1. **Students with learning disabilities typically have problems in**
   a. Short- and long-term memory.
   b. Long-term memory only.
   c. Short-term memory only.
   d. Academic areas only.

2. **Emily listened as her friends discussed their summer plans. She happily commented that she got a new pair of roller skates yesterday. Emily demonstrated a lack of**
   a. Social competence.
   b. Auditory processing.
   c. Locus of control.
   d. Behavioral and emotional sensitivity.

3. **Which of the following statements about learning disabilities is FALSE?**
   a. Learning disabilities can be accompanied by other special needs.
   b. Learning disabilities are characterized by unexpected underachievement.
   c. Learning disabilities can be a result of other special needs such as deafness, emotional disorders, and dysgraphia.
   d. Learning disabilities are intrinsic to the individual.

4. **The simultaneous occurrence of ADHD with other disabilities is referred to as**
   a. Reconstitution.
   b. Comorbidity.
   c. Executive functions.
   d. Aggression.

5. **Which of the following is NOT an option in school for students diagnosed with ADHD?**
   a. Receiving a 504 plan
   b. Being labeled OHI
   c. Being excused from school when they can’t concentrate
   d. Receiving IDEA services for other disabilities

6. **When children who have ADHD become adults, they typically**
   a. Outgrow ADHD and live a normal life.
   b. Become involved in criminal activities.
   c. Succeed in their jobs but have difficulty socially.
   d. Have difficulty keeping a job.

7. **Typical behaviors of young children are considered symptoms of ADHD in older children, which is why**
   a. Preschool-age children are over diagnosed.
   b. All children with these behaviors should be examined for ADHD.
   c. It can be difficult to diagnose preschool-age children.
   d. Taking medication for ADHD has many side effects.

8. **Genetics, environmental toxins, accidents, and illness are examples of**
   a. Biological factors.
   b. Psychosocial factors.
   c. Environmental factors.
   d. None of the above

9. **During the assessment process of determining whether an individual is eligible for special education services due to emotional and behavior disorders, a family history is obtained. Why is this done?**
   a. To allow the family’s input as mandated by IDEA
   b. To establish a relationship with the family
   c. To help explain whether genetic or environmental factors might be affecting the student
   d. To let the family know that the evaluation is being conducted and to allow them to ask questions
10. **Which of the following statement is TRUE?**
   a. Students with emotional and behavior disorders usually have good social skills but struggle academically and emotionally.
   b. Students with emotional and behavior disorders cannot be taught social skills if they lack this ability naturally.
   c. Students with emotional and behavior disorders can be taught appropriate social skills using problem solving steps.
   d. Students with emotional and behavior disorders usually have poor social skills but excel academically.

11. **Which statement BEST describes why negative interactions between parents and school professionals are heightened during meetings?**
   a. Most parents simply do not show up to meetings, which makes professionals angry.
   b. Parents often are worried about meeting with professionals because they do not want to learn about additional issues related to their child.
   c. School professionals treat families of children with emotional and behavior disorders differently than other families because the family is usually the cause of such disorders.
   d. Due to the few number of meetings, families and school professionals have poor relationships that make meetings awkward and uncomfortable.

12. **What percentage of school-aged children with learning disabilities receives their education in a regular classroom setting?**
   a. 19 percent
   b. 39 percent
   c. 59 percent
   d. 79 percent

13. **Which of the ranges below correctly estimates the number of students with learning disabilities who also have attention deficit with hyperactivity?**
   a. 10–40 percent
   b. 15–70 percent
   c. 25–75 percent
   d. 35–85 percent

14. **Cory is a 14-year-old with learning disabilities. As mandated by federal law, school professionals must**
   a. Find an appropriate part-time job for Cory.
   b. Find a vocational program for Cory.
   c. Develop an afterschool extracurricular activity plan for Cory.
   d. Develop a transition plan for Cory.

15. **Encouraging parents as partners in education is most beneficial because**
   a. Parents have an increased understanding of the curriculum.
   b. Communication between parents and teachers is improved.
   c. Teachers are more willing to work with students with learning disabilities.
   d. Student success increases.

16. **The prevalence of ADHD is NOT certain as a result of which of these factors?**
   a. Lack of research concerning within the field
   b. Disagreement about the disorder “s existence
   c. Samples have never been drawn from schools
   d. Because it is considered a psychiatric disorder

17. **The cause of ADHD has been debated for many years. Which of the following are some of the proposed or hypothesized causes?**
   a. Excessive television and poor schooling
   b. Diet, too little sugar, and lack of exercise
   c. Diet, food allergies, too much sugar
   d. Learning disabilities
18. **What percentage of relatives of individuals with ADHD also have ADHD?**
   a. 25 percent  
   b. 2 percent  
   c. 16 percent  
   d. 50 percent

19. **What percentage of students with emotional disorders also are identified as ADHD?**
   a. 15 percent  
   b. 30 percent  
   c. 43 percent  
   d. 59 percent

20. **An example of instructional intervention is best described by which of the following?**
   a. When Leroy’s attention begins to wander, Mrs. Pruitt lightly taps his desk two times.  
   b. When Leroy is quiet and remains seated, Mrs. Pruitt gives him tokens.  
   c. After Mrs. Pruitt gives the directions for the math assignment, she asks Leroy to repeat them back to her.  
   d. To allow Leroy some activity, Mrs. Pruitt often asks him to pass out papers.

21. **Which of the following should NOT be a factor when medication is considered?**
   a. The child’s age  
   b. Severity of symptoms  
   c. Participation in sports  
   d. Intelligence level

22. **Madison is extremely frightened by storms and other loud noises. Her fears can be categorized as**
   a. Emotional characteristics.  
   b. Behavioral characteristics.  
   c. Social characteristics.  
   d. Cognitive characteristics.

23. **Multidisciplinary teams do NOT address which of the following when deciding whether a student has an emotional and behavior disorder?**
   a. Are one or more of the characteristics in the definition of emotional disturbance present?  
   b. Do the student’s characteristics of emotional disturbance adversely affect his or her educational performance?  
   c. Does the student have learning disabilities or attention deficit disorder?  
   d. Can social maladjustment be eliminated as the sole cause of the student’s behavior problems?

24. **Special schools that include special education in small classes with a strong emphasis on individualized instruction are**
   a. Day treatment programs.  
   b. Residential programs.  
   c. Resource settings.  
   d. Self-contained settings.

25. **What is the estimated dropout rate of students with emotional and behavior disorders?**
   a. 2 to 5 percent  
   b. 10 to 15 percent  
   c. 21 to 64 percent  
   d. 69 to 73 percent

26. **Effective practices for working with students with emotional and behavior disorders include**
   a. Prevention, classroom intervention, and medication.  
   b. Collaboration, classroom intervention, and home intervention.  
   c. Collaboration, prevention, and medication.  
   d. Prevention, collaboration, and classroom intervention.
27. Which of the following statements regarding families of children with emotional and behavior disabilities and advocacy is true?
   a. Parent-led advocacy groups do not generally exist among families of children with emotional and behavior disabilities.
   b. Parent groups require expensive fees, which eliminates the participation of many families.
   c. Parents of children with emotional and behavior disabilities prefer not to participate in such groups because of the shame and embarrassment.
   d. None of the above

28. The largest group of school-aged children with special needs receiving special education services is students with learning disabilities.
   a. True b. False

29. Learning disabilities are always accompanied by attention-deficit disorder with or without hyperactivity.
   a. True b. False

30. If a child has a learning disability, it is certain that his or her sibling will also have a learning disability.
   a. True b. False

31. Metacognition means thinking about thinking.
   a. True b. False

32. General education teachers may not suggest to parents that their child has ADHD, but special educators can because they have received specialized training.
   a. True b. False

33. The mental activities that help individuals regulate their behaviors are called executive functions.
   a. True b. False

34. Research indicates that 90 percent of children with ADHD outgrow the disorder.
   a. True b. False

35. Comorbid disorders are NOT present in individuals with emotional and behavior disorders.
   a. True b. False