

Fullerton College/CDES Department  
204 Introduction to Special Education  
Study Guide for Assessment #3  
Fall 2009.

**Chapter Seven Issues: Learners with Attention Deficit Hyperactivity Disorder**

1. Overview of the "brief history" section - look at the descriptors for each.
2. Look at similarities of the above descriptors over the years
3. Definitions
4. Causes: areas of brain affected, neurotransmitter involved
5. Song: The Spirited Child by Betsy Rose
6. Psychological & Behavioral Characteristics:
  - Barkley's Model (behavioral inhibition, executive functions, persistent goal-directed behavior)
  - Adaptive skills
  - Problems with socializing with peers
7. Educational Considerations:
  - Classroom structure and teacher direction
  - Functional Assessment and Contingency-based self-management
  - Role of reinforcement
8. Medication Considerations:
  - opposition to Ritalin
  - the research evidence, cautions, etc.
9. Assessment of Progress:
  - progress monitoring
  - outcome measures
  - testing accommodations
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10. Explain why ADHD is not included as a separate category of special education under the Individuals with Disabilities Education Act (IDEA) and why many professionals are disappointed with this decision.
11. What is meant by the statement? "It may not be that they do not know how to behave appropriately so much as that they are unable to do so?"
12. Describe how Ritalin works, despite its seemingly "paradoxical effect,"
13. Write a brief scenario describing a student's problem behavior. Then explain how a functional behavioral assessment (FBA) could be used to determine the "function" of the behavior. Next, describe a contingency-based self-management plan that could be used to address the problem behavior within the context of its apparent function.
14. Describe four ways that special and general education teachers can collaborate to serve students with ADHD.

## Chapter Eight Issues: Learners with Emotional or Behavioral Disorders (E/BD)

1. Descriptors:
  - Terminology (Column A/Column B)
  - Graubard's "Perceiver as Definer"
  - Wood's "Four Elements"
  - Dimensions of analyzing and measuring children's behavior
2. Definitions: definitional problems & current definition & proposed alternative definition.
3. Classification: Dimensions: externalizing and internalizing
4. Causes: (biological, family, school and cultural factors)
5. Psychological and Behavioral Characteristics
6. Responsive Instruction Section
7. Educational & Instructional Considerations:  
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8. Discuss the controversy with the present federal definition of E/BD and list three advantages of the National Mental Health and Special Education Coalition definition.
9. Why do estimates of the prevalence of E/BD vary so much across different studies?
10. Differentiate between externalizing and internalizing behavior disorders by writing two brief case descriptions of students with these types of E/BD.
11. Provide examples of 2 biological, 2 family, 2 school, and 2 cultural factors that contribute to E/BD.
12. What procedures are used to identify students with E/BD? Critically evaluate the adequacy of existing measures and techniques for this purpose.
13. Choose one of the Descriptors identified in class: "Perceiver as definer", "The Four Elements", or "The Dimensions of Analyzing and Measuring Children's Behavior." Identify the researcher if applicable **and describe** the concepts and elements. Also discuss how by using this measurement/descriptor, it could help you understand a child with E/BD in your class..
14. Describe approaches to reduce bullying in schools. **Be sure** to discuss who should be involved and what should be involved.
15. Identify behavioral characteristics of Oppositional Defiant Disorder (ODD). Describe a child/youth who has ODD. Identify and discuss classroom interventions.

## **Chapter 12: Learners with Autism Spectrum Disorders**

1. Historical Context: Kanner's and Asperger's Papers
2. Definition of Autistic Spectrum Disorders
3. Causes: (Early Causal Theories and Today's Causal Theories)
4. Psychological and Behavioral Characteristics
5. Educational Considerations
6. Assessment of Progress
7. Early Intervention
8. Transition to Adulthood
9. Videos on autism
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10. Why is "autism" more appropriately thought of in terms of the broader phrase "autism spectrum disorder"?
11. How is Asperger's syndrome diagnosed, and why is it more difficult to assess than autism?
12. What areas particularly need to be assessed for students with autism spectrum disorders, what are appropriate methods of assessment, and what special concerns are there regarding assessment?
13. Describe three strategies to help a student with autism be more included in a general education classroom.
14. What characteristics should early education and interventions for students with autism have?
15. What features should be present in a transition plan for students with autism spectrum disorders?