

Exam II

01.505 Children with Disabilities in the Classroom
Due Monday, June 29, 2009

Answer 12 of the following questions *concisely*. Please type and double-space your answers. Questions are based on class discussions and readings; each is worth 5 points. . . Most of these questions are very straightforward; a few ask you to think and apply what you have learned. Remember: Be concise. Please hand in your exam by Monday June 29, 2009. You may either e-mail me an attachment (preferably a MS Word .doc file) or drop a hard copy in the Graduate School of Education in O'Leary.

1. What is the major difference between language delay and language disorder (SLI)?
2. Distinguish normal non-fluency from stuttering.
3. Girls are thought to have been underdiagnosed with ADHD since, when girls do have ADHD, it tends to be the primarily inattentive type. Why is inattentive ADHD less likely to elicit a referral for special education than primarily hyperactive ADHD?
4. Stimulant medication for children who are already hyperactive?? Explain the mechanism of action for stimulant medications (Ritalin, Adderall, etc) in the treatment of ADHD (i.e., How does it work? What gets stimulated and how does that reduce ADHD symptoms?).
5. Distinguish between Oppositional Defiant Disorder and Conduct Disorder and indicate how both of these differ from typical non-compliant behavior in children (i.e., how they are not just "kids being kids").
6. What distinguishes normal fears and anxieties from anxiety disorders among young children?
7. What evidence did the film "Eye of the Storm" provide with respect to the relation between depression and school performance?
8. Negative feedback to children with depression should be delivered carefully due to the attributional style characteristic of depression. How are children with depressive attributional style likely to interpret failure compared with non-depressed children?
9. Sam is a child with learning disabilities who is on an IEP and in an inclusive classroom. He has begun to display oppositional tendencies (primarily non-compliance and talking back) with his math teacher who wants him, "out, now." Before moving Sam to a more restrictive environment, you suggest a functional behavior assessment of Sam in math class. Explain what a functional behavioral assessment is to Sam's exasperated math teacher by summarizing what it does, what it aims to accomplish, and the type of adaptive teaching strategy that might be suggested by it.
10. Your colleague suspects a child in his classroom is being sexually abused—she walks funny, she appears to be in pain coming back from the bathroom, she seems depressed, she is anxious and uncomfortable in health and reproduction lessons, and she drew a picture of her family with her father towering over her in a menacing way. Yet he doesn't want to say anything or file any reports in case he is wrong and the parents come after him with a lawsuit for liable and defamation of character. What is wrong with his reasoning? What course of action must he follow and why?
11. Children with trauma histories are especially helped by classroom environments that are stable and predictable and approaches to instruction that are sensitive to the social and

emotional barriers that these children face. What are four general, overarching approaches to academic instruction that promote trauma-sensitive classrooms and address students' learning needs.

12. A child in your class has a non-verbal learning disability and social anxiety. There are accommodations in the IEP that are designed for general instruction, and the child is doing quite well since you have been using them. The child goes to "specials" (music, art, etc.) with everyone else in class, and the music teacher has just sent a failure notice to the parents. The parents call you to ask what is going on. The music teacher says she has never received the IEP, and, anyway, she doesn't have time to deal with IEP's given the number of children she teaches (every child in the school). What do you do or say, and why?
13. Your neighbors have an 8-year-old child who is not receiving special services in school despite an earlier diagnosis of learning disability and ADHD. The child is beginning to manifest behavior problems and the parents are concerned, but not sure of what to do. In fact their primary language is Portuguese and so they are not sure where they can find help. Suggest *two* specific resources to them—one written document that will provide them with information on their child's educational rights as a child with disabilities and one state parent information center that can assist them with an educational advocate if need be—that are free and available to all parents whose children are students in the Massachusetts Public Schools. Identify these two sources and say exactly where they can be found.

Congratulations!

Please remember to drop by the Graduate School of Education to complete a course evaluation.

Any re-done assignments are due to me by Monday June 29.

Please submit both the original and the re-written version to the Graduate School of Education.

I will be in on Tuesday June 30 to pick them up.