

Chapter 01: Children and Youth with Exceptionalities and Their Families

1. A child with disabilities can be eligible for special education services in _____ different legal categories.

- a. 8
- b. 10
- c. 13
- d. 15

ANSWER: c

2. "IDEA" stands for _____.

ANSWER: The Individuals with Disabilities Education Act.

3. The most recent reauthorization of IDEA occurred in

- a. 1990
- b. 1994
- c. 2004
- d. 2015

ANSWER: c

4. Attention deficit/hyperactivity disorder falls under which disability category?

- a. Learning disabilities
- b. Mild intellectual disabilities
- c. Emotional/behavioral disorders
- d. Other health impairment

ANSWER: d

5. Students who are exceptional based on gifts and talents are included in federal legislation for exceptional children.

- a. True
- b. False

ANSWER: False

6. Briefly define exceptionality based on gift and talents.

ANSWER: Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains.

7. What is a major similarity between students with gifts and talents and students with disabilities?

ANSWER: They both require modification(s) to their educational experience(s) to learn and realize their potential.

8. It doesn't really matter which disability category a child is identified with; special education is special education.

- a. True
- b. False

ANSWER: False

9. _____ is the ability to remain calm and open in the present moment and bring non-judgmental awareness to our internal thoughts, feelings, and sensations.

- a. Mindfulness

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- b. Dyslexia
- c. Proactivity
- d. IDEA

ANSWER:

a

10. Variances that occur within a single child are known as _____.

ANSWER: intra individual differences

11. Differences between children are known as _____.

ANSWER: inter individual differences

12. IEP stands for _____.

ANSWER: individualized education program

13. Name the five components of the Information Processing Model.

ANSWER: input, processing, output, executive function, emotional context

14. Describe what is happening in the “process” stage of the Information Processing Model.

ANSWER: classification, reasoning, evaluation, memory, thinking about it.

15. In which component of the Information Processing Model do we determine whether a student has learned what we are teaching?

ANSWER: output

16. Which component of the Information Processing Model allows students to choose what information to focus on, how to interpret the information, and how to respond to the information?

ANSWER: executive function

17. If a student has met with repeated failures with prior learning, they may experience _____ anxiety in similar learning situations.

ANSWER: anticipatory

18. Many students learn best when they interact with information in a(n)

- a. Concrete way
- b. Abstract way

ANSWER:

a

19. Many students learn best when they interact with information using _____ methods for input.

- a. Visual
- b. Auditory
- c. Kinesthetic
- d. Multiple

ANSWER:

d

20. Until about _____, it was believed that heredity alone determined intelligence.

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- a. 1945
- b. 1960
- c. 1975
- d. 1990

ANSWER:

b

21. The belief that heredity alone determined intelligence led people to conclude that a child's future outcomes were already set.

- a. True
- b. False

ANSWER:

True

22. Environmental conditions can result in a child having

- a. A disability
- b. Gifts and talents
- c. Both A and B
- d. Neither A nor B

ANSWER:

c

23. Today we understand that intelligence, behavior, and exceptionality are the result of

- a. Multiple complex genes
- b. Complex interactions between genes and environments
- c. Complex environmental factors
- d. None of the above

ANSWER:

b

24. It appears that changing the environmental conditions of early childhood can activate different patterns of genes, so that environment influences heredity.

- a. True
- b. False

ANSWER:

True

25. Some genes can control behavior directly.

- a. True
- b. False

ANSWER:

False

26. In many cases, we do not know what caused a child's disability.

- a. True
- b. False

ANSWER:

True

27. We estimate that _____ children in the U.S. have exceptionalities in the disability categories outlined by the U.S. Department of Education.

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- a. 700,000
- b. 7.1 million
- c. 12.6 million
- d. 18 million

ANSWER:

b

28. The categories of disability that are most prevalent are known as the _____ disabilities.

ANSWER: high incidence

29. When there is a cut-off point in qualifying for an exceptionality, students directly on either side of this cut-off point are generally significantly different from one another.

- a. True
- b. False

ANSWER:

False

30. Students who narrowly miss the cut-off point for formal identification with a disability are likely to require additional supports in order to be successful.

- a. True
- b. False

ANSWER:

True

31. About what percentage of students in the U.S. qualify for services under IDEA?

- a. 2%
- b. 5%
- c. 10%
- d. 17%

ANSWER:

c

32. The largest category of exceptionality is

- a. Learning disabilities
- b. Intellectual disabilities
- c. Attention deficit hyperactivity disorder
- d. Emotional/behavioral disorder

ANSWER:

a

33. Disability categories that make up less than 1 percent of the total school population are known as _____ disabilities.

ANSWER: low-incidence

34. Disability categories that are most prevalent are known as _____ disabilities.

ANSWER: high-incidence

35. Name three high-incidence disabilities.

ANSWER: learning disability, speech/language, emotional/behavioral disorder, mild intellectual disability, autism

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spectrum disorder

36. Name three low-incidence disabilities.

ANSWER: multiple disabilities, traumatic brain injury, deaf-blindness, visual impairment/blindness, hard-of-hearing/deafness, orthopedic impairment, moderate to severe intellectual disability.

37. Black students are _____ to be identified with a disability when compared with all other students.

- a. 15% more likely
- b. 15% less likely
- c. 25% less likely
- d. 40% more likely

ANSWER: d

38. "LRE" stands for _____.

ANSWER: least restrictive environment

39. Define "least restrictive environment."

ANSWER: students with disabilities should be educated in settings with their nondisabled peers to the greatest extent possible.

40. Legally recognized categories of exceptionality are defined by

- a. the Individuals with Disabilities Education Improvement Act (IDEA).
- b. the laws of individual states.
- c. No Child Left Behind (NCLB).
- d. the Council for Exceptional Children (CEC).

ANSWER: a

41. From an educator's point of view, identification of a student as exceptional is necessary when the student

- a. has an obvious inter individual difference.
- b. has an obvious intra individual difference.
- c. requires special adaptations in the educational program.
- d. has a parent who wants services.

ANSWER: c

42. Shannon, who is 10 years old, has the intelligence of a 12-year-old and the social behavior of an 8-year-old. This discrepancy is referred to by the authors of your text as

- a. comorbidity.
- b. learning disability.
- c. Inter individual difference.
- d. Intra individual difference.

ANSWER: d

43. The Information Processing Model includes all BUT which of the following components?

- a. Executive function

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- b. Emotional context
- c. Genetic predisposition
- d. Input of information

ANSWER:

c

44. One area of exceptionalities where prevalence seems to be increasing rapidly is

- a. developmental disabilities.
- b. autism spectrum disorders.
- c. learning disabilities.
- d. hearing impairment.

ANSWER:

b

45. In what three areas of special education do we see overrepresentation of students of color?

ANSWER: identification/eligibility, placement in separate settings (non-general education settings), disciplinary measures (harsher punishments)

46. Describe two negative *unintended* outcomes to suspension/expulsion.

ANSWER: interrupts student's access to education and educational supports, gives the student the message that they do not belong in school with the other students, undermines student's connections with teacher and peers, may increase drop-outs, may support a system that is biased against students of color.

47. Briefly describe "cultural competence" for teachers.

ANSWER: the ability to relate effectively with people of different cultures and socio-economic backgrounds. Cultural competence includes: awareness of one's own cultural perspective; attitudes towards cultural differences; knowledge of different cultural practices and worldviews; and the development of cross-cultural skills.

48. List three adverse factors linked to poverty.

ANSWER: divorce or separation of parents, parental death, witnessing adult and or neighborhood violence, family members serving time in jail, living with someone who has an alcohol or drug problem, and being treated or judged unfairly due to race or ethnicity

49. Remaining calm and open in the present moment is known as

- a. a High Leverage Practice
- b. a self-centered approach
- c. mindfulness
- d. creative positivity

ANSWER:

c

50. Describe three strategies involved in mindful listening.

ANSWER: remove distractions, minimize interruptions, make sure the environment is comfortable and inviting, pay attention to what is being said, pay attention to tone and body language, restate/paraphrase what the speaker is saying, ask clarifying questions.