

TEST BANK

CHAPTER 1

MULTIPLE CHOICE

- 1) Julia was diagnosed with bone cancer at the age of six. It was necessary for doctors to amputate her right leg below the knee. According to current terminology, Julia is _____.
 - A) at-risk
 - B) challenged
 - C) handicapped
 - D) impaired
- 2) Carlos is a high school student who uses a wheelchair. He participates in advanced placement math and science classes and does well in other subjects. He feels awkward in physical education because he is unable to fully participate in sports such as basketball. According to current terminology, Carlos is _____.
 - A) at-risk
 - B) challenged
 - C) handicapped
 - D) impaired
- 3) Exceptional children _____.
 - A) differ from the norm in learning and/or behavior
 - B) all need related services
 - C) cannot benefit from general education
 - D) outgrow their problems by the time they reach adulthood
- 4) Which of the following statements about handicaps is **NOT** true?
 - A) Handicaps may also be a disability if it leads to other problems.
 - B) Handicaps pose problems in some environments.
 - C) Handicaps may result from the negative attitudes of others.
 - D) Handicaps are evident at birth or shortly after birth.
- 5) Which of the following statements about gender and special education is true?
 - A) Twice as many boys receive special education services.
 - B) Twice as many girls receive special education services.
 - C) Three times as many boys receive special education services.
 - D) An equal number of boys and girls receive special education services.
- 6) What percentage of the school-age population consists of students with disabilities in special education?
 - A) 2%
 - B) 5%
 - C) 13%
 - D) 30%

- 7) Which of the following is the largest disability category in special education?
- A) Autism
 - B) Emotional disturbance
 - C) Intellectual disabilities
 - D) Specific learning disabilities
- 8) Which of the following reflects the number of students affected with a secondary disability?
- A) 25%
 - B) 10%
 - C) 50%
 - D) 40%
- 9) Travis is a third grade student with an intellectual disability. He has just been placed in Mrs. Kinard's third grade class. Students in his class are learning their multiplication facts. Travis is eager to participate in class but instead of allowing Travis to do the same activity as the other students, Mrs. Kinard gives him a coloring worksheet that she obtained from a colleague who teaches kindergarten. Which of the disadvantages of labeling is exemplified by her actions?
- A) The label is being used to explain his behavior.
 - B) The label has contributed to the expenditure of greater amounts of money.
 - C) The label has caused her to ridicule and reject Travis.
 - D) The label has caused her to have lower expectations and apply different treatments.
- 10) Prior to the 1970's ____.
- A) students with disabilities were routinely included in general education classes
 - B) students with disabilities had individualized education plans
 - C) students with disabilities were included in extracurricular activities
 - D) students with disabilities could not enroll in public schools in many states
- 11) PARC v. Commonwealth of Pennsylvania (1972) granted a free appropriate public education to ____.
- A) all students with disabilities
 - B) students with intellectual disabilities
 - C) students with speech and language impairments
 - D) students who were previously deemed unable to benefit from instruction
- 12) Which principle of IDEA states that no child with a disability can be excluded from a free appropriate public education?
- A) Zero reject
 - B) Due process
 - C) Mainstreaming
 - D) Full inclusion

- 13) Hector and his family came to the United States from Cuba last year. Hector speaks only Spanish and seems unable to learn English despite extended help from an ELL teacher. He is failing all subjects in second grade except for Art and P.E. He was recently evaluated for the possibility of an intellectual disability. The school psychologist administered an intelligence test in Spanish. Scores indicate that Hector has significant cognitive delays. Based on the findings, the IEP team is recommending that Hector receive special education services as a student with an intellectual disability. Did Hector receive a nondiscriminatory evaluation as required by IDEA?
- A) No; only one test was administered.
 - B) No; the psychologist was a stranger to Hector.
 - C) Yes; the testing was done in Hector's home language.
 - D) Yes; the IEP team recommended that Hector receive services.
- 14) All of the following are examples of related services **EXCEPT** ____.
- A) therapeutic recreation services
 - B) transportation to scheduled doctor visits
 - C) speech and language services to prevent communicative problems
 - D) orientation and mobility services for students who are blind or partially sighted.
- 15) Early intervention services ____.
- A) are also for children who are gifted and talented
 - B) are funded by ADA
 - C) are only mandated for infants and toddlers experiencing developmental delays
 - D) are prescribed and implemented according to an individualized family service plan (IFSP)
- 16) Amelia is a student with autism who does not speak. Instead she types what she wants to say into a device that converts the text to speech. The device helps Amelia to express her desires and needs. This is an example of ____.
- A) assistive technology
 - B) an instructional strategy
 - C) interdisciplinary services
 - D) universal design for learning
- 17) According to current research, which of the following is **NOT** an outcome associated with fluency?
- A) Greater endurance
 - B) Improved social relationships
 - C) Better retention
 - D) Improved application and generalization

- 18) Which of the following court cases sought extended school year services for students with disabilities who regressed during usual school breaks?
- A) Brown v. Board of Education (1954)
 - B) Armstrong v. Kline (1979)
 - C) Stuart v. Nappi (1978)
 - D) Timothy W. v. Rochester School District (1989)
- 19) Which of the following court rulings declared that school districts could not be compelled to provide costly related services if a student with a disability made adequate progress in general education without those services?
- A) Honig v. Doe
 - B) Stuart v. Nappi
 - C) Armstrong v. Kline
 - D) Board of Education of the Hendrick Hudson Central School District v. Rowley
- 20) According to the IDEA amendments of 1997 a manifestation determination hearing must be conducted _____.
- A) each time a student with a disability is suspended
 - B) only when a student with a disability is recommended for expulsion
 - C) when a student with a disability has been suspended in excess of 10 days
 - D) when a student has a suspension for at least a school week (5 days)
- 21) Isaac is a student with a disability who belongs to a neighborhood gang. He is involved in an argument with another student in math class. Later that night, Isaac attends a school sponsored football game. Other students report that Isaac has a gun and is threatening to shoot the student he argued with earlier. Isaac is removed from the football game by authorities. Members of the IEP team decide to place Isaac at an alternative school for 45 days. Were Isaac's rights violated?
- A) No; the IEP made the decision to remove Isaac so multiple perspectives were considered.
 - B) No; schools have the right to remove students who bring weapons to school to an interim alternative placement
 - C) Yes; a student with a disability cannot be removed for more than 10 days.
 - D) Yes; a manifestation determination hearing must be conducted before Isaac can be removed.
- 22) Programs for students who are gifted and talented _____.
- A) are chronically underfunded
 - B) are supported with funds from IDEA
 - C) receive an equal share of the K-12 education budget
 - D) are supported with funds from higher education agencies

- 23) In what way is IDEA and Section 504 of the Rehabilitation Act of 1973 alike?
- A) They are both civil rights laws.
 - B) They both provide funds for people with disabilities.
 - C) They both require placement in the most integrated setting possible.
 - D) They both require public schools and colleges to provide barrier-free environments.
- 24) Which of the following is **NOT** defined as a major life activity in the Americans with Disabilities Act?
- A) Caring for oneself
 - B) Enjoying leisure time
 - C) Communicating
 - D) Working
- 25) The ultimate goal of No Child Left Behind is ____.
- A) to identify poorly performing schools.
 - B) that all teachers will be licensed by 2014.
 - C) to reduce funding to poorly performing schools.
 - D) that all children will be proficient in reading and math by 2014.
- 26) No Child Left Behind places special emphasis on determining what educational programs and practices ____.
- A) are preferred by parents.
 - B) are preferred by teachers.
 - C) meet the needs of most children most of the time.
 - D) have clearly demonstrated effectiveness through research.
- 27) Which of the following is a characteristic of primary prevention?
- A) It is designed to eliminate the effects of risk factors on those so exposed.
 - B) It is designed to reduce the number of new cases of disabilities.
 - C) It is designed for people who are already affected by a problem.
 - D) It is designed to prevent the effects of a disability from worsening.
- 28) Maurice has cerebral palsy and is physically unable to speak. His teacher helps him to learn to use a communication board. What type of intervention is this?
- A) Compensatory
 - B) Preventive
 - C) Rehabilitative
 - D) Remedial
- 29) Ms. Frost gives oral reading fluency tests every week to all her first graders. The lowest performing students receive special reading tutoring until they are reading at a minimally acceptable level. What type of intervention is this?
- A) Compensatory
 - B) Intensive
 - C) Preventive
 - D) Remedial

30) Which is **NOT** a defining feature of special education?

- A) Intensive
- B) Guided by teacher performance
- C) Goal-directed
- D) Individualized

ESSAY

- 1) Compare and contrast the terms *disability*, *handicap*, and *impairment*.
- 2) List the dimensions (defining characteristics) of special education and describe/explain at least four of them.
- 3) Discuss the history of special education from the early 1900s to the present. Be sure to include landmark court cases in your discussion.
- 4) Do you think that labels help or hurt students with disabilities? Support your answer with examples.
- 5) Compare and contrast IDEA, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act

CHAPTER 2

MULTIPLE CHOICE

- 1) Which of the following is **NOT** a step in prereferral intervention?
 - A) Teacher or parent reports concern with child's progress.
 - B) Parents are notified.
 - C) Parent consent for testing and evaluation is obtained.
 - D) Intervention assistance teams help plan and implement interventions.
- 2) All of the following are typically members of early intervening assistance team **EXCEPT** _____.
 - A) general education teachers
 - B) special education teachers
 - C) the school nurse
 - D) the student's parents
- 3) RTI is designed for all of the following purposes **EXCEPT** _____.
 - A) determining whether the child is a child with a disability
 - B) providing IEP teams with valuable baseline data for planning
 - C) providing immediate instructional and/or behavioral assistance
 - D) reducing the frequency of special education placement
- 4) Which of the following is **NOT** involved in RTI?
 - A) Universal screening
 - B) Continuous progress monitoring
 - C) Multifactored evaluation
 - D) Several tiers of intensive intervention before referral
- 5) After parental consent has been obtained, school districts must complete the evaluation process for a student suspected of having a disability within _____.
 - A) 30 days
 - B) 45 days
 - C) 60 days
 - D) 90 days
- 6) Which of the following is **NOT** a reason to involve students in the development and implementation of their IEPs?
 - A) It leads to the development of more meaningful IEPs.
 - B) It is a requirement of ADA that students are involved in developing their IEPs.
 - C) It provides an opportunity for students to practice self-determination skills.
 - D) It is a requirement of IDEA that students be present whenever appropriate

- 7) In most states when a teacher encounters a child with a behavior or learning problem and the child is not currently receiving special education services, the first step is to _____.
A) devise and implement an intervention
B) design an individualized education program
C) contact the state board of education to request funding
D) evaluate the child for eligibility to receive special education services
- 8) Compared to students of other racial and ethnic groups, African American students are most likely to be identified as having _____.
A) autism
B) intellectual disabilities
C) specific learning disabilities
D) speech or language impairments
- 9) Which of the following groups are generally underrepresented in special education?
A) Asian Americans
B) European Americans
C) Hispanic Americans
D) Native Americans
- 10) All of the following contribute to disproportionate representation of diverse students in special education **EXCEPT** _____.
A) biased referrals
B) inaccurate assessment
C) ineffective instructional practices
D) inconsistent parental involvement
- 11) In program planning, the evaluation team determines all of the following **EXCEPT** _____.
A) learning goals and objectives
B) causation of the disability
C) providers of special education and related services
D) frequency of specialized instruction and related services
- 12) Which of the following best represents the concept of teaming?
A) A group of teachers share bus duty.
B) A paraeducator designs a bulletin board for a special educator.
C) A special educator provides a list of possible accommodations for a student to a general educator.
D) A special educator and a general educator design assignments and assessments for a student and meet to share results.

- 13) Mrs. Jonas, a speech therapist, Mr. Dodds, a physical therapist, and Mrs. Anthony, a special education teacher, work independently to provide services to Jasmine, a student with cerebral palsy. Mrs. Jonas addresses Jasmine's articulation problems. Mr. Dodds focuses on helping Jasmine walk with braces, and Mrs. Anthony works on Jasmine's reading and math goals. Which type of team is described in this scenario?
- A) Interdisciplinary
 - B) Intradisciplinary
 - C) Multidisciplinary
 - D) Transdisciplinary
- 14) Brianna's general education teacher and the speech therapist at her school communicate to make sure that her therapy sessions end before it is time for related arts classes. This is an example of ____.
- A) consultation
 - B) teaming
 - C) reciprocity
 - D) coordination
- 15) Mrs. Watkins, a fifth grade teacher, and Mrs. Dubois, a special educator, want to begin teaching a unit on fractions. They want to keep group size small so they each teach the same lesson to an equal number of students. Which model of co-teaching is described in this scenario?
- A) Alternative teaching
 - B) Parallel teaching
 - C) Station teaching
 - D) Team teaching
- 16) Mr. Nelson helps a group of third graders who are gifted to make crystals while Mr. Waun engages the remaining students in a more traditional science lesson. Which model of co-teaching is described in this scenario?
- A) Alternative teaching
 - B) One teaching-one helping
 - C) Parallel teaching
 - D) Team teaching
- 17) Successful co-teaching requires all of the following **EXCEPT** ____.
- A) flexibility
 - B) a sense of humor
 - C) meticulous planning
 - D) open communication

- 18) A representative of the local education agency must be included on an IEP team _____.
A) to ensure that the meetings are orderly
B) to explain the results of assessments administered
C) to ensure inclusion in general education classes
D) to explain the availability of local school resources
- 19) All of the following are general factors that must be considered by team members developing an IEP **EXCEPT** _____.
A) the results of most recent evaluation
B) the communication needs of the child
C) the academic, developmental, and functional needs of the child
D) the concerns of parents for enhancing the education of their child
- 20) Which of the following statements about an IEP is inaccurate?
A) An IEP is a measure of accountability.
B) A school district is legally obligated to provide the services described in the IEP.
C) Teachers and school districts can be prosecuted if a student does not meet the goals in the IEP.
D) Schools must be able to document that they made a conscientious effort to achieve the goals in the IEP.
- 21) Which of the following is an example of a measurable annual goal?
A) By the end of the school year, Jason will learn to enjoy reading.
B) By May of 2012, Elizabeth will improve her anger when teased.
C) By the end of the school year, Mary Ellen will become independent in using study skills.
D) By the end of the school year, Erin will read a third grade level reading selection with 95% accuracy.
- 22) Recent studies of actual IEPs indicate that _____.
A) they are data based and creative
B) they are often useless to parents and students
C) they have improved greatly over the past 20 years
D) they represent the best of educational interventions
- 23) To be sure that students with disabilities receive the highest quality of instruction, teachers are required to use _____.
A) curriculum-based assessment
B) evidence-based practices
C) peer-initiated strategies
D) small-group instruction

- 24) Which of the following statements about least restrictive environment is true?
- A) The LRE may change over time.
 - B) The LRE is the setting that is the most diverse.
 - C) The LRE is the resource room for most students.
 - D) The LRE is determined by the disability category.
- 25) IDEA requires that an individualized education plan be developed for all students with disabilities between the ages of ____.
- A) birth to 21
 - B) 3 to 18
 - C) 3 to 21
 - D) 6 to 21
- 26) Which school policy best illustrates the concept of least restrictive environment?
- A) All students with disabilities are included in general education classrooms.
 - B) Students with severe disabilities spend part of the day in segregated settings.
 - C) Students with disabilities are educated with peers without disabilities to the maximum extent appropriate.
 - D) Students with disabilities cannot be removed from general education classes for more than 45 minutes each day.
- 27) Which of the following statements about inclusion is true?
- A) Most parents of students with disabilities support inclusion.
 - B) Most parents of children with severe disabilities oppose inclusion.
 - C) Many parents of children with disabilities support inclusion and others oppose it
 - D) Many parents of children with disabilities support inclusion in theory but most oppose it in practice.
- 28) Which of the following is a sometimes overlooked requirement of IDEA?
- A) The provision of in-service training for general educators.
 - B) The provision of teaching assistants for general educators.
 - C) The provision of common planning time for general educators and resource teachers.
 - D) The provision of increased planning time to design IEPs for general and special educators.
- 29) Which factor has the greatest impact on student achievement in inclusive classrooms?
- A) The quality of instruction
 - B) The number of students with disabilities included
 - C) The severity of the disabilities displayed by the students
 - D) Teacher and student attitudes toward students with disabilities

- 30) Which is **NOT** a classwide peer tutoring model derived from research in inclusive classrooms?
- A) The Ohio State University model
 - B) Peer Assisted Learning Strategies
 - C) Juniper Gardens Children's Project
 - D) The Detroit University Peer Project

ESSAY

- 1) Explain the continuum of service and placement options in order from least to most restrictive.
- 2) What components must be included in a student's individualized education program?
- 3) Explain the steps in the special education process.
- 4) Explain the controversy regarding full inclusion.
- 5) Discuss the disproportionate representation of culturally diverse groups in special education. Include the suspected contributing factors.