

Overview and Chapter 3

1. What is the first domain in the updated High-Leverage Practices for Students with Disabilities?

- a. Individualized Education Programs (IEPs)
- b. Collaboration**
- c. Culturally Inclusive Pedagogies
- d. Monitoring Student Progress

- Answer: B. Collaboration

2. Which of the following is NOT a key activity of collaboration mentioned in the text?

- a. Regular team meetings
- b. Individualized professional development
- c. Collaborative planning
- d. Standardized testing**

- Answer: D. Standardized testing

3. Who brings knowledge of curriculum and instruction in professional collaboration?

- a. Special educators
- b. General educators**
- c. Specialized instructional support personnel
- d. Families

- Answer: B. General educators

4. What is the primary purpose of educator-family collaboration?

- a. To increase standardized test scores
- b. To ensure consistent, holistic, and intersectional support for students**
- c. To reduce the workload of educators
- d. To create individualized education plans

- Answer: B. To ensure consistent, holistic, and intersectional support for students

5. Which HLP focuses on organizing and facilitating effective meetings with professionals and families?

- a. HLP 1
- b. HLP 2**
- c. HLP 3
- d. HLP 4

- Answer: B. HLP 2

6. How does collaboration benefit families of students with disabilities?

- a. It increases their knowledge of special education laws
- b. It fosters a sense of belonging and empowerment**
- c. It decreases their involvement in school activities
- d. It reduces their need for outside support services

- Answer: B. It fosters a sense of belonging and empowerment

7. What is the primary goal of collaborative planning?

- a. To develop new educational technologies
- b. To align instructional methods with IEP goals**
- c. To create social events for students
- d. To conduct research studies

- Answer: B. To align instructional methods with IEP goals

8. What is the primary goal of collaboration among educators working with students with disabilities?

- a. To share expertise and develop the IEP**
- b. To reduce the workload of individual educators
- c. To increase administrative efficiency
- d. To minimize communication between educators

- Answer: A. To share expertise and develop the IEP

9. Which of the following is a key factor that facilitates effective collaboration?

- a. Competition among team members
- b. Open communication, mutual respect, and trust**
- c. Having more meetings than necessary
- d. Assigning a single person to make all decisions

- Answer: B. Open communication, mutual respect, and trust

10. What should team members consider when collaborating to support meaningful dialogue?

- a. The number of meetings they have attended
- b. Others' language preferences, cultural backgrounds, and perspectives**
- c. The speed at which meetings are conducted
- d. Only the perspectives of the special educator

- Answer: B. Others' language preferences, cultural backgrounds, and perspectives

11. Which type of meeting focuses on developing and monitoring a student's IEP?

- a. Eligibility Meeting
- b. IEP Meeting
- c. Progress Monitoring Meeting
- d. Problem-Solving Meeting

- Answer: B. IEP Meeting

12. According to the text, why is collaboration particularly challenging?

- a. It requires continuous checking of assumptions, biases, and perspectives
- b. It involves a large number of participants
- c. It must be done within a limited amount of time
- d. It relies solely on the special educator's input

- Answer: A. It requires continuous checking of assumptions, biases, and perspectives

13. In a co-teaching context, what do general and special educators collaborate on?

- a. Managing classroom behavior
- b. Co-planning, co-instructing, and co-assessing
- c. Scheduling lunch breaks
- d. Administrative tasks

- Answer: B. Co-planning, co-instructing, and co-assessing

14. Which of the following is NOT a recommendation for effective meetings?

- a. Clear meeting goals and agenda
- b. Equal participation from all attendees
- c. Passive listening and minimal dialogue
- d. Use of progress monitoring data

- Answer: C. Passive listening and minimal dialogue

15. What effect does effective professional collaboration have on educators?

- a. Decreased job satisfaction
- b. Increased intent to remain in their jobs
- c. Lower student achievement
- d. Reduced professional development opportunities

- Answer: B. Increased intent to remain in their jobs

True/False Questions

16. Collaboration among educators is solely focused on administrative efficiency.

False

17. Effective collaboration relies on building positive and trusting relationships among team members.

True

18. Special educators should be the only ones making decisions in collaborative meetings.

False

19. The use of progress monitoring data is crucial in instructional decision-making meetings.

True

20. Collaboration has no significant impact on student achievement.

False

21. Effective professional collaboration only benefits students with disabilities.

False

22. Collaborative planning is crucial for ensuring that teaching strategies align with IEP goals.

True

23. Special educators primarily bring knowledge of curriculum and instruction to the collaboration.

False

24. Culturally inclusive pedagogies challenge deficit-based understandings of disability.

True

25. Family collaboration does not significantly impact the educational experience of students with disabilities.

False