**ETLP 8: Adjusting Task Difficulty Pre/Post Answer Key**

***Select the best match for each question.***

1. In the classroom, many behavior errors can result from a mismatch between the assigned task and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	1. Content area
	2. **Student’s skills**
	3. Day of the week
	4. Routine

**Rationale: When problem behaviors occur primarily in the face of academic demands, it is important to consider what aspect of the task might be contributing to the problem. Work assignments that are too difficult for students or require them to use skill sets that are challenging for them commonly result in problem behavior (Scott, Anderson, & Alter, 2012).**

1. When the tasks are matched to the students’ skills and abilities, but the assignment exceeds the student’s motivation or endurance, you can adjust \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
	1. Instructional Practice
	2. **Length of assignment**
	3. Expectations
	4. Goals and objectives

**Rationale: In some cases, the academics are accurately matched to the student’s ability, but the length of the assignment exceeds the student’s motivation or endurance. Research has demonstrated that decreasing the overall task length and offering periodic breaks to do something else can aide in decreasing problem behavior (Dunlap, Kern-Dunlap, Clarke, & Robbins, 1991).**

1. When adjusting the method of delivering instruction to students, you are adjusting the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
	1. **Input mode**
	2. Learning
	3. Expectations
	4. Key ideas

**Rationale: I** **Another contributor to problem behavior can be the mode that is required to complete a particular task. How instruction is delivered can create a barrier for some students. Students may miss key ideas or have difficulty organizing the information they’re learning. Students may require more background knowledge or explicit vocabulary instruction.**

1. Strategy selection should be based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
	1. What the curriculum allows
	2. The average student
	3. **Individual student needs**
	4. A gut feeling

**Rationale: The decision of which strategy might be best is based on knowledge of the student and consideration of what fits with the task. The strategy selection is based upon the unique students’ needs and ensuring task integrity – is the student still demonstrating the learning objective.**

1. Acquisition level, fluency building, mastery, and generalization describe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
	1. **Stages of learning**
	2. Strategies for addressing behavior
	3. Leveled readers
	4. Levels of task difficulty

**Rationale: Using instructional strategies that are appropriate to the student’s stage of learning is essential. Studies have demonstrated an increase in behavior problems with various populations and ages when a mismatch is present (Kern & Clemens, 2007). Some students may not be at the same stage of learning as other students (e.g., acquisition level, fluency building, mastery, or generalization).**