REVIEW for SPECIALIZED COMPETENCY:
Developmental Cognitive Disabilities (DCD)

Unit 1: **Understanding DCD**

From the list of words below, fill in the blanks for the definition of Developmental Cognitive Disability:

1. A <u>Developmental Cognitive Disability</u> is a condition resulting in _____ _____ _____ intellectual functioning and _____ deficits in _____ behavior that adversely affects _____ performance and requires _____ _____ and related services.

DCD does not include conditions _____ due to a sensory or physical impairment, _____ brain injury, autism _____ disorders, severe _____ impairments, _____ influences, or _____ educational programming.

cultural	primarily	spectrum
inconsistent	multiple	traumatic
concurrent	special education	adaptive
educational	significantly below average	

2. Students who qualify for special education options under the DCD category have both cognitive impairments and developmental or adaptive behavior delays. The school team, however, only needs to determine that one of these 2 factors has an adverse affect on the student's educational performance. True or False.

 3. As a paraprofessional, the primary reason for you to be familiar with and understand the definition of Developmental Cognitive Disabilities and other associated terms is to prepare yourself to give presentations on DCD to various community organizations such as the Kiwanis Club and the Rotarian Society. True or false.

4. According to the Diagnostic and Statistical Manual of Mental Disorders, (DSM-IV-TR, 1994), a diagnosis of mental retardation requires that a person must have

significant limitations in adaptive functioning that must exist in at least two of a list of nine skill areas. Which of the following is/are NOT among the list of nine skill areas:

    a. Communication and self-care
    b. Religious and spiritual well-being
    c. Social/interpersonal skills
    d. Health and safety

5. According to Minnesota eligibility requirements, to determine a student's eligibility for special education under the DCD category, the student team needs to document a student's need for and level of support required in at least two of seven adaptive behavior domains across multiple environments. True or False.

6. All of the following are key points regarding eligibility determination for special education under DCD, EXCEPT:

    a. Eligibility determination is a comprehensive community, work, and education collaborative process.
    b. The team needs to evaluate and re-evaluate the needs of the student for special education and related services based on specific criteria under DCD.
    c. Parents must give permission for and be a part of the evaluation process.
    d. The student must demonstrate below average adaptive behaviors in school, home, and/or community environments resulting in documentation of need.
    e. The student must demonstrate significant cognitive impairments based on nationally normed assessments.

7. 1. The title of the CURRENT federal act that mandates special education for students who qualify under the Developmental Cognitive Disabilities category is:
    a. The Education for All Handicapped Children Act
    b. The Free and Appropriate Education Act
    c. The Special Education Eligibility, Plan, and Options Act
    d. Individuals with Disabilities Education Act

8. Among the most COMMON ways and places that a student with a developmental cognitive disability is supported to grow and develop in educational settings include:
    a. Regular classroom
    b. Resource room
    c. Separate classroom
    d. All of the above

Unit 2: The Paraprofessional's Role in Supporting Students with DCD

9. Paraprofessionals play an essential role in supporting students with disabilities in the educational setting. True or false.

10. All of the following are among the top five responsibilities of a paraprofessional in an education setting with students who have DCD, EXCEPT:

    a. Working effectively and cooperatively with teachers and other school personnel to assist students with DCD in the classroom, while on field trips in the community, and in other educational settings.
    b. Working effectively and cooperatively with other professionals and community members on the student's educational team determining eligibility for special education under DCD, during the evaluation process, developing and implementing the IEP, suggesting ideas for placement possibilities, and providing education options and services.
    c. Communicating clearly and sharing information respectfully about a student with DCD whom you support, with education team members, other school and community professionals, as well as other community members who are a part of the student's support network.
    d. Supporting students with DCD in accomplishing their educational goals.
    e. Assuming the teacher's role for short periods of time in one classroom with DCD students when the teacher is attending to other students in another classroom.

11. Educational support teams are designed to identify the educational needs of students with developmental cognitive disabilities and assign other non-team professionals to meet students' needs. True or False

12. Which of the following IEP Team members are among the MOST ESSENTIAL for IEP planning in Minnesota school settings:

    a. **Student with DCD**
    b. **Parent or family member of a student with DCD**
    c. **Special Education teacher with DCD expertise**
    d. **A DCD student's YMCA swim instructor with adaptive recreation skills**

13. Each student enrolled in special education under the DCD category must have an Individual Education Program which guides the student's educational team in providing instruction and related services. True or False

14. All of the following are recognized steps in the IEP process for a student with a DCD EXCEPT:
    Step 1: **The student is identified as possibly needing special education and / or related services in order to make educational progress.**

Step 2: **The student is evaluated by a child study or educational team to determine eligibility under the DCD category, or possibly under other specific categories of special education services.**
Step 3: **The IEP Team, including the special education teacher, regular education teacher, parents, student, other school professionals, and service providers identified as necessary for planning, meets to develop the IEP for the student.**
Step 4: **Services are identified and an IEP is developed and implemented. The IEP Team conducts no progress reviews and makes necessary revisions to the IEP only if two or more team members request a meeting to address the ongoing needs of the student.**
Step 5: **The student's educational team meets to re-evaluate the student continued need for special education and related services**.

Using the words or phrases below, fill in the blanks:

15. The paraprofessional plays an important role in implementing a DCD student's

_____ _____ _____ by participating in the _____ of student _____

(in the educational setting

behaviors	Individual Education Program or IEP	observation

16. Determining eligibility and qualifying students with disabilities for special education under the Developmental Cognitive Disabilities category is a simple and quick process of observing students several times in a classroom and using the results to determine their academic and learning needs. True or false.

17. The assessment team must document needs and level of supports required in at least four of the seven adaptive behavior domains. Which of the following is/are NOT among the seven adaptive behavior domains?

a. Daily living/independent living skills
b. Emotional and well-being skills
c. Social and interpersonal skills
d. Communication skills

18. A functional curriculum is based on instruction that teaches a variety of skills frequently needed in typical home, work, and community environments. They

include basic skills that a student needs in order to adequately function in these environments. True or False

19. Students who qualify for special education under the DCD category must be re-evaluated at least every two years based on the guidelines set forth in IDEA. True or false.

20. The purpose of the re-evaluation is to determine if the student continues to qualify for special education and related services based on their disability and need for service and to determine the level of supports are needed. True or false.

21. Which of the following are possible ways in which you may participate in the re-evaluation process for students with a DCD?

    a. Report on your observations of the student in the educational setting
    b. Collect data regarding the student's overall progress
    c. Share information about what instructional strategies are successful and which are not
    d. All of the above

Unit 3: Supporting Students with Developmental Cognitive Disabilities

23. The paraprofessional provides ongoing support to students with DCD only for ages 6 through 18, the typical K-12 programs. True or false.

24. Which of the following are KEY activities in which paraprofessionals engage in when providing support to students with a DCD:

    a. **Supporting social competence.**
    b. **Supporting physical, health, and mobility needs.**
    c. **Supporting academic and educational skills.**
    d. **Supporting a safe place for students to learn.**
    e. **All of the above.**

25. Social competence is defined as the skills and behaviors that help a student build relationships with other people in a variety of settings. True or False

26. All of the following are ways a paraprofessional can support a student with a developmental cognitive disability to become socially competent EXCEPT:

    a. **Supports the teaching of students getting along with other classmates.**

     b. **Providing opportunities for the DCD student to interact with others naturally.**
     c. **Assisting the student to lead a protest with other classmates against poor cafeteria food.**
     d. **Facilitating communication with classmates and other people they encounter during the school day.**
     e. **Supports the teaching and encouraging of using age-appropriate skills and behaviors.**

Fill in the blanks.

27. It is important to learn all you can about students with DCD who also have physical, health, and mobility needs by reviewing the student's individual _____, _____, and _____ _____ (educational, health, and emergency plans), which will clearly describe how the paraprofessional should respond and support the student.

educational	health	emergency plans

28. Which of the following are ways that the paraprofessional can support the physical, health, and mobility needs of students with DCD:

     a. **Reviewing the student's individual health and/or emergency plans to become familiar with his or her health and medical concerns and how to respond to them.**
     b. **Researching and learning more about specialized conditions including tube feedings, catheterizations, seizure management, etc.**
     c. **Learning CPR and first aid.**
     d. **Reviewing correct procedures and techniques for transferring and lifting to avoid injury to the student and yourself.**
     e. **All of the above.**

29. Students with DCD need to learn adaptive behavior skills and to balance those needs with goals focusing on self-advocacy skill development as well. True or false.

30. Using the words or phrases below, fill in the blanks:

One key way you can support a DCD student's learning and academic skill development is suggesting _____ and _____ related to academic and educational goals that are _____ for the student. Ask yourself some questions like: What skills are important to support the student in becoming more _____ and _____ ? What types of skills _____ or _____ the student learn? How will the student with a DCD use these skills _____ his or her _____?

worthwhile	self reliant
could	tasks
activities	should
throughout	independent

31. When students feel safe and secure in the school environment, they are more successful in achieving their educational goals. True or false.

32. All of the following are ways to help students with a DCD prepare for and feel safe in school EXCEPT:

    a. **Treating all school personnel with respect.**
    b. **Talking about safety issues and dangers that students may encounter.**
    c. **Setting a small fire in a wastebasket in a bathroom to practice a fire drill.**
    d. **Discussing and allowing students to share their concerns about safety and security.**
    e. **Assisting school personnel in creating a specific plan with the students whom you support for handling emergencies.**
    f. **None of the above.**

Using the words or phrases below, fill in the blanks for the definition of Assistive Technology Device:

33. Any item,_____ of _____ , or product _____ , whether acquired commercially, off the shelf, modified, or customized, that is used to increase, _____ , or improve _____ _____ of a child with a _____ .

piece	maintain
functional capabilities	system
disability	equipment

34. Students with DCD may benefit from the use of adaptive and assistive technology. True or false.

35. Paraprofessionals do NOT need to be familiar with assistive technology and adaptive equipment needs of the students they support; that is the responsibility of the special or regular education teacher. True or False.

36. Which of the following are examples of assistive technology devices and equipment:

    a. Canes
    b. Walkers
    c. Shower curtains
    d. Hand rails
    e. Screen savers
    f. All except shower curtains and screen savers

Unit 4: Adaptations and Modifications for Learning

37. Adaptations and modifications to the curriculum and instruction should always be based on the needs of the student as identified in his/her IEP. True or false.

38. Which of the following are creative ways to give students with DCD directions for tasks, activities, and assignments:
    a. Speak slowly.
    b. Give directions in alternative ways (e.g., make a list, create a series of pictures that show the directions).
    c. Ask the student to repeat the directions.
    d. All of the above.

39, All of the following are creative ways to adapting curriculum and instructions, EXCEPT:
    a. Helping the student problem-solve and process the information.
    b. Supporting the teacher in teaching the student how to learn, not just what to learn.
    c. Creating opportunities for active learning.
    d. Making sure the student observes more than she or he participates in learning activities.
    e. None of the above.

41. Students with DCD may or may not have challenging behavior at school, but when they do, one of your responsibilities as a paraprofessional is to "nip things in the bud," which means restrain the student or place him or her into "time out" immediately. True or false.

42. To find out what a student with a DCD is trying to communicate through behavior, you have to make observations and record data about what you see in the environment where the behavior is occurring.

Using the words or phrases below, fill in the blanks to learn more about what a student might be communicating to you with her or his behavior:

Your _____ is to _____ the behavior, when and how _____ it is happening, what happens _____ the behavior begins and what happens _____ the behavior has ended. By understanding behavior as a form of _____ , you can help the student find _____ and _____ _____ ways to communicate needs.

communication	before	goal
describe	frequently	after
better	more acceptable	

43. Consistenc ~~ou manage the~~
student's beha ~~mmunicate needs.~~
All of the follo ~~ping students with~~
DCD be more

    a. Rei~~nforce positively and recognize the desirable behav~~iors by noticing when the student is doing what he or she is supposed to be doing.
    b. Remove the causes and stimuli that lead to a challenging behavior.
    c. Identify and teach skills that foster reliance on others and being dependent on professionals.
    d. Provide consistent, positive reinforcement and responses across all environments.
    e. None of the above.

44. Students with Developmental Cognitive Disabilities (DCD) often benefit when simple modifications are made to the educational environment. True or False

45. *Using the words or phrases below, fill in the blanks that identify these factors:*
There are several _____ that affect the teaching and _____ environment. These include the _____ , the _____ , the _____ _____ , and the _____ _____ used in the classroom.

subject matter	teacher
learner	instructional strategy
factors	learning

46. All of the following are common modifications used in the classroom environment, EXCEPT:

    a. Rearranging the classroom furniture including desks, chairs, and work stations to meet the students' goals.
    b. Planning environmental changes carefully to meet the needs of just the students with disabilities.

c. Setting up the classroom with clearly defined areas that promote a variety of learning.
d. Rearranging where and how learning materials are stored to make them easier for students to find and use.
e. Assessing the needs of the student: Do they need to be closer to the teacher, blackboard, or other learning area to pay attention? Do some students have hearing or visual impairments, and would these students benefit from sitting in the front of the class?
f. None of the above.