

Name: \_\_\_\_\_

Date: 11/8/2010

### Chapter Six – Content Pop Quiz

Directions: Please take a few minutes and read all of the questions before you begin.

1. The AAMR defines intellectual disability as significant limitations both in intellectual functioning and in \_\_\_\_\_.
  - a. Language skills
  - b. Reading skills
  - c. Adaptive behaviors
  - d. Challenging behaviors
  
2. Intellectual disabilities originates before age
  - a. Three
  - b. Seven
  - c. Eighteen
  - d. Twelve
  
3. In 1992, the AAID stopped using \_\_\_\_\_ and started using \_\_\_\_\_.
  - a. Traditional categories, needed supports
  - b. Traditional categories, adaptive behaviors
  - c. Adaptive behavior, cognitive deficits
  - d. Traditional categories, language ability
  
4. Which students with intellectual disabilities have an IQ range of 35 to 50?
  - a. Mild
  - b. Moderate
  - c. Severe
  - d. Profound
  
5. Students who were labeled as intellectually disabled during the school day but adapted well and were often not readily distinguishable as intellectually disabled at home or in the community were called which of the following?
  - a. Six hour retarded child
  - b. Dual diagnosed
  - c. Resource room students
  - d. Deficient
  
6. Usually \_\_\_\_\_ are first to observe that young children are not achieving key developmental milestones.
  - a. Teachers or parents
  - b. Parents or day care workers
  - c. Parents or pediatrician
  - d. Teachers or parent workers

7. In school, children with mild intellectual disabilities initially draw attention to themselves when they exhibit \_\_\_\_\_ challenges.

- a. Motor or language
- b. Behavior or language
- c. Academic or language
- d. Academic or behavior

8. Students with mild intellectual disabilities vary widely in their ability to do schoolwork and \_\_\_\_\_.

- a. Complete in-school assignments
- b. Complete homework
- c. Adjust to social situations
- d. Ask for help

9. The overall prevalence of intellectual disabilities is reported as being somewhere between

- a. 15% and 20%
- b. 5% and 10%
- c. 1% and 3%
- d. 3% and 5%

10. Most students with intellectual disabilities are educated in

- a. Full time General education classrooms
- b. Self-contained classrooms
- c. Their homes
- d. Hospitals

11. What percentage of students labeled with intellectual disabilities spend most of their day in general education classrooms?

- a. 3%
- b. 5%
- c. 10%
- d. 11%

12. All of the following are examples, mentioned in the textbooks, of the academic difficulties of students with mild intellectual disabilities **EXCEPT**

- a. Delayed in learning to read
- b. Delayed in learning basic math skills
- c. Behind age level peers in academic achievement
- d. Delayed in gross motor coordination

13. \_\_\_\_\_ has a negative influence on academic achievement.

- a. Delayed language development
- b. School placement
- c. Grade level
- d. Poor grades

14. Students with moderate intellectual disabilities' norm referenced abilities may be up to about a

- a. First or second grade level
- b. Nonreader or preprimary level
- c. Second or third grade level
- d. First or fourth grade level

15. The more severe the disability, the more likely the person is to experience \_\_\_\_\_ conditions in addition to an intellectual disability.

- a. Language or medical
- b. Physical or medical
- c. Academic or behavioral
- d. Physical or language

16. Learning through watching and imitating another person who is serving as a model is known as \_\_\_\_\_.

- a. Incidental learning
- b. Observational learning
- c. Modeling learning
- d. Supportive learning

17. Learning something that was not taught directly but that might be learned if attended to is known as \_\_\_\_\_.

- a. Incidental learning
- b. Observational learning
- c. Modeling learning
- d. Supportive learning

18. When students with intellectual disabilities fail to see the relationship of one bit of information to another, they have problems with \_\_\_\_\_.

- a. Generalization
- b. Skill synthesis
- c. Incidental learning
- d. Observational learning

19. The ability to apply what was learned in one situation to another situation is known as \_\_\_\_\_.

- a. Generalization
- b. Skill synthesis
- c. Incidental learning
- d. Observational learning

20. All of the following are social difficulties experienced by students with mild intellectual disabilities **EXCEPT**

- a. understanding the content of verbal interactions
- b. understanding social communicative expectations
- c. reading social cues
- d. learning basic skill facts

21. Some challenging behaviors may occur as a basic form of

- a. Communication
- b. Insubordination
- c. Lack of cooperation
- d. Lack of attention

22. All of the following are examples of functional skills **EXCEPT**

- a. Mary is learning to ride the city bus to get around the community.
- b. Jeff's class is going to McDonald to practice placing orders for food.
- c. Victor is learning the name of the planets in the solar systems.
- d. Nancy is learning to read familiar signs in her environment.

23. \_\_\_\_\_ provides precise directions and prompts, with reduced prompts as students become more proficient.

- a. Cooperative learning
- b. Systematic instruction
- c. Direct instruction
- d. Generalization instruction

24. Simply follow the simple steps below to get a score of 100.

- a. Write your name in the name section.
- b. Do not answer any of the questions.
- c. Wait 10 minutes and turn the paper in at the front table.
- d. Don't not share any information or tips with your classmates.

25. Ms. Wilson is teaching a math lesson on simple addition. She explains the concept to her students, uses PowerPoint slides to illustrate the process of addition, and uses puppets to explain each of the steps involved in solving simple addition problems. Which universal design for learning strategy is Ms. Wilson using?

- a. Multiple means of representation
- b. Multiple means of expression
- c. Multiple means of engagement
- d. None of the above