Teaching Students With High Incidence Disabilities Strategies for Diverse Classrooms 1st edition Prater Test Bank

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Chapter 2: Educational Collaboration
Test Bank

Multiple Choice

1. _____ is defined as "a voluntary process in which one professional assists another to address a problem concerning a third party."
a. consultation
b. co-teaching
c. coaching
d. mentoring
Ans: A
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Knowledge
Answer Location: Consultation
Difficulty Level: Easy

2. Teaching that involves at least two appropriately credentialed professionals whose purpose is to deliver instruction jointly to a diverse group of students in the general education setting is
a. coaching
b. consultation
c. mentoring
d. co-teaching
Ans: D
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Knowledge
Answer Location: Co-teaching
Difficulty Level: Easy

3. The co-teaching model used when specific observations of one student or of a small group are required is referred to as
a. parallel teaching
b. one teach, one observe
c. one teach, one drift
d. team teaching
Ans: B
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Knowledge
Answer Location: Co-teaching
Difficulty Level: Easy

4. Instructional content divided and taught simultaneously to smaller groups within the larger classroom is typical of this type of co-teaching.
a. parallel teaching
b. station teaching
c. team teaching
d. alternative teaching
Ans: B
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Knowledge
Answer Location: Co-teaching
Difficulty Level: Easy

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5. Co-teaching model in which one teacher supports instruction by walking around the room and assisting those needing help.
a. parallel
b. one teach, one observe
c. one teach, one drift
d. alternative teaching
Ans: C
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Knowledge
Answer Location: Co-teaching
Difficulty Level: Easy
6. Co-teach model where teachers jointly plan, but they deliver instruction separately to a heterogeneous group of one half of the whole classroom.
a. parallel teaching
b. station teaching
c. team teaching
d. alternative teaching
Ans: A
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Knowledge
Answer Location: Co-teaching
Difficulty Level: Easy
7. _____ occurs within the general education classroom and should be rotated among teachers. This approach may be used when adaptations or modifications are provided or when preteaching, reviewing, or reteaching are necessary.
a. parallel teaching
b. station teaching
c. team teaching
d. alternative teaching
Ans: D
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Knowledge
Answer Location: Co-teaching
Difficulty Level: Easy
8. In this model of co-teaching, both teachers share planning for and instruction of all students. They usually instruct together, such as one explaining a concept and the other demonstrating the concept.
a. parallel teaching
b. station teaching
c. team teaching
d. alternative teaching
Ans: C
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Knowledge
Answer Location: Co-teaching
Difficulty Level: Easy
9. Research indicates that the most prominently used model of co-teaching is
a. parallel teaching
b. team teaching
c. one teach, one drift
d. one teach, one assist

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Ans: D
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Comprehension
Answer Location: Co-teaching
Difficulty Level: Medium
10. Research indicates that students both with and without disabilities benefit from coteaching in all of the following ways EXCEPT
a. improved learning by students in co-taught classes
b. learning takes less time
c. students want to be co-taught
d. students receive better grades in co-taught classrooms
Ans: B
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Comprehension
Answer Location: Co-teaching
Difficulty Level: Medium
11. The benefits of well-designed mentoring programs includes all of the following EXCEPT
a. an increased retention rate for new teachers
b. provides veteran teachers with challenges that help them feel stimulated and useful
c. keep new teachers under close supervision until they develop the necessary skills and content knowledge
d. provide mentors an opportunity to self-reflect on their own practice
Ans: C
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Knowledge
Answer Location: Mentoring
Difficulty Level: Easy
12. According to one study that examined mentees' and mentors' perceptions of the benefits of mentoring, the greatest perceived benefit of mentoring is
a. increased knowledge of the content
b. increased knowledge of district assessment practices
c. the opportunity to reflect about their own practice
d. increased length of time in their position
Ans: C
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Comprehension
Answer Location: Mentoring
Difficulty Level: Medium
13. _____ is a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal.
a. consultation
b. collaboration
c. communication
d. participation
Ans: B
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Comprehension
Answer Location: Collaboration as a Process
Difficulty Level: Medium

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14. Effective collaboration can be described as
a. quickly and easily achieved
b. appropriate for all decisions made by school personnel
c. an evolving process that can be labor intensive
d. the only way that inclusion can be successful
Ans: C
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Comprehension
Answer Location: Collaboration as a Process
Difficulty Level: Medium
15. _____ is a critical element of communication and collaboration.
a. speaking
b. nonverbal communication
c. providing appropriate feedback
d. listening
Ans: D
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Knowledge
Answer Location: Interactive Communication
Difficulty Level: Easy
16. _____ modes of communication include using space, touch, and time to communicate.
a. verbal
b. gesticular
c. nonverbal
d. cultural
Ans: C
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Knowledge
Answer Location: Interactive Communication
Difficulty Level: Easy
17. _____ is providing information to others about their performance or behavior.
a. periodic reporting
b. feedback
c. assessment
d. evaluation
Ans: B
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Comprehension
Answer Location: Interactive Communication
Difficulty Level: Medium
18. When receiving feedback, an individual should do all EXCEPT
a. listen without interrupting
b. deny what is being said
c. ask for clarification if needed
d. be willing to make personal changes if necessary
Ans: B

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Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Comprehension
Answer Location: Interactive Communication
Difficulty Level: Medium
19. The first step in the problem-solving process is
a. evaluating outcomes
b. planning and implementing a solution
c. identifying the problem
d. generating and selecting possible solutions
Ans: C
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Knowledge
Answer Location: Problem-Solving Process
Difficulty Level: Easy
20. In the problem-solving process, _____ involves both success of goal completion as well as satisfaction of those involved.
a. evaluating outcomes
b. planning and implementing a solution
c. identifying the problem
d. generating and selecting possible solutions
Ans: A
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Knowledge
Answer Location: Problem-Solving Process
Difficulty Level: Easy
21. Resolving conflict can be accomplished by
a. getting into a power struggle
b. ignoring the conflict until it blows over
c. a willingness to compromise
d. being unwilling to bend
Ans: C
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Comprehension
Answer Location: Conflict Resolution
Difficulty Level: Medium
22. When an individual seeks control of the group, he or she is
a. consensus blocking
b. power seeking
c. recognition seeking
d. clowning
Ans: B
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Comprehension

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Answer Location: Conflict Resolution
Difficulty Level: Medium
23. When an indivudal tries to stop the group from reaching consensus by introducing extreme or irrelevant information, it is referred to as
a. consensus blocking
b. power seeking
c. recognition seeking
d. clowning
Ans: A
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Comprehension
Answer Location: Conflict Resolution
Difficulty Level: Medium
24. When an individual uses jokes as a way to handle nervousness, he or she is considered to be
a. consensus blocking
b. time dominating
c. recognition seeking
d. clowning
Ans: D
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Comprehension
Answer Location: Conflict Resolution
Difficulty Level: Medium
25.When an individual draws attention to himself or herself by making inappropriate statements or displaying inappropriate behavior, it is referred to as
a. time dominating
b. power seeking
c. recognition seeking
d. clowning
Ans: C
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Comprehension
Answer Location: Conflict Resolution
Difficulty Level: Medium
26. An individual who monopolizes the communication during conflict resolution is considered to be
a. clowning
b. time dominating
c. power seeking
d. consensus blocking
Ans: B
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Comprehension
Answer Location: Conflict Resolution
Difficulty Level: Medium
27. _____ are defined as employees who, following appropriate training, perform tasks as prescribed and supervised by the teacher or other licensed school professional.

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a. paralegals
b. paramedics
c. paralinguists
d. paraeducators
Ans: D
Learning Objective: Describe and provide examples of best practices when working with paraeducators and students' family members.
Cognitive Domain: Knowledge
Answer Location: Paraeducators
Difficulty Level: Easy
28. Characteristics to look for in hiring potential paraeducators include all of the following EXCEPT
a. appropriate skills for the position
b. ability to take control from the teacher
c. interest in self-improvement
d. good organizational skills
Ans: B
Learning Objective: Describe and provide examples of best practices when working with paraeducators and students' family members.
Cognitive Domain: Comprehension
Answer Location: Paraeducators
Difficulty Level: Medium
29. Which of the following is a potential negative impact of too much paraeducator support?
a. Parents do not view the paraeducator as the student's teacher.
b. The student becomes an independent learner.
c. The number and quality of peer interactions increases.
d. The classroom teacher may not assume ownership for the student.
Ans: D
Learning Objective: Describe and provide examples of best practices when working with paraeducators and students' family members.
Cognitive Domain: Comprehension
Answer Location: Paraeducators
Difficulty Level: Medium
30. Overdependence on paraeducators can adversely affect the social and academic growth of students with disabilities. Ways of reducing overdependence on the paraeducator include all EXCEPT
a. seating students with disabilities with their peers
b. encouraging interaction with their classmates and teacher
c. encouraging close proximity to the paraeducator at all times
d. using student-mediated strategies during instruction and problem-solving
Ans: B
Learning Objective: Describe and provide examples of best practices when working with paraeducators and students' family members.
Cognitive Domain: Comprehension
Answer Location: Paraeducators
Difficulty Level: Medium
31. _____ are defined as developmental, corrective, and other supportive services needed to assist a student with a disability to benefit from special education.
a. partial special education sevices
b. related services
c. direct impact services
d. general education services
Ans: B
Learning Objective: Describe and provide examples of best practices when working with paraeducators and students' family members.
Cognitive Domain: Knowledge

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Answer Location: Related Service Personnel
Difficulty Level: Easy
32. SELECT ALL THAT APPLY. Parents who do not visit their child's school
a. may feel intimidated by school personnel whom they consider to be authority figures
b. may be working more than one job or reluctant to hear once again that their child is in trouble
c. had negative school experiences as students themselves
d. simply don't care about their child's education
Ans: A, B, C
Learning Objective: Describe and provide examples of best practices when working with paraeducators and students' family members.
Cognitive Domain: Comprehension
Answer Location: Parents and Other Family Members
Difficulty Level: Medium
33. Transition services as prescribed in IDEA are based on _____ culture that may not be compatible with the values of other cultures.
a. Latin American
b. European American
c. Alaskan
d. American Indian
Ans: B
Learning Objective: Describe how cultural differences impact the manner in which individuals collaborate. Provide examples of strategies teachers can use to engage family members across cultures.
Cognitive Domain: Comprehension
Answer Location: Collaborating Across Diverse Cultures
Difficulty Level: Medium
34. Students of traditional _____ cultures may defer to their parents' wishes when it comes to important life decisions such as marriage and careers.
a. Latin American
b. Alaskan
c. Asian American
d. European American
Ans: C
Learning Objective: Describe how cultural differences impact the manner in which individuals collaborate. Provide examples of strategies teachers can use to engage family members across cultures.
Cognitive Domain: Comprehension
Answer Location: Collaborating Across Diverse Cultures
Difficulty Level: Medium
35. Communication skills are learned within the context of
a. collaborative relationships
b. verbal contracts
c. nonverbal communication
d. culture
Ans: D
Learning Objective: Describe how cultural differences impact the manner in which individuals collaborate. Provide examples of strategies teachers can use to engage family members across cultures
Cognitive Domain: Comprehension
Answer Location: Collaborating Across Diverse Cultures
Difficulty Level: Medium
36. Personal space, eye contact, touch, and silence are examples of
a. nonverbal communication
b. collaborative skills
c. verbal contracts
d. cultural communication
Ans: A

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Learning Objective: Describe how cultural differences impact the manner in which individuals collaborate. Provide examples of strategies teachers can use to engage family members across cultures.
Cognitive Domain: Comprehension
Answer Location: Collaborating Across Diverse Cultures
Difficulty Level: Medium
37. Principles for working effectively with others of differing cultural backgrounds include all EXCEPT
a. understanding your own culture
b. expecting students to assimilate to the dominat culture
c. being knowledgeable about other cultures
d. providing culturally responsive practices in teaching
Ans: B
Learning Objective: Describe how cultural differences impact the manner in which individuals collaborate. Provide examples of strategies teachers can use to engage family members across cultures.
Cognitive Domain: Comprehension
Answer Location: Working with Others from Culturally Diverse Populations
Difficulty Level: Medium
38. SELECT ALL THAT APPLY. Cultural and linguistic differences can
a. create barriers to parent participation in the IEP processes
b. result in miscommunication and misunderstanding
c. cause families to split
d. negatively impact parents' ability to meaningfully contribute to their child's education
Ans: A, B, D
Learning Objective: Describe how cultural differences impact the manner in which individuals collaborate. Provide examples of strategies teachers can use to engage family members across cultures.
Cognitive Domain: Comprehension
Answer Location: Strategies for Working With Diverse Families
Difficulty Level: Medium
39. The underrepresentation of culturally and linguistically diverse families in school involvement may be due to
a. a perceived lack of welcome
b. a lack of interest
c. a perceived lack of creativity
d. lack of money
Ans: A
Learning Objective: Describe how cultural differences impact the manner in which individuals collaborate. Provide examples of strategies teachers can use to engage family members across cultures.
Cognitive Domain: Comprehension
Answer Location: Strategies for Working With Diverse Families
Difficulty Level: Medium
40. When a translator is required to interact with families and school personnel, the best choice is to
a. have a third party who know the appropriate translation for educational terms serve as the translator
b. use an electronic translating device to avoid too many individuals in attendance
c. have the student serve as the translator
d. have another family member serve as the translator
Ans: A
Learning Objective: Describe how cultural differences impact the manner in which individuals collaborate. Provide examples of strategies teachers can use to engage family members across cultures
Cognitive Domain: Comprehension
Answer Location: Other Considerations
Difficulty Level: Medium

True/False

41. Collaboration requires willingness to change, flexibility, commitment to the co-teaching relationship, and strong interpersonal and communication skills.

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Ans: T
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Knowledge
Answer Location: Co-Teaching
Difficulty Level: Easy
42. The consultation model assumes that the general education teacher is the expert and the special educator is a novice.
Ans: F
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Knowledge
Answer Location: Consultation
Difficulty Level: Easy
43. Studies have found that school personnel and students perceive co-teaching to be beneficial to both general education and special education students in terms of improving social and academic performance.
Ans: T
Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Knowledge
Answer Location: Co-teaching
Difficulty Level: Easy
44. The coaching model for teachers is specifically designed and designated to be used with teachers on improvement plans.
Ans: F
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Comprehension
Answer Location: Working to Improve Teacher Performance
Difficulty Level: Medium
45. Research indicates that good teachers are always good coaches.
Ans: F
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Knowledge
Answer Location: Working to Improve Teacher Performance
Difficulty Level: Easy
46. In education, the purpose of mentoring is to provide new teachers the technical and emotional support they need to successfully begin and continue their careers.
Ans: T
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Knowledge
Answer Location: Mentoring
Difficulty Level: Easy
47. Collaboration is not synonymous with inclusion.
Ans: T

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Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Knowledge
Answer Location: Collaboration as a Process
Difficulty Level: Easy
48. Friendship is a prerequisite for successful collaboration.
Ans: F
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Knowledge
Answer Location: Collaboration as a Process
Difficulty Level: Easy
49. When humans interact, conflict is inevitable; however, conflict can result in seeking for new solutions and making improvements.
Ans: T
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Knowledge
Answer Location: Conflict Resolution
Difficulty Level: Easy
50. The paraeducator is the person responsible for the instruction of each student in the classroom.
Ans: F
Learning Objective: Describe and provide examples of best practices when working with paraeducators and students' family members.
Cognitive Domain: Knowledge
Answer Location: Paraeducators
Difficulty Level: Easy

Essay

51. Identify and discuss the common characteristics of successful co-teaching pairs.
Ans: Successfully co-taught secondary classrooms have the following characteristics in common:

- The classroom climate is positive with both teachers and class members accepting all students.
- Teachers and students view co-teaching as a positive experience.
- Students are engaged in high levels of active learning.
- Both teachers have high expectations for behavior and academic performance.
- Both teachers are committed to planning time.
- Multiple methods are used to evaluate student progress.

Learning Objective: Define, compare and contrast, and create case studies of the four models of working together.
Cognitive Domain: Comprehension
Answer Location: Co-teaching
Difficulty Level: Medium
52. Discuss how coaching is used to improve teacher performance. Include in your response

- An explanation of both "expert" and "reciprocal" coaching models, and
- Identify some of the advantages of coaching in education.

Ans: Coaching is often used in education. Peer coaching has been found to be one of the more powerful training models for teachers. Peer coaching is a process through which two or more professional colleagues work together reflecting on current practice, building or refining new skills, sharing ideas, conducting action research, teaching one another, and/or problem-solving.

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Two coaching models, expert and reciprocal, can be used together or separately. Expert peer coaching consists of a specially trained teacher observing, lending support, giving feedback, and making suggestions to a less skilled teacher. Reciprocal coaching can also be called peer coaching.
Advantages of coaching in education:

- Improving teachers' skills and attitudes
- Assisting teachers in transferring knowledge learned in professional development workshops to the classroom
- Reducing the feeling of isolation of teachers who work independently
- Promoting collegiality and trusting relationships among teachers
- Encouraging reflective practice
- Increasing feelings of teacher effectiveness
- Improving student achievement

Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Analysis
Answer Location: Working to Improve Teacher Performance
Difficulty Level: Hard
53. Identify and explain the requirements for being a successful coach of another teacher.
Ans: Not all good teachers are good coaches. Successful coaching requires coaches to be disposed toward the work, understand the process of change, and have the capability of prioritizing areas of change. Additionally, successful coaches demonstrate appropriate interpersonal skills, have a deep understanding of the subject matter and how children learn, are familiar with the curriculum, understand the concept of adult learning, and know how to build trust, provide feedback, access resources, and provide appropriate support. Awareness of coaching resources and knowledge of the practice of coaching are also necessary. Coaches must build and maintain trust with the teachers with whom they are working.
Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Analysis
Answer Location: Working to Improve Teacher Performance
Difficulty Level: Hard
54. Identify and explain the seven defining characteristics of collaboration as stipulated by M. Friend and L. Cook.
Ans: Answers should include:

- Collaboration is voluntary. It should not be forced on anyone. School professionals and their colleagues should be allowed to choose to collaborate.
- Collaboration requires parity among all participants. Parity is the quality or state of being equal or equivalent. Each person's contribution to the group must be equally valued and each person must have equal power in decision making.
- Collaboration is based on mutual goals. Individuals may have differing opinions and goals across many areas; however, each must agree that the specific goal toward which they are working is mutually valued and agreed upon.
- Collaboration depends on shared responsibility for participation and decision making. All members of the collaborative team have joint or shared responsibility. Shared responsibility does not imply equal responsibility of completing tasks, but it does not preclude the team from sharing responsibility for participation and decision making.
- Individuals who collaborate share resources. Resources may include expertise, time, availability, or materials. Individual members will have different resources available to them. Sharing resources can be difficulty; however true collaborators work together in taking advantage of what is available to them.
- Individuals who collaborate share accountability for outcomes. Shared accountability for outcomes is an outgrowth of shared responsibility.

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- A sense of community evolves from collaboration.

Learning Objective: Define the critical elements of collaboration and describe the role of interactive communication, problem-solving, and conflict resolution in effective collaboration. Create examples of when collaboration did and did not work and explain why.
Cognitive Domain: Comprehension
Answer Location: Collaboration as a Process
Difficulty Level: Medium

55. Discuss the justification and legal mandates of parent involvement as active members of decision-making teams on behalf of their children with disabilities.

Ans: Parents have the rights and responsibility to participate as active members of decision-making teams on behalf of their children with disabilities. Yet, professionals should strive to move beyond the minimal compliance requirements of IDEA in order to establish true collaboration for several reasons.

- Parents know their child better than the professionals. Family members can provide invaluable information and support to the child's education.
- Research demonstrates that family participation in the child's education coincides with positive academic achievement.
- Families want what is best for the child and most want to support the school in any way they can. Educators should view family members as an asset and solicit their support in whatever ways they can.

Learning Objective: Describe and provide examples of best practices when working with paraeducators and students' family members.
Cognitive Domain: Analysis
Answer Location: Parents and Other Family Members
Difficulty Level: Hard

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