

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

1. As the number of diverse learners in our schools continues to increase, so 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. Students who are identified as being high-risk and 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. Inclusive classrooms only address the needs of students with disabilities.

- 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. The Americans with Disabilities Act is the primary legislation governing special education

- 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 a nondiscriminatory assessment from a multidisciplinary team prior to being placed in special education.

- a. True
- b. False

ANSWER: True

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

- a. True
- b. False

ANSWER: False

10. The Rehabilitation Act of 1973 is a *civil rights law* because 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

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 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. who are gifted or talented.
- 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 of 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. are considered to have a disability.
- b. do not require specialized instruction.
- c. are considered to be exceptional.

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- 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 always become an at-risk student at some point.
- b. is considered to be a student with a disability
- 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.
- 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 disabilities.

ANSWER:

b

18. Universal design for learning (UDL):

- a. was originally developed as a scientific concept to describe the universality of reactions to educational methods.
- b. is synonymous with the universal inclusion of students with disabilities, both social and academic, with peers who do not have disabilities.
- c. is seen as a vehicle for ensuring that teachers can meet the needs of students who have widely varying learning requirements in inclusive settings.
- d. implies that there is one optimal solution for everyone regardless of disability.

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 the education of individuals with disabilities.
- d. Opportunities for individuals with disabilities have greatly increased with the dramatic growth in special education legislation.

ANSWER:

b

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

- a. *Hobson v. Hansen*
- b. *Diana v. State Board of Education*

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- 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 reauthorized as the Individuals with Disabilities Education Act (IDEA), mandated:

- a. college transition services for students with disabilities.
- b. a free appropriate public education for 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 a major principle included in PL 94-142, the Education for All Handicapped Children Act?

- a. Free appropriate public education
- b. Case management
- c. After-school care
- d. Access to mental health services

ANSWER:

a

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 incentive to serve preschool children with disabilities.
- c. mandate services for children from the age of 2 to 23.
- d. offer a financial incentive 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 six who had developmental disabilities.
- b. mandated that all states must fully implement the law for preschoolers.
- c. required a multidisciplinary assessment of all eligible children and an individualized family service plan (IFSP).
- d. mandated that each eligible infant and toddler and their family 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 degrees outside education but with experience in business.
- c. less accountability for the achievement levels of students for school districts, administrators, and teachers.
- d. the No Child Left Behind Act, which further aligned special and general education into a unified delivery system.

ANSWER:

d

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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 individualized education program (IEP) changes, such as not requiring short-term objectives except for students who are evaluated with 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, also known as Public Law 105-17:

- 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 it is not necessary.
- c. holds school districts responsible for providing a free appropriate public education for students even if a parent refuses to consent to special education services.
- d. requires that all students take part in state- and district-wide assessments with accommodations or alternate assessments, 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 for each student based on their disability.
- d. modifies work based upon the IEP requirements for students with disabilities.

ANSWER:

a

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

ANSWER: The idea of the least restrictive environment is a relative concept rather than one specific educational setting. A setting that is the least restrictive environment for one child may not be the least restrictive environment for another child. Disagreement frequently arises concerning the least restrictive environment appropriate for each child.

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 curricula, customize the delivery of instruction, and assess students in ways that permit them to demonstrate their mastery of the material.

31. Why might a fully 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

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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” became “with disabilities.” There is the inclusion of a transition plan for adolescents. Social work and rehabilitation counseling were also added. Now autism and traumatic brain injury are part of the definition.

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

ANSWER: Section 504 of the Rehabilitation Act of 1973 is the civil rights law aimed at protecting children and adults against discrimination due to a disability in programs and services that receive federal funding. It is not a specific education law like IDEA, which exclusively addresses educational rights for individuals with disabilities.

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

ANSWER: The ADA forbids discrimination against persons with disabilities in both the public and private sectors and in employment. It significantly expanded the scope of the protections previously only applicable to entities subject to the Rehabilitation Act.

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

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

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

ANSWER: Answers will vary. A diverse population of learners is no longer the exception; it is the norm. Over 100 languages are spoken in our schools, and it is not uncommon to find students with disabilities in general education classrooms or students whose cultural beliefs and practices vary significantly in important ways from mainstream American customs. One challenge confronting today's teachers and other professionals is how best to meet the needs of a changing and expanding population of learners. Teachers today are charged with providing effective instruction to a diverse population of learners who bring to the classroom a wide variety of cultures, languages, learning styles, and abilities as well as disabilities. This diversity heightens the need for inclusionary practices coupled with instructional strategies capable of meeting the compelling and oftentimes complex needs of the full range of students attending our schools.

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. Answers should include descriptions of several of the cases found in Table 1.3. Key cases may include *Brown v. Board of Education of Topeka, Kansas* (rejecting the “separate but equal” argument and requiring integration); *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania* (establishing the rights of children with disabilities to a free public education from ages 6-21); *Mills v. Board of Education, District of Columbia* (expanded the right to a public education to all children with disabilities); *Oberti v. Board of Education of the Borough of Clementon School District* (requires the placement of children with disabilities in the least restrictive environment appropriate for the child); or *Endrew F. v. Douglas County School District* (requires more than a *de minimus* educational benefit for the child); and many others. Many of these cases had influences on IDEA (Public Law 94-142) and the various amendments that followed it.

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