

Exam

Name \_\_\_\_\_

**SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.**

1) Discuss the considerations that need to be made when considering an educational setting for a child with special needs.

Answer: The student's response should cover the following:

- School policies
- Resources
- Does the setting cater for the disability or is a school that has other students with a similar disability a better choice?
- Accessibility—it is physically accessible
- Siblings—is it better for the child to attend the same school as their siblings?
- Transport
- School climate—does the school have an inclusive, supportive and welcoming climate?
- What influence will the setting have on post-school options?

Diff: 3 Type: SA Page Ref: 36-37

Learning Outcome: 2.1

**TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.**

2) Children with disabilities have been found to experience poor post-school outcomes.

Answer: ☒ True ☐ False

Diff: 1 Type: TF Page Ref: 37

Learning Outcome: 2.1

**ESSAY. Write your answer in the space provided or on a separate sheet of paper.**

3) Discuss Australia's legislative framework and how it pertains to the different categories of discrimination.

Answer: The student's response should cover the following:

- The Commonwealth *Age Discrimination Act* which ensures that all Australians are given the same opportunities regardless of age. This means that authorities cannot refuse students entry into educational settings. An issue, however, arises with the increase of refugee students who have no or limited schooling.
- *Racial Discrimination Act* states that all Australians should be treated equally irrespective of race, national or ethnic origin, colour or immigration status.
- *Sex Discrimination Act* means that all students are entitled to an education that is free from sexual discrimination.
- *Disability Discrimination Act* ensures that students with disabilities are entitled to the same opportunities as their peers.

It is also illegal for an educational authority to discriminate against a child based on a disability.

Diff: 3 Type: ES Page Ref: 38-42

Learning Outcome: 2.1

**MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.**

4) Government action to increase equity in education is based on examples from:

- A) The United States
- B) The United Kingdom
- C) Canada
- D) New Zealand

Answer: A

Diff: 1 Type: MC Page Ref: 38

Learning Outcome: 2.1

5) The least restrictive environment refers to:

- A) An environment where a child with a disability or impairment can succeed and is as close as possible to the regular classroom
- B) The number of children in a classroom with the least number being less restrictive
- C) An environment where a child with a disability or impairment experiences no rules and restrictions
- D) An environment where a child with a disability or impairment experiences an environmental fit with no barrier to free movement

Answer: A

Diff: 2 Type: MC Page Ref: 38

Learning Outcome: 2.1

6) Which one of the following Acts does NOT protect the rights of diverse students?

A) *Sex Discrimination Act 1984*

B) *Age Discrimination Act 2004*

C) *Education Act 2004*

D) *Disability Discrimination Act 1992*

Answer: C

Diff: 2 Type: MC Page Ref: 38-41

Learning Outcome: 2.1

**SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.**

7) What are some of the challenges that teachers face with inclusion? Discuss ways that these can be overcome.

Answer: The student's response should cover the following:

The main challenge is isolation—that is being alone in a single classroom.

Possible suggestions: Groups of staff members meeting together, encourage the entire staff to work together to solve problems, networking with other teachers, etc.

Diff: 3 Type: SA Page Ref: 43

Learning Outcome: 2.2

**MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.**

8) The *Disability Standards for Education 2005* does not provide for:

A) Students with a visual impairment

B) Students who are gifted

C) Students at university

D) Students who have AIDS

Answer: C

Diff: 2 Type: MC Page Ref: 42-43

Learning Outcome: 2.2

9) In order to be moved to a special school, a student must:

A) Have had an unsatisfactory experience at a regular school

B) Be expelled from a regular school

C) Live too far away from the regular school

D) Have a physical handicap

Answer: A

Diff: 3 Type: MC Page Ref: 43

Learning Outcome: 2.2

**TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.**

10) Full inclusion in general education classes is the best placement for all students with disabilities.

Answer: True ☒ False

Diff: 2 Type: TF Page Ref: 43

Learning Outcome: 2.2

11) Inclusive education is sensitive to issues such as gender, race and poverty in deciding what content and methods are to be used during the teaching-learning process.

Answer: ☒ True ☐ False

Diff: 1 Type: TF Page Ref: 45

Learning Outcome: 2.2

**MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.**

12) One of the major changes occurring at special schools is:

- A) Focus on transition from school to adult life
- B) Being situated away from neighbourhood facilities
- C) Incorporation of the KLAs
- D) Keeping students with peers of matching ability

Answer: A

Diff: 1 Type: MC Page Ref: 47

Learning Outcome: 2.2

**TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.**

13) Funding support for students with disabilities has changed from being based on the level of disability to the level of necessary educational adjustment.

Answer: ☒ True ☐ False

Diff: 3 Type: TF Page Ref: 45

Learning Outcome: 2.2

**ESSAY. Write your answer in the space provided or on a separate sheet of paper.**

14) Discuss some ways that schools can support the transition from school to adult life for students with disabilities. Is full inclusion conducive to positive post-school outcomes? Why/Why not?

Answer: The student's response should cover the following:

Strategies: forming links with technical and further education colleges (e.g., TAFE); mobilising the community to increase employer's acceptance of students in the workplaces; careful prevocational programming such as working toward competencies required for apprenticeships in a number of trades; maintaining support for students for up to a year after graduation; and transition programs in secondary school.

The second part of this response should demonstrate their knowledge and opinion on this topic. One example might be: Full inclusion is only conducive to positive post-school outcomes in some cases—it is not a one size fits all. Some students with a disability need to learn basic life and social skills which may not be taught in a general school. This makes it difficult to transition to adult life.

Diff: 3 Type: ES Page Ref: 46-47

Learning Outcome: 2.2

**TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.**

15) ACARA is responsible for working on education curriculum in each separate state.

Answer: ☐ True ☒ False

Diff: 1 Type: TF Page Ref: 47

Learning Outcome: 2.3

**SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.**

16) Discuss the issues that arise for schools, parents and students with special needs when assessing student learning against the standards prescribed in the Australian Curriculum.

Answer: The student's response should cover the following:

Assessing against benchmark for an average person of a particular age—this presents problems for students for whom the year-level standard is not appropriate. This increases pressure on schools, teachers and parents as accountability is increasing.

Diff: 3 Type: SA Page Ref: 48

Learning Outcome: 2.4

**TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.**

17) The government is increasing the accountability demands on schools for literacy, and students will be required to take national achievement tests.

Answer: ☒ True ☐ False

Diff: 1 Type: TF Page Ref: 48

Learning Outcome: 2.3

**SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.**

18) There are cases where teachers need to differentiate the curriculum. When does this occur? What are some of the challenges that teachers face and how can they overcome these?

Answer: The student's response should cover the following:

It is necessary to differentiate the curriculum when students need to work towards goals that are different to those being addressed by their peers.

Challenges—inadequate resourcing, inadequate support, poor classroom organisation, time.

Overcome—UDL, good organisation, resources and support.

Diff: 3 Type: SA Page Ref: 49-50

Learning Outcome: 2.4

**ESSAY. Write your answer in the space provided or on a separate sheet of paper.**

19) In recent times Australian federal and state governments have approved a number of curriculum reforms. Outline curriculum reforms for the early years and school-age years.

Answer: The student's response should cover the following:

Discuss the development of these curriculum and the reasons underpinning their reform. Students should also identify the principles and aims.

Diff: 3 Type: ES Page Ref: 50-51

Learning Outcome: 2.4

20) What is meant by the term "reasonable adjustment?" What information needs to be accessed and taken into account when determining whether the adjustment is reasonable or not?

Answer: The student's response should cover the following:

Reasonable adjustment—adjustments that are made by the teacher to enable a student with special needs to participate in a lesson, and demonstrate their learning.

Current skill level

Education goal

Barriers to learning

Need to consider the following when determining whether an adjustment is reasonable:

Student's needs

Does the adjustment provide a benefit to the student?

What is the cost of the adjustment?

Does the adjustment diminish the academic integrity of what is being taught?

Diff: 3 Type: ES Page Ref: 50-51

Learning Outcome: 2.4

**TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.**

21) There is legislative obligation for teachers to provide reasonable adjustments to the curriculum.

Answer: ☒ True ☐ False

Diff: 1 Type: TF Page Ref: 50

Learning Outcome: 2.4

**MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.**

22) An example of a reasonable adjustment is:

A) Providing a private teacher

B) Providing orientation and mobility training

C) Giving a student extra time to complete a task

D) Both B and C

Answer: D

Diff: 2 Type: MC Page Ref: 50-53

Learning Outcome: 2.4

**TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.**

23) A blind student in NSW will receive the same adjustments during the examination process as a blind student in Queensland.

Answer: True ☐ False ☒

Diff: 2 Type: TF Page Ref: 51

Learning Outcome: 2.4

24) Modifications and accommodations must be made to ensure that all students have access to all facets of schooling, including excursions and after-school activities such as homework clubs.

Answer: ☒ True ☐ False

Diff: 2 Type: TF Page Ref: 52

Learning Outcome: 2.4

**SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.**

25) What steps and considerations need to be taken when providing support services to students?

Answer: The student's response should cover the following:

1. Need to discuss the planned support with the student and/or parents
2. Ensure that the support will provide a benefit for the student
3. The cost—both financial (e.g., access to specialists) and the cost to the student (e.g., self-esteem)
4. Will the support service(s) impede learning or relationships

Diff: 3 Type: SA Page Ref: 53-54

Learning Outcome: 2.4

**MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.**

26) Which of the following is NOT considered harassment?

- A) Having an argument with someone
- B) Acting in a manner that causes someone distress
- C) Calling someone names
- D) Humiliating someone

Answer: A

Diff: 2 Type: MC Page Ref: 54-55

Learning Outcome: 2.4

1) The student's response should cover the following:

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- Resources
- Does the setting cater for the disability or is a school that has other students with a similar disability a better choice?
- Accessibility—it is physically accessible
- Siblings—is it better for the child to attend the same school as their siblings?
- Transport
- School climate—does the school have an inclusive, supportive and welcoming climate?
- What influence will the setting have on post-school options?

2) TRUE

3) The student's response should cover the following:

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  - *Disability Discrimination Act* ensures that students with disabilities are entitled to the same opportunities as their peers.
- It is also illegal for an educational authority to discriminate against a child based on a disability.

4) A

5) A

6) C

7) The student's response should cover the following:

The main challenge is isolation—that is being alone in a single classroom.

Possible suggestions: Groups of staff members meeting together, encourage the entire staff to work together to solve problems, networking with other teachers, etc.

8) C

9) A

10) FALSE

11) TRUE

12) A

13) TRUE

14) The student's response should cover the following:

Strategies: forming links with technical and further education colleges (e.g., TAFE); mobilising the community to increase employer's acceptance of students in the workplaces; careful prevocational programming such as working toward competencies required for apprenticeships in a number of trades; maintaining support for students for up to a year after graduation; and transition programs in secondary school.

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15) FALSE

16) The student's response should cover the following:

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18) The student's response should cover the following:

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Overcome—UDL, good organisation, resources and support.

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Education goal

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Need to consider the following when determining whether an adjustment is reasonable:

Student's needs

Does the adjustment provide a benefit to the student?

What is the cost of the adjustment?

Does the adjustment diminish the academic integrity of what is being taught?

21) TRUE

22) D

23) FALSE

24) TRUE

25) The student's response should cover the following:

1. Need to discuss the planned support with the student and/or parents

2. Ensure that the support will provide a benefit for the student

3. The cost—both financial (e.g., access to specialists) and the cost to the student (e.g., self-esteem)

4. Will the support service(s) impede learning or relationships

26) A