

Chapter 12 Study Questions

1. Which repertoire may be most predictive of success in an inclusive placement? Why might this be the case?
2. What negative impacts may be realized by placing a student into an ambitious curriculum?
3. What data can be collected on student and teacher behavior to provide feedback about how well a student is accessing the curriculum?
4. For optimal acquisition, what is the minimum percentage of student responses that should be both independent and correct?
5. What are some things that a teacher can do to help her student reach the minimum percentage of independent, correct responding?
6. What are some repertoires that predict student success in full-time inclusion?
7. Do you know a student who may be a candidate for at least part-time inclusion? If so, which periods/activities will you choose and what supports do you plan to have in place?
8. What is probably the most important thing that teachers can do to help students participate in a cooperative learning activity?
9. How can we encourage sharing of preferred activities with peers?
10. When addressing responsiveness to peer directions, and your student fails to respond to his peer, how should the teacher respond? What, if anything, should his teacher try to avoid doing?
11. What are the easiest contexts, usually, for teaching a student to raise his hand for attention?
12. Should you offer additional reinforcers, apart from assistance, when a student asks for help?