

CHAPTER 2: Exceptional Children and Social Institutions: Government, Courts, and the Schools.

MULTIPLE CHOICE

1. The term least restrictive environment refers to
 - a. serving all students with disabilities in the regular classroom.
 - b. assessing children within their home environment.
 - c. focusing special education services on community-based goals.
 - d. providing services in a setting that is as close to normal as possible.

ANS: D

2. Authentic assessments measure
 - a. the applications of knowledge.
 - b. the student's performance on a contrived task.
 - c. typical classroom performance.
 - d. academic achievement as compared to other students of the same age and grade.

ANS: C

3. The term *inclusion* refers to
 - a. educating students with disabilities together with same-age peers in the general classroom.
 - b. providing services in a setting that is as close to normal as possible.
 - c. providing transition services for community-based goals.
 - d. educating students with disabilities together with same-functioning level peers in the special education classroom.

ANS: A

4. The standard measures of academic aptitude are
 - a. achievement tests.
 - b. intelligence tests.
 - c. personality tests.
 - d. vocational tests.

ANS: B

5. Dana is not mastering certain aspects of the school curriculum. Which of the following types of tests is designed to help Dana's teacher determine why she is having problems with certain academic skills?
 - a. Achievement tests
 - b. Diagnostic achievement tests
 - c. Intelligence tests
 - d. Personality tests

ANS: B

6. An Individualized Education Plan (IEP) should include
 - a. the special educator who will be responsible for implementing the plan.
 - b. long-term goals and short-term objectives.
 - c. all the goals that the parents request.
 - d. all Tier I activities that occurred before the student was identified.

ANS: B

7. PL 107-110, No Child Left Behind
- sets the standards for all special education students.
 - sets unrealistic expectations for some students with disabilities.
 - sets the standards of 75 percent proficiency on the part of students and schools.
 - sets the short-term objectives on the student's IEP.

ANS: B

8. The placement option for students with disabilities that has experienced the biggest increase is
- the resource room.
 - the general education classroom.
 - the separate special education classroom.
 - the residential school.

ANS: B

9. The IEP is primarily written by
- the parent(s).
 - the special educator.
 - the principal or administrator of the school the child is attending.
 - the IEP team writes the IEP together.

ANS: D

10. The existence of special education programming reflects
- the need to educate students with exceptionalities in homogeneous settings.
 - the failure of general education programs to provide quality educational services.
 - the need for substantial change in the structure, program, and staffing of the classroom.
 - the lack of trained professionals.

ANS: C

11. Transition services, as required by the student's IEP, are programs that help exceptional students
- move from school placements to postsecondary employment.
 - arrange for tutoring when needed.
 - move from preschool placements to elementary education placements.
 - move from a resource room back into a regular education classroom.

ANS: A

12. The set of procedures specified in Public Law 94-142 that allows parents to call a hearing when they do not agree with the school's plan for their child, retain an examiner outside the school system, or to take other actions is called
- | | |
|---------------------------------------|----------------------------|
| a. due process. | c. parental participation. |
| b. the least restrictive environment. | d. zero reject. |

ANS: A

13. The American Recovery and Reinvestment Act provided one time funds for which of the following special education areas?
- Gifted Services
 - Early Intervention Services
 - Services for High School students with ADHD

d. Legal Services for IEP mediation

ANS: B

14. A child with a disability is entitled to an appropriate, not an optimum, education was the decision of which court case?
- a. Larry P. v. Riles
 - b. Barnett v. Fairfax County Board of Education
 - c. Greer v. Rome City School District
 - d. Board of Education v. Rowley

ANS: D

15. Gardner's theory regarding intelligences focuses primarily on the concept of
- a. multiple intelligences.
 - b. general intelligence.
 - c. above average academic achievement.
 - d. above average task commitment and completion.

ANS: A

16. To determine whether educators have done what they said they would do for their students is an example of
- a. supervisory need.
 - b. a trend toward accountability.
 - c. a trend toward standards based curricula.
 - d. unintended consequences.

ANS: B

17. Instructions can be changed to meet interindividual or intraindividual differences by making adaptations in
- a. content, consensus, and adjustment.
 - b. content, teaching strategies, and the learning environment.
 - c. the learning environment, adjustment, and skills.
 - d. skills, content, and adjustment.

ANS: B

18. Supporters of _____ call for the elimination of special education services outside the regular classroom.
- | | |
|-------------------------------------|-------------------------|
| a. the regular education initiative | c. No Child Left Behind |
| b. the full-inclusion movement | d. cooperative learning |

ANS: B

19. Which of the following is a true statement about the IEP?
- a. The IEP does not address long-term goals for the student.
 - b. The IEP is used in exactly the same format in all school districts.
 - c. Teachers are not required to have IEPs for all children classified as exceptional.
 - d. The IEP addresses all areas of education that are affected by a student's exceptionality.

ANS: D

20. Research and demonstration projects that focus on the needs of students who are gifted is supported through
- the Javits Act.
 - the Education for All Handicapped Children Act.
 - the Individuals with Disabilities Education Act.
 - local school divisions.

ANS: A

21. Public Law 99-457 extended the benefits of Public Law 94-142 to
- preschool children.
 - children with severe and profound disabilities.
 - children with autism.
 - children with physical disabilities.

ANS: A

22. Psychosocial development refers to
- | | |
|---------------------------------------|---|
| a. the child's intellectual capacity. | c. the child's ability to relate to others. |
| b. the child's ability to adapt. | d. the child's ability to recall information. |

ANS: C

23. Which of the following pieces of legislation reaffirms the rights of disabled individuals to equal access to facilities, public transportation, and most employment opportunities?
- Public Law 94-142, Education for All Handicapped Children Act
 - Public Law 101-336, Americans with Disabilities Act
 - Public Law 101-476, Individuals with Disabilities Education Act
 - Public Law 92-424, Economic Opportunity amendments

ANS: B

24. Public Law 101-476 requires transition services, which include support for
- postsecondary education, independent living, and vocational training.
 - preschool education, daycare, and job training.
 - independent living only.
 - the challenge of caring for aging parents.

ANS: A

25. Which of the following was a law suit regarding whether a student could receive special education if they were performing academically but had other emotional problems.
- Larry P. v. Riles
 - Frederick L. v. Thomas
 - L. J. v Maine School Administrative District
 - Jose P. v. Ambach

ANS: C

26. A Behavior Intervention Plan (BIP) for the student who has been excluded for more than ten days for disciplinary reasons includes

- a. a functional behavior assessment.
- b. positive behavior intervention and strategies to allow the student back into the academic community.
- c. a clear statement of all targeted behavior.
- d. All of these.

ANS: D

27. According to the authors of your text, the influence of the school on how exceptional children adjust to life
- a. is greater than the influence of their homes and families.
 - b. is not a major factor.
 - c. is one of many important environmental influences, including home and family.
 - d. can be measured using standardized tests.

ANS: C

28. IDEA 2004 mandates the mastery of technology for
- a. parents of children with disabilities.
 - b. all students with an IEP in place.
 - c. all special educators.
 - d. does not mandate it.

ANS: C

29. Norm-referenced tests are
- a. collections of classroom work or assignments.
 - b. comparisons between a child's performance and the performance of a reference group of children.
 - c. informal assessment tools that provide information for developing individualized education programs.
 - d. interviews used to assess children's exceptionalities.

ANS: B

30. The concept of zero reject means that
- a. school districts have the option to refuse services if they currently do not offer those services.
 - b. schools can decide to reject students who need services if the cost is considered too high.
 - c. schools do not have the option to reject students who need services.
 - d. schools can decide whether they want to provide services to an exceptional student.

ANS: C

31. Individualized Education Programs (IEPs) are
- a. required for all students.
 - b. required for every student with a disability who is receiving special education services.
 - c. not required but can be used for special education students if the district chooses.
 - d. required only for special education services that take place outside the regular classroom.

ANS: B

32. *Larry P. v. Riles* was a court case that ruled on
- a. the suspension requirements for students in special education.
 - b. how to provide appropriate educational services for students requiring special education.

- c. the suitability of intelligence tests for placing students in special education.
- d. the inclusion of students requiring special services in regular classes.

ANS: C

33. Which of the following is characteristic of nondiscriminatory evaluation?
- a. The student must be evaluated with a group of students from the same cultural background.
 - b. The student must be reevaluated every month.
 - c. The student must be examined by a person from the same culture.
 - d. Evaluation must take place with tests appropriate to the student's cultural and linguistic background.

ANS: D

34. An example of a Tier II strategy is
- a. providing remedial work in the regular classroom.
 - b. providing remedial work in a resource room.
 - c. providing remedial work in a special education classroom.
 - d. providing remedial work in the child's home.

ANS: A

35. A teacher who minimizes the use of visual material because a child has vision problems is using
- a. skill adaptation.
 - b. environmental adaptation.
 - c. constructional adaptation.
 - d. content adaptation.

ANS: D

36. One of the most significant technological devices that has influenced special education is the
- a. communication board.
 - b. computer.
 - c. tachistoscope.
 - d. print magnifier.

ANS: B

37. Most special education students are initially identified through which of the following?
- a. Academic failure
 - b. Intelligence tests
 - c. Tests of perceptual-motor abilities
 - d. Hearing tests

ANS: A

38. The primary reason for going through the process of identification and diagnosis is to
- a. learn more about the child's personality.
 - b. learn more about the child's family.
 - c. place the child in an environment that best meets his or her needs.
 - d. place the child in an environment in which learning objectives are used.

ANS: C

39. Special education services in a school system are responsible for
- a. assessing the developmental strengths and weaknesses of children.
 - b. designing IEPs.
 - c. periodically assessing the progress of students with IEPs.

d. All of these.

ANS: D

40. Assistive technology

- a. gives every student with an IEP a computer.
- b. evaluates a student with a disability without assessor bias.
- c. consists of tools that enhance the functioning of people with special disabilities.
- d. aides screening, classification, and placement.

ANS: C

41. According to Public Law-94-142 parents of children with disabilities have the right to

- a. access their child's educational records.
- b. participate in the development of the IEP.
- c. request a due process hearing.
- d. All of these.

ANS: D

42. The following is an example of assistive technology:

- a. videodisc.
- b. braille readers.
- c. Internet.
- d. CD-ROM.

ANS: B

43. The late 1990s saw an increase in the number of court cases regarding services for students with

- a. IDD.
- b. emotional disabilities.
- c. minority students.
- d. autism.

ANS: D

44. One of the innovations produced by the Education for All Handicapped Children Act is the requirement that every child with a disability

- a. receive speech therapy.
- b. receive physical therapy.
- c. have an individual tutor.
- d. have an individualized education program.

ANS: D

45. _____ is a measurement of the applications of knowledge.

- a. Authentic assessment
- b. Real-life assessment
- c. Performance assessment
- d. Accountability assessment

ANS: C

46. The continuum of services refers to

- a. the range of curriculum adaptations available to classroom teachers.
- b. the range of placements that may be available to a student with disabilities.
- c. the range of related services that students with disabilities may access.
- d. the range of community-based services that educators should be aware of.

ANS: B

NOT: WWW

47. Pennsylvania Association for Retarded Citizens (PARC) v. Commonwealth of Pennsylvania ruled that
- children with Intellectual and Developmental Disabilities have a right to a free and appropriate education.
 - all students with disabilities should be educated in general education classrooms.
 - school systems could not serve minority children in separate facilities.
 - children with severe hearing impairments have the right to an interpreter in general education classrooms.

ANS: A

NOT: WWW

48. The Information Processing Model can be used to identify
- specific IEP regulations regarding children with autism.
 - which tier of the RTI model that is required.
 - specific areas that need educational attention.
 - the special education referral process.

ANS: C

NOT: WWW

49. Information from teacher made tests and work samples from the student would be examples of which of the following assessment strategies?
- Norm-referenced test
 - Diagnostic achievement tests
 - Interview
 - Informal assessment

ANS: D

NOT: WWW

50. The ecology of a student refers to the influence of _____ on the child.
- family
 - community and school
 - peers
 - All of these.

ANS: D

NOT: WWW

51. Under IDEA, the exceptional child is to have
- access to the general curriculum.
 - a free lunch program.
 - access to the independence curriculum.
 - access to direct instruction.

ANS: A

NOT: WWW

52. Before a referral for special education services, a(n) _____ committee may be used to find ways to cope with the child's behavior.
- ad hoc
 - evaluation
 - progress
 - prereferral

ANS: D

NOT: WWW

53. Which service must include instruction, community experience, development of employment, and other post school, adult-living objectives?
- Respite care services
 - Assessment services
 - Ecological services.
 - Transition services

ANS: D

NOT: WWW

54. A means to collect samples of student work providing more direct assessment of student performance is through
- a. observation.
 - b. intelligence testing.
 - c. portfolio assessment.
 - d. personality testing.

ANS: C

NOT: WWW

55. An example of a Tier II strategy is
- a. receiving tutoring for reading problems in the regular classroom.
 - b. working on IEP goals in a special education classroom.
 - c. providing remedial work in a resource room.
 - d. working on IEP goals at home with a parent.

ANS: A

NOT: WWW

56. Which of the following is not included in the federal government's definition of exceptional children?
- a. Children with emotional and behavior disorders
 - b. Children with gifts and talents
 - c. Children with hearing impairments
 - d. Children with learning disabilities

ANS: B

NOT: WWW

57. Which of the following must be included in a student's individualized education program?
- a. A description of the child's family
 - b. The cost of the specific intervention.
 - c. Activities for the siblings to interact with the child with disabilities.
 - d. The program's long-term objectives

ANS: D

NOT: WWW

58. Psychosocial development refers to
- a. the child's intellectual capacity.
 - b. the child's ability to adapt.
 - c. the child's ability to relate to others.
 - d. the child's ability to recall information.

ANS: C

NOT: WWW

59. Continuum of services refers to
- a. the range of curriculum adaptations available to classroom teachers.
 - b. the range of placements that may constitute the least restrictive environment.
 - c. the range of related services that students with disabilities may access.
 - d. the range of community-based services that educators should be aware of.

ANS: B

NOT: WWW

60. The hypothesized decision-making element that controls reception, central processing, and expression:
- a. executive function.
 - b. sensory integration.
 - c. high-stakes function.
 - d. Universal Design for Learning.

ANS: A

NOT: WWW

61. A strength of direct observation of student behavior is that
- a. information is provided about the child's spontaneous behavior in natural settings.
 - b. it provides a comparison of the child's performance against the performance of a reference group.
 - c. it can serve as the basis for intervention planning.

- d. information is provided about the child's spontaneous behavior in natural settings and it can serve as the basis for intervention planning.

ANS: D NOT: WWW

62. _____ theory of multiple intelligences is a multifaceted view of intelligence?

- | | |
|--------------|----------------|
| a. Binet's. | c. Gardner's |
| b. Terman's. | d. Sternberg's |

ANS: C NOT: WWW

63. Which of the following is not a recent trend in education?

- | | |
|-----------------------------|-------------------------|
| a. Response to Intervention | c. Cooperative learning |
| b. Tracking | d. Accountability |

ANS: B NOT: WWW

64. The Theory of Multiple Intelligences was developed by

- | | |
|-------------|------------|
| a. Gardner. | c. Javits. |
| b. Terman. | d. Rowley. |

ANS: A NOT: WWW

65. The process of bringing all, or most, children with exceptionalities into the general classroom for their education is called

- | | |
|----------------|---------------|
| a. acceptance. | c. inclusion. |
| b. IPM. | d. RTI. |

ANS: C NOT: WWW

MATCHING

Match each statement to the item listed below.

- | | |
|-------------------------|--------------------------|
| a. Academic aptitude | d. Continuum of services |
| b. Assessment | e. Class action suit |
| c. Assistive technology | |

1. The application of legal action taken by an individual to all members of the class to which that individual belongs.
2. Tools that enhance the functioning of persons with disabilities.
3. The range of placements that may constitute the least restrictive environment.
4. The systematic process of gathering educationally relevant information to make legal and instructional decisions.
5. The ability to perform tasks in school, usually measured by an intelligence test.

1. ANS: E
2. ANS: C
3. ANS: D
4. ANS: B
5. ANS: A

COMPLETION

1. A child's _____ must describe the child's current performance and goals for the school year, the particular special education services to be delivered, and the procedures by which outcomes are evaluated.

ANS:

individualized education program

IEP

2. _____ is a measure of the applications of knowledge, whereas _____ involves the typical classroom performance of the student.

ANS: Performance assessment; authentic assessment

3. _____ consists of technology tools that enhance the functioning of people with special disabilities.

ANS: Assistive technology

4. The _____ v _____ court decision said that a student with disabilities is entitled to an appropriate, not an optimum, education.

ANS: Board of Education; Rowley

5. _____ test provides a comparison of a student's performance against the performance of a reference group of students.

ANS: Norm-referenced

ESSAY

1. How have legislation and court decisions supported the belief that children need more than custodial care, that all children, whatever their circumstances, deserve an education?

ANS:

In 1963, Public Law 88-164 authorized federal funds for training professionals and for research and demonstration projects in special education. In 1975, Public Law 94-142 required states to provide a free and appropriate public education for all handicapped children; it also specified that the education be provided in the least restrictive environment. This law also mandated that an IEP be written for every child who receives special education services. Public Law 99-457 extended these rights to children ages 2 to 5. Public Law 101-476 requires transition services. Court rulings have clarified and supported these rights, asserting the right to a thorough, appropriate, culturally sensitive assessment before placement, and the right to education in the least restrictive setting, with emphasis on regular class placement with accommodations and support whenever appropriate. IDEA 2004 address the quality of personnel and updates IEP standards to reflect scientifically based instructional practices, cognitive behavioral interventions, and early intervention services, as appropriate.

2. Identify and briefly describe four ways in which education can be adapted for exceptional students. Give an example of each.

ANS:

- (1) Learning environment (examples could include special class, resource room, and so forth);
- (2) content (examples could include teaching students with mental retardation through direct, concrete lessons, or minimizing visual-channel information for students with visual impairments);
- (3) skills (examples could include teaching finger spelling to students with hearing impairments or braille to blind students);
- (4) technology (examples could include assistive technology and computer applications).

3. Design an IEP form that contains the five major components required by law. Label each component, and on a separate form list the components and briefly describe the purpose of each.

ANS:

- (1) Documentation of the student's current level of educational performance (the nature of the problem);
- (2) Annual objectives: these are the attainments expected by the end of the school year (the program's long-term objectives);
- (3) Short-term goals, stated in instructional terms, leading to mastery of the annual objectives (the program's short-term goals);
- (4) Documentation of special education services to be provided to the student (the special education services);
- (5) Evaluation procedures for determining the mastery of short-term goals, to be applied on an annual basis (the criteria for gauging the effectiveness of the special education services).

4. Discuss how the RTI model may have the potential for more appropriate placement and planning for students experiencing difficulty in regular education, especially students from diverse cultural backgrounds.

ANS:

- (1) Many students that are having difficulty learning are referred to special education to receive needed assistance;
- (2) The RTI model and Tier II would allow for remedial work to be given before a referral to special education was made;
- (3) helps to eliminate the current policy of "wait to fail" before referring a student for help.