are the same from district to district

10.2 Usually (but not always) adapted physical education falls under _____ administration not the physical education department.

(Auxter, Pyfer, & Huettig, 2005, p. 228)

- a. District
- b. State
- c. Special education
- d. Medical

11. *Understand the importance of developing professional relationships related to working with others to provide physical education services to individuals with disabilities*
11.03.03.01

11.1 An adapted physical educator may assume the role of a _____, providing

physical educators, training on dealing with individuals with disabilities.
(Auxter, Pyfer, & Huettig, 2005, p. 7)

- a. Disseminator of research
- b. Transition facilitator
- c. Inservice educator
- d. All of the above

11.2 Members of a multidisciplinary team may use an adapted physical education teacher as an _____ where the adapted physical education teacher assists them. (Kasser & Lytle, 2005, p. 58)

- a. Crutch
- b. Consultant
- c. Administrator
- d. Direct provider

12. *Understand task orientation related to working with others to provide physical services to individuals with disabilities* 11.03.03.02

12.1 Goals, as related to individualized instruction _____.
(Kasser & Lytle, 2005, p. 124)

- a. Generally focus on a broad category
- b. Are very specific
- c. Vary from month to month
- d. Vary from week to week

12.2 Objectives, as related to individualized instruction _____.
(Kasser & Lytle, 2005, p. 124)

- a. Generally focus on a broad category
- b. Are very specific and related to a goal
- c. Vary from month to month
- d. Vary from week to week

13. *Understand differences in the behavior and lifestyle of other cultures* 11.03.04.01

13.1 Adapted physical educators need to be sensitive to?
(Auxter, Pyfer, & Huettig, 2005, p. 360)

- a. Diverse cultures
- b. Socioeconomic backgrounds
- c. Genders
- d. All of the above

13.2 Displaying posters and graphs of people from a diverse range of cultures, socioeconomic background, age, and gender helps promote?
(Auxter, Pyfer, & Huettig, 2005, p. 361)

- a. School pride
- b. Learning environment encouraging anti-bias

- c. Focal points
 - d. None of the above
- 14. *Know how to identify components of active listening useful in communication as adaptive physical education consultant 11.04.01.01*
 - 14.1 Another word for active listening is? (Kasser & Lytle, 2005, p. 50)
 - a. Reflective listening
 - b. Parallel listening
 - c. Passive listening
 - d. Social listening
 - 14.2 Listening that involves sharing with the speaker that you have heard what they are saying is? (Kasser & Lytle, 2005, p. 50)
 - a. Parallel listening
 - b. Social listening
 - c. Active listening
 - d. Partner listening
- 15. *Know how to identify strategies used by advocacy groups for individuals with disabilities 11.04.02.01*
 - 15.1 This act mandated a free and appropriate education for all children with disabilities through 21 years of age? (Auxter, Pyfer, Huettig, 2005, p. 15)
 - a. No Child Left Behind
 - b. Improved Nutrition and Physical Activity Act
 - c. The Rehabilitation Act
 - d. Education for All Handicapped Children Act
 - 15.2 This Act expanded civil rights protection for individuals with disabilities? (Auxter, Pyfer, & Huettig, 2005, p. 15)
 - a. Education for All Handicapped Children
 - b. The Rehabilitation Act
 - c. IDEA
 - d. American with Disabilities Act
- 16. *Understand contact theory as related to individuals with disabilities 11.05.01.01*
 - 16.1 Accessible physical activity programs provided to all individuals across the life span in diverse setting is? (Kasser & Lytle, 2005, p. 6)
 - a. Mainstreaming
 - b. Inclusion
 - c. Group participation
 - d. None of the above
 - 16.2 Inclusive physical activity is a philosophy where there is a balance between?

(Kasser & Lytle, 2005, pp. 7-8)

- a. Opportunity given to all participants
- b. Consideration given to all participants
- c. Effort given to all participants
- d. All of the above

17. *Understand the mediated generalization theory as related to individuals with disabilities*
11.05.01.02

- 17.1 The steps of the FAMME Model are? (Kasser & Lytle, 2005, p. 138)
- a. Determine underlying components, match modifications, determine current capabilities, and evaluate
 - b. Determine underlying concepts, determine current capabilities, match modifications, evaluate
 - c. Evaluate, match modifications, determine underlying concepts, determine capabilities
 - d. Determine capabilities, evaluate, determine underlying concepts, match modifications

17.2 A way to modify games to include all students is to modify?
(Kasser & Lytle, 2005, pp. 149-151)

- a. Equipment
- b. Class format and individual positioning
- c. Group size
- d. All of the above

18. *Understand Assimilation-Contrast Theory as related to individuals with disabilities*
11.05.01.03

- 18.1 Which of the following are NOT ability awareness activities an APE teacher should use? (Kasser & Lytle, 2005, p. 120)
- a. Invite guest athletes with ability differences to speak in class
 - b. Watch videos on disability sports
 - c. Focus on deficits and difficulties of individual learners
 - d. Play a game without talking and using only hand signs to communicate (teams develop their own communication system)

18.2 Positive collaboration from _____ helps to make physical activity program planning easier. (Kasser & Lytle, 2005, p. 118)

- a. No one
- b. Community
- c. Parents
- d. Everyone

19. *Understand Stigma Theory as related to individuals with disabilities* 11.05.01.04

- 19.1 Priorities for programming should be based on the student's?
(Kasser & Lytle, 2005, p. 124)
- Abilities
 - Needs and age
 - Both the interest of child's parents
 - All of the above
- 19.2 As Adapted Physical Educators we want to develop skills that will lead into appropriate and meaningful participation in the _____?
(Kasser & Lytle, 2005, p. 124)
- Class now
 - With peers
 - Future
 - Life time
20. *Understand Interpersonal Relations Theory as related to individuals with disabilities*
11.05.01.05
- 20.1 What do peer tutors gain from their experience?
(Auxter, Pyfer, & Huettig, 2004, p. 213)
- Develop a deeper sense of social justice and advocacy for others
 - Developing a better understanding of how to communicate with and provide assistance to people with disabilities
 - Age appropriate role models
 - Both a and b
- 20.2 What benefits do students with a disability gain from peer tutors?
(Auxter, Pyfer, & Huettig, 2004, p. 213)
- Sustain positive interactions and friendship
 - Discovery of hidden strengths
 - Age appropriate role models
 - All of the above
21. *Understand Group Dynamics theory as related to individuals with disabilities*
11.05.01.06
- 21.1 When developing lesson plans what parts should be included?
(Sherrill, 2004, p. 193)
- Lesson body
 - Summary
 - Introductory activity
 - All of the above
- 21.2 The first 5 minutes of an activity is a good time to have? (Sherrill, 2004, p. 193)
- Partner interaction
 - Directions

- c. Set up
- d. Stretching

22. *Understand Cognitive Dissonance as related to individuals with disabilities* 11.05.01.07

22.1 _____ shows sensitivity toward students with disabling conditions who are trying to develop motor skills. (Kelly & Melograno, 2004, p. 211)

- a. Reciprocal learning
- b. Role playing and simulation
- c. Cooperative learning
- d. None of the above

22.2 Inappropriate curricula _____. (Kelly & Melograno, 2004, p. 15)

- a. Does not include activities to enhance cognitive, motor, affecting, and physical fitness development
- b. Lacks development goals and objectives
- c. Is based on the teachers' interest, preferences, and background rather than students
- d. All of the above

23. *Understand Reasoned Action theory as related to individuals with disabilities* 11.05.01.08

23.1 Which of the following is a reason someone might choose to participate in physical activity? (Kasser & Lytle, 2005, p. 36)

- a. Personal commitment
- b. Activity brings pleasure
- c. Intrinsic value
- d. All of the above

23.2 To include everyone, physical activities must be designed to include a _____ range of skills. (Kasser & Lytle, 2005, p. 37)

- a. Narrow
- b. Decent
- c. Wide
- d. Slim

24. *Understand that adapted physical education consultants provide plans or aid in the selection of strategies for predetermined problems* 11.06.01.01

24.1 In a one-on-one consult the APE consultant, he/she must make sure the recommendations made to the general physical education teacher are _____ with curriculum and class format/

(Auxter, Pyfer, & Huettig, 2004, p. 190)

- a. Attainable
- b. Identical

- c. Consistent
 - d. Similar
- 24.2 As APE consultants we must (Auxter, Pyfer, & Huettig, 2004, p. 234)
- a. Refer the child for assessment
 - b. Complete a comprehensive APE assessment
 - c. Place the child in GPE classroom
 - d. All of the above
25. *Understand that adapted physical education consultants provide direct services to individuals as needed* 11.06.02.01
- 25.1 As APE teachers you will provide DIRECT services to (Auxter, Pyfer, & Huettig, 2004, p. 104)
- a. Motor planning
 - b. Body image and body cathexis
 - c. Patterns for leisure, recreation, and sport skills
 - d. All of the above
- 25.2 Behavior management is based on the concepts of _____ and _____ ? (Sherrill, 2004, p. 209)
- a. Behaviorism and applied behavior consequences
 - b. Cognitivism and behaviorism
 - c. Consequences and actively listening
 - d. Cues and consequences
26. *Understand that adapted physical education consultant's respond to requests by engaging in mutual efforts to understand the problem, devise an action plan, and implement the plan* 11.06.03.01
- 26.1 When having to implement a plan devised by the physical education consult, who is responsible for implementing the program? (Auxter, Pyfer, & Huettig, 2004, p. 236)
- a. All service providers on the team
 - b. APE consult
 - c. GPE teacher
 - d. Principle
- 26.2 Which of the following is NOT a way to share strategies and ways to implement them? (Auxter, Pyfer, & Huettig, 2004, pp. 237-239)
- a. To cooperatively provide or create resources that help other professionals meet the motor needs of students with disabilities
 - b. To conduct cooperative in services motor development training for other school p3ersonnel, parents, and volunteers
 - c. To document service delivery
 - d. All of the above

27. *Understand that adapted physical education consultants respond to requests from two or more consultees to help them accomplish an agreement or reconciliation by serving as a facilitator* 11.06.04.01

27.1 If preschoolers with disabilities are receiving services from an adapted physical education teacher, it is usually as a (Auxter, Pyfer, & Huettig, 2004, pp. 357-358)

- a. Consultant
- b. Direct service provider
- c. Facilitator
- d. None of the above

27.2 Creating active learning center based on particular theme is the responsibility of (Auxter, Pyfer, & Huettig, 2004, p. 359)

- a. Physical therapist
- b. Adapted physical educator
- c. General physical educator
- d. Occupational therapist

References

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Answer Guide

1.1	a	16.1	b
1.2	b	16.2	d
2.1	d	17.1	b
2.2	d	17.2	d
3.1	c	18.1	c
3.2	d	18.2	d
4.1	d	19.1	d
4.2	c	19.2	c
5.1	b	20.1	d
5.2	c	20.2	d
6.1	d	21.1	d
6.2	c	21.2	a
7.1	d	22.1	b
7.2	a	22.2	d
8.1	d	23.1	d
8.2	a	23.2	c
9.1	b	24.1	c
9.2	d	24.2	b
10.1	b	25.1	d
10.2	c	25.2	d
11.1	d	26.1	a
11.2	b	26.2	d
12.1	a	27.1	a
12.2	b	27.2	b
13.1	d		
13.2	b		
14.1	a		
14.2	c		
15.1	d		
15.2	d		