

Chapter 2 The Personnel and Procedures of Special Education

Multiple-Choice Questions

1. Early childhood special educators generally are expected to:
 - A. Have knowledge primarily about one disability because they tend to be assigned to one type of program
 - B. Have knowledge primarily about behavioral concerns as those are the most important aspect of early childhood development
 - C. Have knowledge about a wide range of disabilities
 - D. Have knowledge about early childhood physical therapy
2. Students who have disabilities and whose first language is NOT English sometimes receive their special education services from a:
 - A. Bilingual teacher
 - B. Special education teacher
 - C. Bilingual paraeducator
 - D. Bilingual special education teacher
3. Bilingual special education teachers generally have expertise in each of the following EXCEPT:
 - A. Special behavior management techniques
 - B. Knowledge of language proficiency
 - C. Appropriate assessment tools and techniques
 - D. Cultural and linguistic diversity
4. Which individuals sometimes conduct lessons for an entire class to resolve issues in peer relationships?
 - A. School psychologist
 - B. Social worker
 - C. School counselor
 - D. Special educator
5. Professionals who are licensed to administer intelligence tests and other assessment used in determining whether a student is eligible to receive special education services is a:
 - A. School psychologist
 - B. Social worker
 - C. School counselor
 - D. Special educator
6. Which of the following are NOT categorized as related service professionals?

- A. Adapted physical educator
- B. Rehabilitation counselor
- C. Art therapist
- D. Audiologist

7. Each of the following is a term used to describe educators who work under the direction of a teacher or another school professional to help in the delivery of services EXCEPT:

- A. Paraeducator
- B. Service support professional
- C. Paraprofessional
- D. Teaching assistant

8. Mrs. Byrd needs assistance. In spite of her efforts to use a variety of strategies to assist Donna in math, she continues to lag behind her classmates. Donna is becoming increasingly frustrated and often cries during math. Mrs. Byrd decides to ask that Donna's case be reviewed by the:

- A. Psychology team
- B. Multidisciplinary team
- C. Intervention assistance team
- D. Behavior assistance team

9. A new option for addressing serious student learning problems that may indicate a learning disability is:

- A. Response to Intervention
- B. Response to Treatment Programs
- C. Individualized Education Program
- D. Individualized Education Plan

10. Tier 1 interventions are most often used with:

- A. Serious behavior concerns
- B. Reading and math problems
- C. Social skills problems
- D. Emotional problems

11. Tier 2 interventions generally involve:

- A. Daily one-to-one instruction outside the classroom
- B. Extra instruction in reading or math
- C. Small-group instruction several times a week
- D. Use of research-based approaches for all students

12. Mr. Fuentes called Sarah's parents to schedule a meeting to update information on Sarah's learning progress and to set goals for the upcoming year. This type of meeting is called a/an:

- A. Three-year evaluation
- B. Eligibility meeting
- C. Intervention assistance
- D. Annual review

13. Who are the central members of the IEP team?

- A. Educators
- B. Parents
- C. Administrators
- D. Students

14. Which aspect of assessment refers to the consistency with which a test measures something?

- A. Reliability
- B. Validity
- C. Content validity
- D. Accuracy

15. Each is a parent right regarding special education eligibility determination EXCEPT:

- A. To have immediate access to educational records after a formal request
- B. To request individual testing
- C. To be full members of the team determining services
- D. To have their child educated in the LRE

16. Each of the following is a decision made by the multidisciplinary team EXCEPT whether:

- A. The student has a disability
- B. The disability adversely affects educational performance
- C. The student's needs can be addressed by special education
- D. The school has the services needed by the student

17. "Jenna will increase her decoding and reading comprehension from a first grade level to a second grade level" is an example of a/an:

- A. Present level of performance
- B. Annual goal
- C. Short-term objective
- D. Benchmark

18. Which IEP component comprises achievement test scores, teacher ratings of student behavior, and scores on specialized assessments?

- A. Present level of performance
- B. Annual goal
- C. Short-term objective
- D. Benchmark

19. Phillip is an eighth grader with intellectual disabilities. He is exempt from the achievement tests required by ESEA. This occurred because:

- A. Phillip's parents signed a waiver stating they did not want him tested
- B. Phillip's IEP specifies that alternative assessments are more appropriate
- C. Students with intellectual disabilities are automatically exempt
- D. Students with disabilities usually are exempt from these tests

20. Mr. Lavella, a specialized education teacher at Washington High School, begins making the list of students whose re-evaluations are due within the month. He attempts to contact all three of the parents but only two of the three parents agree to attend the meetings. The third parent refuses to come and asks Mr. Lavella not to contact her again. Which is a true statement?

- A. The re-evaluation cannot take place without the permission of the parents.
- B. The re-evaluation cannot take place without the permission and participation of the parents.
- C. The re-evaluation can occur without the permission of the parents.
- D. The school is entitled to participate in due process against the parents.

21. How a student's progress in meeting goals and objectives will be measured:

- A. Must be determined by the family
- B. Must be provided at the family's request
- C. Must be included on the student's IEP
- D. Must be included on each report card

22. Tara is an elementary student diagnosed with autism. She is currently in the general education classroom but is having difficulty functioning in this setting. Her family is happy with her placement but the teacher feels a change is needed. Tara's placement can be changed by:

- A. The student's team with parent permission
- B. The student's team without parent permission
- C. The student's family
- D. The school administrator

23. A student's placement must be reviewed:

- A. Weekly if necessary
- B. At the teacher's request
- C. At least monthly
- D. At least annually

24. General education, resource, separate class, separate school, residential facilities, home, and hospital are the options for providing educational services to students with disabilities. These options are called:

- A. Continuum of services
- B. Continuum of placements
- C. Least restrictive environment
- D. Special education services

25. When students receive services outside of the regular classroom between 21 and 60 percent of the day, they are in which setting?

- A. A separate classroom
- B. A separate school
- C. A resource setting
- D. A general education classroom

26. Less than .5 percent of students with disabilities receive services in which setting?

- A. Home or hospital
- B. Residential
- C. Separate school
- D. Separate classroom

27. An informal way of settling disagreements among professionals and parents regarding the special education services of a child is:

- A. Mediation
- B. Due process
- C. Positive communication strategies
- D. Collaboration

28. Which of the following is TRUE regarding due process hearings?

- A. The hearing officer is a judge.
- B. The hearing officer is not a judge.
- C. There is no officer present, only lawyers.
- D. It is an informal attempt to resolve disputes.

29. Dominique is a second grader who has Down syndrome. His parents insist that the least restrictive environment for him is the general education classroom. However, because he has

frequent violent outbursts due to frustration, the professionals involved feel that a resource setting would be more appropriate until his outbursts are under control. Since an agreement cannot be reached, all parties involved have agreed that an impartial professional must be brought in to resolve this dispute. This is referred to as:

- A. Administrative intervention
- B. Mediation process
- C. Due process
- D. Dispute settlement process

30. Each of the following is an issue for effective implementation of RTI EXCEPT:

- A. It has been shown to be a reliable method for improving instruction of students with learning disabilities.
- B. General education teachers do not always know how to implement it.
- C. Special education teachers may not have time to explain it to others.
- D. It may not be effective with students for whom English is a second language.

Praxis Style Questions

1. Mary is a student with cerebral palsy who has difficulty with fine and gross motor skills. Mary's resource room teacher would most likely contact an occupational therapist for help with which of the following?

- A. Counseling Mary about applying to college
- B. Helping Mary to walk with a cane
- C. Finding a job coach for Mary's after school work
- D. Teaching Mary how to paint with a brush

2. Anthony is a first grade student who has been struggling in his general education setting. The parents and teacher have discussed their concerns about Anthony's lack of progress and frustration. Using the response to intervention model, what is the likely first step to implement for Anthony?

- A. The teacher should implement high-quality, research-based interventions and monitor Anthony's progress.
- B. The teacher should request that Anthony be tested for special education services.
- C. The parents should have Anthony assessed by his pediatrician.
- D. The teacher and parents should wait until Anthony gets a bit older before acting on their concerns.

3. Juanita, a second grader who recently arrived from Mexico with rudimentary English skills, was referred for a special education assessment after displaying sustained poor academic performance in the classroom. With permission from her parents, the team began the assessment process. Juanita's scores on the intelligence exam (WISC-III) demonstrated an IQ similar to students with moderate intellectual disabilities. She also performed poorly on the school's standard reading, spelling, and writing tests. However, her adaptive and social living skills were above average. Before the team recommends Juanita for special education, which principle of IDEA should they be concerned that they may have violated?

- A. Nondiscriminatory assessment
- B. Free appropriate public education
- C. Individualized Education
- D. Due process

Fill in the Blank Questions

1. _____ are the professionals who coordinate the efforts of educators, families, and outside agency personnel to ensure that students receive all the supports they need.
2. The ongoing use of data to determine whether a student is responding to the interventions being implemented is referred to as _____.
3. In many states, the rights that parents have had on behalf of their children with disabilities may transfer to the children at the _____, usually eighteen years old.
4. Even though a full continuum of alternative placement options exists for students with disabilities, more than half spend more than ____ percent of the school day in general education classrooms.
5. IDEA requires that all states offer _____ at no cost to parents as another early formal step in resolving differences.

Short Answer Questions

1. What are three roles of special educators?
2. What three critical decisions are multidisciplinary teams responsible for making?
3. The law requires that students be evaluated to determine strengths and to explore areas of functioning in which a disability is suspected. What do these comprehensive assessments address?
4. Who participates as members of the IEP team?

5. Once a student has been identified as eligible for special education services and an IEP has been written, how is his/her progress monitored?

Essay Questions

1. Name two professionals who provide direct and two who provide indirect services to students with disabilities. Describe how these professionals provide services.
2. Describe the process that occurs when a student is assessed for special education services.
3. A *continuum of placements* is the term used for the options for where students with disabilities receive their educations. Compare and contrast the general educational setting and the resource setting. Give two pros and two cons of each.
4. What are transition services, and when and why are they included in the IEP?
5. What are the options for resolving disagreements regarding special education?

Chapter 2: The Personnel and Procedures of Special Education

Multiple Choice Questions

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|------|-------|-------|-------|-------|
| 1. C | 7. B | 13. B | 19. B | 26. B |
| 2. D | 8. C | 14. A | 20. C | 27. C |
| 3. A | 9. A | 15. A | 21. C | 28. B |
| 4. C | 10. B | 16. D | 22. D | 29. B |
| 5. A | 11. C | 17. B | 24. B | 30. A |
| 6. A | 12. D | 18. A | 25. C | |

Praxis Style

1. D
2. A
3. A

Fill in the Blank Questions

1. School social workers
2. continuous progress monitoring
3. age of majority
4. 80
5. mediation

Short Answer Questions

1. Answers will vary from: Special education teachers provide day-to-day instruction and other support for students with disabilities. They may work with students with only one type of disability or with students with varying disabilities. In addition to providing instruction that may be remedial, developmental, or strategic, they may prepare materials adapted to meet students' special needs, assess and report student progress in learning, and manage students' overall education programs. They consult with their general education colleagues to ensure student needs are met and work in general education classrooms at least part of each day, but they also may work in special education settings such as resource rooms, self-contained classrooms, and separate schools, settings that are explained in more detail later in this chapter. A special educator who travels from school to school sometimes is called an *itinerant special education teacher*.
2. Three decisions of the MDT are: 1) whether the child meets the verification criteria; 2) whether the disability adversely affects educational performance; and 3) whether the child needs special education.
3. The answer should include examples of areas of assessment such as vision/hearing screening, cognitive ability, achievement, social and behavioral functioning, developmental history, and others areas as needed in determining the areas of strength and the needs of the child.
4. The answer should include a listing of required members of IEP Team: parents of the child with a disability, at least one regular education teacher, at least one special education teacher, school district representative, an individual who can interpret the results of any evaluations, a representative from outside agencies providing transition services, and the student, when appropriate, and others invited by the parent or school district.
5. The IEP includes an essential element: a statement about how the student's progress in meeting goals and objectives will be measured, including the ways in which this information will be communicated to parents. Some students' progress might be measured by individual testing, and this information might be sent to parents as a supplement to the standard report card each time one is issued.

Essay Questions

1. *Direct service providers* include special education teachers, general education teachers, paraeducators, early childhood specialists and speech-language pathologists. *Indirect service providers* include school psychologists, school counselors, school social workers, and school nurses. Answers will vary depending on the professionals chosen, and descriptions will come from section 2.1 The Professionals who Work in Special Education.

2. The general education teachers are the professionals most likely to express concern about a student that begins the process of deciding whether that student is entitled to special education services. The teacher is likely to gather data to document the concern, including keeping samples of the student's work or keeping a log of behavior incidents that occur in the classroom. In more than half of the states, the next step the teacher takes is to request that the case be reviewed by a team of professionals (teacher assistance team, intervention assistance team) who help the teacher problem solve regarding the student, to generate new ideas for helping the student, to consider various explanations for the noted problems, and to prevent—if possible—the need for special education. An alternative option for addressing serious student learning problems is response to intervention: RTI uses ongoing data collection and often includes a three-tiered approach to intervention. Without teams and RTI, some type of screening is used to discuss the nature, severity, and persistence of the student's difficulty. If these processes lead to the consensus that a student's difficulties are serious enough that special education should be considered, the student is referred for a full assessment, and a multidisciplinary team convenes. Students must be evaluated to determine their strengths and also to explore any area of functioning in which a disability is suspected.

3. The answer should include a description of the *general education setting* (including access to general education curriculum, materials and support in the general education setting) and of the *resource setting* (including intensive training and assistance by a special education teacher, depending on the child's individual needs). Pros and cons will vary.

4. By the time a student with a disability is sixteen years old, the team writing the IEP must address transition, specifying measurable postsecondary goals based on transition assessments for training, education, employment, and other relevant areas. Transition services on the IEP could include career exploration; participation in a vocational preparation program; training in life skills, such as keeping a budget and writing checks; experience in a work setting; or any other service or activity related to the student's postschool plans. Transition plans are included in the IEP in recognition that students with disabilities often need ongoing support after secondary school (a smooth transition of services), and that academic achievements are not the only important measure of progress and preparation.

5. The first step in solving a disagreement should be to use *positive communication strategies*. That may be followed by *dispute resolution*: The intent is to try to resolve the issues without any further steps. If this is accomplished, the parties sign an agreement that describes the resolution. IDEA requires that all states offer *mediation* at no cost to parents as an early formal step in resolving differences. In mediation, an impartial professional meets with each party to try to find a way for the dispute to be resolved. The mediator does not make a decision for the parties but helps them find a workable solution. *Due process* refers to a set of procedures for making all the decisions that are part of special education. In a due process hearing, usually parents make a

formal complaint against the school district, and an impartial hearing officer is appointed by a state special education official. This individual acts in many ways like a judge, reading all the documents related to the issue, scheduling and presiding over the hearing, reviewing a transcript of the proceeding, and eventually issuing a written decision based on the evidence provided and the testimony of witnesses at the hearing. Either party can still take the issue to *court* but only after all the steps outlined here have been completed.

