Teaching Students With Special Needs in Inclusive Classrooms 1st edition Bryant Test Bank

SKU: 9781506346564-TEST-BANK

Chapter 2 Test Questions

Multiple Choice

1. What percentage of students were identified with disabilities in 2011 and were eligible for services under IDEA?
a. 68
b. 5.9
c. 2.8
*d. 8.4

Learning Objective: N/A (Opening Challenge)
Cognitive Domain: Knowledge
Answer Location: N/A (Opening Challenge)
Question Type: MC

2. Define *high-incidence disabilities*.
*a. Frequently occurring disabilities
b. Affect a very small proportion of students with disabilities
c. Require more support
d. Require less support

Learning Objective: Who are students with disabilities?
Cognitive Domain: Knowledge
Answer Location: Who Are Students With Disabilities?
Question Type: MC

3. Define *low-incidence disabilities*.
a. Frequently occurring disabilities
*b. Affect a very small proportion of students with disabilities
c. Require more support
d. Require less support

Learning Objective: Who are students with disabilities?
Cognitive Domain: Knowledge
Answer Location: Who Are Students With Disabilities?
Question Type: MC

4. Which of the following is an example of a student who may have special needs but does not have a disability?
a. A student who may require some help managing his or her own learning so he or she does not disrupt the learning environment, but he or she does not have an emotional or behavioral disorder.
b. A student who may require some help managing his or her own learning so he or she does not disrupt the learning environment and is identified as having an emotional or behavioral disorder.

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c. A student who may have a difficult time concentrating in class and needs some support focusing but is not identified as ADHD.
*d. Both A and C

Learning Objective: Who are students with disabilities?
Cognitive Domain: Comprehension
Answer Location: Who Are Students With Disabilities?
Question Type: MC

5. Which of the following are examples of low-incidence disabilities? (choose one)
a. Learning disability, low vision, and traumatic brain injury
*b. Learning disability and emotional or behavioral disorder
c. Low vision, traumatic brain injury, and autism spectrum disorder
d. Low vision, traumatic brain injury, and emotional or behavioral disorder

Learning Objective: Who Are Students With Disabilities?
Cognitive Domain: Comprehension
Answer Location: Who Are Students With Disabilities?
Question Type: MC

6. Which of the following are examples of high-incidence disabilities? (choose one)
a. Learning disability, low vision, and traumatic brain injury
b. Learning disability and emotional or behavioral disorder
*c. Low vision, traumatic brain injury, and autism spectrum disorder
d. Low vision, traumatic brain injury, and emotional or behavioral disorder

Learning Objective: Who are students with disabilities?
Cognitive Domain: Comprehension
Answer Location: Who Are Students With Disabilities?
Question Type: MC

7. Which of the following is an example of a special education category?
a. Moderate
b. Frequent occurrence
c. Mild
*d. Other heath impairments

Learning Objective: How are disabilities organized for special education?
Cognitive Domain: Comprehension
Answer Location: Special Education Categories
Question Type: MC

8. Which of the following is an example of severity of disability?
a. Both B and C
b. Frequent occurrence
*c. Mild

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d. Other heath impairments

Learning Objective: How are disabilities organized for special education?
Cognitive Domain: Comprehension
Answer Location: Severity of Disability
Question Type: MC

9. Which of the following describes prevalence of disability?
a. Moderate
*b. Frequent occurrence
c. Mild
d. Other heath impairments

Learning Objective: How are disabilities organized for special education?
Cognitive Domain: Comprehension
Answer Location: Prevalence of Disability
Question Type: MC

10. Which of the following is an example of children served under IDEA?
a. Specific learning disabilities
b. Autism
c. Other health impairments
*d. All the above

Learning Objective: N/A (Opening Challenge)
Cognitive Domain: Comprehension
Answer Location: Figure 2.1
Question Type: MC

11. Define *syntax*.
*a. The rule system used for all language (oral, written, and sign)
b. The intent and meaning of spoken and written statements
c. The application of language based on the social content
d. None of the above

Learning Objective: Who are students with speech and language impairments?
Cognitive Domain: Knowledge
Answer Location: Types
Question Type: MC

12. Define *semantics*.
a. The rule system used for all language (oral, written, and sign)
*b. The intent and meaning of spoken and written statements
c. The application of language based on the social content
d. None of the above

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Learning Objective: Who are students with speech and language impairments?
Cognitive Domain: Knowledge
Answer Location: Types
Question Type: MC

13. Define *pragmatics*.
a. The rule system used for all language (oral, written, and sign)
b. The intent and meaning of spoken and written statements
*c. The application of language based on the social content
d. None of the above

Learning Objective: Who are students with speech and language impairments?
Cognitive Domain: Knowledge
Answer Location: Types
Question Type: MC

14. Which of the following is a characteristic of learning disabilities?
a. A child's language development is different from that of typical peers.
*b. Unexpected underachievement
c. Hyperactivity
d. Impulsivity

Learning Objective: Who are students with speech and language impairments?
Cognitive Domain: Comprehension
Answer Location: Characteristics
Question Type: MC

15. Which of the following is a characteristic of speech and language impairments?
a. Hyperactivity
b. Unexpected underachievement
*c. A child's language development is different from that of typical peers.
d. Impulsivity

Learning Objective: Who are students with speech and language impairments?
Cognitive Domain: Comprehension
Answer Location: Characteristics
Question Type: MC

16. Which of the following is a characteristic of ADHD?
*a. Hyperactivity
b. Unexpected underachievement
c. A child's language development is different from that of typical peers.
d. Weak in basic language skills

Learning Objective: Who are students with ADHD?
Cognitive Domain: Comprehension

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Answer Location: Characteristics
Question Type: MC

17. Which of the following is a characteristic of response to intervention (RTI)?
a. Multitiered system
b. Early intervention
c. Evidence-based instruction
*d. All the above

Learning Objective: Who are students with learning disabilities?
Cognitive Domain: Comprehension
Answer Location: Definition
Question Type: MC

18. Which of the following is a characteristic of the traditional process of identifying students for special education?
a. Early intervention
*b. Two years behind expected level
c. Inability to respond to evidence-based instruction
d. Multitiered system

Learning Objective: Who are students with learning disabilities?
Cognitive Domain: Comprehension
Answer Location: Definition
Question Type: MC

19. Which of the following is true for reading difficulties?
a. Students have a very low reading ability.
b. It's the most common reason for referral to special education.
c. Most students with reading learning disabilities have written-expression learning disabilities.
*d. All the above

Learning Objective: Who are students with learning disabilities?
Cognitive Domain: Comprehension
Answer Location: Types
Question Type: MC

20. Which of the following is true for unexpected underachievement?
a. Defining characteristic of learning disabilities
b. Affected students perform significantly below their peers.
c. Students can be unexpected underachievers in just one academic area.
*d. All the above

Learning Objective: Who are students with learning disabilities?
Cognitive Domain: Comprehension

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Answer Location: Characteristics
Question Type: MC

21. Which of the following is NOT true about the prevalence of learning disabilities?
*a. 18.5 percent of students' ages six to twenty-one are identified with a learning disability.
b. More than 40 percent of all students identified as having a disability are identified as having learning disabilities.
c. Some experts have called learning disability a "dumping ground" where any student unsuccessful in general education curriculum can be placed.
d. Two-thirds of students with learning disabilities are male.

Learning Objective: Who are students with learning disabilities?
Cognitive Domain: Analysis
Answer Location: Prevalence
Question Type: MC

22. Which of the following is not one of the three main categories students with ADHD tend to fall into?
a. Those who do not qualify for special education
*b. Those who qualify for special education for a certain time period
c. Those who qualify for special education
d. Those who have coexisting disabilities

Learning Objective: Who are students with ADHD?
Cognitive Domain: Analysis
Answer Location: Definition
Question Type: MC

23. Which of the following is NOT one of the three main characteristics associated with ADHD?
a. Hyperactivity
b. Impulsivity
*c. Shyness
d. Inattention

Learning Objective: Who are students with ADHD?
Cognitive Domain: Analysis
Answer Location: Characteristics
Question Type: MC

24. Which of the following is NOT one of the ways in which hyperactivity can be manifested?
a. Fidgeting and squirming in a seat
b. Running or climbing excessively in situations where it is inappropriate
*c. Having a learning disability

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d. Talking excessively

Learning Objective: Who are students with ADHD?
Cognitive Domain: Analysis
Answer Location: Characteristics
Question Type: MC

25. Define *adaptive behaviors*.
a. They enable us to function in everyday life and address the demands that face us.
*b. The collection of conceptual, social, and practical skills that have been learned by people in order to function in their everyday lives
c. The individual's own resources, family, friends, and neighbors as well as coworkers on the job or peers at school
d. Neighbors and community groups, such as clubs, recreational leagues, and private organizations

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Knowledge
Answer Location: Definition
Question Type: MC

26. Define *systems of support*.
*a. They enable us to function in everyday life and address the demands that face us.
b. The collection of conceptual, social, and practical skills that have been learned by people in order to function in their everyday lives
c. The individual's own resources, family, friends, and neighbors as well as coworkers on the job or peers at school
d. Neighbors and community groups, such as clubs, recreational leagues, and private organizations

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Knowledge
Answer Location: Definition
Question Type: MC

27. Define *natural supports*.
a. They enable us to function in everyday life and address the demands that face us.
b. The collection of conceptual, social, and practical skills that have been learned by people in order to function in their everyday lives
*c. The individual's own resources, family, friends, and neighbors as well as coworkers on the job or peers at school
d. Neighbors and community groups, such as clubs, recreational leagues, and private organizations

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Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Knowledge
Answer Location: Definition
Question Type: MC

28. Define *nonpaid supports*.
a. They enable us to function in everyday life and address the demands that face us
b. The collection of conceptual, social, and practical skills that have been learned by people in order to function in their everyday lives
c. The individual's own resources, family, friends, and neighbors as well as coworkers on the job or peers at school
*d. Neighbors and community groups, such as clubs, recreational leagues, and private organizations

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Knowledge
Answer Location: Definition
Question Type: MC

29. Which of the following is a defining feature of intellectual and developmental disabilities?
a. An acting-out style that includes behaviors we could describe as aggressive, arguing, impulsive, coercive, and noncompliant
b. Described as withdrawn, lonely, depressed, and anxious
*c. The individual has problems with cognition or intellectual functioning.
d. None of the above

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Comprehension
Answer Location: Definition
Question Type: MC

30. Which of the following is a defining feature of externalizing behaviors?
*a. An acting-out style that includes behaviors we could describe as aggressive, arguing, impulsive, coercive, and noncompliant
b. Described as withdrawn, lonely, depressed, and anxious
c. The individual has problems with cognition or intellectual functioning.
d. None of the above

Learning Objective: Who are students with emotional or behavioral disorders?
Cognitive Domain: Comprehension
Answer Location: Types
Question Type: MC

31. Which of the following is a defining feature of internalizing behaviors?
a. An acting-out style that includes behaviors we could describe as aggressive, arguing, impulsive, coercive, and noncompliant
*b. Described as withdrawn, lonely, depressed, and anxious
c. The individual has problems with cognition or intellectual functioning.
d. None of the above

Learning Objective: Who are students with emotional or behavioral disorders?
Cognitive Domain: Comprehension
Answer Location: Types
Question Type: MC

32. Which of the following is an outcome of mild intellectual and developmental disabilities?
a. Severe limitation in self-care
b. Continuous need of support
*c. Learning difficulties
d. Marked developmental delays during childhood

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Comprehension
Answer Location: Definition
Question Type: MC

33. Which of the following is an outcome of moderate intellectual and developmental disabilities?
a. Severe limitation in self-care
b. Continuous need of support
c. Learning difficulties
*d. Marked developmental delays during childhood

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Comprehension
Answer Location: Definition
Question Type: MC

34. Which of the following is an outcome of severe intellectual and developmental disabilities?
a. Severe limitation in self-care
*b. Continuous need of support
c. Learning difficulties
d. Marked developmental delays during childhood

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Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Comprehension
Answer Location: Definition
Question Type: MC

35. Which of the following is an outcome of profound intellectual and developmental disabilities?
*a. Severe limitation in self-care
b. Continuous need of support
c. Learning difficulties
d. Marked developmental delays during childhood

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Comprehension
Answer Location: Definition
Question Type: MC

36. Which of the following is NOT one of the seven support need areas associated with school-aged students?
a. Home life activities
b. Community and neighborhood activities
*c. Friend and family activities
d. School participation activities

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Analysis
Answer Location: Definition
Question Type: MC

37. Which of the following is NOT one of the different types of supports offered to students with intellectual and developmental disabilities?
a. Natural supports
b. Generic supports
*c. Paid supports
d. Specialized supports

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Analysis
Answer Location: Definition
Question Type: MC

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38. Which of the following is NOT a biological cause of intellectual and developmental disabilities?
*a. Fetal alcohol syndrome (FAS)
b. Fragile-X syndrome
c. Down syndrome
d. Phenylketonuria (PKU)

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Analysis
Answer Location: Types
Question Type: MC

39. Which of the following is NOT one of the three groups that emotional and behavioral disorders can be divided into?
a. Externalizing
*b. High incidence
c. Internalizing
d. Low incidence

Learning Objective: Who are students with emotional and behavioral disorders?
Cognitive Domain: Analysis
Answer Location: Types
Question Type: MC

40. Which of the following is NOT an example of externalizing behavior problems?
a. Violates basic rights of others
b. Has tantrums
c. Ignores teachers' reprimands
*d. Depression

Learning Objective: Who are students with emotional and behavioral disorders?
Cognitive Domain: Analysis
Answer Location: Types
Question Type: MC

True False

41. The learning disability category and the speech or language category together account for more than half of the percentage of students with disabilities.
*a. True
b. False

Learning Objective: N/A (Opening Challenge)
Cognitive Domain: Knowledge
Answer Location: Figure 2.1

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Question Type: TF

42. In 2011, black or African American children ages six through twenty-one were less likely to be served under IDEA than Asian children.
*a. True
b. False

Learning Objective: N/A (Opening Challenge)
Cognitive Domain: Knowledge
Answer Location: Considering Diversity
Question Type: TF

43. Teachers who are well prepared, use proven practices, and provide students with additional assistance do make real differences in the educational lives of students with special needs.
*a. True
b. False

Learning Objective: N/A (Opening Challenge)
Cognitive Domain: Comprehension
Answer Location: N/A (Opening Challenge)
Question Type: TF

44. A student who has a difficult time concentrating in class and needs some support focusing but is not identified as ADHD still needs services to meet his or her special needs.
*a. True
b. False

Learning Objective: Who are students with disabilities?
Cognitive Domain: Comprehension
Answer Location: Who Are Students With Disabilities?
Question Type: TF

45. In 2011, a four-year-old mixed-race student was less likely to have received more services than an American Indian or Alaskan Native.
*a. True
b. False

Learning Objective: Who are students with disabilities?
Cognitive Domain: Comprehension
Answer Location: Who Are Students With Disabilities?
Question Type: TF

46. In 2011, a white or mixed-race student in middle school was less likely to have received more services than an American Indian or Alaskan Native.

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a. True
*b. False

Learning Objective: N/A (Opening Challenge)
Cognitive Domain: Comprehension
Answer Location: Considering Diversity
Question Type: TF

47. Other health impairments would not be considered a special education category.
a. True
*b. False

Learning Objective: How are disabilities organized for special education?
Cognitive Domain: Analysis
Answer Location: Special Education Categories
Question Type: TF

48. Other health impairments would not be considered a severity of disability.
*a. True
b. False

Learning Objective: How are disabilities organized for special education?
Cognitive Domain: Analysis
Answer Location: Severity of Disability
Question Type: TF

49. Every student with a disability costs less to educate than a classmate without a disability.
a. True
*b. False

Learning Objective: Who are students with learning disabilities?
Cognitive Domain: Knowledge
Answer Location: Prevalence
Question Type: TF

50. Speech problems and language impairments go hand in hand with learning disabilities.
*a. True
b. False

Learning Objective: Who are students with speech and language impairments?
Cognitive Domain: Knowledge
Answer Location: Who Are Students With Speech and Language Impairments?
Question Type: TF

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51. Most students with reading disabilities have written-expression learning disabilities.
*a. True
b. False

Learning Objective: Who are students with learning disabilities?
Cognitive Domain: Comprehension
Answer Location: Types
Question Type: TF

52. An EL student who is fluent in English will also be fluent enough to participate in academic instruction.
a. True
*b. False

Learning Objective: Who are students with speech and language impairments?
Cognitive Domain: Comprehension
Answer Location: Characteristics
Question Type: TF

53. A student who has ADHD may also have a reading disability.
*a. True
b. False

Learning Objective: Who are students with ADHD?
Cognitive Domain: Comprehension
Answer Location: Types
Question Type: TF

54. A student who has ADHD will automatically be placed in special education.
a. True
*b. False

Learning Objective: Who are students with ADHD?
Cognitive Domain: Comprehension
Answer Location: Who Are Students With ADHD?
Question Type: TF

55. A teacher who wants to make a difference in the educational experience of students with ADHD can do so by providing structure in the classroom routine.
*a. True
b. False

Learning Objective: Who are students with ADHD?
Cognitive Domain: Application
Answer Location: Types

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Question Type: TF

56. A teacher who wants to make a difference in the educational experience of students with ADHD can do so by teaching academic content directly.
*a. True
b. False

Learning Objective: Who are students with ADHD?
Cognitive Domain: Application
Answer Location: Types
Question Type: TF

57. While still in high school, students with emotional and behavioral disorders are thirteen times more likely to be arrested than other students with disabilities.
*a. True
b. False

Learning Objective: Who are students with emotional and behavioral disorders?
Cognitive Domain: Knowledge
Answer Location: Types
Question Type: TF

58. Depression includes components such as guilt, self-blame, feelings of rejection, lethargy, low self-esteem, and negative self-image.
*a. True
b. False

Learning Objective: Who are students with emotional and behavioral disorders?
Cognitive Domain: Comprehension
Answer Location: Types
Question Type: TF

59. More limited cognition or intellectual functioning is one of the defining features of intellectual and developmental disabilities.
*a. True
b. False

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Comprehension
Answer Location: Definition
Question Type: TF

60. Systems of support can be used as a means of promoting independence and bridging the gap between classroom experience and the student's current levels of functioning.

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*a. True
b. False

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Application
Answer Location: Definition
Question Type: TF

Fill in the Blank

61. Overrepresentation of schoolchildren from some _____ groups has been an issue in the field of special education for many years.
a. gender
*b. racial and ethnic
c. special education category
d. age

Learning Objective: N/A (Opening Challenge)
Cognitive Domain: Knowledge
Answer Location: Considering Diversity
Question Type: FITB

62. Effective _____ for one student with a disability indicates that it may be just as powerful for classmates without disabilities.
a. learning styles
b. behavior management techniques
c. strategies
*d. educational interventions

Learning Objective: How are disabilities organized for special education?
Cognitive Domain: Comprehension
Answer Location: Special Education Categories
Question Type: FITB

63. _____ is NOT one of the major schemes used to group disabilities.
a. Special education category
b. Severity of disability
*c. Length of disability
d. Prevalence of disability

Learning Objective: How are disabilities organized for special education?
Cognitive Domain: Application
Answer Location: How Are Disabilities Organized for Special Education?
Question Type: FITB

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64. _____ exists when a person's production of speech is unintelligible, unpleasant, or interferes with communication.
*a. Speech impairment
b. Language impairment
c. An articulation problem
d. A fluency problem

Learning Objective: Who are students with speech and language impairments?
Cognitive Domain: Knowledge
Answer Location: Definition
Question Type: FITB

65. Many of the problems associated with academic learning can be overcome with _____ and intensive effort.
a. classroom management
*b. explicit instruction
c. effective strategies
d. peer tutoring

Learning Objective: Who are students with learning disabilities?
Cognitive Domain: Comprehension
Answer Location: Types
Question Type: FITB

66. According to the text, the primary goal of _____ is to help the person meet the demands of life's various contexts.
a. special education
*b. supports
c. teachers
d. parents

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Knowledge
Answer Location: Definitions
Question Type: FITB

67. Fetal alcohol syndrome is well recognized as a _____ type of birth defect and one of the most common causes of intellectual and developmental disabilities.
a. normal
b. genetic
c. hereditary
*d. nonhereditary

Learning Objective: Who are students with intellectual and developmental disabilities?

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Cognitive Domain: Comprehension
Answer Location: Types
Question Type: FITB

68. People often make incorrect assumptions about intellectual and developmental disabilities by assuming the disability is _____ and therefore a low-incidence condition.
a. temporary
b. frequent
*c. infrequent
d. permanent

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Comprehension
Answer Location: Who Are Students With Intellectual and Developmental Disabilities?
Question Type: FITB

69. The term *intellectual and developmental disability* seeks to reduce the _____ often associated with this disability.
a. confusion
*b. bias
c. hate
d. fear

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Comprehension
Answer Location:
Question Type: FITB

70. Teachers can help students with _____ learn to compensate by having them create picture notebooks that lay out the sequence of steps in a task that need to be performed.
a. behavior problems
b. reading difficulties
*c. memory problems
d. writing difficulties

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Comprehension
Answer Location: Characteristics
Question Type: FITB

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Short Answer

71. Identify the three types of speech impairments.
*a. (1) Articulation problems (2) Fluency problems (3) Voice problems

Learning Objective: Who are students with speech and language impairments?
Cognitive Domain: Knowledge
Answer Location: Types
Question Type: SA

72. Explain why people make many incorrect assumptions about intellectual and developmental disabilities.
*a. (1) They assume the disability is infrequent and therefore a low-incidence condition. (2) They assume it is always severe.

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Comprehension
Answer Location: Who Are Students with Intellectual and Developmental Disabilities?
Question Type: SA

73. Explain why people must be very cautious when thinking about disabilities by level of severity.
*a. (1) It is a mistake to assume one disability is more severe than another. (2) Each disability grouping has a continuum of severity from mild to severe.

Learning Objective: Who are students with disabilities?
Cognitive Domain: Comprehension
Answer Location: Severity of Disability
Question Type: SA

74. What are two concerns parents, policymakers, and educational professionals have regarding the learning disabilities category?
*a. (1) The number of students included in the LD category (2) How the identification process works

Learning Objective: Who are students with learning disabilities?
Cognitive Domain: Comprehension
Answer Location: Definition
Question Type: SA

75. Since students with learning disabilities often cannot see the relationship between effort and accomplishment, how can teachers remind them that effort can lead to success?

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*a. The answer should include the following: Teachers and parents should remind them that working hard, studying, and applying effective learning strategies to their schoolwork pays off.

Learning Objective: Who are students with learning disabilities?
Cognitive Domain: Application
Answer Location: Characteristics
Question Type: SA

Essay

76. Identify the three defining characteristics of intellectual and developmental disabilities, and explain how each might impact a student identified with an intellectual and developmental disability.
*a. (1) Problem with cognition (2) Problem with adaptive behavior (3) Need for supports to sustain independence

Learning Objective: Who are students with intellectual and developmental disabilities?
Cognitive Domain: Knowledge
Answer Location: Characteristics
Question Type: ESS

77. Explain at least three ways teachers can make a real difference in the educational experience for students with ADHD.
*a. Answers may include the following: (1) Provide structure to the classroom routine. (2) Teach academic content directly. (3) Hold high expectations. (4) Encourage appropriate academic and social performance.

Learning Objective: Who are students with ADHD?
Cognitive Domain: Comprehension
Answer Location: Types
Question Type: ESS

78. Explain why teachers often have difficulty determining whether a child who is not a native speaker of English is merely different in language or has language impairments.
*a. Many ELs may appear to be fluent because they can converse with their classmates on the playground and express their basic needs in the classroom but may have not yet developed sufficient English fluency to participate fully in academic instruction.

Learning Objective: Who are students with speech or language impairments?
Cognitive Domain: Analysis
Answer Location: Characteristics
Question Type: ESS

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