

Multiple Choice

1. Which amendment includes the equal protection clause?

- A) First Amendment
- B) Fourth Amendment
- C) Eleventh Amendment
- D) Fourteenth Amendment

Ans: D

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

2. What landmark case declared segregation unlawful and laid the groundwork for increasing educational access for students with disabilities?

- A) *Brown v. Board of Education of Topeka, Kansas*
- B) *Smith v. Board of Education of Philadelphia*
- C) *Diana v. State Board of Education*
- D) *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania*

Ans: A

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

3. Select the public law that was the “bill of rights” for children with exceptionalities and their families.

- A) PL 90-112
- B) PL 94-142
- C) PL 98-192
- D) PL 94-132

Ans: B

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

4. What philosophy supports the belief that all children, regardless of the severity of their disability, must be provided an education appropriate to their unique needs at no cost to the parent/guardian?

- A) Equal opportunity
- B) Integration
- C) Least restrictive environment
- D) Zero reject

Ans: D

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

5. PL 99-457 extended the scope of educational services provided by PL 94-142 to support which population?

- A) High school students
- B) Middle school students
- C) Elementary students
- D) Children ages birth to 5 years of age

Ans: D

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

6. What type of plan is developed for students ages birth to 2 years who are experiencing a developmental delay or have a high probability of a developmental delay?

- A) Individualized education program
- B) Individualized assistance plan
- C) Educational assistance plan
- D) Individualized family service plan

Ans: D

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

7. What did PL 101-476 rename PL 94-142?

- A) No Child Left Behind
- B) Individuals with Disabilities Education Improvement Act
- C) Individuals with Disabilities Education Act
- D) Americans with Disabilities Act

Ans: C

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

8. PL 101-476 identified what disability/disabilities as distinct categories?

- A) Traumatic brain injury
- B) Autism
- C) All of the above
- D) None of the above

Ans: C

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

9. What model does Section 504 of the Rehabilitation Act of 1973 employ?

- A) Diagnostic
- B) Functional
- C) Categorical
- D) Rehabilitative

Ans: B

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

10. The achievement of which students are the focus of the No Child Left Behind (NCLB) Act?

- A) Students with disabilities
- B) Students without disabilities
- C) All students
- D) Preschool students

Ans: C

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

11. Select the measure of emphasis used to determine a school's progress of meeting mandates of the No Child Left Behind Act.

- A) Standardized tests
- B) Semester grades
- C) Class averages
- D) Benchmark scores

Ans: A

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

12. What procedure for identifying students with a disability did IDEA 2004 provide as an alternative to the discrepancy model?

- A) Child find
- B) Response to intervention
- C) Mainstreaming
- D) Least restrictive environment

Ans: B

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Objective: 2.6: Outline the steps in the referral process for the delivery of special education services.

13. The age restriction stipulated by Section 504 is

- A) The same as IDEA age restrictions
- B) Ages 6 to 18 years
- C) Ages birth to 26 years
- D) There is no age restriction

Ans: D

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

14. What should occur before initiating a referral for special education services?

- A) Nine weeks from the first recognition of a potential disability
- B) Provision of accommodations and modifications
- C) Related service provision
- D) Prereferral interventions

Ans: D

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Objective: 2.6: Outline the steps in the referral process for the delivery of special education services.

15. What is the IDEA-mandated process of screening and identification of individuals suspected of having a disability?

- A) Brigance
- B) Child seek
- C) Child find
- D) SCOPE

Ans: C

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

16. What is a written request to evaluate a student to determine whether or not the child has a disability?

- A) Request for assistance
- B) Referral
- C) Eligibility determination
- D) Manifestation determination

Ans: B

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Objective: 2.6: Outline the steps in the referral process for the delivery of special education services.

17. Select the first step in determining whether or not a student has a disability.

- A) Collect preliminary assessment data using standardized protocols.
- B) Secure parent permission for student evaluation.
- C) Implement instruction in alternate educational settings to assess learning impact.
- D) Provide accommodations and modifications to assess learning impact.

Ans: B

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Objective: 2.6: Outline the steps in the referral process for the delivery of special education services.

18. Standardized tests linked to interindividual differences are called

- A) Criterion-referenced tests
- B) Norm-referenced tests
- C) Curriculum-based measurements
- D) Mastery-based assessments

Ans: B

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Objective: 2.4: Distinguish between inter- and intraindividual differences.

19. Standardized tests linked to intraindividual differences are called

- A) Criterion-referenced tests
- B) Norm-referenced tests
- C) Curriculum-based measurements
- D) Mastery-based assessments

Ans: A

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Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

20. When must an individualized education program be developed following the determination of a disability?

- A) 14 days
- B) 30 days
- C) 60 days
- D) 90 days

Ans: B

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

21. According to IDEA 2004, at what age is a statement of needed transition services required?

- A) 12
- B) 14
- C) 16
- D) 18

Ans: C

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

22. What provides direction for the delivery of early intervention services for infants and toddlers who are at risk or disabled?

- A) Early intervention assistance team
- B) Individualized education team
- C) Individualized family service plan
- D) Preschool planning service team

Ans: C

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

23. How often is an individualized family service plan reviewed?

- A) 60 days
- B) 3 months
- C) 6 months
- D) Annually

Ans: C

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

24. IDEA mandates that services be provided to students in what setting?

- A) Least restrictive environment
- B) Most appropriate environment
- C) Best available setting
- D) None of the above

Ans: A

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

25. Select the educational setting that is least restrictive.

- A) Separate school
- B) Separate setting
- C) Resource room
- D) Regular class

Ans: D

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

26. What key feature is often overlooked when considering service delivery options?

- A) Instructor personality
- B) Temporary nature of placement
- C) Financial cost of delivery options
- D) Age of student

Ans: B

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

27. When determining the least restrictive environment for service delivery, what is this decision based on?

- A) Student's identified disability
- B) Teacher certification
- C) Space and budget allocations
- D) Student's educational need

Ans: D

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

28. What is the concept of a partnership between general and special education resulting in a coordinated delivery system?

- A) Least restrictive environment
- B) Regular education initiative
- C) Full inclusion
- D) Equal access for all students

Ans: B

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Objective: 2.8: Define *mainstreaming*, *least restrictive environment*, *regular education initiative*, and *full inclusion*.

29. What is the belief that all students should be taught exclusively in general education classrooms at neighborhood schools?

- A) Least restrictive environment
- B) Regular education initiative
- C) Full inclusion
- D) Equal access for all students

Ans: C

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Objective: 2.8: Define *mainstreaming*, *least restrictive environment*, *regular education initiative*, and *full inclusion*.

30. Which major political movement helped secure equal educational rights for children with disabilities?

- A) Cuban missile crisis
- B) Civil rights movement
- C) Securities and Liberty Act of 1962
- D) The women's rights movement

Ans: B

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

31. All of the following are key court cases for influencing special education *except*

- A) *Roe v. Wade*
- B) *Lau v. Nichols*
- C) *Larry P. v. Riles*
- D) *Wyatt v. Stickney*

Ans: A

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

32. As a result of the reauthorizations of IDEA, all of the following stipulations are true *except*

- A) Student and parent rights have been clarified
- B) Discipline procedures have been articulated
- C) Services for individuals with disabilities have been extended through age 23
- D) Individual transition plans (ITPs) are required for students with an IEP by age 16

Ans: C

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

33. The right to receive written notification (in parents' native language) of proposed changes to their child's educational classification or placement is a part of which component of PL 94-142?

- A) Individualized education program
- B) Nondiscriminatory assessment
- C) The least restrictive environment
- D) Procedural due process

Ans: D

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education

Act from 1975 to 2004.

34. Which of the following is a civil rights law?

- A) PL 94-142
- B) PL 99-457
- C) PL 101-476
- D) PL 93-112

Ans: D

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

35. Under Section 504 of the Rehabilitation Act of 1973, all of the following would be considered “major life activities” *except*

- A) Driving
- B) Seeing
- C) Learning
- D) Walking

Ans: A

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

36. Which is a stipulation of NCLB 2001?

- A) Annual testing of students K–8 is required
- B) Special education students were excluded from testing
- C) Schools experiencing difficulty attaining annual yearly progress (AYP) will be provided with technical and financial assistance
- D) Teachers can change schools if their school is not attaining AYP

Ans: C

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

37. A mandatory _____ is now required prior to proceeding with a due process hearing.

- A) Waiting period
- B) Resolution session
- C) Suspension hearing
- D) Time out

Ans: B

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

38. Differences between pupils are an example of

- A) Intraindividual differences
- B) Intermediate differences
- C) Exceptional differences
- D) Interindividual differences

Ans: D

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Objective: 2.4: Distinguish between inter- and intraindividual differences.

39. Which of the following is an example of intraindividual differences?

- A) John is a terrific artist, but he has trouble doing pull-ups.
- B) Ceasar is taller than his classmates.
- C) Alice is the fastest reader in the class.
- D) Lebron consistently receives the highest scores in math.

Ans: A

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Objective: 2.4: Distinguish between inter- and intraindividual differences.

40. How long after eligibility for special education services is determined until an IEP must be developed?

- A) 10 days
- B) 15 days
- C) 30 days
- D) 1 year

Ans: C

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

41. Which of the following would be considered assessment accommodations?

- A) Extended time
- B) Use of special equipment
- C) Frequent breaks
- D) All of the above

Ans: D

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Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

42. According to which of the following should students with disabilities be served within the full inclusion model?

- A) Functional ability
- B) Parental selection
- C) Chronological age
- D) Educational age

Ans: C

Page: 72

Objective: 2.8: Define *mainstreaming*, *least restrictive environment*, *regular education initiative*, and *full inclusion*.

43. Sources of student assessment information may include which of the following:

- A) Observation
- B) Interview
- C) Work samples
- D) All of the above

Ans: D

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Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

44. According to the Individuals with Disabilities Education Improvement Act of 2004, an individualized education program must include a statement of the student's present levels of educational and functional _____.

- A) Development
- B) Performance
- C) Satisfaction
- D) None of the above

Ans: B

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

45. _____ percent of the referrals for special education services result in placement.

- A) Twenty-five
- B) Fifty
- C) Seventy-five
- D) Ninety

Ans: C

Page: 59

Objective: 2.6: Outline the steps in the referral process for the delivery of special education services.

46. _____ is the generic term for the process of gathering information for the purpose of making decisions.

- A) Response to intervention
- B) Discrepancy model
- C) Instruction
- D) Assessment

Ans: D

Page: 60

Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

47. Goals in an individualized family service plan are based on the _____ of the family.

- A) Priorities
- B) Demonstrated needs
- C) Developmental stage
- D) Income

Ans: A

Page: 66

Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

48. The language contained in IDEA 2004 concerning who is considered a "highly qualified" special educator is complementary to the standards promulgated in _____.

- A) Public Law 101-476 (1990 Amendments to PL-94-142)
- B) No Child Left Behind Act (NCLB) of 2001
- C) Section 504 of the Rehabilitation Act of 1973
- D) Americans with Disabilities Act (Public Law 101-336)

Ans: B

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

49. Which act employs a functional rather than a categorical model for determining a disability?

- A) Americans with Disabilities Act Amendments of 2008 (Public Law 110-325)
- B) No Child Left Behind Act of 2001
- C) Public Law 10-17 (1997 Amendments to IDEA)
- D) Section 504 of the Rehabilitation Act of 1973

Ans: D

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

50. Which of the following is *not* a major component under IDEA (Public Law 94-142)?

- A) Free appropriate public education (FAPE)
- B) Individualized family service plan (IFSP)
- C) Least restrictive environment (LRE)
- D) Individualized education program (IEP)

Ans: B

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

51. The U.S. Supreme Court held in _____ that catheterization qualified as a related service under PL 94-142.

- A) *Smith v. Robinson*, 1984
- B) *Honig v. Doe*, 1988
- C) *Tatro v. State of Texas*, 1980
- D) *Armstrong v. Kline*, 1980

Ans: C

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

52. The current focus on exposing an individual with special needs to the general education curriculum is clearly evident in a recent initiative known as

- A) Regular education initiative
- B) Common Core State Standards
- C) Americans with Disabilities Act Amendments
- D) Section 504

Ans: B

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Objective: 2.8: Define *mainstreaming*, *least restrictive environment*, *regular education initiative*, and *full inclusion*.

53. Which of the following is *not* a stipulation of IDEA 2004?

- A) Multiyear IEPs are permissible
- B) All students are required to participate in state- and district-wide assessments with accommodations or alternate assessment as stipulated in the IEP
- C) Eliminates the use of short-term Objective:s except for students evaluated via the alternate assessment
- D) Autism and traumatic brain injury identified as discrete disability categories

Ans: D

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

54. Instructional or behavioral strategies introduced by a general education teacher to assist a struggling student are

- A) Informal assessments
- B) Prereferral interventions
- C) Portfolios
- D) Student work samples

Ans: B

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Objective: 2.6: Outline the steps in the referral process for the delivery of special education services.

55. Which of the following components of an individual family service plan is *not* also a component of the IEP?

- A) Statement of family resources, priorities, and concerns
- B) Present levels of performance
- C) Statement of measurable goals
- D) Date of initiation of services

Ans: A

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

56. The continuum of services is a series of educational placements that can be used to determine a student's
- A) Present levels of performance
 - B) Behavior interventions
 - C) Least restrictive environment
 - D) Range of probable success

Ans: C

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Objective: 2.8: Define *mainstreaming*, *least restrictive environment*, *regular education initiative*, and *full inclusion*.

57. In _____ the court extended a previous decision to include all children with disabilities.
- A) *Mills v. Board of Education, District of Columbia*, 1972
 - B) *Winkelman v. Parma City School District*, 2007
 - C) *Arlington Central School District Board of Education v. Murphy*, 2006
 - D) *Agostini v. Felton*, 1997

Ans: A

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

True/ False

58. Litigation is the only reason we have recent changes in the procedures and practices currently being instituted in special education.

- A) True
- B) False

Ans: B

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

59. Schools must justify the exclusion of students with disabilities for any period of time from the general education environment.

- A) True
- B) False

Ans: A

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Objective: 2.6: Outline the steps in the referral process for the delivery of special education services.

60. All students eligible for special education services under IDEA are also eligible for accommodations under Section 504.

- A) True
- B) False

Ans: A

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

61. Judicial decisions and legislative enactments have been a major force in transforming the field of special education.

- A) True
- B) False

Ans: A

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

62. The individualized family service plan must be reviewed every 9 months.

- A) True
- B) False

Ans: B

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

63. The Common Core State Standards (CCSS) do not apply to students receiving special education.

A) True

B) False

Ans: B

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Objective: 2.6: Outline the steps in the referral process for the delivery of special education services.

64. According to IDEA 2004, special education teachers are not required to have highly qualified teacher status.

A) True

B) False

Ans: B

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

65. IDEA 2004 requires that all students participate in statewide assessments.

A) True

B) False

Ans: B

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

66. IDEA 2004 dictates that a multitude of formal and informal tools are required during the assessment process.

A) True

B) False

Ans: A

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

67. Eligibility standards are no different from state to state.

- A) True
- B) False

Ans: B

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Objective: 2.6: Outline the steps in the referral process for the delivery of special education services.

68. The individualized education program and the placement recommendation should be formulated at the same time.

- A) True
- B) False

Ans: B

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

69. Schools are liable if the goals in the IEP are not achieved.

- A) True
- B) False

Ans: B

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

70. The empowerment model is the basis for the construction of an effective individualized family service plan.

- A) True
- B) False

Ans: A

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

71. Section 504 of the Rehabilitation Act of 1973 forbids discrimination against persons with disabilities in both the public and private sectors.

A) True

B) False

Ans: B

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

72. The philosophy of “zero reject” holds that all children, regardless of their disability, should be provided an appropriate education.

A) True

B) False

Ans: A

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

73. PL 94-142 requires that parents participate fully in the decision-making process that affects their child's education.

A) True

B) False

Ans: A

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

74. A free appropriate public education (FAPE) includes the principle of related services such as occupational therapy.

A) True

B) False

Ans: A

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

75. IDEA does not mandate parental consent for referral but does require consent for evaluation.

A) True

B) False

Ans: A

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

76. PL 94-142 requires services be provided for preschool children with disabilities.
A) True
B) False
Ans: B

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

77. NCLB 2001 stipulated that schools were expected to show annual yearly progress toward the goal of 100% proficiency in 2014.
A) True
B) False
Ans: A

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

78. The purpose of the 504 Plan is to enable the students to receive a free appropriate public education.
A) True
B) False
Ans: A

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

79. Section 504 protects individuals with disabilities from discrimination throughout their life span.
A) True
B) False
Ans: A

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

80. Norm-referenced assessments are especially helpful in pinpointing specific skills in which a student may require additional instruction.
A) True
B) False

Ans: B

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Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

Short Answer

81. List the six major components of PL 94-142.

Ans: A free appropriate public education
The least restrictive environment
An individualized education program
Procedural due process
Nondiscriminatory assessment
Parental participation

Page: 45-56

Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

82. Discuss three changes introduced by the IDEA Amendments of 1997.

Ans: Students with disabilities may be disciplined similar to children without disabilities provided the behavior was not a manifestation of the disability.
IEPs must state how the student will be involved with and progress through the general curriculum.
Orientation and mobility services are now included as a related service for students with visual impairments.
If school authorities and the student's parents agree, the triennial reevaluation is not required; the category "developmental delay" can be used for students ages 3 through 9 years.

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

83. List the two eligibility criteria for a student to receive services through Section 504 of the Rehabilitation Act of 1973.

Ans: Have a physical or mental impairment that substantially limits one or more life activities

Have a record of such impairment or be regarded as having such an impairment by others

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

84. Explain what occurs when a student reaches the “age of majority.”

Ans: Information is provided to the student at least 1 year before reaching the age of majority regarding the transfer of rights to the student upon reaching the age of majority.

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

85. Select one of the assessment accommodations categories and provide examples.

Ans: Presentation accommodations: Braille, large print, reader, screen reader, videotape, sign language

Response accommodations: scribe, sign language, assistive communication, graphic organizers

Setting accommodations: reduce distractions, distraction accommodations, special equipment

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Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

86. What sources of information can be used during the assessment process?

Ans: Observations

Interviews

Work samples

Portfolios

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Objective: 2.6: Outline the steps in the referral process for the delivery of special education services.

87. Who are the required members of the team that develops a student's individualized education program?

Ans: Parent/guardian
General education teacher
Special education teacher
School district representative
Evaluation personnel

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

88. What are the five components that measurable annual goals should include?

Ans: The student (the who)
Will do what (the behavior)
To what level or degree (the criterion)
Under what conditions (the conditions)
In what length of time (the timeframe)

Page: 64-65

Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

89. Create four examples of parent concerns that may be used when developing goals in the individualized family service plan.

Ans: Tying shoes
Toilet training
Walking
Talking

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

90. List six types of educational settings where a student may receive instruction.

Ans: Regular class
Resource room
Separate class
Separate school
Residential facility
Homebound/hospital

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Objective: 2.8: Define *mainstreaming*, *least restrictive environment*, *regular education initiative*,

and *full inclusion*.

Essay

91. Judicial decisions have played a critical role in shaping special education service delivery. Discuss four of the influential court cases and the specific contribution to the field of special education that each provided.

Ans: Brown v. Board of Education of Topeka, Kansas – separate is not equal

Diana v. State Board of Education – testing must be done in student’s primary language

Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania – state must guarantee FAPE to all children with intellectual disabilities; students must be placed in LRE; provided for “child-find”

Mills v. Board of Education, District of Columbia – extended PARC decision to include all children with disabilities

Larry P. v. Riles – African American students cannot be placed in classes for children with intellectual disability solely on the basis of intellectual assessments

Lau v. Nichols – milestone case in the field of bilingual education; significantly affected the education of culturally and linguistically diverse learners.

Armstrong v. Kline – extended school year

Tatro v. State of Texas – broadened/clarified definition of related services

Board of education of the Hendrick Hudson Central School District v Rowley – defined “appropriate” in FAPE – does not require optimum opportunity

Daniel R. R. v. State Board of Education – refined definition of LRE

Oberti v Board of education of the Borough of Clementon School District – strengthened LRE stipulations; decision to exclude a student from the general education environment must be justified and documented

Agostini v. Felton – services may be provided to students enrolled in private schools

Cedar Rapids Community School District v. Garret F. – expanded and clarifies the concept of related services

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

92. Describe the similarities and differences between the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Ans: Similarities – eligible individuals entitled to appropriate modifications, accommodations, etc. Provide protection from discrimination

Differences: IDEA is entitlement; Section 504 is civil rights

IDEA serves birth to 21; Section 504 has no age stipulation

IDEA includes twelve disabilities; Section 504 definition of disability is much broader

IDEA requires IEP; Section 504 requires an accommodation plan

IDEA receives federal funding; Section 504 does NOT receive federal funding

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

93. Discuss four significant issues addressed through the Individuals with Disabilities Education Improvement Act of 2004.

Ans: Modified criteria for identifying students with specific learning disabilities

Eliminates use of short-term Objective: in IEPs except for students evaluated with alternate assessment

IEPs must include present levels of academic achievement and functional performance

Relaxes requirements for participation in IEP meetings

Multiyear IEPs are permissible

IEPs must incorporate research-based interventions

Transition planning at age 16

Interim alternative educational setting for up to 45 days

ALL students required to participate in state and district testing

Special educators must be “highly qualified”

Resolution session required prior to a due process hearing

Statute of limitations on parents for filing due process complaints

Modifies provision of student’s native language and preferred mode of communication

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Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

94. Compare and contrast interindividual differences and intraindividual differences.

Ans: Interindividual – differences between two or more persons in a particular area
Intra-individual – differences within the individual; unique patterns of strengths and weaknesses

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Objective: 2.4: Distinguish between inter- and intra-individual differences.

95. List and describe the elements of an appropriate individualized education program.

Ans: Current performance – present levels of educational and functional performance

Goals – measurable annual goals that address student's involvement in general education

Special Education and Related Services – statement of special education, related services and supplementary aids and services to be provided

Participation with Typical Students – explanation of the extent to which the student will NOT participate in the general education classroom

Participation in State and Districtwide Assessments – statement of modifications

Dates and Places – initiation date, location of services, duration and frequency of services

Transition Services – beginning at age 16

Measuring Progress – statement of how progress toward annual goals will be measured and student's parents informed

Age of Majority – information provided at least one year before reaching the age of majority regarding transfer of rights to the student

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Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

96. Explain the criteria for protections from discrimination as stipulated in Section 504.

Ans: Individual must:

1. have a physical or mental impairment that substantially limits one or more major life activities;
2. have a record of such an impairment; or
3. is regarded as having such an impairment by others.

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

97. Discuss the differences among the concepts of least restrictive environment, regular ed initiative, and full inclusion.

Ans: Least restrictive environment – individuals with disabilities are to be educated in environments as close as possible to the general education classroom setting

Regular Education Initiative – An approach that advocates that general educators assume greater responsibility for the education of students with disabilities

Full inclusion – An interpretation of the principle of least restrictive environment advocating that all pupils with disabilities are to be educated in the general education classroom

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Objective: 2.8: Define *mainstreaming*, *least restrictive environment*, *regular education initiative*, and *full inclusion*.

98. Compare/contrast the provisions of PL 94-142 with the current provisions of IDEA 2004.

Ans: PL 94-142: FAPE, LRE, IEP, procedural due process, nondiscriminatory assessment, parental participation

IDEA: FAPE, LRE, multiyear IEP, research based interventions, transition planning at age 16, interim alternative educational setting, state and districtwide testing requirement for ALL, “highly qualified” status for special education teachers

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142. and 2.2: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

99. Discuss the concept of “reasonable accommodations” as required by Section 504.

Ans: Reasonable accommodations might include modifications of the general education program, the assignment of an aide, a behavior management plan, or the provision of special study areas. Students may also receive related services such as occupational or physical therapy even if they are not receiving a special education through IDEA.

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Objective: 2.3: Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

100. Discuss, in detail, the significance of *Brown v. Board of Education, Topeka, Kansas* to the field of special education.

Ans: U.S. Supreme Court stipulated that it was unlawful to discriminate against a group of individuals for arbitrary reasons....ruled that separate schools for black and white students were inherently unequal...therefore, unconstitutional...education should be afforded all citizens on an equal basis...all of which had major implications for special education. Much of contemporary litigation and legislation affecting special education is legally grounded in the precedents established by *Brown v. Board*.

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Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.