

## Chapter 01: Teaching in Today's Inclusive Classrooms: Your Journey Begins

### True / False

1. As the number of diverse learners in our schools continues to increase, so in turn does the need for more inclusionary practices and instructional strategies to meet their varied and often complex needs.

- a. True
- b. False

**ANSWER:** True

2. At-risk students, whose life experiences make them more likely to fail in school than their peers, are eligible for special education services.

- a. True
- b. False

**ANSWER:** False

3. Over the past decade the number of students receiving special education services has increased by over 20%.

- a. True
- b. False

**ANSWER:** False

4. The right of students to learn in the least restricted environment typically means that, to the maximum extent appropriate, children with disabilities are to be educated in the general education classroom.

- a. True
- b. False

**ANSWER:** True

5. What is viewed today as a fundamental right for students with disabilities was, at one time, perceived to be a privilege.

- a. True
- b. False

**ANSWER:** True

6. Litigation has done far more to shape state and federal special education policy than legislation has done.

- a. True
- b. False

**ANSWER:** False

7. In the case *Schaffer v. Weast*, the court ruled that placement in a general education classroom with supplementary aids and services must be offered to a student with

disabilities prior to considering more segregated placements.

a. True

b. False

**ANSWER:** False

8. Under the Education for All Handicapped Children Act (PL 94-142), later to be renamed IDEA, a child must receive nondiscriminatory assessment from a multidisciplinary team prior to being placed in special education.

a. True

b. False

**ANSWER:** True

9. The 1997 Amendments to IDEA (PL 105-17) exempted students with disabilities from statewide and district wide assessment programs.

a. True

b. False

**ANSWER:** False

10. The Rehabilitation Act of 1973 is a civil rights law, as Section 504 of the act was specifically intended to protect children and adults against discrimination due to a disability.

a. True

b. False

**ANSWER:** True

### **Multiple Choice**

11. Referring to individuals with special needs from a people-first perspective reflects a:

a. focus on the disability, not the person.

b. belief that teachers must only use politically correct language.

c. change in word order and nothing more.

d. belief that all our students have the potential to learn and are people first and foremost.

**ANSWER:** d

12. The largest group of diverse learners is students:

a. from culturally diverse backgrounds.

b. from linguistically diverse backgrounds.

c. with disabilities.

d. who are not American citizens.

**ANSWER:** c

13. Which of the following students would NOT be considered to have a disability, as defined by IDEA 2004?

a. A student at-risk for failing

- b. A student with emotional disturbances
- c. A student with autism
- d. A student with specific learning disabilities

**ANSWER: a**

14. Which of the following would NOT fall under the Other Health Impairment category?

- a. Diabetes
- b. Leukemia
- c. Schizophrenia
- d. ADHD

**ANSWER: c**

15. Students who are gifted and talented:

- a. fall under the disabled category.
- b. do not require specialized instruction.
- c. are considered exceptional.
- d. are included in federal special education legislation.

**ANSWER: c**

16. Any child who is exposed to experiences such as domestic violence, substance abuse, child abuse, poverty, and/or homelessness:

- a. will become an at-risk student in time.
- b. is an at-risk student.
- c. has an increased likelihood of becoming an at-risk student.
- d. has the same chance of becoming an at-risk student as a child who was not exposed to such experiences.

**ANSWER: c**

17. A continuum or cascade of service delivery:

- a. is a new concept introduced by IDEA in 1990.
- b. is based on the concept that the effective delivery of special education services requires a variety of settings to meet the unique needs of each learner at a given point in time.
- c. is based on the concept that all special education services, regardless of the level of intensity, should be provided in the general education classroom.
- d. is based on the concept that the resource room is the best setting for students with special needs.

**ANSWER: b**

18. Universal Design for Learning (UDL):

- a. was originally developed as a scientific concept to describe the universality of chemical reactions.
- b. is synonymous with the universal inclusion of students with disabilities, both social and academic, with non-disabled peers.
- c. is seen as a vehicle for ensuring that teachers are able to meet the needs of students who exhibit widely varying learning requirements in inclusive settings.

d. implies one optimal solution for everyone.

**ANSWER: c**

19. All of the following statements regarding special education litigation and legislation are true, EXCEPT:

- a. Litigation often led to legislation, which in turn led to more litigation to interpret and clarify the law.
- b. Due to litigation, the past 30 years have seen a significant decrease in the educational benefits available to individuals with special educational needs.
- c. Before the late 1950s, the federal government paid little attention to individuals with special needs.
- d. Opportunities for individuals with special needs have greatly increased over the past 30 years with the dramatic growth in special education legislation.

**ANSWER: b**

20. Which of the following court cases found that the equal protection clause of the 14th Amendment was violated by 'tracking' students based on the basis of biased, standardized tests?

- a. Hobson v. Hansen
- b. Diana v. State Board of Education
- c. Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania
- d. Larry P. v. Riles

**ANSWER: a**

21. The landmark Education for All Handicapped Children Act (PL 94-142), later to be reauthorized as the Individuals with Disabilities Education Act (IDEA), mandated:

- a. transition services for students with disabilities.
- b. a free and appropriate public education for all students with disabilities.
- c. access to public transportation for students with disabilities.
- d. co-teaching between special and general educators.

**ANSWER: b**

22. Which of the following is not a major principle enshrined in PL 94-142, the Education for All Handicapped Children Act?

- a. FAPE
- b. IEP
- c. LRE
- d. ADA

**ANSWER: d**

23. Although the Education for All Handicapped Children Act (PL 94-142) did not require services to preschool children with disabilities, it did:

- a. mandate services for young homeschooled children.
- b. offer each state a financial grant incentive to serve preschool children with disabilities.
- c. mandate services for children from the age of 3 to 23.

d. offer a financial incentive grant to parents to serve preschool children with disabilities.

**ANSWER: b**

24. Title I of PL 99-457 created the Handicapped Infants and Toddlers Program (Part H), which:

- a. applied to children from birth to age 5, who had developmental disabilities.
- b. mandated all states to fully implement the law.
- c. required a multidisciplinary assessment of all eligible children and families and a written individualized family service plan (IFSP).
- d. mandated that each eligible infant and toddler be reevaluated every two years.

**ANSWER: c**

25. The standards-based reform movement resulted in:

- a. more challenging academic standards and less stringent graduation requirements.
- b. many state departments of education accepting teachers with a degree outside of education, but experience in successfully running their own businesses.
- c. less accountability for school districts, administrators, and teachers.
- d. the No Child Left Behind Act (PL 107-110), with the aim of further aligning special education and general education into a unified delivery system to serve all students.

**ANSWER: d**

26. The Individuals with Disabilities Education Improvement Act of 2004:

- a. significantly affects students, but has little effect on the professional lives of general and special education teachers.
- b. has not affected state- and district-wide assessment policies for children with disabilities.
- c. resulted in changes to the IEP, such as short-term objectives and benchmarks no longer being required, except for students who are evaluated by means of alternative assessments.
- d. continues to require new IEPs to be developed every year for every student who receives special education services.

**ANSWER: c**

27. The Individuals with Disabilities Education Improvement Act of 2004:

- a. requires school districts to determine eligibility for special education services within six months after parent permission for an evaluation is received.
- b. states that a reevaluation must occur at least once every two years, unless the school and parent agree that a reevaluation is not necessary.
- c. holds school districts responsible for providing a free and appropriate public education for students even if a parent refuses to give consent for special education services.
- d. requires all students take part in all state- and district-wide assessments with accommodations or alternative assessments if necessary, as stipulated in the student's IEP.

**ANSWER: d**

28. Universal design in the context of instructional materials:

- a. provides access to the curriculum for all students.
- b. cannot begin to address the needs of diverse learners.
- c. means creating a different curriculum and materials for each student based upon their disability.
- d. modifies work based upon the needs of students with disabilities as stated in their IEP.

**ANSWER:** a

### **Subjective Short Answer**

29. Why has the issue of appropriate placement of children with disabilities generated such controversy and debate?

**ANSWER:** The idea of least restrictive environment is a relative concept rather than a particular educational setting.

30. Explain why the concept of universal design for learning is important in facilitating effective inclusion.

**ANSWER:** Universal design for learning allows teachers to adapt curriculum, customize the delivery of instruction, and assess students in ways that permit them to demonstrate their mastery of the material.

31. Why might an inclusive environment for a student with a disability not always be the most appropriate placement option?

**ANSWER:** No one educational setting is appropriate for meeting the needs of all children with disabilities, which is why there is a continuum of educational services.

32. Explain why PL 94-142 was thought of as a “Bill of Rights” for children with disabilities and their families.

**ANSWER:** It is the culmination of many years of dedicated effort by both parents and professionals. This law is one of the most important pieces of federal legislation ever enacted on behalf of children with special needs. It is the legislative heart of special education.

33. What important changes were introduced by the 1990 Amendments to PL 94-142 (e.g., IDEA)?

**ANSWER:** “Children” was replaced with the term “individuals” and “handicapped” with “disabilities.” There is the inclusion of a transition plan for adolescents. They also added social work and rehabilitation counseling. Now autism and traumatic brain injury are part of the definition.

34. How does the Rehabilitation Act of 1973 differ from the IDEA?

**ANSWER:** It is the civil rights law aimed at protecting children and adults against discrimination due to a disability.

35. In what ways did the ADA of 1990 improve life for persons with disabilities?

**ANSWER:** ADA forbids discrimination against persons with disabilities in both the public and private sectors.

36. What are the implications of the NCLB Act for all educators and their students?

**ANSWER:** NCLB emphasizes academic achievement as measured by student performance on standardized tests. Greater emphasis is placed on ensuring that pupils in special education are exposed to general education curriculum.

### **Essay**

37. Discuss how American schools have changed over the last three decades, and explain the challenges presented by the increased student diversity in today's schools.

**ANSWER:** Answers will vary.

38. Litigation and special education legislation have what the text describes as an almost symbiotic relationship – one of mutual interdependence. Describe how specific court cases impacted special education laws, and in turn, the court cases that arose to challenge and clarify legislation.

**ANSWER:** Answers will vary.