# Test for Chapter 1

**Name: ID:**

True/False Questions:

1. Because so many variables must be considered to evaluate teacher-child transaction there is no set of strategies or remedial procedures considered effective under all conditions.
   1. True
   2. False
2. Because a child’s cognitive, affective and psychomotor learning domains are inextricably interwoven, an intervention in one domain will not likely affect the other domains.
   1. True
   2. False
3. Behavior management is defined as all those actions teachers and parents engage in to enhance the probability that children, individually or in groups, will develop effective behaviors that are personally fulfilling, productive, and socially acceptable.
   1. True
   2. False
4. In an increasingly complex society and classroom, classroom discipline is better seen as an opportunity to teach students alternate ways to meet their needs within the school setting.
   1. True
   2. False
5. The behaviorist emphasizes the importance of the external environment and how it determines and maintains behaviors and can be explained by the principles of behavior modification.
   1. True
   2. False

Multiple Choice Questions:

1. If discipline, defined as order among pupils so learning can take place without competition from unproductive factors, is to be realized, which one of the following elements must exist?
   1. a strict inflexible learning environment
   2. predetermined consequence plans
   3. a match between intervention and the problem
   4. a list of rules on the front board
2. Self-discipline is the goal of all behavior management and is something
   1. an individual possesses
   2. that is imposed upon the individual
   3. that must be taught outside of school
   4. only relates to typically developing children
3. A regard for ethical treatment in behavioral management assumes that educators are asking several critical questions. Which of the following questions below would NOT be appropriate in terms of the ethical perspective?
   1. Does a child have choice?
   2. Can a child’s behavior be changed by external factors?
   3. Who will monitor the interventions and how?
   4. Is there enough time to implement the intervention?
4. Noguera (2003) found that school personnel most frequently punish
   1. The student with greatest needs
   2. The students who most deserve the punishment
   3. The older students in the class
   4. The youngest and smallest students in the classroom
5. When dealing with due process, legal action tends to
   1. establish standards
   2. be punitive and reactive
   3. consider the context and be flexible
   4. be positive and encourage collaboration
6. According to Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112), which of the following is true?
   1. Students do not need to be enrolled in special education to receive related services
   2. A learner’s education may be composed of only special education
   3. Weapon is defined as guns, bombs, grenades, rockets, and missiles
   4. Schools must demonstrate adequate yearly progress in reading, math, and science
7. Public Law 107-110 – No Child Left Behind, was signed into law on January 8, 2002, as the reauthorization of the Elementary and Secondary Education Act of 1965. Which of the following statements is NOT true?
8. is designed to hold schools accountable for the academic achievement of their students
9. focuses on a broad range of issues with regard to the academic achievement of students
10. accountability includes annual testing of students in grades 9 through 12 on state selected tests in reading, math, and science
11. for schools that fail to demonstrate adequate yearly progress for two consecutive years, parents may transfer their child to another public school
12. Public Law 103-382 is referred to as the Gun-Free Schools Act. With this law student discipline and control entered a new era. Which of the following statements is not part of this law?
13. The law mandated that the states to receive funds under the Elementary and Secondary Education Act have “zero tolerance” for weapons
14. “Weapon” is defined a guns, bombs, grenades, rockets, and missiles
15. The law does not include knives and common fireworks
16. The law mandates short-term objectives for students who take alternative assessments based in alternate achievement standards.
17. The Individuals with Disabilities Education Improvement Act of 2004 describes individualized education programs (IEPs) as written statements that include a description of the student’s present level of academic achievement and functional performance. Which description of the IEP below is accurate?
18. Describe how the disability affects the school-aged student’s involvement and progress in the general education curriculum
19. Describe how the disability affects the other students in the classroom
20. Describe goals that meet the student’s needs and enable the student to make progress in the special education curriculum
21. Describe annual periodic reports only
22. Services must be described in the IEP. Which of the statements below accurately reflect the law?
23. Services must be based on research as much as possible.
24. Students are provided supports to make progress in both the general education curriculum only and not extracurricular and nonacademic activities.
25. These services and aids are to be provided in the special education program to the greatest extent possible.
26. Services that are underfunded can be eliminated from the IEP.

Short Answer Questions:

1. Aversive procedures usually generate only \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_, with little long-term improvement.
2. Ethical formalism suggests that all individuals are born with rights and needs that are superordinate to the interests of society; therefore, behavior management interventions that intrude on an individual’s rights are \_\_\_\_\_\_\_\_\_.
3. Ethical utilitarianism suggests that the interests of society are given by society, and individuals are valued for their actual or potential \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_; here aversive management is acceptable if it moves the person from being a burden to one of contributing membership.
4. The Council of Exceptional Children’s code of ethical practice include such guidelines as only using methods in which \_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_, specifying goals on the IEP, following district rules and procedures, and to intervene when a colleague’s behavior is detrimental to exceptional students.
5. A way to evaluate an intervention is with the principle of normalization. Using the real environment as a point of reference , will the intervention allow the person with a disability, or the person who varies from his or her peers, to obtain an existence as close to the \_\_\_\_\_\_ as is possible?

Word bank for questions 21-25:

* Benchmarks
* Right to notice
* Accountability
* Free, appropriate public education
* Embarrassment

1. Another way to evaluate an intervention is with the principle of fairness. This comes from due process law and states that in decision making affecting one’s life, liberty, or vital interests, the elements of due process will be observed (for example: \_\_\_\_\_\_\_\_\_\_, fair hearing, representation by counsel, present evidence, and appeal to an adverse decision).
2. The principle of respect (being treated humanely, not like an animal or statistic) is another way to evaluate an intervention. Many practices are suspect in this view (e.g., physical punishment, \_\_\_\_\_\_\_\_\_\_\_\_\_, sarcasm, deprivation, segregation, isolation, medication, restraint or electric shock).
3. IDEIA 2004 was designed to reauthorize the IDEA and align \_\_\_\_\_\_\_ systems for students with disabilities with those described in the NCLB Act of 2002 (e.g., Public Law 107-110).
4. The IEP process changed under the new IDEIA reauthorization by deleting the need for \_\_\_\_\_\_\_ and short-term objectives except for that 1% who receive alternate assessment.
5. Section 504 suggests that a learner’s education may be composed of general and/or special education and should include the aids and services needed to provide a \_\_\_\_\_\_\_\_\_ planned to respond to the individual student’s needs.

Essay Questions:

1. Public Law 103-382 (Gun-Free Schools Act, 1994) includes the “zero tolerance” for weapons in the schools such as guns, bombs, grenades, rockets, and missiles, and does not include knives and common fireworks. States have passed legislation to broaden the definition of weapon. Discuss implications for behavioral management concerning students with exceptional needs in light of this law.
2. The NCLB Act of 2002 (e.g., Public Law 107-110) is designed to hold schools accountable for the academic achievement of their students. It includes annual testing of students in grades 3-8 and adequate yearly progress (AYP). Discuss the impact these regulations will have for students with disabilities.

**Test for Chapter 2**

**Name: ID:**

True/False Questions:

1. A teacher’s belief about behavior, that is, his or her perspective, has an impact on his or her interactions with students and the interventions he or she chooses.
2. True
3. False
4. The developmental/constructivist model holds that an individual’s behavior is a response to a stimulus.
5. True
6. False
7. The biobehavioral model suggests that an individual’s behavior has an organic or physical cause. These causes may be due to a deficit or due to developmental issues. Biobehavioral interventions may include diet, nutrition, or medication.
8. True
9. False
10. The ecological model suggests that an individual can be separated from a social system, and his or her behavior is a result of a specific setting or environment.
11. True
12. False
13. Keystone behaviors are those that have the potential to make the greatest positive effect on an individual’s behavior. By identifying keystone behaviors, practitioners are more likely to increase the student’s potential for success.
14. True
15. False

Multiple Choice Questions:

1. One of the models suggests that an individual’s behavior is a result of the events in the environment that maintain it. Through managing the antecedents and consequences of a behavior, it may be changed. Which of the models would hold this view
2. Biomedical
3. Behavioral
4. Ecological
5. Developmental/constructivist
6. Which model suggests that an individual develops within a series of developmental contexts?
7. Behavioral
8. Ecological
9. Integrated
10. Biobehavioral
11. Comprehensive interventions are designed to produce rapid, lasting, generalized behavior change, and aim to increase which of the following? The student’s
12. grade point average
13. ability to relate successfully to peers
14. set of skills to participate in academic courses
15. success at home, school, or in the community
16. In the constructivist model, the teacher:
17. emphasize order and routine in the classroom and daily schedule
18. teachers lead students to understanding how various contextualized problems may be solved
19. present the learning of tasks in random order
20. add the extraneous environmental stimuli to enrich the learning experience
21. The developmental/constructivist model is grounded in
22. child independence
23. developmentally appropriate practice
24. integrative relationships
25. consequences
26. The biobehavioral model considers.
27. brain development.
28. language development.
29. culture
30. integration
31. Biobehavioral models recognize the role of neurological development in behavior but
32. manage those behaviors through medication
33. suggest that behaviors cannot be managed until students develop neurologically
34. suggest that students are able to learn to manage their behaviors
35. manage behaviors through managing the environment.
36. The behavior of adolescents is the result of inconsistent development of parts of the brain. This statement is representative of
37. ecology
38. behaviorism
39. behavioral disorders
40. biobehavioral model
41. There are several assumptions of the environmental framework. Which of the following best represents an understanding of the environmental framework?
42. Disturbance is a consequence of either the environment’s effect on the child or the interactions between the child and the environment.
43. Environmental interventions, to be effective, must in some manner alter the way the child functions in the ecological system.
44. Environmental interventions are standardized and remain the same across settings.
45. Each interaction between child and setting is common and tends to be similar among children.
46. Behavioral interventions are dependent on rules for
47. punishment.
48. medication.
49. developmentally appropriate practice.
50. reinforcement.

Short Answer Questions:

1. Ecology is the study of the \_\_\_\_\_ between an organism and its environment.
2. The \_\_\_\_\_ includes the interrelationships within the immediate setting in which the individual is functioning, such as the teacher-child and child-child relationships in the classroom.
3. The \_\_\_\_\_ includes the overriding cultural beliefs and values as well as the general perceptions of the social institutions common to a particular culture in which the child is functioning.
4. Congruence is the \_\_\_\_\_ between the individual and the environment.
5. Comprehensive interventions are based on assessments that identify what factors can \_\_\_\_\_ and maintain a problem behavior.

Word bank for questions 21-25:

* Behavior model
* Effective teachers
* Behavior manager
* Environmental theorists
* Sick role

1. \_\_\_\_\_ recognize small changes in student learning and behavior and respond appropriately.
2. \_\_\_\_\_ maintain that isolating a child’s behavior from the environment in which it occurs denies the phenomenal nature of that behavior.
3. \_\_\_\_\_ represents the expectations of society on an individual’s behavior .
4. \_\_\_\_\_ employs a scientific approach to the examination of behavior – including verbal behavior and private events.
5. \_\_\_\_\_ is concerned primarily with what behavior an individual exhibits and what intervention can be designed and imposed to change this observable behavior.

Essay Questions:

1. Identify a challenging behavior such as homework completion, attending to task, or class participation. Describe how the challenging behavior could be described using three of the theoretical perspectives.
2. Identify major proponents of one of the traditional models of the etiology of human behavior and compare it to the integrated model.