

1. Which of the following statements is accurate?
 - a. Labels affect individuals in a similar manner.
 - b. Labels attempt to describe, identify, and distinguish individuals who differ from the norm.
 - c. Labels tend to be stable across cultures.
 - d. Labels are given only to people who differ significantly from the average.

ANSWER: b

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.01 - Describe why do we continue to label people even when we know it may have a negative effect on an individual.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: The purpose of a label is to communicate specific differences in people who vary significantly from what is considered "typical or normal."

2. Sabah is a person with a physical disability who uses a wheelchair. Sabah must bank by mail because the only bank in her town is not accessible by wheelchair. The term that most accurately describes the relationship between Sabah 's condition and her lack of access to the bank is a
 - a. disability.
 - b. handicap.
 - c. disturbance.
 - d. disorder.

ANSWER: b

REFERENCES: Bloom's: Applying

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NOTES: A handicap is a limitation imposed on the individual by environmental demands and is related to the individual's ability to adapt or adjust to these demands.

3. The term "exceptional" describes individuals who
- a. are limited because of environmental demands.
 - b. have higher than average general ability.
 - c. deviate either higher or lower from the norm and may require specialized services.
 - d. have a general malfunction of mental processing.

ANSWER: c

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.01 - Describe why do we continue to label people even when we know it may have a negative effect on an individual.

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NOTES: Exceptional is a comprehensive label. It describes an individual whose physical, intellectual, or behavioral performance differs substantially from what is typical (or normal), either higher or lower.

4. All labels are
- a. positive.
 - b. negative.
 - c. based on perceptions
 - d. factual.

ANSWER: c

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.01.01 - Describe why do we continue to label people even when we know it may have a negative effect on an individual.

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5. Labels are used to
- a. distinguish who is eligible for services and who is not and to help professionals communicate effectively with one another.
 - b. ensure that characteristics within a culture have the same meaning.
 - c. prohibit discrimination.
 - d. confirm environmental bias.

ANSWER: a

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.01 - Describe why do we continue to label people even when we know it may have a negative effect on an individual.

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6. The developmental approach to labeling
- a. defines normal according to standards established by a given culture.
 - b. uses statistics to describe what characteristics occur most frequently at a given age.
 - c. reflects an individual's perceptions about himself/herself.
 - d. defines normal as the absence of psychological abnormality.

ANSWER: b

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.02 - Identify three approaches to describe human differences.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: The developmental approach is based on an understanding of normal human development. This approach to labeling differences is based on observations of large numbers of individuals and comparing an individual's growth to the group average. Differences in development are labeled accordingly.

7. According to the developmental approach, typical development can be determined
- a. by assessing whether an individual is physically healthy.
 - b. by standards of parental perceptions.
 - c. by comparing a child's growth pattern to a group average.
 - d. by extensive psychological testing.

ANSWER: c

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.02 - Identify three approaches to describe human differences.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: The developmental approach is based on an understanding of normal human development. As such, this approach to labeling differences is based on deviations from what is considered normal physical, social, or intellectual growth.

8. "Typical" as defined by the cultural perspective is determined by
- values that are established within a given society.
 - a set of universal standards that can be applied from culture to culture.
 - by observing large number of individuals whose characteristics occur most frequently at a given age.
 - the range of abnormal behaviors that are present in a society.

ANSWER: a

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.02 - Identify three approaches to describe human differences.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: From a cultural view, "typical" is defined by what any given society values.

9. Mohammed has just arrived at O'Hare Airport and is being greeted by Ms. Storm, a top executive of the Lakeshore Development Company. Ms. Storm extends her hand to Mohammed, and he becomes embarrassed and agitated. Where he lives shaking hands with a woman is considered to be inappropriate behavior. This difference is best described by the _____ to labeling.
- self-labeling approach
 - developmental approach
 - universal approach
 - cultural perspective

ANSWER: d

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.01.02 - Identify three approaches to describe human differences.

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NOTES: The standards in Mohammed's culture are different from those of Ms. Storm. What is acceptable behavior for Mohammed places him in conflict with what is acceptable for Ms. Storm.

10. Nathan is seventeen years old and a senior at Valley View High School. Nathan is exceptionally bright and excels in his academic endeavors. He is well liked by his teachers and has a small circle of close friends. Nathan views himself as being inferior to his peers because of his small stature and his lack of athletic abilities. However this view is not shared by his friends. The labeling process that best describes Nathan's view is
- a. formal labeling.
 - b. peer-imposed labeling.
 - c. self-imposed labeling.
 - d. culturally-imposed labeling.

ANSWER:

c

REFERENCES:

Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.01.02 - Identify three approaches to describe human differences.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES:

Because Nathan does not perceive himself in the same way as his peers and is imposing his own labels, he is engaged in a self-labeling process. The labels he imposes upon himself are not recognized by his peers. Everyone engages in a process of self-labeling that may not be recognized by others with whom they interact. Thus, self-imposed labels reflect how we perceive ourselves, not how others see us.

11. Reactions to being labeled

- a. are the same for everyone.
- b. are all negative.
- c. are all positive.
- d. vary greatly from person to person.

ANSWER:

d

REFERENCES:

Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.02 - Identify three approaches to describe human differences.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES:

Reactions to a label differ greatly from one person to another but can often be negative

12. David is sitting in the school office waiting to talk to the principal. Students passing the office assume that he must be in trouble. The term that best describes the students' behavior is

- a. self-imposed bias.
- b. teacher bias.
- c. contextual bias.
- d. self-fulfilling prophecy.

ANSWER:

c

REFERENCES:

Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.01.02 - Identify three approaches to describe human differences.

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NOTES:

The context in which we view someone can clearly influence our perceptions of that person. In this case, the students made a direct association between the environment (principal's office) and David's presence there. The reaction was because David is present in this environment, he must be in trouble.

13. Which of the following had the most significant impact on the evolution of education for students with disabilities during the 1940s and 1950s?
- a. Parents organizing and increasing professional interest
 - b. Legislation
 - c. School administration support
 - d. Increasing population of people with disabilities

ANSWER: a

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.01.03 - Explain how societal views on people with disabilities changed from widespread discrimination to an era of inclusion and support in the 21st century.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: In response to the apathy and discrimination that permeated their lives, new parent groups advocating for the rights of children with disabilities began to organize on a national level around 1950.

14. This provision of the Vocational Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in federally assisted programs.
- a. Public Law 94-142.
 - b. Public Law 94-357.
 - c. Section 504.
 - d. Section 401.

ANSWER: c

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.03 - Explain how societal views on people with disabilities changed from widespread discrimination to an era of inclusion and support in the 21st century.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

15. A fundamental purpose of the Americans with Disabilities Act is to
- a. require that every person with a disability have a job if he or she wants one.
 - b. prevent discrimination against people with disabilities.
 - c. establish a quota that requires every employer to hire at least one person with a disability.
 - d. provide income (cash) support to people with disabilities who are unable to work.

ANSWER: b

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.04 - Identify the catalyst, effects, and provisions of the Americans with Disabilities Act.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

NOTES: The purpose of ADA was to change this discrimination and affirm the rights of more than 50 million Americans with disabilities to participate in the life of their community.

16. The intent of a reasonable accommodation for a person with a disability is to
- provide an advantage over people who are not disabled given years of discrimination.
 - provide that every person with a disability who wants a job can get one.
 - require employers to hire at least one person with a disability for every ten positions that come open.
 - provide an opportunity to achieve the same level of performance and enjoy benefits equal to an average, similarly situated person without a disability.

ANSWER: d

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.01.04 - Identify the catalyst, effects, and provisions of the Americans with Disabilities Act.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

17. The intent of the ADA is to
- end racial discrimination.
 - create a fair and level playing field.
 - accommodate all needs.
 - regulate small business.

ANSWER: b

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.04 - Identify the catalyst, effects, and provisions of the Americans with Disabilities Act.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: The intent of ADA is to create a "fair and level playing field" for eligible persons with disabilities. To do so, the law specifies that reasonable accommodations need to be made that take into account each person's needs resulting from their disability.

18. The term "pathology" would most often be used by professionals in the field of
- sociology.
 - medicine.
 - education.
 - psychology.

ANSWER: b

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: Pathology is defined as alterations in an organism caused by disease, resulting in a state of ill health that interferes with or destroys the integrity of the organism.

19. In one of the first attempts to personalize care for individuals with disabilities, Jean Marc Itard came to believe that
- genetics was the primary factor in learning and that a person's behavior was not influenced by the environment.
 - behavior modification changed the way a person acted.
 - good physical conditioning would change behavior.
 - proper environment and physiological stimulation can change behavior.

ANSWER: d

REFERENCES: Bloom's: Applying

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NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: Jean-Marc Itard (1775–1838) believed that the environment, in conjunction with physiological stimulation, could contribute to the learning potential of any human being.

20. Broadly viewed, psychology is the study of
- the physical state of an individual.
 - neurological functioning of an individual.
 - behaviors that can be observed.
 - modern cultures and social institutions.

ANSWER: c

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: Psychology is the science of human and animal behavior, the study of the acts and mental events that can be observed and evaluated. Broadly viewed, psychology is concerned with every behavior of an individual

21. In the early twentieth century, Watson shifted the content of psychology to
- a. the science of conscious experience.
 - b. observable behavior and mental events.
 - c. examination of one's inner beliefs.
 - d. learning and motivation.

ANSWER: b

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.7.0 - Beginning special education professionals collaborate with families and other educators, related services providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

NOTES: In 1913, John B. Watson (1878–1958) shifted the focus of psychology from conscious experience to observable behavior and mental events.

22. Mark is a twenty-five-year-old individual who resides in a mental institution. He believes that he is Abraham Lincoln and spends most of the day trying to free the other patients. It is most likely that Mark has a
- a. neurotic disorder.
 - b. paranoid eccentric behavior disorder.
 - c. psychotic disorder.
 - d. sociopathic disorder.

ANSWER: c

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.7.0 - Beginning special education professionals collaborate with families and other educators, related services providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

NOTES: Neurotic disorders are characterized by combinations of anxieties, compulsions, obsessions, and phobias. Psychotic disorders are characterized by delusions, hallucinations, and illusions.

23. Social service professionals are primarily concerned with
- a. behavior patterns of individuals or animals.
 - b. pathological deficits of an individual.
 - c. mental processing deficits.
 - d. modern cultures and group behaviors.

ANSWER: d

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.7.0 - Beginning special education professionals collaborate with families and other educators, related services providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

NOTES: Whereas psychology focuses primarily on the behavior of the individual, sociology is concerned with modern cultures, group behaviors, societal institutions, and intergroup relationships.

24. Determining who will be labeled socially deviant is guided by the principle that
- a. social deviance is an illness.
 - b. social deviance is caused solely by an individual's experience with the environment.
 - c. normal and deviant behaviors are only determined by psychology professionals.
 - d. normal behavior must meet societal expectations.

ANSWER: d

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.7.0 - Beginning special education professionals collaborate with families and other educators, related services providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

NOTES: When individuals meet the social norms of the group, they are considered normal. When individuals are unable to adapt to social roles or to establish appropriate interpersonal relationships, their behaviors are considered deviant.

25. Suggested inclusion for people with disabilities requires
- encouraging the inclusion of people with disabilities in communities and families.
 - appropriate support needs to be provided to help individuals become more independent.
 - the community needs to strive for ways to reduce barriers and increase inclusion .
 - appropriate support needs to be provided to help individuals become more independent and the community needs to strive for ways to reduce barriers and increase inclusion.

ANSWER: d

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

26. "Disability" refers to an individual who has a loss of physical functioning or difficulty in learning and social adjustment.
- True
 - False
 - True
 - False

ANSWER: True

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.01 - Describe why do we continue to label people even when we know it may have a negative effect on an individual.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

27. The term "handicapped" literally means "cap in hand."
- True
 - False
 - True
 - False

ANSWER: True

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.01 - Describe why do we continue to label people even when we know it may have a negative effect on an individual.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

28. Some labels may be permanent, others may be temporary, but all are negative.

- a. True
- b. False
- a. True
- b. False

ANSWER: False

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.01.01 - Describe why do we continue to label people even when we know it may have a negative effect on an individual.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

29. The best way to describe human differences is the cultural approach.

- a. True
- b. False
- a. True
- b. False

ANSWER: False

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.01.02 - Identify three approaches to describe human differences.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

30. The fundamental purpose of the Americans with Disabilities Act is to guarantee that every person with a disability gets a job.

- a. True
- b. False
- a. True
- b. False

ANSWER: False

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.04 - Identify the catalyst, effects, and provisions of the Americans with Disabilities Act.

NATIONAL STANDARDS: United States - CEC.7.0 - Beginning special education professionals collaborate with families and other educators, related services providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

31. The Americans with Disabilities Act defines a person with a disability as having both a physical or mental impairment that substantially limits him or her in some major life activity.
- a. True
 - b. False
 - a. True
 - b. False

ANSWER: True

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.04 - Identify the catalyst, effects, and provisions of the Americans with Disabilities Act.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

32. Individuals who are exceptional should be viewed from a broader perspective than that projected by a single profession.
- a. True
 - b. False
 - a. True
 - b. False

ANSWER: True

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

33. A recent N.O.D/Harris poll found that there were no differences in the employment rate of people with disabilities and those who were not disabled.
- a. True
 - b. False
 - a. True
 - b. False

ANSWER: False

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.03 - Explain how societal views on people with disabilities changed from widespread discrimination to an era of inclusion and support in the 21st century.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

34. As a result of the ADA, people with disabilities are moving from small, community based settings, to living in large, isolated, congregate, care centers.
- a. True
 - b. False
- a. True
- b. False

ANSWER: False

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.01.04 - Identify the catalyst, effects, and provisions of the Americans with Disabilities Act.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

35. Recreational programs assist individuals in creating more satisfying lifestyles.
- a. True
 - b. False
- a. True
- b. False

ANSWER: True

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

36. Why do we label people?

ANSWER: 1) Describe, identify, and distinguish one person from another; 2) determine eligibility; facilitate communication.

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.01 - Describe why do we continue to label people even when we know it may have a negative effect on an individual.

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37. Your text describes three labeling approaches that can be used to describe the nature and extent of differences. Briefly describe one of the three approaches and provide an example.

ANSWER: The three approaches described in the text are: developmental, cultural, and self-labeling. The developmental approach to labeling is based on deviations from what is considered normal physical, social, or intellectual growth. Human differences are the result of an interaction of biological and environmental factors. According to the developmental view, normal development can be described statistically. We observe large numbers of individuals and look for those characteristics that occur most frequently at a specific age. The cultural perspective defines what is normal according to the standards established by a given culture. Whereas a developmental approach considers only the frequency of behaviors to define differences, a cultural perspective suggests that differences can also be explained by examining the values inherent within a culture. What constitutes a significant difference changes over time, from culture to culture, and among the various social classes within a culture. The self-labeling approach asserts that all people engage in a self-labeling process that may not be recognized by others. Self-imposed labels reflect how we perceive ourselves, although those perceptions may not be consistent with how others see us. The opposite may also occur: The culture uses a given label to identify a person, but that label may not be accepted by that person.

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.02 - Identify three approaches to describe human differences.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

38. Describe the services for people with disabilities through most of the twentieth century.

ANSWER: 1) People were considered defective and were considered social problems; 2) state laws were passed that forbid marriage and promoted segregation; 3) services were not available to families.

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.03 - Explain how societal views on people with disabilities changed from widespread discrimination to an era of inclusion and support in the 21st century.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

39. What was the role of families in bringing about social change for people with disabilities?

ANSWER: They initiated much of the social change through the formation of advocacy organizations.

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.01.03 - Explain how societal views on people with disabilities changed from widespread discrimination to an era of inclusion and support in the 21st century.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

40. How did the work of nineteenth-century physicians and philosophers contribute to our understanding of people with disabilities?

ANSWER: They emphasized that people should be treated humanely and that even the most severely disabled individuals could learn through psychological stimulation.

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

41. What is a barrier-free facility?

ANSWER: A barrier-free facility is a building or structure without architectural obstructions that allows people with mobility disabilities to move freely through all areas.

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

42. How should services and supports be designed to ensure that a person with disabilities is able to learn and live successfully in community settings?

ANSWER: Ensure that comprehensive services (e.g., employment, housing, educational programs, public transportation, restaurant access, and religious activities) are available to all individuals with disabilities within or as close as possible to their families and communities.

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

43. What must people with disabilities have access to in order to ensure a bright future?

ANSWER: Access to these supports creates the opportunity to be included in community life. Successful inclusion requires a two part approach: (1) appropriate support needs to be provided to help individuals become more independent (education, job skill development, social skills), and (2) the community needs to strive for ways to reduce barriers and increase inclusion. Access to adequate housing and a barrier-free environment are essential for people with disabilities. Barrier-free facilities are created by requiring that buildings and public transportation incorporate barrier-free designs.

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

44. Labels are used extensively despite the potential negative consequences. Discuss the rationale for labeling people with disabilities.

ANSWER: Many social services and educational programs for exceptional individuals require the use of labels to distinguish who is eligible for services and who is not. Funding may even be contingent on the numbers and types of individuals who are deemed eligible. Labels assist professionals in communicating effectively with one another and provide a common ground for evaluating research findings. Labeling helps identify the specific needs of a limited number of people. Labeling is a means by which we can determine degrees of needs or priorities for service when limited societal resources are available.

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.01 - Describe why do we continue to label people even when we know it may have a negative effect on an individual.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

45. The Americans with Disabilities Act of 1990 is the most sweeping civil rights legislation in the United States since the Civil Rights Act of 1964. Discuss how the law defines eligible persons with a disability, and describe the overall purpose of the Act.

ANSWER: The ADA defines a person with a disability as (1) having a physical or mental impairment that substantially limits him or her in some major life activity and (2) having experienced discrimination resulting from this physical or mental impairment. The purpose of ADA is to provide a national mandate to end discrimination against individuals with disabilities in private-sector employment, all public services, and public accommodations, transportation, and telecommunications.

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.04 - Identify the catalyst, effects, and provisions of the Americans with Disabilities Act.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

46. Jane has been diagnosed with a disturbance in normal functioning. This broad diagnosis would be most accurately considered a
- disorder.
 - disability.
 - handicap.
 - exceptionality.

ANSWER: a

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.01.01 - Describe why do we continue to label people even when we know it may have a negative effect on an individual.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

47. Rosenhan's investigation demonstrated that the environment in which observations are made will bias the perception of what is
- the correct label.
 - the correct diagnosis.
 - wrong.
 - normal.

ANSWER: d

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.02 - Identify three approaches to describe human differences.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

48. Section 504 of the Vocational Rehabilitation Act was the precursor to
- Rehabilitation Act.
 - Civil Rights Act of 1964.
 - Individuals with Disabilities Education Act.
 - The Americans with Disabilities Act.

ANSWER: d

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.04 - Identify the catalyst, effects, and provisions of the Americans with Disabilities Act.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

49. The definition of disability in the Americans with Disabilities Act requires that the person
- have a physical or mental impairment that substantially limits a major life activity.
 - must be in need of special education and related services.
 - has never been discriminated against in the past.
 - All of the answers are correct.

ANSWER: a

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.04 - Identify the catalyst, effects, and provisions of the Americans with Disabilities Act.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

NOTES: A person with a disability is defined as (1) having a physical or mental impairment that substantially limits him or her in some major life activity and (2) having experienced discrimination resulting from this physical or mental impairment.

50. According to the medical model, how is “normalcy” defined?
- Absence of disabilities
 - Absence of physical deformities
 - Absence of a biological problem
 - Absence of mental or physical pathology

ANSWER: c

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

51. The major provisions of the ADA apply
- a. only to job recruitment and not to job training or advancement.
 - b. only to existing public facilities, such as restaurants, and not to new construction.
 - c. to all new public transit buses, bus and train stations, and rail systems.
 - d. All of the answers are correct.

ANSWER: c

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.04 - Identify the catalyst, effects, and provisions of the Americans with Disabilities Act.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: The major provisions of the ADA require that every new public transit bus must be accessible. The law applies to all employment-related activities not just recruitment. It also applies to both new and existing public facilities. The law requires that all state and local agencies be accessible to people with disabilities.

52. The belief that all people with disabilities are able to learn runs counter to the position of
- a. Watson.
 - b. Pinel.
 - c. Itard.
 - d. Locke.

ANSWER: b

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: Pinel came down on the side of nature in the nature versus nurture controversy. He believed that while people with disabilities needed to be treated humanely, they were essentially incurable. Treatment would be fruitless.

53. Physicians in community practice often need more training in the _____ aspects of disability.
- a. medical
 - b. psychological
 - c. educational
 - d. All of the answers are correct.

ANSWER: d

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

54. Trephining, the earliest known treatment for mental disorders, involved
- a. immersing an individual in warm water.
 - b. removing the frontal lobe of the brain.
 - c. drilling holes in the skull to release evil spirits.
 - d. electrical stimulation of three primary neurons in the brain.

ANSWER: c

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.7.0 - Beginning special education professionals collaborate with families and other educators, related services providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

NOTES: The earliest known treatment for mental disorders, trephining involved drilling holes in a person's skull to permit evil spirits to leave.

55. In 1999, the Supreme Court ruling in *L.C. & E.W. v. Olmstead* held that it was a violation of ADA to discriminate against persons with disabilities by providing
- only community services when people could be served in institutions.
 - only institutional services when people could be served through community-based services.
 - both institutional and community services.
 - None of the answers are correct.

ANSWER: b

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.7.0 - Beginning special education professionals collaborate with families and other educators, related services providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

56. A comparison of working and nonworking individuals with disabilities revealed that working individuals were
- less satisfied with life.
 - more satisfied with life.
 - as satisfied with life as those who were not working.
 - None of the answers are correct.

ANSWER: b

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

57. How are barrier-free facilities created?
- By requiring that buildings and public transportation incorporate barrier-free designs
 - By boycotting businesses that refuse to implement barrier-free design
 - By providing ground-floor bathrooms in all public buildings
 - By providing "handicapped parking" for all public buildings

ANSWER: a

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.01.05 - Describe the role of health care, psychology, and social services professionals in meeting the needs of people with disabilities.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.