

# TeachME Professional Development

## Assisting Students with Learning Disabilities in and Beyond School

### Part 1

**1. Dysgraphia tends to result in what type of presentation of symptoms?**

- A. Difficulties reading, writing, and forming letters correctly.
- B. An inability to draw due to motor function deficiencies.
- C. Uncertainty with numbers.
- D. Hyperactivity.

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### Part 1

**2. If your student has issues with their executive function, what skills will that most directly affect?**

- A. Counting
- B. Organization and productivity.
- C. Emotional intelligence.
- D. Social awareness.

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### Part 1

**3. If your student has difficulties comprehending numbers, telling time, or solving basic equations, what learning disability might be a root cause?**

- A. Dysgraphia
- B. Specific reading comprehension disorder.
- C. ADHD
- D. Dyscalculia.

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### Part 1

**4. Each of the following is recommended as a way to help anxious children who have learning disabilities EXCEPT:**

- A. Help the child learn breathing exercises to calm himself down.
- B. Find ways to reward your students whenever they show brave or calm behavior.
- C. Put them in high-pressure situations so they can learn by doing.
- D. Give anxious students gratitude journals and ask them to use them consistently.

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## Part 1

### 5. Which of these support systems will help boost executive function in a student with a learning disability?

- A. Written reminders, and assistance with life skills like telling time.
- B. Emphasize more abstract methods of learning.
- C. Limit student break time as this tends to interfere with sustained concentration.
- D. Focus on long-terms goals and rewards as these will be more sustaining

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## Part 1

### 6. Advocacy for a child with a learning disability requires communication, meetings between all involved, and:

- A. Opinions from outsiders who have had similar experiences.
- B. A focus on the student's autonomy.
- C. Research.
- D. Peer input and monitoring.

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## Part 1

### 7. Which of the following is NOT recommended for educators as they stand up for children with learning disabilities?

- A. Be confident in your role.
- B. Remain compassionate regarding the needs of others.
- C. Defend the child's rights and needs as much as you possibly can.
- D. Realize that you are the expert and are in the best position to oversee all decision-making.

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## Part 1

### 8. If you have more than one student exhibiting signs of anxiety, it is generally not a good idea to put them into contact with each other, as the fear of suffering with another often makes the

**situation worse.**

- A. True
- B. False

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## **Part 1**

**9. How should you help a student with social anxiety who would prefer to sit out from social events?**

- A. Allow the student to be removed for the entirety of the event
- B. Let the student show up later than the others.
- C. Invite the parent to the event.
- D. Come up with a safe space, and a signal for when the student needs to calm down.

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## **Part 1**

**10. What is a good way to help your student combat perfectionism?**

- A. Focus on being joyful rather than being perfect.
- B. Normalize mistakes.
- C. Help the student develop a strengths mindset.
- D. Help the student understand that completion of the milestone will come in time.

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## **Part 2**

**11. Specific learning disability (SLD) is the most common eligibility category through which students receive special education services under the Individuals with Disabilities Education Act (IDEA), and the rules and procedures by which students are identified with SLD affect a great number of students.**

- A. True
- B. False

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## **Part 2**

**12. A child is identified as having a SLD if he or she does not achieve adequately to meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and appropriate instruction, including written expression and basic reading skill,**

**reading fluency skills and reading comprehension, mathematics calculation and mathematics problem solving, and:**

- A. Oral expression and listening comprehension
- B. Language fluency and vocabulary development
- C. Executive functioning and organizational skills
- D. Decoding and encoding

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## **Part 2**

**13. A comprehensive evaluation requires standardized testing and the use of a formula as the primary requirement for SLD eligibility.**

- A. True
- B. False

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## **Part 2**

**14. Generally speaking, the two types of disorders are dimensional and:**

- A. Conditional
- B. Categorical
- C. Determined
- D. Directional

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## **Part 2**

**15. While reliability issues can impact SLD classification in certain circumstances, all SLD identification methods have problems with validity.**

- A. True
- B. False

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## **Part 2**

**16. Which of the following is NOT one of the topics generally addressed in school psychology and special education research?**

- A. The nature of cognition and learning

- B. Effective intervention practices for all learners, but particularly those who struggle to master basic foundational skills
- C. The relationships between cognition, attention, and executive control processes, and academic achievement
- D. The academic profiles of students who experience behavioral and social difficulties

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## **Part 2**

**17. Recommendations for improving the reliability of SLD identification include using multiple data points, avoiding fixed cut points, using confidence intervals, employing high thresholds for treatment planning, and:**

- A. Using tests with the same normative data
- B. Implementing summative evaluation techniques
- C. Using competency-based assessments
- D. Ensuring internal consistency

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## **Part 2**

**18. Students with severe reading difficulties need a comprehensive reading program that includes systematic instruction in foundational reading skills, and students with specific deficits in comprehension may require more text- and language-focused interventions.**

- A. True
- B. False

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## **Part 2**

**19. Unlike reading, which develops in a more linear fashion, low performance on math computation tests could reflect problems in many areas, including fact retrieval, attention difficulties, and:**

- A. Ability to manipulate numbers
- B. Visual processing
- C. Procedural knowledge
- D. Math anxiety

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## **Part 2**

**20. Each of the following is an accurate statement about exclusionary criteria EXCEPT:**

- A. Disorders such as sensory problems, intellectual disability, or autism spectrum disorder have specific identification criteria and require interventions that address a much more pervasive impairment of adaptation than SLD
- B. Contextual factors that may interfere with achievement, such as limited English proficiency, comorbid behavioral problems, and economic disadvantage should be considered
- C. The goal of this part of the assessment is to determine whether such a condition is a primary cause of low achievement, a comorbid condition, or a result of low achievement
- D. Lack of appropriate instruction or poor-quality instruction will exclude a child from SLD consideration

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**Part 3**

**21. The ability to 'hear, identify, and manipulate individual sounds in spoken language" refers to which component of reading?**

- A. Fluency
- B. Comprehension
- C. Phonemic Awareness
- D. Metacognitive Skills

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**Part 3**

**22. Which part of the brain helps us to recognize words by sight?**

- A. Occipito-Temporal Cortex
- B. Inferior Frontal Cortex
- C. Temporo-Parietal Cortex
- D. Neural pathways

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**Part 3**

**23. 'Jessica is a motivated 4th grader who is intelligent, well spoken, enjoys school work, and excels in math. However, she consistently exhibits low attainment in reading class, and has not met any of her reading benchmarks.' Which characteristic of a student with SLD in reading does this describe?**

- A. Receptive language difficulties
- B. Metacognitive deficits
- C. Processing problems

D. Achievement discrepancy

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### Part 3

**24. Which characteristic is described as the most common academic difficulty, with a prevalence of 60-90%, for students with SLD?**

- A. Social-emotional problems
- B. Achievement discrepancy
- C. Reading deficits
- D. Attention difficulties

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### Part 3

**25. The most appropriate progress monitoring systems collect \_\_\_ data frequently, and analyze it to \_\_\_.**

- A. qualitative; have a running record
- B. objective; make instructional decisions
- C. subjective; determine what information is missing
- D. anecdotal; make instructional decisions

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### Part 3

**26. What does the inferior frontal cortex help with?**

- A. Recognizing words by sight
- B. Storing words in long-term memory
- C. Speech sounds and pronunciation
- D. Rote memorization

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### Part 3

**27. Which component and ultimate goal of reading refers to understanding and making meaning of a text?**

- A. Phonics
- B. Comprehension
- C. Phonemic Awareness
- D. Reading Fluency

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### **Part 3**

**28. The Simple View of Reading (SVR) states that for Reading Comprehension (RC) to be strong, which two variables must be strong?**

- A. Fluency and phonics skills
- B. Decoding and language comprehension
- C. Language comprehension and vocabulary
- D. Phonemic awareness and phonics

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### **Part 3**

**29. When children with Dyslexia read, there is less activity in the areas responsible for what?**

- A. Automatic word reading
- B. Sounding out words
- C. Speech sounds
- D. Language skills

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### **Part 3**

**30. Which strategy consists of talking through the cognitive process while reading, writing, or solving a problem**

- A. Providing feedback
- B. Chunking
- C. Think-alouds
- D. Diagnostic teaching

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### **Part 3**

**31. Systematic phonics-based instruction includes which component?**

- A. Three cueing to identify unknown words
- B. Teaching context clues to read unfamiliar words
- C. Teaching decoding skills only during word study lessons
- D. Direct teaching of letter-sound relationships

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### **Part 3**

**32. When is background knowledge typically activated?**

- A. At the end of each reading section
- B. Before reading
- C. When students ask relevant questions about reading
- D. After the reading is complete

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**Part 3**

**33. Which is NOT a potential impact on reading caused by SLD?**

- A. Lack of text comprehension
- B. Difficulty paying attention while reading
- C. Difficulty with expressive language
- D. Difficulty decoding words

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**Part 3**

**34. Which component of reading refers to the relationship between letters and sounds?**

- A. Phonemic Awareness
- B. Phonics
- C. Comprehension
- D. Vocabulary

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**Part 3**

**35. Which part of the brain recognizes faces and objects, and helps recognize words by sight?**

- A. Occipito-temporal Cortex
- B. Inferior frontal cortex
- C. Temporo-parietal cortex
- D. Broca's area

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