

REVIEW for COMPETENCY AREA 5: Supporting the Teaching and Learning Environment

1. Which of the following factors in the classroom environment can affect teaching and learning:
 - a. Where the desks and other furniture are placed
 - b. How the room is built (e.g., where the doors and windows are located)
 - c. Where the teacher stands
 - d. How the people in the room interact with one another
 - e. All of the Above

2. Being hungry, thirsty, ill, or tired may affect teaching or learning. These are examples of _____ conditions.

3. Which of the following health needs may affect student learning and participation?
 - a. Vision limitations
 - b. Hearing limitations
 - c. Attention difficulties
 - d. All of the Above

4. Which of the following components contribute to the educational environment and process?
 - a. The learner
 - b. The teacher
 - c. The subject matter
 - d. The method of instruction
 - e. All of the Above

5. List three benefits to using technology in the classroom:
 1. _____
 2. _____
 3. _____

6. Assistive technology includes electronic and non-electronic technology.
 - a. True
 - b. False
 - c. I Don't Know

7. Which of the following is **not** an example of assistive technology?
 - a. Canes
 - b. Hearing Aids
 - c. Wheelchairs
 - d. Captions
 - e. None of the Above

8. Parents must pay for the cost if their child requires assistive technology:
 - a. True
 - b. False
 - c. I Don't Know

9. Instructional Technology allows the teacher to adapt the curriculum to differing learning styles.
 - a. True
 - b. False
 - c. I Don't Know

10. Which of the following is an example of Instructional Technology:
 - a. Computers
 - b. Computer games
 - c. Video tapes
 - d. Slides
 - e. All of the Above

11. Name three ways that technology can benefit the teacher:
 1. _____
 2. _____
 3. _____

12. A paraprofessional can make a decision about using assistive technology with a student.
 - a. True
 - b. False
 - c. I don't Know

13. In determining whether or not to use assistive technology with a student, who else might a teacher consult in regards to a student's needs?
14. Schools have a duty to educate every child in their district in a manner that is appropriate to their needs.
- a. True
 - b. False
 - c. I Don't Know
15. Inclusion allows students the opportunity to increase interaction and communication with peers in school.
- a. True
 - b. False
 - c. I Don't Know
16. The paraprofessional's role in inclusion is to:
- a. Promote positive social interactions
 - b. Promote student interdependence
 - c. Promote friendships among students
 - d. All of the Above
17. Teachers can promote inclusion by doing the following:
- a. Special education and general education teachers can team teach
 - b. Group students in diverse ways
 - c. Adapt curriculum and learning tools in the classroom
 - d. All of the Above
18. List two qualities of an inclusive environment:
- 1. _____
 - 2. _____

19. Schools can physically adapt to students with disabilities by doing the following:
- a. Examining the desks and chairs and determining if they are suitable for all students
 - b. Building a playground that is not easily accessible
 - c. Lowering shelves and bookcases so all students can access materials
 - d. A and B only
20. Which of these are potential problems that can result from excessive proximity of paraprofessionals to students with disabilities?
- a. Interference with peer interactions
 - b. Over-dependence on adults
 - c. Development of personal relationships between paraprofessionals and students
 - d. A and B only
 - e. B and C only
21. A paraprofessional assigned full-time to a student with a disability:
- a. May interfere with ownership and responsibility of general educators for educating students with disabilities
 - b. May be necessary for some students
 - c. Is always necessary for students with severe disabilities
 - d. A and B only
 - e. B and C only
22. School personnel pursuing inclusive education for their students can modify:
- a. Their own attitudes and expectations
 - b. Curriculum content
 - c. Parents' goals for their children
 - d. A and B only
 - e. A, B, and C
23. Paraprofessionals can promote friendships among students by:
- a. Always being present and actively involved in interactions between students with disabilities and their classmates
 - b. Identifying opportunities for students to work and interact together
 - c. Protecting students from unpleasant social experiences
 - d. Speaking on behalf of the student with a disability

24. To Enhance inclusion of students with disabilities, it is important for paraprofessionals to:
- a. Focus on their individual differences
 - b. Help build a sense of classroom community by modeling accepting behaviors
 - c. Interact with students in age-appropriate ways
 - d. A, B, and C
 - e. B and C only

Designing a successful teaching and learning environment

Activity

Unit 5K1B has covered four factors, and the way in which they interact, that affect the teaching and learning environment.

Think about a student you are working with who may (either) be: a) experiencing substantial difficulty in the teaching and learning environment or b) experiencing success in the teaching and learning environment. (If you are not currently working in a classroom, consider your own experience or other students you have worked with in the past.) If you identified a difficult situation, is there something that you could change to make teaching and learning easier? If you identified a successful situation, what are the strategies that contribute to this positive outcome?

In the first column, write down one aspect of each factor that affects the teaching and learning environment. Based on what you have learned in this unit, from your personal experiences, and in accordance with your current role and responsibility, fill in the next two columns. Focus on aspects and strategies that you, as a paraprofessional, are in a position to influence.

Factor	What aspect(s) of this factor affects the teaching and learning environment (either positively or negatively)?	If you identified a negative aspect, how can this situation be improved??	If you identified a positive aspect, explain why it is positive.
LEARNER			
TEACHER			
SUBJECT MATTER			
TEACHING METHOD			

Technology Use in the Classroom

Activity

This is an activity to be completed by yourself and your supervisor or the teacher who directs your daily work. This will allow you to discuss a students' lessons and plan and/or examine the technology used in the classroom. Also, it will allow you and your supervisor to see where technology can be implemented in the learning process.

Directions: The following form is to be used in the classroom and filled out by yourself and your supervisor or the teacher who directs your daily work. Fill in the subjects taught in the classroom and how technology is being used to support instruction. If technology is not currently being used in the classroom, fill in how it can be used to support learning. If technology is already being used, examine its success and outline other possibilities. Reflect on what you have read and use examples from the lessons contained in this competency.

Click here to print a [Technology Used in the Classroom Form](#).

SUBJECT	HOW IS TECHNOLOGY CURRENTLY BEING USED TO SUPPORT LEARNING?	WHAT ARE OTHER POSSIBILITIES TECHNOLOGY CAN BE USED TO SUPPORT LEARNING?

27. Scenario

Read the following scenario and identify at least two "best practices" that demonstrate an inclusive environment. Name the best practice and address the following questions about that practice. Use as much space as you need to answer each point.

Consider the following questions for each best practice that you identify:

- What makes this item a “best practice?”
- Does this practice exist in your work setting?
- What steps can be taken to move towards more use of this practice?
- How can I personally incorporate this strategy into my daily work with students?

MAKING IT WORK: A SAMPLE SCENARIO

Jane Smith teaches third grade at Lincoln Elementary School. Three days a week, she co-teaches the class with Lynn Vogel, a special education teacher. Their 25 students include four who have special needs due to disabilities and two others who currently need special help in specific curriculum areas. Each of the students with a disability has an IEP that was developed by a team that included both teachers. The teachers, paraprofessionals, and the school principal believe that these students have a great deal to contribute to the class and that they will achieve their best in the environment of a general education classroom.

All of the school personnel have attended in-service training designed to develop collaborative skills for teaming and problem solving. Mrs. Smith and the two paraprofessionals who work in the classroom also received special training on disabilities and on how to create an inclusive classroom environment. The school principal, Ben Parks, had worked in special education many years ago and has received training on the impact of new special education developments and instructional arrangements on school administration. Each year, Mr. Parks works with the building staff to identify areas in which new training is needed. For specific questions that may arise, technical assistance is available through a regional special education cooperative.

Mrs. Smith and Miss Vogel share responsibility for teaching and for supervising their two paraprofessionals. In addition to the time they spend together in the classroom, they spend 1 to 4 hours per week planning instruction, plus additional planning time with other teachers and support personnel who work with their students.

The teachers use their joint planning time to problem-solve and discuss the use of special instructional techniques for all students who need special assistance. Monitoring and adapting instruction for individual students is an ongoing activity. The teachers use curriculum-based measurement to systematically assess their students' learning progress. They adapt curricula so that lessons begin at the edge of the student's knowledge, adding new material at the student's pace, and presenting it in a style consistent with the student's learning style. For some students, pre-organizers or chapter previews are used to bring out the most important points of the material to be learned; for other students, new vocabulary words may need to be highlighted or reduced reading levels may be required. Some students may use special activity worksheets, while others may learn best by using media or computer-assisted instruction.

In the classroom, the teachers group students differently for different activities. Sometimes, the teachers and paraprofessionals divide the class, each teaching a small group or instructing individuals. They use cooperative learning projects to help the students learn to work together and develop social relationships. Peer paraprofessionals provide extra help to students who need it. Students without disabilities are more than willing to help their friends who have disabilities, and vice versa.

While the regular classroom may not be the best learning environment for every child with a disability, it is highly desirable for all who can benefit. It provides contact

with age peers and prepares all students for the diversity of the world beyond the classroom.

Please use the space provided to answer the questions.