

***ADAPTING INSTRUCTION
TO ACCOMMODATE STUDENTS
IN INCLUSIVE SETTINGS***

4TH EDITION

JUDY W. WOOD

STUDY GUIDE

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ISBN

PART 1:

CHAPTER 1: BUILDING THE FOUNDATION FOR SERVING STUDENTS IN GENERAL EDUCATION CLASSROOMS:

LEGAL IMPLICATIONS:

1. Society has attempted to hide, shun, and even _____ persons with disabilities.
2. Education for any student is no longer in isolation; it is a _____ effort.
3. Section 504 of the Rehabilitation Act of 1973, also known as Public Law 93-112, included provisions to prevent the exclusion of any person with a _____ from vocational programs receiving federal funds.
4. Students with _____ needs could no longer be denied the right to attend school.
5. Procedural due process extends the basic rights of all U.S. citizens to _____ with disabilities and their parents.
6. The individualized education plan (IEP) refers to a written education plan that must be developed annually for all children with _____ who are receiving special education or related services.
7. The least restrictive environment (LRE) clause of PL 94-142 placed _____ on the school district to educate children with disabilities in the same settings and programs as non-disabled children to the maximum extent appropriate.
8. The REI calls for a restructuring of special and general education to create a _____ among educators from both disciplines to serve all students better.
9. In the 1990's, the concept of placing students with _____ needs into general education classes began to be known as inclusion.
10. The coordinated set of activities should be based upon the individual student's _____, taking into account the student's preferences and interests.

11. On June 4, 1997, President Clinton signed into law the Individuals with Disabilities Education Act (IDEA, 1997). With this action he stated, "It reaffirms and strengthens our national commitment to provide a world class _____
For all of our children."
12. There is growing concern about students with disabilities dropping out at a rate higher than their non-disabled peers. Research has shown that students with disabilities are more _____ to be unemployed or underemployed.
13. Teaching to the standardized _____ has become the norm.
14. Individuals with disabilities now have the ability to get to jobs as a result of acts that mandate more accessible _____ measures.
15. Name two changes in educational practice for students, educators, the family, the community, and the future:
 - a)
 - b)
16. Having a child with a _____ makes a huge impact on a family.
17. In the future, schools will move away from merely learning facts to learning _____ to learn because facts are constantly changing.

CHAPTER 2: THE ROAD TO RESPONSIBILITY FROM PRE-REFERRAL TO PLACEMENT:

1. The pre-referral to placement is the _____ when the disability category is identified (if any) and a plan of action is established.
2. An environmental assessment of the _____ will give the teacher insights that he or she can use in planning instruction.
3. When a student appears to have _____ mastering content or skills at the appropriate grade level, the teacher may use curriculum-based assessment to pinpoint the area of difficulty.
4. The general classroom _____ will have the documentation necessary for a formal referral if the pre-referral plan was in place.
5. Referrals for behavioral _____ should also be stated objectively.
6. Parental permission for the comprehensive _____ must be secured before administering any tests used to determine eligibility.
7. Teacher and _____ may feel more comfortable with scores that are reported as age or grade equivalents.
8. Diagnostic _____ is presented across many specific areas using many different formats.
9. School _____ may use the scores obtained on a test measuring cognitive ability or IQ to determine the existence of a specific learning disability.
10. Classroom teachers may be asked to collect _____ observation data to assist the school psychologist in determining how frequently certain behaviors occur.
11. The test data obtained from _____ testing and diagnostic academic assessment are probably the most useful to the teacher.
12. The classroom teacher should keep important _____ of assessment in mind during the entire referral-to-placement process.
13. Assessment data will be used to _____ eligibility and placement.
14. Teachers and _____ should discuss the long-range plans of each student because such thinking will aid in the formulation of annual educational goals.

15. Under 94-142, students receiving special education services were required to have a comprehensive _____ at least every 3 years.
16. General educators and special _____ must work closely together to ensure successful programming for a student.
17. Classroom teachers can become _____ in collecting data in an objective manner to document academic and behavioral concerns.

CHAPTER 3: BILINGUAL OR LIMITED-ENGLISH PROFICIENT STUDENTS

1. During the 1990's there was a dramatic _____ in the number of students in our public schools who were limited-English-proficient (LEP).
2. Foreign-language instruction was dramatically _____ when the National Defense Education Act (NDEA) of 1958 provided federal money to promote a foreign-language policy for the sake of "improving international relations and national security."
3. What did the Civil Rights Act of 1964 state?
4. The OCR states that needs of _____ students vary from state to state and district to district.
5. Give 2 examples of students who may fall into one of the following six categories on the language-acquisition continuum and thus be considered bilingual:
6. A child who communicates well in _____ languages is readily viewed as bilingual.
7. The bilingual child may be _____ if asked to explain concepts in either English or the native language and is then assumed to have some type of language impairment.
8. The speech and cognitive processes expected of a _____ year old are less complex and easier to produce than those of older students.
9. The oldest group of students (12 and older) also benefited from having prior _____ in their native languages, which may lead you to believe that high school students might be the first to acquire language proficiency.
10. _____ first learn language by listening to and observing the modeling of their family members.
11. We naturally _____ our first language without consciously thinking about it.
12. Teachers should provide an _____ conducive to language acquisition that is rich in stimulus and interaction.

13. Learning a second language is no _____ task.
14. Students who are not provided with the experiences necessary to develop at least _____ strong language first are severely limited.
15. Name the four stages in which students develop a second language:
- a)
 - b)
 - c)
 - d)
16. A student who demonstrates fluency in _____ during peer interactions will not necessarily be proficient in classroom discourse.
17. Teachers should provide _____ and consistent opportunities for English language learners to interact with native speakers in the classroom.
18. Sometimes _____ arrangements are made to accelerate English language development for students who have little or no English language proficiency.
19. Everything we do is influenced by our _____.
20. A theory called _____ describes the transfers made from one language or dialect to another.
21. What should teachers do to accommodate bilingual students?
22. Creating, identifying, and using adapted _____ is an important consideration for bilingual students.

CHAPTER 4: CHARACTERISTICS OF STUDENTS WITH SPECIAL NEEDS:

1. Today, many _____ still divide their special population into areas of mild, moderate, and severe disabilities.
2. Mental Retardation A classification system is basically a way to sort categories of person to place them in a group for _____ purposes.
3. Name 2 characteristics of students with mental retardation:
 - a)
 - b)
4. A person with _____ retardation functions academically 3 to 4 years behind his or her age peers.
5. Children with learning _____ demonstrate a discrepancy between their ability and their achievement.
6. Little is known about the causes of _____ disabilities.
7. Families of children with emotional/behavioral _____ may need help in understanding their children's conditions and learning how to work effectively with them.
8. What is the fastest growing brain injury in the United States?
9. Language, communication, _____, and learning impairments are all considered within the category of sensory disabilities.
10. The two major ways that students with hearing impairments _____ are oral (speech or lip reading) and manual (sign language).
11. Name three ways in which teachers help students who have a hearing impairment:
 - a)
 - b)
 - c)

12. Schools are also _____ an increase in cases of asthma, diabetes, and childhood cancer.
13. Technology is continually changing for persons with _____ disabilities.
14. As increasing numbers of children _____ to one or more risk factors enter elementary school, techniques must be available to identify and meet their unique needs.
15. Educators can no longer work in _____ in their attempts to provide interventions for problems facing at-risk children and youth.
16. The general education _____ functions as the home base for all children regardless of the difficulties they might be experiencing.
17. Educators are beginning to _____ that they must share the responsibility for the education of all children

CHAPTER 5: TRANSITION PLANNING FOR SPECIAL NEEDS STUDENTS:

1. Transition is a term being _____ with more and more frequency within the disability community.
2. The first normal efforts to _____ and rehabilitate people with disabilities occurred in the 1600's.
3. A _____ for the treatment and welfare of slaves extended to persons with disabilities.
4. The Vocational Education Act of 1963 (PL 88-210) was the _____ piece of federal legislation that identified the importance of providing monetary assistance to individuals with special needs so they could have a chance to achieve fulfillment in regular vocational education programs.
5. This piece of federal legislation "set aside" money to be used for the _____ training of students with disabilities at a time when little or no structure existed to do so.
6. Special needs _____ would create a safety issue, force the lowering of standards and would slow entire classes down with their inability to read, all of these being barriers to integration.
7. Also in 1990, the Americans with Disabilities Act was passed. The ADA covered a number of _____ that had been facing the disabled community.
8. A student with a _____ can receive services from birth through age 21.
9. A follow-up _____ has shown that students with disabilities do not enjoy the same success rate as their non-disabled peers.
10. Starting at age ____ or younger, when appropriate the IEP must incorporate needed transition services.
11. Being realistic is a _____ that is hard to grasp by many students and their IEP team.
12. Effective and efficient IEP _____ is dependent upon full participation by all those affected by the outcomes of the plan.

13. Transition planning for these _____ must be developed in small increments of information.
14. The number of adjudicated _____ with disabilities in school systems has been increasing in the past few years.
15. The odds of engaging in delinquent behavior are much _____ for youth with delinquent friends than those without such acquaintances.
16. Students with disabilities upon entering school are _____ of an IEP.
17. Transition _____ involves knowing what students want and attempting to match these wants with reality.
18. Each workplace has a unique _____.
19. The introduction of transition components brings new _____ to the students and the IEP team.
20. Job shadowing is meant to _____ the students to general career clusters.
21. Students are placed in work _____ that are directly related to their career choices.
22. Transition _____ is focused upon life after high school for students with disabilities.
23. Instructional content that has a career theme gives students a sense of the _____ around them.

PART 2:

INCLUDING ALL STUDENTS: THE PROCESS AND THE CONTENT

CHAPTER 6: THE PROCESS OF COLLABORATION:

1. Children as a _____ move somewhat freely during the school day, receiving instruction unique to their needs.
2. Children strive to blend in with peers and find _____ in all school activities.
3. Students with disabilities and those at _____ must assume some responsibility for their own educational outcomes, as much as their abilities allow.
4. Role _____ is the first step in any successful team effort, especially if team members are assuming new roles or altered ones.
5. Team membership also may _____ as the student progresses and no longer needs the support of certain members or moves from one grade level to the next.
6. A support staff member or _____ also may help by gathering information about the students and implementing intervention strategies.
7. An important feature of the assessment process is that it is a closed-loop _____.
8. Collaboration is the key to successful _____ of students at risk and those with disabilities into the general education environment.
9. Collaborative _____ is “an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems.
10. Define consultation:
11. Define collaboration:

12. Define team:
13. In _____ consultation, the special educator provides technical assistance to the general class teacher.
14. In _____ consultation, the special education teacher carries out some direct instruction within the general classroom setting in addition to providing the technical assistance of indirect consultation.
15. Also known as co-teaching, _____ teaching is another model for integrating students with special needs into the general education classroom.
16. What did Pugach and Johnson's theory state about peer collaboration?
17. A structured approach to problem solving in the classroom assists in developing _____ solutions.
18. The purpose of coaching teams is "to _____ communities of teachers who continuously engage in the study of their craft."
19. What did Safran and Safran's theory state about the collaboration model?
20. The special _____ teacher consultant also needs to develop an in-depth knowledge of the general education environment throughout the school building.
21. Administrators are in a _____ position to promote successful collaboration between special and general educators.
22. While staff training is the key, _____ to ongoing support by and for general education teachers is also necessary.
23. Parents are _____ of key steps in the special education placement process.
24. They should keep in mind that the IEP is not meant to be a static _____ but may be changed as often as necessary to represent the student's current educational status and needs.
25. As the child's level of _____ and anxiety grows, so does the parents'.

26. The level of _____ involvement varies not only from one student to another but also between two parents of the same child and for an individual parent over time.
27. Some parents may fear that _____ in the general education setting will not accept their child as an equal and may not make the inclusive student feel welcome.
28. Many areas around the country are training _____ to assist within the general education classroom.

CHAPTER 7: THE CONTENT: USING THE SAALE MODEL:

1. Describe the SAALE model.

2. A paradigm is a large concept that remains constant, and all _____ (model, checklist, and strategies) has a place in the concept.

3. The school day can be divided into three major parts:
 - a) the socio-emotional/behavioral environments,
 - b) _____, and
 - c) the instructional environment.

4. Socio-emotional/behavioral includes the attitudes of educators and _____ and ways of improving these attitudes.

5. The instructional environment involves the _____ work of learning.

6. When you are given something with no _____ (or logical connection), it has no value.

7. For students to reach selected or established _____, they must learn the curriculum.

8. The key to _____ in any inclusive placement is the appropriate intervention to the learning environment.

9. Many times the _____ - _____ student has difficulty within one or more of the related environments, resulting in his or her removal from the regular class.

10. Making the transition from one educational setting to another can be either a _____ experience or a frustrating one for a student with special needs or one who is at-risk for school failure.

CHAPTER 8: ADAPTING THE SOCIOEMOTIONAL ENVIRONMENT

1. The socio-emotional _____, or the affective climate and the social interactions that occur there, is the foundation of an effective classroom.
2. Name the components involved in establishing a risk-free environment:
3. The classroom _____ plays an important role in the success of an included child.
4. For inclusion to be successful, positive teacher _____ are essential.
5. Name 3 good points that draw on the research of Good and Brophy:
 - a)
 - b)
 - c)
6. The special education teacher may employ several methods for providing support for general teachers; Name 2 of these:
 - a)
 - b)
7. Define communication.
8. Understanding oneself leads to good _____.
9. _____ is the basis of all communication.
10. Helping students understand the nature of disabling conditions is crucial to _____ acceptance.

11. Simulation _____ are also helpful in teaching students about disabilities.

12. Peer to peer skills contribute to _____ competence and peer acceptance.

CHAPTER 9: ADAPTING THE BEHAVIORAL ENVIRONMENT

1. Managing student behaviors is an ongoing process that occurs _____ with teaching.
2. The _____ sets the tone in the classroom.
3. Another way to manage _____ is to prevent a misbehavior before it begins.
4. Notes to _____ can provide clear, precise communication between a school and home.
5. Schools provide adequate and appropriate _____ as needed for students to succeed or to prevent problems.
6. When trouble occurs in the _____, teachers should first assess themselves and the environment.
7. Mild misbehaviors will _____ when the student is given structure within the class environment.
8. By effectively introducing structured _____, teachers can control the environment of the class and prevent inappropriate behaviors.
9. When problems occur with students with mild _____, teachers often anticipate and fear long, involved management strategies, which can be both time consuming during the instructional period and last for a period of months.
10. When a behavior that was previously _____ with attention is suddenly ignored, the inappropriate behavior usually increases before it decreases.
11. Proximity _____ means moving close to the student who is exhibiting inappropriate behavior.
12. Many well-planned and well-intentioned lessons have gone astray because the teacher failed to remove _____ objects from the classroom.
13. The teacher should first identify the target behavior – the _____ that clearly needs to be changed.
14. The teacher should become familiar with several _____ management techniques and select the one best suited for the student.
15. One way to find out what _____ a student is to ask.

16. Reinforcers fall into three major categories: social, _____, and activity.
17. The token _____ is a tangible item given to the student for performing a specified target behavior.
18. A well-designed token system will allow the teacher to gradually _____ material reinforcers and replace them with social reinforcement.
19. Students are motivated when they _____ into what is being presented.
20. Motivational _____ are limitless.
21. It is important to remember that a _____ may never do less than the modifications called for in an IEP, but he/she may always do more than what is called for.

CHAPTER 10: ADAPTING THE PHYSICAL ENVIRONMENT

1. Teachers _____ constantly and teachers also instruct students within the tightly woven framework of the school day.
2. Schools organize the parts of a school day according to a _____ schedule.
3. The student with special _____ should be able to attend the spelling and grammar skills sections in the general classroom and attend reading in the resource room.
4. Professionals and _____ have considered many factors in the attempt to improve the success rate of public schools.
5. Describe 2 master schedules:
 - a)
 - b)
6. In the traditional schedule, the teacher remains _____ while students rotate from classroom to classroom.
7. With block scheduling, students attend _____ classes per day and spend a greater length of time in each class.
8. Hybrid scheduling combines _____ master scheduling with block scheduling.
9. Schools in British Columbia, Canada, use an amazing schedule format. Students study _____ subjects intensely for 10 weeks.
10. Looping provides students with the same _____ or set of teachers for a 2 year period.
11. General educators consistently _____ the positive aspects of block scheduling, such as more time to address themes or topics, better teaching, more cooperative learning, and more time for hands on classroom projects.
12. Once a school decides on a _____ schedule, it must place students within it.

13. Students with _____ need a great deal of individual attention, much of which is mandated by the IEP.
14. Hand scheduling also allows _____ to select one or two teachers to serve as the home base for the student with special needs.
15. More than _____ percent of educators feel that problems are created when students with disabilities move back and forth between the general class setting and the resource setting.
16. Resource _____ have distinct advantages for students with mild disabilities.
17. Children do learn at different _____ and therefore do not always learn best in one large groups.
18. The issue of class _____ is much discussed within education today.
19. When teachers _____ students, students become labeled.
20. Interest grouping is a _____ of grouping students based on their specific interests.
21. Research groups can be _____ by giving each group a specific problem to research.
22. Teachers should not overlook one of a school's most valuable resources – its _____.
23. The physical environment of a classroom should _____ students if effective learning is to occur.
24. A learning station or learning _____ is a selected space in the classroom where students may go to work on a new assignment or on a skill or concept previously taught.
25. After teachers establish _____ for the learning center and decide on subject areas, they must locate resources.
26. Preparing the physical _____ helps build a framework for learning.

CHAPTER 11: ADAPTING LESSON PLANS

1. Lesson _____ serve as blueprints for the school day and the year's activities.
2. In a special education _____ "A lesson plan focuses directly on the teaching objectives that should derive from the student's goals and objectives on his/her IEP".
3. The planning process actually begins when the school system selects the _____ to be implemented within its schools.
4. Formats and ways of _____ lessons vary from teacher to teacher.
5. Planning also allows the _____ to direct attention to the "important problems of motivation and individual differences."
6. It's a losing _____ to try to keep a student in a general class where the skills being taught are instructionally too advanced.
7. A lesson plan has four major parts: an objective, strategies, resources, and _____.
8. If teaching is the _____ between teacher and learner, then effective teaching is planning that interaction based on the principles of learning.
9. The _____ of the lesson is a statement of specific learner outcomes that should result from the lesson.
10. Here the teacher must _____ the instructional makeup of the lesson as well as the sequence the lesson should follow.
11. In the resources section of the lesson plan, the teacher _____ any materials and media to use to achieve the lesson's purpose.
12. Evaluation, the final component of the lesson plan, is designed to _____ student outcomes, identify a teacher's need to reorganize lesson plans, and target areas for re-teaching.
13. Student _____ are also a major component of evaluation.
14. Kinetic variation refers to _____ in the teacher's position in the classroom.

15. A taxonomy is a classification _____ to orderly arrange items in related groups.
16. The greater the student's need for alternative _____ methods, the more intense a level of planning is required.
17. The classroom will _____ as many clear needs and not as a total to be taught.
18. As teachers prepare lesson plans, they should take _____ to make adaptations for special needs and at-risk students.

CHAPTER 12: ADAPTING TEACHING TECHNIQUES

1. _____ is a teacher's major responsibility to children, school, and community.
2. The teaching technique is the delivery _____ that transmits content from teacher to students.
3. Providing structure _____ is imperative for many learners.
4. Students want to learn to _____ knowledge or skills.
5. Learning _____ are students' individual approaches to learning.
6. Students in an inclusive classroom usually _____ the dependent learner style.
7. Auditory _____ learn best when they can hear the information presented (for example, in a lecture).
8. Students express the information they have processed and retained, using any of three output components: fine motor expression, _____ - _____ expression, or verbal expression.
9. Some students _____ interest in assigned tasks when they sit in the same seats day after day.
10. Class procedures are more _____ when based on the teacher's awareness of students' various learning styles.
11. Class _____ procedures also should vary according to learning styles.
12. Class procedures must also take into account the _____ aspects of learning styles.
13. Like motivated students, responsible _____ require only clear assignments and resources to succeed.
14. Teachers, therefore, should make _____ instruct, evaluate students, and carry out other class procedures on the basis of what they can determine about their students' learning styles and the emotional factors contributing to those styles.

15. Name the three domains of taxonomy:
- a)
 - b)
 - c)
16. Understanding the nature of _____ is just as important as understanding learning styles.
17. A teaching technique on _____ is a method of imparting knowledge, skills, or concepts to a learner.
18. Mastery learning, a term first used by Bloom (1968), provides the learner with immediate _____ from the teacher and a process for making corrections when necessary.
19. Mastery learning works well with students who have mild _____ because it allows the teacher to individualize instruction within the group setting of the regular classroom.
20. Presenting new skills or _____ orally can make learning extremely difficult for the student who cannot impose structure on learning.
21. The inquiry mode is used _____ percent of the time by regular educators and 35 percent by special educators.
22. As teachers teach, they deliver _____, require students to learn the information and ask questions from one of the six levels of Bloom's cognitive taxonomy to see if students have retained the information.
23. The technique of group work is used 66 percent of the time by general educators and _____ percent of the time by special educators.
24. Providing structure, understanding learning and learning styles, and incorporating alternative _____ of instructional delivery help students receive information in an organized manner.
25. "Telling is not teaching and _____ is not taught."

CHAPTER 13: ADAPTING THE FORMAT OF CONTENT:

1. After teachers select the appropriate teaching _____ to deliver the lesson, they may have to consider alternative ways of presenting the academic content.
2. Assignments to prepare for tomorrow's _____ may be given at the end of today's class.
3. _____ is an important component of content or subject matter.
4. Giving _____ is one of the first things done in class and also one of the tasks done most frequently.
5. Note taking is a skill that requires instruction, _____, and practice, although teachers often assume that it is an easy task for students.
6. Many students fail tests because of _____ notes, not because they do not know the material.
7. Teachers should tell students about the type of _____ to expect from the notes, such as multiple choice, essay, or short answer.
8. The lecture is one of the most common _____ in which students take notes from oral information.
9. An _____ gives the student the major and minor parts of the coming lecture, either on single page or on one or more pages, with space allotted for filling the notes.
10. Good _____ is essential for taking notes from lectures, class discussions, reviews, or other oral presentations.
11. Taking notes from the chalkboard relies heavily on good _____ in visual tracking, handwriting, and organization.
12. To help students _____ their approach to note taking, show them how to format the paper they plan to take notes on.
13. Teach students how to _____ the notes for study and review.
14. A study _____ helps students develop a focus plan for study and review.

15. A formative study guide _____ information in short, distributive segments.
16. Summative study guides help students prepare for a _____ or test on information learned.
17. The subject time-organization _____ provides structure for organizing the study time needed for each subject on a weekly basis.
18. A major issue in our _____ is that students do not read “on grade level”.
19. Student success may sometimes depend on the teacher’s _____ or willingness to adapt the presentation of content.
20. Students in _____ settings can master the academic content presented in general education classes.
21. Teachers also need to prepare the _____ environment for a lab.
22. Keep _____ activities structured and limit directions.
23. “Whole language is an _____ to build curriculum based on what we know about natural language learning.”
24. Task analysis is the breakdown of _____ within a task into sequential steps.
25. Educators make many _____ about assignments.
26. There are two types of assignments: control and _____ control.
27. When students take assignments home, the _____ begins to lose control.
28. If a student cannot divide, find an organizational _____ to help the student understand the skill.

**CHAPTER 14: ADAPTING MULTIMEDIA APPROACHES:
ASSISTIVE TECHNOLOGY AND TECHNOLOGY
APPLICATIONS IN THE INFORMATION AGE
CLASSROOM:**

1. Today's learning environment must reflect the _____ in which our students live; a world enriched by the multimedia experiences of the information age.
2. Creating a stronger visual or auditory presence in the classroom through multimedia and _____ strengthens the learning experiences for all students.
3. The chalkboard/dry erase board is a common _____ item found in almost every classroom.
4. In yesterday's classrooms, textbooks were among the most _____ materials in a classroom.
5. In the classroom of today _____ are only one of the media of focus and in many secondary-level classrooms, class instruction is moving away from one single textbook to the use of multiple computer-generated information resources.
6. Teachers should first _____ the organization and structure of the textbook.
7. The organization of each _____ should be explained before teaching the content.
8. If you assign too much to students who have difficulty _____ or who track slowly, some will choose to not even attempt the assignment.
9. Color-coding helps students _____ what they are about to learn and helps them prioritize the learning.
10. When students have difficulty reading the text, they will also have difficulty _____ work sheets.
11. Locating resources for _____ textbook adaptations can be a difficult and time-consuming process.
12. The use of television, VCR's, and _____ has virtually replaced the use of the filmstrip or 16mm film in most of today's classrooms.
13. During a presentation, students should take _____ under each point.

14. Preview all _____ or movies before using in the classroom.
15. Most audiovisual resources are considered a _____ tool for learning, allowing little participation by the student.
16. The overhead projector is still a very _____ piece of equipment used by teachers.
17. Provide a _____ to support the main points in a lecture.
18. Encourage class _____ or full class participation by identifying key questions, drawings, or pictures that will stimulate discussion on the topics related to the instructional lesson.
19. As you prepare to teach with transparencies or using a computer-generated presentation, you must _____ for the use of these tools.
20. Education is a _____ and reflection of society.
21. Technology skills are defined for all _____, and strategies for achieving them are integrated into the curriculum.
22. One major component of technology _____ is the identification of standards for students and for teachers.
23. Two approaches of computer use emerged: classroom based and _____ based.
24. Planning and _____ for the unique needs of all students must occur throughout the educational planning process.

CHAPTER 15: ADAPTING STUDENT EVALUATION:

1. Education in the US has been _____ for allowing students to leave school without the skills necessary to compete in a global economy, and increasing pressure is being applied at every level of the system to improve student achievement.
2. School improvement is tied to _____; accreditation is tied directly to funding and community pride.
3. Every _____ is more focused on outcome-based results.
4. A common saying heard more recently is that “what gets _____, gets taught.”
5. Standards are a hot topic _____ and they are important.
6. All students can _____.
7. The issue of what accommodations are used and should be allowed on Basic _____ Tests is relevant.
8. The term _____ can cover test questions, grading systems, graduation requirements, and competency testing.
9. _____ means the ability to understand clearly what is said or explained.
10. Students with auditory perceptual problems cannot _____ auditory information quickly and easily.
11. Some students may experience only _____ difficulty with spelling tests but have major problems when the teacher administers quizzes or chapter tests orally.
12. Students with auditory _____ problems often find it difficult to discriminate between the sounds coming from the front of the classroom.
13. Many students experience _____ when they receive information visually.
14. The majority of students in the class succeed with ease, but any students with visual-perceptual _____ experience a variety of problems.

15. The teacher's _____ also affects how a student responds to any test
16. Visual distractions and stimuli _____, both inside and outside the classroom.
17. Teachers generally strive to develop a test to fit the _____ frame available for giving it.
18. Most teachers have experienced test _____ at least once during their academic lives.
19. Perhaps what most students with _____ want is to be like everyone else.
20. Students in inclusive settings are also _____ about taking tests that differ from those of their peers.
21. Directions are a _____ aspect of test construction.
22. Keep _____ short.
23. Name the five types of tests:
 - a)
 - b)
 - c)
 - d)
 - e)
24. Avoid stating _____ negatively.
25. Teachers use short-answer or _____ items to measure learning that cannot be evaluated by objective test items.
26. Computation _____ usually require the student to apply an algorithm or a formula to find a numerical answer.
27. Modifying tests for _____ students is primarily the responsibility of general classroom teachers because they are more familiar with the material presented to the student.

28. The _____ revolves around equality of evaluation.
29. Teachers are discovering that the most _____ way to assess students' needs and progress is to measure their performance in the context of the curriculum requirements of their classroom setting.
30. Many schools are implementing _____ assessment as an alternative to traditional grading or in combination with traditional grading.
31. Standardized tests are a big _____ everywhere in the country.

CHAPTER 16: ADAPTING GRADING:

1. Teachers are _____ making evaluations of their students' performance.
2. Letter grades are still used, but more and more _____ of future success are seen as factors, not just one grade.
3. The problems inherent in _____ students and assigning grades can become even more complex for students in inclusive settings.
4. The debate about _____ for assigning grades is not as easily resolved.
5. the most popular way of indicating student performance is still standard _____ grades.
6. Define IEP grading.
7. Define Point System.
8. Define Contracting.
9. Explain a Portfolio Evaluation.
10. the final step in grading any student's _____ should be to provide feedback to the student and parents.
11. A _____ letter is another helpful means of sharing child-specific information with parents.
12. An issue regarding _____ in many areas is whether to indicate by the grade if the student received interventions during the instruction.
13. A final consideration for _____ educators when reporting grades is the meaning that grades take on when they are entered in a student's permanent record.

14. States have developed a _____ of types of diplomas.
15. Variations in the _____ for diplomas exist from state to state.
16. The Scholastic Aptitude Test (SAT) is another _____ test that may be of concern to some students at the secondary level.