

Chapter 1

Chapter 1 Test Bank

True and False

1. IDEA 2004 and NCLB place more emphasis on assessing *all* students in attaining the standards, leading to more students being included in the general education classroom and more students who receive special education services to receive a regular diploma.
2. All students, regardless of disability, are required to take statewide exams.
3. Pre-referral interventions are intended to address bias in the referral process and prevent unnecessary assessments.
4. Children who fail to make academic progress through ESL services are eligible for special education services.
5. An outcome of the use of the historical model of assessment was a large number of students being referred for special education services who did not require them.
6. When administering a standardized test, the individual giving the test may give the test in any manner they wish.
7. All students who are eligible for special education services are required to have an alternative planning document in place.
8. An IEP differs from an IFSP in that an IEP includes family needs as well as the child's needs.
9. Research confirms that, traditionally, a teacher's decision to refer may have been influenced by the student having a sibling who has had school problems.
10. It is important to establish firm standards for a student's progress and readiness to exit special education.

Multiple Choice

1. When the number of students from various ethnic or linguistically diverse groups who receive special education services is skewed from the general population, it is called
 - A. disproportionality
 - B. overrepresentation
 - C. overidentification
 - D. accountability
2. Looking for patterns of errors to provide insight into learning how a student completes a task is called
 - A. informal assessment
 - B. alternative assessment
 - C. error analysis
 - D. dynamic assessment
3. IDEA 2004 indicated that these services should be employed to address a student's needs within the general education classroom and prevent additional assessment.
 - A. Pre-referral interventions
 - B. Early intervention services
 - C. Response to intervention
 - D. Problem-solving model
4. Which of the following is not true about high-stakes testing?
 - A. It is state-driven.
 - B. Students with severe disabilities do not have to take it.
 - C. It provides the AYP score for the school.
 - D. It is mandated by IDEA and NCLB
5. This type of assessment requires that students create a product that demonstrates their skills or competency.
 - A. Dynamic assessment
 - B. Portfolio assessment
 - C. Informal assessment
 - D. Performance-based assessment
6. Mr. Kehl collects student products over the course of the year to demonstrate the progress his students make. Mr. Kehl is utilizing what type of assessment?
 - A. Dynamic assessment
 - B. Portfolio assessment
 - C. Informal assessment
 - D. Performance-based assessment
7. Ella received an 80% on her math test this week. Her teacher said she missed the cut-off by 5 points, so she will have to work on the same material next week and retake the test next Friday. Ella's teacher is employing what type of assessment strategy?

- A. Dynamic assessment
 - B. Performance assessment
 - C. Criterion-related assessment
 - D. Criterion-referenced assessment
8. Miss Morgan is collecting progress monitoring data using DIBELS and determining if she needs to change her instructional strategies in order to help her students reach their aim line. Miss Morgan is using what type of assessment strategy?
- A. Curriculum-based measurement
 - B. Curriculum-based assessment
 - C. Criterion-related assessment
 - D. Criterion-referenced assessment
9. Elisabeth's teacher gives a spelling test at the end of each week to determine student mastery of the words. This type of assessment is considered a
- A. Criterion-related assessment
 - B. Criterion-referenced assessment
 - C. Curriculum-based assessment
 - D. Curriculum-based measurement
10. Aaron's teacher noticed he was having difficulties reading in all of his classes. She referred him for special education services immediately. What model of assessment is Aaron's teacher following?
- A. Historical Model
 - B. Contemporary Model
 - C. Problem-solving Model
 - D. Response to Intervention Model
11. The process of evaluating an environment to determine if there are any influences on the learning process is called
- A. an observation
 - B. a dynamic assessment
 - C. an ecological evaluation
 - D. a performance-based assessment

12. Miss Jean, a school psychologist, administers a test on Billy, a student referred for a comprehensive evaluation. Billy's scores on an achievement test indicate that he is performing significantly below his peers in reading comprehension skills. Miss Jean administered what type of assessment?
- A. Standardized test
 - B. Performance assessment
 - C. Norm-referenced test
 - D. Criterion-referenced assessment
13. Susan was a referred for a comprehensive evaluation. It was determined at the eligibility meeting that she was not eligible for special education services but needed alternative planning in order to be successful in the general education classroom. What document will the team need to write for Susan?
- A. 504 accommodation plan
 - B. Individualized education program
 - C. Alternative instructional plan
 - D. No document is needed
14. In the event that a referred child is 3 years of age or younger and is eligible for services, the law requires this document to be written
- A. 504 Accommodation Plan
 - B. Individualized Education Program
 - C. Alternative Instructional Plan
 - D. Individualized Family Service Plan
15. According to the statistics provided by the U.S. Department of Education, what disability category is most disproportionately represented by minorities?
- A. Speech and Language Impairment
 - B. Learning Disabilities
 - C. Mental Retardation
 - D. Emotional Disturbance
16. This process is used when effective, research-based interventions are not successful in the general education classroom and document what strategies and assessments are being used to support instruction.
- A. Response to Intervention
 - B. Individualized Education Program
 - C. Individualized Family Support Plan
 - D. Eligibility Meeting

17. Which of the following describes an assessment model where an emphasis is placed on finding solutions rather than seeking alternative placement and an eligibility label?
- A. Historical Model
 - B. Contemporary Model
 - C. Traditional Model
 - D. Prereferral Intervention Model
18. Which of the following is *not* a legal consideration when developing an individualized assessment plan?
- A. Ethical standards must be upheld.
 - B. Assessments must be valid for their intended purpose.
 - C. One test may be used for eligibility determinations.
 - D. Assessments must assess areas of concern.
19. The primary outcome of the Historical Model of Assessment was
- A. an increase in the number of students identified for special education services.
 - B. a decrease in the number of students identified for special education services.
 - C. a shift in the way ELLs were evaluated for special education services.
 - D. an increase in the number of Caucasian students receiving special education services.
20. Which of the following is *not* true of ELL services?
- A. ELL services are not a special education service.
 - B. Bilingual services are a special education service.
 - C. Pre-referral strategies should promote language acquisition.
 - D. Language problems must be eliminated as a reason for referral.
21. At which tier of the RTI model does the eligibility meeting happen?
- A. Tier 1
 - B. Tier 2
 - C. Tier 3
 - D. None of the above
22. Utilizing the RTI model, the government expects to get the number of students who are referred for special education services down to
- A. 1–3%
 - B. 3–5%
 - C. 5–6%
 - D. 6–8%

23. When it is determined that a student needs an individual assessment plan, whose responsibility is it to determine which assessments to give to the student?
- A. The referring teacher.
 - B. The school psychologist.
 - C. The IEP team.
 - D. The parents.
24. Students with disabilities who are unable to participate in statewide assessments are tested using
- A. a dynamic assessment
 - B. a norm-referenced test
 - C. a criterion-related test
 - D. an alternative assessment
25. Informal assessments that can be tailored for individual students, used to identify mastery of a skill, and/or placement in a curriculum include:
- A. checklists
 - B. rating scales
 - C. observations
 - D. all of the above

Short Answer

1. Discuss the difference between testing and assessment.
2. Explain the process and purpose of Response to Intervention.
3. Discuss the components and outcomes of the historical referral and assessment model.
4. Discuss the Three-Tier Model of Intervention.
5. Describe the philosophy of the Contemporary Model of Assessment.
6. Discuss the differences between curriculum-based assessments and curriculum-based measurements.
7. Identify the four considerations that should be addressed during an ecological evaluation.
8. Discuss the legal requirements when developing assessment plans for students who may be eligible for special education services and the steps professionals should take in developing an individualized assessment plan.
9. Discuss the cultural issues that have led to the overrepresentation and disproportionality of students with disabilities from minority groups.
10. Identify three strategies that can be used to reduce disproportionality.
11. What is the purpose of prereferral interventions?
12. Discuss what grades early intervention services are available for and what grades interventions are emphasized.

Chapter 1 Test Bank Answer Key

True and False

1. TRUE.

Explanation: IDEA 2004 and NCLB place more emphasis on the assessment of all students for measuring attainment of educational standards within the general curriculum. This emphasis has increased the number of students receiving services to be included in the general education classroom and increased the percentage of students in those programs graduating with regular high school diplomas

2. TRUE.

Explanation: Students with exceptional learning needs are required to take statewide exams or alternative exams to measure their progress within the general education curriculum

3. TRUE.

Explanation: Prereferral interventions were intended to address bias in the referral process and prevent unnecessary additional assessment.

4. FALSE.

Explanation: Students who receive ESL services and fail to make academic progress are not automatically eligible for special education services. ESL and bilingual education are not special education services and language problems must be eliminated as a reason for referral as per IDEA.

5. TRUE.

Explanation: One of the unfortunate outcomes of the historical model of assessment was the increasing rates of children referred for assessment and subsequently receiving special education services.

6. FALSE.

Standardized tests must be given following the structure, format and instructions provided in the manual provided by the test developers.

7. FALSE.

Explanation: All students who are eligible to receive special education services must have an individualized education program in place. An alternative plan is used for students who are not eligible and may be a 504 accommodation plan.

8. FALSE.

Explanation: An IFSP includes the family's needs as well as the child's.

9. TRUE.

Explanation: According to research, a teacher's decision to refer may be influenced by the student's having a sibling who has had school problems (Thurlow, Christenson, & Ysseldyke, 1983).

10. TRUE.

Explanation: One of the strategies to reduce disproportionality suggested by Burnette (1998) is to establish a set of firm standards for the student's progress and readiness to exit special education.

Multiple Choice

1. A.
Explanation: When students from various ethnic or linguistically different groups are under- or overrepresented in special education services, it is disproportionality
2. C.
Explanation: Error analysis is the process of looking for patterns of errors to provide insight into learning how a student completes a task.
3. B.
Explanation: IDEA began with Congressional Findings, which list areas that the Act is seeking to improve, including the use early intervening services The goal of increasing the use of early intervening services is to address the student's needs within the general education classroom and prevent additional assessment.
4. B.
Explanation: High-stakes testing is typically synonymous with state testing and is embedded in the IDEA and NCLB legislation. State testing provides each school and district with an AYP score. Students with severe disabilities, however, are required to take high-stakes tests too. Their tests are alternative assessments.
5. D.
Explanation: Performance-based assessments are when students create a product that demonstrates their skills or competency.
6. B.
Explanation: Portfolio assessment is the collection of student products to demonstrate progress over a period of time.
7. D.
Explanation: Criterion-referenced standards assess a student's progress in skill mastery against specific standards.
8. A.
Explanation: Curriculum-based measurement measures progress of a specific skill against an aim line.
9. C.
Explanation: Curriculum-based assessments, such as chapter tests, are used to determine how a student is performing in or mastering the actual curriculum.
10. A.
Explanation: In the Historical Model of Assessment, children who experienced difficulties were referred immediately. There was no intervention put in place to remediate the problems.

11. C.
Explanation: An ecological evaluation studies the natural environment in which a student is expected to function in order to determine influences on the student's learning process.
12. D.
Explanation: Norm-referenced tests compare a student's performance of a task to students of the same age or grade level.
13. A.
Explanation: Alternative planning may include a plan for accommodations in the general education setting under Section 504. This law requires that students who have disabilities or needs but who are not eligible to receive services under IDEA must have accommodations for their needs or disabilities in the regular classroom setting. A 504 accommodation plan is designed to implement those accommodations.
14. D.
Explanation: An individualized family service plan is required if a student 3 years of age or younger has been determined eligible to receive special education services.
15. B.
Explanation: According Table 1.3, learning disabilities is the category that most disproportionately represents minorities.
16. A.
Explanation: Response to Intervention is a process used when effective research-based interventions are not successful with students.
17. C.
Explanation: The contemporary model or the problem-solving model emphasizes finding a solution rather than determining eligibility or finding an alternative placement.
18. C.
Explanation: Federal law requires that more than one assessment must be used to determine eligibility.
19. A.
Explanation: The primary outcome of the Historical Model of Assessment was increasing rates of children referred for assessment and subsequently receiving special education services
20. B.
Explanation: ELS and/or bilingual education is not a special education service.

21. D.

Explanation: The eligibility meeting is not a part of the RTI process. The eligibility meeting occurs after all three tiers of the RTI model have been unsuccessful.

22. B.

Explanation: Ideally, students who may require additional or different assessments or instruction or evaluation for special education support will be approximately 3–5% of the population.

23. C.

Explanation: The team decides which assessments to give and who will give them. However, the assessments must be given by someone who is qualified.

24. C.

Explanation: Students with disabilities who are unable to participate in statewide assessments are tested using an alternative assessment.

25. D.

Explanation: Checklists, rating scales and observations are all informal assessments that can be used for individual students to determine mastery of a skill and/or placement in a curriculum.

Short Answer

1. Testing is usually a *single event* of evaluating progress and determining student outcomes and/or individual student needs. Assessment includes *many* formal and informal methods of evaluating student progress and behavior and typically happens every day.
2. RTI is a process used when effective research-based interventions are not successful with students. These students may require additional or different assessments or instruction or evaluation for special education support.
3. Accept answers that include the following components:
Components of the historical model:
 - Teacher noticed a student was having difficulty.
 - Specific deficits that appear to be the cause of a student's difficulty were identified.
 - Student was referred to a multidisciplinary team, who evaluated the student.
 - Eligibility was determined.
 - An individualized education program (IEP) was put in place for eligible students.Outcomes:
 - Increasing rates of children referred for assessment and subsequently receiving special education services.
 - Development of Early Intervening Services
 - Address the student's needs within the general education classroom and prevent additional assessment.
 - Available K–12 with emphasis in grades K–3.
 - Use of research-based practices and documentation.
 - May be included in RTI methods.
4. The Three-Tier Model of Intervention consists of the following elements.
 - Progress in core academic subjects of *all* children should be monitored routinely through statewide assessments, teacher-made tests, and general education performance.
 - Students who experience difficulty when compared to their peers are considered to be at risk of academic or behavioral problems and then receive tier-two interventions, such as remedial assistance or tutoring using research-based interventions.
 - Students not successful with tier 2 interventions receive intensive intervention specifically designed to address areas of difficulty. If a child continues to struggle, the child may be referred for consideration of an evaluation for possible special education eligibility.

5. The Contemporary Model of Assessment's philosophy emphasizes finding a solution to a child's problem by documenting the variety of interventions and assessments utilized to intervene rather than immediately referring a child for special education services or an alternative placement.
6. Accept answers that include the following:
 - Curriculum-Based Assessment
 - Determine how a student is performing in or mastering the actual curriculum.
 - Examples of a CBA may include teacher-made tests or quizzes that assess student knowledge of content taught in class.
 - Curriculum-Based Measurement
 - Measure progress of a specific skill against an aim line.
 - The objective of these assessments is to determine student mastery of age- or grade-appropriate curriculum content.
 - Examples include AIMSWeb or DIBELS.
7. According to Messick (1984), there are four considerations that should be considered while conducting an ecological evaluation. They include:
 - Are the curricula effective for the majority of the students?
 - Have the students been adequately taught the curricula?
 - Is there objective evidence to support that the child has not learned what was taught?
 - What types of systematic interventions were made to identify the problem and take corrective action?
8. Accept answers that include the following:
 - Legalities of the assessment plan
 - The teacher must have documentation to support the student is not making progress despite interventions.
 - Assessments must be specifically designed to assess areas of concern
 - Assessments must be validated for the purpose of intended use.
 - Assessments may only be administered by someone trained to do so.
 - More than one assessment must be used to determine eligibility.
 - Follow acceptable and ethical standards (e.g., Standards for Educational and Psychological Testing).
 - Steps professionals should take when developing an individualized assessment plan
 - Review all of the screening information in each of the seven areas.
 - Determine what areas need further evaluation.
 - Determine specific data-collection procedures to use.
 - The team decides which assessments to give and who will give them.

9. Accept answers that include the following:
- Disproportionate rate of occurrence of some students from various ethnic and cultural backgrounds happens in the disability categories that rely heavily on “clinical judgment,” (e.g., learning disabilities, mild mental retardation, emotional disturbance)
 - Students from homes that fall in the range of poverty and that structurally include a single parent, are at increased risk for disabilities.
 - Increased risk for disability in environments that lack resources and support for single parents.
 - Learned behaviors and identity associated with school.
10. Accept answers that include the following:
- Ensure that staff knows the requirements and criteria for referral and is kept abreast of current research affecting the process.
 - Check that the student’s general education program uses instructional strategies appropriate for the individual, has been adjusted to address the student’s area of difficulty, includes ongoing communication with the student’s family, and reflects a culturally responsive learning environment.
 - Involve families in the decision to refer to special education in ways that are sensitive to the family’s cultural background.
 - Use only tests and procedures that are technically acceptable and culturally and linguistically appropriate.
 - Testing personnel should have had training in conducting these particular assessments and interpreting the results in a culturally responsive manner.
 - Personnel who understand how racial, ethnic, and other factors influence student performance should be included in the eligibility decision.
 - When eligibility is first established, a set of firm standards for the student’s progress and readiness to exit special education should be recorded.
11. Prereferral interventions are intended to address bias in the referral process and prevent unnecessary assessments.
12. Early intervention services are available for grades K–12. There is significant emphasis on providing early intervention services in grades K–3.

Chapter 2

Chapter 2 Test Bank

True and False

1. The name of the law under which special education professionals are working is IDEA 2004.
2. PL 94-142 and IDEA 2004 are essentially the same piece of legislation.
3. Parents do not need to provide consent for the child to be evaluated for special education and/or related services.
4. Informed consent requires that LEAs provide information to parents in their native language or mode of communication.
5. The Non-discriminatory Evaluation's purpose is to qualify a student for special education and/or related services.
6. LEAs must always conduct a meeting when reviewing existing data on a student to determine additional testing needs.
7. ADD is a category under IDEA, so students with ADD automatically qualify for special education services.
8. Parent participation in the entire special education process is encouraged.
9. Every student who receives special education or related services must have an IEP.
10. A student may be removed from their placement even if it is determined that a student's behavior is a result of their disability.

Multiple Choice

1. This law was the *original* law that mandated education agencies ensure an appropriate assessment and education for individuals with disabilities.
 - A. Individuals with Disabilities Act
 - B. No Child Left Behind
 - C. Education for all Handicapped Children Act
 - D. Individuals with Disabilities Education Improvement Act
2. After the passage of a law, legal guidelines for implementing the law are written. These guidelines are called
 - A. regulations
 - B. due process
 - C. compliance
 - D. litigation
3. How many days does an LEA have to conduct a comprehensive evaluation?
 - A. 15 days
 - B. 25 days
 - C. 45 days
 - D. 60 days
4. John's parents disagree with the results of his most recent evaluation and the recommendation from the multidisciplinary team, which is that John be discontinued from receiving special services. What can John's parents do?
 - A. Remove John from school.
 - B. File a Due Process claim.
 - C. Nothing; John will no longer receive services.
 - D. Request John be re-evaluated.
5. Which of the following is not required when administering a standardized assessment?
 - A. Choosing a test that is psychometrically adequate.
 - B. Following the standardization protocols.
 - C. Not allowing adaptations.
 - D. Not penalizing a student for an existing impairment.
6. Which of the following represents the assessment structure used prior to IDEA 2004?
 - A. Response to Intervention
 - B. Early Intervention
 - C. Research-based Practices
 - D. Severe Discrepancy

7. If a member of an IEP Team is unable to attend an IEP meeting, what must they do?
- A. Submit their information in writing to the IEP Team.
 - B. Request that the meeting date be changed so they can attend.
 - C. Have an individual meeting with the parents.
 - D. Nothing; if they cannot be there, they do not need to worry about it.
8. It may be determined that a Team member may not need to attend the IEP meeting under which circumstance?
- A. The IEP member has to teach at that time.
 - B. The IEP member is a related service.
 - C. The IEP member's content area is not going to be discussed.
 - D. The IEP member is a long-term substitute for the special education teacher.
9. These services are considered necessary for a child to benefit from the instructional goals of the IEP.
- A. Special education services
 - B. Psychological services
 - C. Medical services
 - D. Related services
10. Which of the following is *not* a reason IDEA 2004 establishes as reason for a child not to qualify for special education services?
- A. Lack of appropriate social skills.
 - B. Lack of appropriate instruction in reading.
 - C. Lack of instruction in math.
 - D. Limited English proficiency.
11. The focus of IDEA on including students in the general education environment is known as
- A. procedural safeguards
 - B. mainstreaming
 - C. the least restrictive environment
 - D. inclusion
12. Services that are designed to assist a student's move between school and adult life are
- A. Special education services
 - B. Transition services
 - C. Related services
 - D. Job coaching services

13. According to IDEA, transition services are required to begin at what age
- A. 14
 - B. 16
 - C. 18
 - D. 21
14. Which of the following behaviors would not result in an automatic 45-day change of placement?
- A. Use of or possession of drugs.
 - B. Use of or possession of weapons.
 - C. Behaviors that result in extreme bodily injury.
 - D. Refusing to comply with teacher directions.
15. This is a civil rights law, whose purpose is to prevent discrimination against individuals with disabilities in programs receiving federal financial assistance.
- A. Individuals with Disabilities Education Act
 - B. Americans with Disabilities Education Act
 - C. Rehabilitation Act
 - D. Education for All Handicapped Children Act
16. Which of the following must occur before a child may receive special education services?
- A. Comprehensive evaluation.
 - B. Remedial programs.
 - C. The student must request additional help.
 - D. The student must request special education services.
17. Parents must be fully informed and provide consent for which of the following before it occurs?
- A. A comprehensive evaluation
 - B. The initiation of special education services
 - C. The release of confidential records
 - D. All of the above
18. Federal law provides which of the following to insure the rights of parents are not violated?
- A. Several assessment techniques
 - B. Several methods of observation
 - C. Several techniques and strategies for intervention
 - D. Several procedural safeguards

19. When parents disagree with school system personnel, IDEA 2004 states that ...?
- A. the school must agree with the parents.
 - B. the school and parents must meet with their attorneys.
 - C. the school must have an attorney but the parents cannot have their attorney.
 - D. the school and parents have a mediation meeting.
20. Every student receiving special education services must have which of the following?
- A. An IEP
 - B. Related services
 - C. Transportation services
 - D. Transition plan
21. When a student has been evaluated and determined by the team to be eligible for services, the parents:
- A. can refuse services
 - B. do not have to consent for services before the child receives services
 - C. must consent for related services only
 - D. do not have control over whether the child receives services
22. According to IDEA 2004, the diagnosis of learning disabilities specifically requires that a student:
- A. demonstrate a significant discrepancy.
 - B. not respond to research-based interventions.
 - C. display a lack of social skills.
 - D. take an IQ and achievement test.
23. Who may request an initial evaluation?
- A. A parent
 - B. State agencies
 - C. LEA
 - D. All of the above
24. Parents being fully notified in their native language of all educational activities to be conducted during a nondiscriminatory evaluation of their child is called
- A. procedural safeguards.
 - B. parental consent.
 - C. informed consent.
 - D. eligibility determination.

25. Mrs. Jones is the special education teacher sitting on Jimmy's IEP Team. She is new to the district and is unaware of the testing procedures used during the multi-disciplinary evaluation. Who else at the IEP would be able to interpret the evaluation results?
- A. The general education teacher
 - B. A school psychologist
 - C. The parents
 - D. The family's advocate

Short Answer

1. Discuss the evolution of the special education law from inception to implementation at the local level (LEA).
2. Identify four areas in which NCLB impacted the most current reauthorization of IDEA.
3. Identify the times when the Procedural Safeguards are required to be provided to parents. Discuss the contents of the Procedural Safeguards.
4. List at least five requirements of the Non-discriminatory Evaluation.
5. Mary is due for a re-evaluation to determine if she continues to require special education services. The team is recommending that, upon review of the existing data, that Mary is not in need of further testing. Mary's mother disagrees and would like additional testing completed, especially with regard to broad academic achievement gains. Explain the next steps of the process.
6. Explain the rationale for why the Severe Discrepancy model is no longer used in identifying students with learning disabilities and what model has replaced it.
7. Identify the members of a multi-disciplinary IEP Team.
8. Describe the required components of the IEP.
9. Compare and contrast Section 504 and IDEA.
10. Significant issues remain with providing appropriate services for families and students from culturally and linguistically diverse backgrounds. Identify at least two issues and describe how you would try to eliminate the problem.
11. Discuss the provisions IDEA contains regarding resolving differences.
12. Identify the severe behaviors that would result in an automatic removal from the school setting for 45 days.

Chapter 2 Test Bank Answer Key

True and False

1. TRUE.

Explanation: In 2004, Congress passed the Individuals with Disabilities Education Improvement Act (IDEA 2004). This is the most recent iteration of the special education law.

2. TRUE.

Explanation: PL 94-142 and IDEA 2004 are essentially the same piece of legislation. The current law, IDEA 2004, is simply a reauthorization of the legal strand that began with PL 94-142.

3. FALSE.

Explanation: CONSENT FOR SERVICES—An agency that is responsible for making a free appropriate public education available to a child with a disability under this part shall seek to obtain informed consent from the parent of such child before providing special education and related services to the child.

4. TRUE.

Explanation: Informed consent means that the parent has been informed in his or her native language or mode of communication. Parents with visual or hearing impairments must be accommodated.

5. FALSE.

Explanation: The Non-discriminatory Evaluation ensures that meaningful information be produced in order to help design a program of interventions and not simply qualify a student.

6. FALSE.

Explanation: The regulations specify that the IEP team may conduct the review of the existing data without a meeting

7. FALSE.

Explanation: ADD is not a category under IDEA, and a student with ADD does not automatically qualify for special education services. They must go through a multidisciplinary evaluation to determine eligibility, just like any other student suspected of having a disability.

8. TRUE.

Explanation: The IDEA Amendments of 1997 and the IDEA Amendments of 2004 stress the importance of parent participation in the special education process.

9. TRUE.

Explanation: Every student receiving special education services must have an individualized education program or plan (IEP) that is written in compliance with the requirements of IDEA.

10. FALSE.

Explanation: If it is determined that the student's behavior was because the IEP was not implemented correctly, or if it is determined that a student's behavior happened as a result of their disability the student may not be removed from their placement.

Multiple Choice

1. C.

Explanation: The Education for all Handicapped Children Act was the *original* law that mandated education agencies ensure an appropriate assessment and education for individuals with disabilities.

2. A.

Explanation: After each reauthorization, regulations, which are the legal guidelines for implementing the law, are written.

3. D.

Explanation: The IDEA 2004 requires that this comprehensive evaluation be completed within a specific timeframe of 60 days from the date that the parent signs a consent form for the evaluation.

4. B.

Explanation: Due Process is the legal recourse when parents or schools disagree with evaluation or placement recommendations.

5. B.

Explanation: Sometimes adaptations are necessary when administering a standardized assessment. The adaptations may need to be explained in the written evaluation report.

6. D.

Explanation: The Severe Discrepancy model was the assessment model used prior to IDEA 2004. Under IDEA 2004, it is no longer necessary to determine that a discrepancy exists between cognitive ability and achievement before a student can receive services.

7. A.

Explanation: If a member of an IEP Team is unable to attend an IEP meeting, they must submit their information to the IEP Team in writing.

8. C.

Explanation: Attendance is not necessary if the parent and LEA agree that the member's attendance is not necessary because the member's area of the curriculum or related service is not being discussed at the meeting.

9. D.
Explanation: Related services are services that are considered necessary for the child to benefit from the instructional goals of the IEP.
10. A.
Explanation: Of the options, displaying a lack of appropriate social skills is not considered under IDEA as a disqualifier from receiving services.
11. C.
Explanation: It is assumed that students with disabilities will be educated with their nondisabled peers unless the IEP team provides reasons why this is not appropriate. These IEP requirements focus on inclusion of the student with disabilities within the mainstream environment and with general education students for education and other activities outside the educational setting. This part of IDEA is known as the provision of educational services in the least restrictive environment.
12. B.
Explanation: Transition services are services that are designed to assist a student transition between school and adult life (i.e., school, work, living, community).
13. B.
Explanation: Transition plans need to be in place beginning no later than the first IEP to be in effect when the child is 16, and updated annually thereafter.
14. D.
Explanation: Severe behaviors that would result in an automatic removal from the school setting for 45 days include: use of or possession of drugs, use of or possession of weapons, and behaviors that result in extreme bodily injury.
15. C.
Explanation: The Rehabilitation Act of 1973 is a civil rights law, whose purpose is to prevent discrimination against individuals with disabilities in programs receiving federal financial assistance.
16. A.
Explanation: IDEA2004 requires that a comprehensive nondiscriminatory evaluation be completed prior to a student receiving special education services.
17. D.
Explanation: Parents must give written consent prior to any of the following events happening: comprehensive evaluation, the initiation of special education services, and the release of confidential records.
18. D.

Explanation: Procedural Safeguards are to be in place at all times to ensure that a parent's rights are not compromised.

19. D.

Explanation: When schools and parents cannot come to a mutual agreement, IDEA 2004 indicates that the parties should engage in mediation.

20. A.

Explanation: Every student who receives special education services must have an IEP.

21. A.

Explanation: Once a child is determined to be eligible for services, a parent has the right to refuse services on behalf of their child.

22. C.

Explanation: IDEA 2004 specifically requires that a student who is to be determined eligible for services under the label of LD must have received and remained unresponsive to research-based interventions.

23. D.

Explanation: Parents, state agencies or LEAs may initiate a request for an initial evaluation.

24. C.

Explanation: Informed consent requires that a parent be fully informed of all educational activities to be conducted and that information was provided in the native language or mode of communication.

25. B.

Explanation: The IEP Team is required to have an individual who can interpret evaluation results. Typically at an IEP, it is the special education teacher. In this case, since Mrs. Jones is new and unfamiliar with the testing that was completed, the school psychologist should attend the IEP meeting and represent that role.

Short Answer

1. Accept answers that include the following chain of events:
 - Parents, professionals and civil court systems were advocating for services for students with disabilities.
 - Congress passes a law; in this case the Education for All Handicapped Children Act (PL 94-142).
 - Regulations are developed, which are the legal guidelines for implementing the law.
 - States write regulations to be in compliance with the Federal regulations.
 - Local districts (LEAs) need to adjust policy, procedure or paperwork to be in compliance with the state regulations.
 - Every few years, Congress reauthorizes or “tweaks” the law and may include amendments or name changes.
 - New regulations are developed.
 - States and LEAs must come into compliance.
2. Accept answers that include any of the following NCLB/IDEA focus points:
 - Accountability of achievement by students with disabilities.
 - Reduction of paperwork for educators and other professionals.
 - Reduction of the non-instructional time spent by teachers (time spent completing paperwork and attending meetings).
 - Providing additional means to resolve disagreements between schools and parents.
 - Increasing early intervention activities and aligning this effort with No Child Left Behind
 - Improving teacher quality
 - Mandating efforts by state education agencies to decrease disproportionality of ethnic and culture representations in special education
 - Improvement of discipline policies of earlier legislation.

3. Accept answers that include any of the following:

Procedural Safeguards must be provided at the following times:

- Parents must receive notice of their rights on each of these occasions:
- Upon initial referral or parent request for an evaluation.
- Upon the first occurrence of the filing of a complaint.
- Request by a parent.

Procedural Safeguard contents must include:

- Information on the initial evaluation.
- Requirement of prior notice before action can be taken.
- Information on parental informed consent.
- How to obtain student records and who has access to records.
- The process to follow when parents have complaints.
- The methods of resolution to resolve complaints.

4. Accept answers that include any of the following:

- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining
 - whether the child is a child with a disability.
 - content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general education curriculum, or, for preschool children, to participate in appropriate activities.
- Not to use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child.
- Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.
- Are selected and administered so as not to be discriminatory on a racial or cultural basis.
- Are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer.
- Are used for purposes for which the assessments or measures are valid and reliable.
- Are administered by trained and knowledgeable personnel.
- Are administered in accordance with any instructions provided by the producer of such assessments.
- The child is assessed in all areas of suspected disability.
- Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.
- Assessments of children with disabilities who transfer from one school district to another school district in the same academic year are coordinated with such

children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

5. Legally, because Mary's mother requested additional testing, the district must comply and conduct those assessments. Upon completion of the assessments, a meeting must take place to discuss the results. No decisions about Mary's special education services or placement may be made until the assessments are complete.
6. IDEA 2004 no longer requires the use of the Severe Discrepancy model in identifying students with learning disabilities. This change in the law occurred because students needed to fall significantly behind on assessments conducted for eligibility in order for a severe discrepancy to appear. In essence, it wasted a lot of valuable time and focused on the "wait and fail" philosophy. Research has supported the use of early intervention as a method to remediate problems with student learning and IDEA 2004 reflects this body of research by incorporating the Response to Intervention model. RTI requires teachers to intervene with students early, utilizing research-based methods, and documenting progress.
7. The members of a multi-disciplinary IEP Team include:
 - Parents
 - Regular education teacher
 - Special education teacher
 - Representative of the school district (LEA)
 - Someone to interpret evaluation results
 - Other individuals who have knowledge of the child
 - When appropriate, the child with a disability
8. The IEP must contain the following elements, at a minimum:
 - Present levels of performance—academic and functional performance including grade equivalents, age equivalents, standard scores, CBAs, CBMs, classroom behavior.
 - Measurable long-term, annual goals, including how progress on goals will be measured.
 - For children who take alternate assessments, a description of benchmarks or short-term objectives.
 - Describe an educational program and strategies that are research-based.
 - A statement of how the child's disability affects their involvement and progress in the general education curriculum and explanation of the extent to which the child will not participate with nondisabled children.
 - Statement of participation in state-wide assessments and a rationale provided if state-wide assessment is not appropriate and an alternative assessment must be provided.
 - Description of any accommodations permitted during state-wide assessments.

- The projected date for the beginning of service and modifications and the anticipated frequency, location, and duration of those services and modifications.
9. Accept answers that include any of the following comparisons:
- IDEA provides federal funding to states to assist in education of students with disabilities and has substantive requirements attached to funding.
Section 504 is a civil rights law that protects persons with disabilities from discrimination in programs or services that receive federal financial assistance and requires reasonable accommodations to ensure nondiscrimination
 - IDEA takes a categorical approach to eligibility, including 13 disabilities that most adversely impact educational performance. Protections are only for students who are eligible for special education services.
Section 504 takes a functional approach to eligibility, including students (a) having a mental or physical impairment that affects a major life activity, (b) with a record of such an impairment, or (c) who are regarded as having such an impairment. Protections extend to students who receive general and special education.
 - IDEA provides special education and related services at public expense, meet state requirements, and are provided in conformity with the IEP. The substantive standard is considered educational benefit.
Section 504 provides general or special education and related aids and services, requires a written education plan. The substantive standard is considered equivalency.
 - IDEA Students must be educated with peers without disabilities to the maximum extent appropriate; removal from integrated settings is only permitted when supplementary aids and services are not successful. Districts must have a continuum of placement available.
Section 504 Schools must ensure that the students are educated with their peers without disabilities.
 - IDEA Provides protection in evaluation procedures and requires consent prior to initial evaluation and placement. Evaluation and placement decisions have to be made by a multidisciplinary team and requires evaluation of progress toward IEP goals annually and reevaluation at least every 3 years.
Section 504 Does not require consent; requires notice only. Requires periodic reevaluation and before a significant change in placement.
 - IDEA Has comprehensive and detailed notice requirements. Provides for independent evaluations. Has no grievance procedure, but does allow for impartial due process hearings.
Section 504 Has general notice requirements. Has a grievance procedure and impartial due process hearings
 - IDEA Provides federal funding to assist educating students with disabilities.
Section 504 No federal funding is available.
 - IDEA U.S. Office of Special Education Programs (OSEP) (can cut off IDEA funds) and complaints can be filed with state's department of education.

Section 504 Compliance monitoring is done by the (SEA) and complaints can be filed with Office of Civil Rights (OCR) (can cut off all federal funding).

10. Primary issues include the following. Individual interventions may vary. Accept arguments that present valid, responsible and feasible solutions.

- Parental literacy and comprehension of materials
- Culturally, linguistically and environmentally diverse backgrounds
- Procedural Safeguards are often “glossed over” during meetings
- Procedural Safeguards are often ignored in the early stages of referral
- Parents are passive in the process
- Information presented at an appropriate level
- Materials available in a variety of languages
- Confusing student acculturation with parent acculturation
- Family structure dynamics
- Minority overrepresentation
- Discriminatory practices in the nondiscriminatory evaluation process
- Over-interpretation of test results
- Student doesn’t speak English
- Most standardized tests are not diagnostic in nature
- Professionals lack competence in test selection, scoring and interpretations
- Use of IQ testing for the purpose of eligibility
- Inconsistencies in decisions about eligibility

11. Due process considerations:

- Independent educational evaluation
 - A professional outside of the LEA who conducts testing on a student.
 - Parents may get one if they disagree with the LEAs findings.
- Resolution sessions
 - Established to avoid a formal hearing.
 - Must be held within 15 days of complaint.
 - May be waived by parents.
- Mediation
 - LEAs provide mediation at no cost to the parents.
 - Mediation is voluntary on the part of the school and the parents.
 - Mediation cannot be used by a local education agency to delay parental rights to a hearing or to deny any other rights provided in the regulations.
 - Mediation is to be conducted by qualified and impartial trained mediators.
- In the event that parents and LEAs can not come to an agreement, they may file a complaint and request an impartial due process hearing.

- The parents and the school explain their side of the disagreement before an impartial hearing officer, a person qualified to hear the case, who then renders a decision.
- In the event that an impartial due process hearing does not resolve the issue, a state-level hearing or an appeal in civil court may be filed.

12. The severe behaviors that would result in an automatic removal from school include:

- Use of or possession of drugs
- Use of or possession of weapons
- Behaviors that result in extreme bodily injury