

PSY 3960: Make-up Exam 1 Study Objectives

- 1) Define “academic child abuse”. (Maloney, Chp 4, p. 69)
- 2) Define the “Criticism Trap”. Be able to recognize and provides examples of criticism traps. (Becker, p. 111)
- 3) Be able to describe the pattern of natural rates of verbal reinforcement in schools. What was the average approval rate per minute in first and second grade? What was the average approval rate per minute after third or fourth grade? What was the average approval rate per minute by high school? By the high school level, where is the primary source of reinforcement coming from? (lecture)
- 4) What is the name of the largest educational experiment ever conducted? What educational approach was most successful in this experiment? Know how this approach ranked in terms of reading, arithmetic, spelling, language, basic skills, academic cognitive skills, and positive self-image. (War, p. 3-5; Maloney, Chp 4, p. 65-66)
- 5) What two factors decide the aversiveness of a situation? Why do these factors produce the procrastination scallop? (Michael, p. 217)
- 6) According to Michael, what is the source of reinforcement that maintains study behavior? (Michael, p. 217)
- 7) What does the acronym SAFMEDS stand for? SAFMEDS cards should not supply irrelevant, supplement hints. Give some examples of these kinds of hints. What two aspects of performance should you build up while using SAFMEDS? (Potts, p. 185; lecture)
- 8) Explain how Direct Instruction teaches “big ideas”. Let me help: Direct Instruction accomplishes this by teaching skills, concepts, generalizations, and rules that allow learners to accurately respond to new material never directly taught. Be able to apply this kind of strategy on the exam.
- 9) How do placement tests relate to “acting out” and other misbehavior often seen in typical classrooms? (Hummel, p. 106)
- 10) A very important component of Direct Instruction is the use of teacher’s presentation books (i.e. scripted lesson plans). Who is in charge of developing these scripts? How much should teachers be supplementing / modifying scripts? What is the teacher’s role in regard to the scripted lessons? How do scripted lessons help provide reinforcement? (Slocum, p. 86; lecture)
- 11) How do most DI program achieve high levels of active learner engagement? Give 2 reasons why it is important that this engagement be overt. (Slocum, p. 89)
- 12) Describe the components of the “Model – Lead – Test”. Be able to apply this method if I give you an instructional task to be taught. (Slocum, p. 90-91; lecture)
- 13) What is orthography? What is the problem with the traditional English orthography? How does “100 Easy Lessons” solve this problem? How are silent letters presented (in early lessons at least)? (Engelmann, p. 12-13)
- 14) Why is it important to not skip lessons even if the child appears likely to do later lessons with ease? (Engelmann, p. 20)

- 15) What is fluency? How does fluency differ from accuracy? (Maloney, p. 134)
- 16) How are fluency aims established? (lecture)
- 17) What is celeration? What does a steeper celeration line mean? What does a flatter celeration line mean? What is the difference between a celeration line that is accelerating versus one that is decelerating? (Potts, p. 182; lecture)
- 18) How might typical assessment procedures such as IQ tests result in bias? Why might celeration be one of the first truly unbiased measures of aptitude? (Maloney, p. 136; lecture)
- 19) Whenever you employ self-measurement, you need to be careful that people are being honest about their performance. How does Precision Teaching guard against cheating when self-charting? (Maloney, p. 126)
- 20) During the four year assessment at the Sacajawea School in Great Falls, MT, how many minutes per day were devoted to Precision Teaching? How many percentile points higher did the PT group score over the control group? How was the comparison between the PT and control groups unfair? Note that this unfairness provides even more evidence of PT's effectiveness. (Maloney, p. 133; lecture)
- 21) According to Skinner, what is the most serious criticism of current classrooms? (Skinner, Chp 2, p. 17)
- 22) Skinner describes using readiness as an asylum for poorly performing students, teachers, and parents. Explain how the readiness argument (i.e. developmental philosophies) is used when a learner doesn't perform well on the test. What three benefits do these philosophies have for schools? (War, p. 60)
- 23) Describe the sorting machine philosophy. How did the philosophy used to be functional? (War, p. 58)
- 24) How might figures and symbols of mathematics become standard emotional stimuli? (Skinner, Chp 2, p. 18)
- 25) Regarding the Alessi review of the diagnoses made by school psychologists: Of the 5000 problem children diagnosed, what percentage of time was the curriculum, teaching practices, and/or school administration labeled as the cause? What percentage of the time was the home environment labeled as the cause? What percentage of the time was the child labeled as the cause? (War, p. 65)
- 26) Besides increased feedback to the learner, teaching machines can also present increased feedback to the designer. How is this feedback improved over the feedback a lecturer, textbook writer, or maker of films receives? (Skinner, Chp 3, p. 49-50)
- 27) How did programmed instructional textbooks attempt to induce activity on the part of the learner? How did these textbooks attempt to prevent learners from immediately receiving the correct answer? (lecture)
- 28) What is wrong with the "interactions" that most CBI programs offer? (Johnson CBI module)
- 29) Your instructor will attempt to argue that "efficient enforced demonstrative interactions" are the most important contribution of computer-based instruction. Be able to describe how CBI can be "efficient", "enforced", and "demonstrative" in the interactions. (Johnson CBI module)