Special Education in Contemporary Society An Introduction to Exceptionality 6th edition Gargiulo Test Bank

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Chapter 2: Policies, Practices, and Programs

Test Bank

Multiple Choice

1. Which Supreme Court case requires a student with disabilities to be placed in a general education classroom with supplementary aids and services prior to considering more segregated placements?
a. *Daniel R.R. v. State Board of Education*
b. *Cedar Rapids Community School District v. Garret F.*
c. *Oberti v. Board of Education of the Borough of Clementon School District*
d. *Winkelman v. Parma City School District*
Ans: C
Learning Objective: Identify the court cases that led to the enactment of PL 94-142
Cognitive Domain: Knowledge
Answer Location: Key Judicial Decisions
Difficulty Level: Easy

2. Which Supreme Court case affirmed the rights of parents to represent their children in IDEA-related court cases?
a. *Forest Grove School District v. T.A.*
b. *Winkelman v. Parma City School District*
c. *Daniel R.R. v. State Board of Education*
d. *Agostini v. Felton*
Ans: B
Learning Objective: Identify the court cases that led to the enactment of PL 94-142
Cognitive Domain: Knowledge
Answer Location: Key Judicial Decisions
Difficulty Level: Easy

3. Which principle states that children with disabilities are to be educated, to the maximum extent appropriate, with students without disabilities?
a. A free appropriate public education (FAPE)
b. The least restrictive environment (LRE)
c. child-find
d. transition
Ans: B
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004
Cognitive Domain: Comprehension
Answer Location: Public Law 94-142
Difficulty Level: Medium

4. An IEP must include all of the following EXCEPT this:
a. the present level of academic functioning

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b. annual goal and accompanying instructional objectives
c. educational services to be provided
d. physician's diagnosis of disability
Ans: D
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004
Cognitive Domain: Comprehension
Answer Location: Public Law 94-142
Difficulty Level: Medium

5. The “Parents’ Law” refers to legislation that requires that parents
a. participate fully in the decision-making process that affects their child’s education.
b. pay for supplemental services.
c. attend training specific to the child’s disability.
d. who have disabilities are provided services.
Ans: A
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004
Cognitive Domain: Comprehension
Answer Location: Public Law 94-142
Difficulty Level: Medium

6. This legislation introduced the Individualized Family Service Plan (IFSP) and was established for infants and toddlers.
a. PL 99-457: Education of Handicapped Children Act Amendments
b. PL 101-476: IDEA 1990
c. PL 105-17: IDEA 1997
d. PL 107-110: No Child Left Behind
Ans: A
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004
Cognitive Domain: Knowledge
Answer Location: Individuals with Disabilities Education Act: 1975-1997
Difficulty Level: Easy

7. Assistive technology needs of each learner must be assessed is a component of which law?
a. PL 99-457: Education of Handicapped Children Act Amendments
b. PL 101-476: IDEA 1990
c. PL 105-17: IDEA 1997
d. PL 107-110: No Child Left Behind
Ans: C
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004
Cognitive Domain: Knowledge

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Answer Location: Individuals with Disabilities in Education Act: 1975-1997
Difficulty Level: Easy

8. Autism and traumatic brain injury are identified as discrete disability categories in this legislation.
a. PL 99-457: Education of Handicapped Children Act Amendments
b. PL 101-476: IDEA 1990
c. PL 105-17: IDEA 1997
d. PL 107-110: No Child Left Behind
Ans: B
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004
Cognitive Domain: Knowledge
Answer Location: Individuals with Disabilities in Education Act: 1975-1997
Difficulty Level: Easy

9. Educational standards are intended to accomplish all of the following EXCEPT this:
a. to create equity across schools and classrooms
b. to define the content that will be assessed and which schools will be held accountable
c. to define what all teachers should teach
d. to ensure student grade level proficiency in math, reading, and science
Ans: D
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004
Cognitive Domain: Comprehension
Answer Location: Educational Reform: Standards-Based Education
Difficulty Level: Medium

10. The Every Student Succeeds Act (PL 114-95) is the reauthorization of
a. No Child Left Behind.
b. IDEA.
c. Education of All Handicapped Children Act.
d. Americans with Disabilities Act.
Ans: A
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004
Cognitive Domain: Knowledge
Answer Location: Educational Reform: Standards-Based Education
Difficulty Level: Easy

11. Provisions of the Every Student Succeeds Act include all of the following EXCEPT this:
a. the annual testing of students in third through eighth grade in math and reading is no longer required

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b. it allows states to adopt the Common Core State Standards but does not require their adoption
c. “highly qualified” teacher status is eliminated
d. the annual yearly progress provision has been repealed and replaced by a statewide accountability system
Ans: D
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004
Cognitive Domain: Knowledge
Answer Location: Every Student Succeeds Act
Difficulty Level: Easy

12. Which amendment includes the equal protection clause?
a. First Amendment
b. Fourth Amendment
c. Eleventh Amendment
d. Fourteenth Amendment
Ans: D
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.
Cognitive Domain: Knowledge
Answer Location: Litigation and Legislation Affecting Special Education
Difficulty Level: Easy

13. 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
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.
Cognitive Domain: Knowledge
Answer Location: Litigation and Legislation Affecting Special Education
Difficulty Level: Easy

14. 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
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.

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Cognitive Domain: Knowledge
Answer Location: Individuals With Disabilities Education Act: 1975–1997
Difficulty Level: Easy

15. What philosophy supports the belief that all children, regardless of the severity of their disability, must be provided with 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
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: Individuals With Disabilities
Education Act: 1975–1997
Difficulty Level: Easy

16. 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
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Application
Answer Location: Educational Reform: Standards-Based Education
Difficulty Level: Easy

17. 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
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Application
Answer Location: Educational Reform: Standards-Based Education
Difficulty Level: Easy

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18. PL 101-476 identified what disability/disabilities as distinct categories?
a. Traumatic brain injury
b. Autism
c. Both of these
d. None of these
Ans: C
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Application
Answer Location: Educational Reform: Standards-Based Education
Difficulty Level: Easy

19. What model does Section 504 of the Rehabilitation Act of 1973 employ?
a. Diagnostic
b. Functional
c. Categorical
d. Rehabilitative
Ans: B
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Knowledge
Answer Location: Civil Rights Legislation
Difficulty Level: Easy

20. 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
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Application
Answer Location: No Child Left Behind Act of 2001
Difficulty Level: Easy

21. 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
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

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Cognitive Domain: Knowledge
Answer Location: No Child Left Behind Act of 2001
Difficulty Level: Easy

22. 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
Learning Objective: Identify the steps in the referral process for the delivery of special education services.
Cognitive Domain: Knowledge
Answer Location: Every Student Succeeds Act
Difficulty Level: Easy

23. What is the age restriction stipulated by Section 504 of the Rehabilitation Act of 1973?
a. The same as IDEA age restrictions
b. Ages 6 to 18 years
c. Ages birth to 26 years
d. There isn't an age restriction.
Ans: D
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Knowledge
Answer Location: Section 504 of the Rehabilitation Act of 1973
Difficulty Level: Easy

24. What should occur before initiating a referral for special education services?
a. Allow nine weeks to pass from the first recognition of a potential disability
b. Provision of accommodations and modifications
c. Related service provision
d. Prereferral interventions
Ans: D
Learning Objective: Identify the steps in the referral process for the delivery of special education services.
Cognitive Domain: Application
Answer Location: Referral and Assessment for Special Education
Difficulty Level: Medium

25. What is the IDEA-mandated process of screening and identifying individuals suspected of having a disability?
a. Brigance
b. Child seek

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c. Child find
d. SCOPE
Ans: C
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: Referral and Assessment for Special Education
Difficulty Level: Easy

26. 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
Learning Objective: Identify the steps in the referral process for the delivery of special education services.
Cognitive Domain: Knowledge
Answer Location: Referral
Difficulty Level: Easy

27. 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
Learning Objective: Identify the steps in the referral process for the delivery of special education services.
Cognitive Domain: Application
Answer Location: Assessment
Difficulty Level: Medium

28. 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
Learning Objective: Compare inter- and intraindividual differences.
Cognitive Domain: Knowledge
Answer Location: Assessment
Difficulty Level: Easy

29. Standardized tests linked to intraindividual differences are called

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a. criterion-referenced tests.
b. norm-referenced tests.
c. curriculum-based measurements.
d. mastery-based assessments.
Ans: A
Learning Objective: Describe the difference between norm- and criterion-referenced assessments.
Cognitive Domain: Knowledge
Answer Location: Assessment
Difficulty Level: Easy

30. 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
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Knowledge
Answer Location: Individualized Education Program
Difficulty Level: Easy

31. 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
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: Individuals With Disabilities Education Improvement Act of 2004
Difficulty Level: Easy

32. 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
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

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Cognitive Domain: Knowledge
Answer Location: Individualized Family Service Plan
Difficulty Level: Easy

33. How often is an individualized family service plan reviewed?
a. 60 days
b. 3 months
c. 6 months
d. Annually
Ans: C
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Knowledge
Answer Location: Individualized Family Service Plan
Difficulty Level: Easy

34. 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 these
Ans: A
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Comprehension
Answer Location: Individuals With Disabilities Education Act: 1975–1997
Difficulty Level: Easy

35. Select the educational setting that is least restrictive.
a. Separate school
b. Separate setting
c. Resource room
d. Regular class
Ans: D
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: A Cascade of Service Delivery Options
Difficulty Level: Easy

36. 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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Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Comprehension
Answer Location: A Cascade of Service Delivery Options
Difficulty Level: Easy

37. 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
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Comprehension
Answer Location: A Cascade of Service Delivery Options
Difficulty Level: Medium

38. 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
Learning Objective: Define *mainstreaming, least restrictive environment, regular education initiative,* and *full inclusion.*
Cognitive Domain: Knowledge
Answer Location: A Contemporary Challenge
Difficulty Level: Easy

39. 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
Learning Objective: Define *mainstreaming, least restrictive environment, regular education initiative,* and *full inclusion.*
Cognitive Domain: Knowledge
Answer Location: A Contemporary Challenge
Difficulty Level: Easy

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40. 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
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.
Cognitive Domain: Knowledge
Answer Location: Litigation and Legislation Affecting Special Education
Difficulty Level: Easy

41. 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
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.
Cognitive Domain: Comprehension
Answer Location: A Synopsis of Selected Court Cases Influencing Special Education Practice
Difficulty Level: Easy

42. As a result of the reauthorizations of IDEA, all of the following stipulations are true *except* this:
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
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Application
Answer Location: Individuals With Disabilities Education Act: 1975–1997
Difficulty Level: Medium

43. 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

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Ans: D
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Comprehension
Answer Location: Individuals With Disabilities Education Act: 1975–1997
Difficulty Level: Medium

44. 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
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Knowledge
Answer Location: Individuals With Disabilities Education Improvement Act of 2004
Difficulty Level: Easy

45. Under Section 504 of the Rehabilitation Act of 1973, all of the following would be considered "major life activities" *except* this:
a. Driving
b. Seeing
c. Learning
d. Walking
Ans: A
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Knowledge
Answer Location: Individuals With Disabilities Education Improvement Act of 2004
Difficulty Level: Medium

46. Which is a stipulation of NCLB 2001?
a. Annual testing of students K–8 is required.
b. Special education students are 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
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Application
Answer Location: No Child Left Behind Act of 2001
Difficulty Level: Easy

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

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hearing.
a. Waiting period
b. Resolution session
c. Suspension hearing
d. Time out
Ans: B
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.
Cognitive Domain: Knowledge
Answer Location: Individuals With Disabilities Education Improvement Act of 2004
Difficulty Level: Easy

48. Differences between pupils are an example of
a. intraindividual differences.
b. intermediate differences.
c. exceptional differences.
d. interindividual differences.
Ans: D
Learning Objective: Compare inter- and intraindividual differences.
Cognitive Domain: Comprehension
Answer Location: Identification and Assessment of Individual Differences
Difficulty Level: Easy

49. Which of the following is an example of intraindividual differences?
a. John is a terrific artist, but he has trouble doing pull-ups.
b. Caesar 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
Learning Objective: Compare inter- and intraindividual differences.
Cognitive Domain: Application
Answer Location: Referral and Assessment for Special Education
Difficulty Level: Medium

50. 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
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: Individualized Education Program
Difficulty Level: Easy

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51. Which of the following would be considered assessment accommodations?
a. Extended time
b. Use of special equipment
c. Frequent breaks
d. All of these
Ans: D
Learning Objective: Describe the difference between norm- and criterion-referenced assessments.
Cognitive Domain: Application
Answer Location: Individualized Education Program
Difficulty Level: Medium

52. 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
Learning Objective: Define *mainstreaming, least restrictive environment, regular education initiative,* and *full inclusion.*
Cognitive Domain: Comprehension
Answer Location: A Contemporary Challenge
Difficulty Level: Medium

53. Sources of student assessment information may include which of the following?
a. Observation
b. Interview
c. Work samples
d. All of these
Ans: D
Learning Objective: Describe the difference between norm- and criterion-referenced assessments.
Cognitive Domain: Comprehension
Answer Location: Referral and Assessment for Special Education
Difficulty Level: Medium

54. 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. distress
Ans: B

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Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Comprehension
Answer Location: Individualized Education Program
Difficulty Level: Medium

55. _____ percent of the referrals for special education services result in placement.
a. Twenty-five
b. Fifty
c. Seventy-five
d. Ninety
Ans: C
Learning Objective: Identify the steps in the referral process for the delivery of special education services.
Cognitive Domain: Knowledge
Answer Location: Assessment
Difficulty Level: Easy

56. _____ 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
Learning Objective: Describe the difference between norm- and criterion-referenced assessments.
Cognitive Domain: Knowledge
Answer Location: Assessment
Difficulty Level: Easy

57. 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
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Knowledge
Answer Location: Individualized Family Service Plan
Difficulty Level: Easy

58. 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)

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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
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Knowledge
Answer Location: No Child Left Behind Act of 2001
Difficulty Level: Medium

59. 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
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Application
Answer Location: Every Student Succeeds Act
Difficulty Level: Medium

60. 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
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Application
Answer Location: Individuals With Disabilities Education Act: 1975–1997
Difficulty Level: Medium

61. 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
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.
Cognitive Domain: Knowledge
Answer Location: Individuals With Disabilities Education Act: 1975–1997

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Difficulty Level: Easy

62. 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
Learning Objective: Define *mainstreaming, least restrictive environment, regular education initiative,* and *full inclusion.*
Cognitive Domain: Comprehension
Answer Location: No Child Left Behind Act of 2001
Difficulty Level: Easy

63. 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 objectives except for students evaluated via the alternate assessment.
d. Autism and traumatic brain injury are identified as discrete disability categories.
Ans: D
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Application
Answer Location: Every Student Succeeds Act
Difficulty Level: Medium

64. 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
Learning Objective: Identify the steps in the referral process for the delivery of special education services.
Cognitive Domain: Knowledge
Answer Location: Prereferral
Difficulty Level: Easy

65. 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

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c. Statement of measurable goals
d. Date of initiation of services
Ans: A
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Comprehension
Answer Location: Individualized Family Service Plan
Difficulty Level: Medium

66. 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
Learning Objective: Define *mainstreaming, least restrictive environment, regular education initiative,* and *full inclusion.*
Cognitive Domain: Comprehension
Answer Location: A Cascade of Service Delivery Options
Difficulty Level: Easy

67. 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
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.
Cognitive Domain: Knowledge
Answer Location: A Synopsis of Selected Court Cases Influencing Special Education Practice
Difficulty Level: Easy

Multiple Response

1. SELECT ALL THAT APPLY. As a result of several reauthorizations of IDEA,
a. services for individuals with disabilities have been expanded.
b. student and parent rights are clarified.
c. students with disabilities are provided one free meal a day.
d. discipline procedures are articulated.
Ans: A, B, and D

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Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004
Cognitive Domain: Comprehension
Answer Location: Public Law 94-142
Difficulty Level: Medium

2. SELECT ALL THAT APPLY. Provisions stipulated in IDEA 2004 include that
a. multiyear IEPs are permissible.
b. criteria for identifying students with specific learning disabilities were modified.
c. transition planning is included in the IEP when a student turns 18.
d. resolution sessions are required prior to a due process hearing.
Ans: A, B, and D
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004
Cognitive Domain: Comprehension
Answer Location: Individuals with Disabilities Education Improvement Act of 2004
Difficulty Level: Medium

3. SELECT ALL THAT APPLY. Prereferral interventions
a. must be approved by parents.
b. call for collaboration between general educators and other professionals.
c. are mandated by IDEA.
d. are used by general educators.
Ans: B and D
Learning Objective: Identify the steps in the referral process for the delivery of special education services
Cognitive Domain: Comprehension
Answer Location: Prereferral
Difficulty Level: Medium

4. SELECT ALL THAT APPLY. A referral for possible special education services may be initiated by
a. a general educator.
b. a parent.
c. the outcome of child-find efforts.
d. someone with no knowledge of the child.
Ans: A, B, and C
Learning Objective: Identify the steps in the referral process for the delivery of special education services
Cognitive Domain: Knowledge
Answer Location: Referral
Difficulty Level: Easy

True/False

1. Flexibility and freedom of movement are what allow the cascade of services to work.

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Ans: T
Learning Objective: Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.
Cognitive Domain: Comprehension
Answer Location: A Cascade of Service Delivery Options
Difficulty Level: Medium

2. Schools are not liable if they do not provide the services stipulated in the IEP.
Ans: F
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Knowledge
Answer Location: Individualized Education Program
Difficulty Level: Easy

3. The IEP triennial review can be waived if both the parents and school officials agree that the review is not necessary.
Ans: T
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Knowledge
Answer Location: Individualized Education Program
Difficulty Level: Easy

4. Data gleaned from criterion-referenced tests provide limited instructional information.
Ans: F
Learning Objective: Identify the difference between norm- and criterion-referenced assessments.
Cognitive Domain: Knowledge
Answer Location: Assessment
Difficulty Level: Easy

5. Norm-referenced tests compare a pupil's performance with that of a representative sample of children.
Ans: T
Learning Objective: Describe the difference between norm- and criterion-referenced assessments.
Cognitive Domain: Knowledge
Answer Location: Assessment
Difficulty Level: Easy

6. Litigation is the only reason we have recent changes in the procedures and practices currently being instituted in special education.
Ans: F
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.

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Cognitive Domain: Comprehension
Answer Location: Litigation and Legislation Affecting Special Education
Difficulty Level: Medium

7. Schools must justify the exclusion of students with disabilities for any period of time from the general education environment.
Ans: T
Learning Objective: Identify the steps in the referral process for the delivery of special education services.
Cognitive Domain: Knowledge
Answer Location: Individualized Education Program
Difficulty Level: Easy

8. All students eligible for special education services under IDEA are also eligible for accommodations under Section 504.
Ans: T
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Knowledge
Answer Location: Section 504 of the Rehabilitation Act of 1973
Difficulty Level: Easy

9. Judicial decisions and legislative enactments have been a major force in transforming the field of special education.
Ans: T
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.
Cognitive Domain: Knowledge
Answer Location: Litigation and Legislation Affecting Special Education
Difficulty Level: Easy

10. The individualized family service plan must be reviewed every 9 months.
Ans: F
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Knowledge
Answer Location: Individualized Family Service Plan
Difficulty Level: Easy

11. The Common Core State Standards (CCSS) do not apply to students receiving special education.
Ans: F
Learning Objective: Identify the steps in the referral process for the delivery of special education services.
Cognitive Domain: Knowledge

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Answer Location: Individuals With Disabilities Education Improvement Act of 2004
Difficulty Level: Easy

12. According to IDEA 2004, special education teachers are not required to have highly qualified teacher status.
Ans: F
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: Every Student Succeeds Act
Difficulty Level: Easy

13. IDEA 2004 requires that all students participate in statewide assessments.
Ans: F
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: Educational Reform: Standards-Based Education
Difficulty Level: Easy

14. IDEA 2004 dictates that a multitude of formal and informal tools are required during the assessment process.
Ans: T
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: Assessment
Difficulty Level: Easy

15. Eligibility standards are not different from state to state.
Ans: F
Learning Objective: Identify the steps in the referral process for the delivery of special education services.
Cognitive Domain: Comprehension
Answer Location: Individualized Education Program
Difficulty Level: Easy

16. The individualized education program and the placement recommendation should be formulated at the same time.
Ans: F
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Comprehension
Answer Location: Individualized Education Program
Difficulty Level: Easy

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17. Schools are liable if the goals in the IEP are not achieved.
Ans: F
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Comprehension
Answer Location: Individualized Education Program
Difficulty Level: Easy

18. The empowerment model is the basis for the construction of an effective individualized family service plan.
Ans: T
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Knowledge
Answer Location: Individualized Family Service Plan
Difficulty Level: Easy

19. Section 504 of the Rehabilitation Act of 1973 forbids discrimination against persons with disabilities in both the public and private sectors.
Ans: F
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Knowledge
Answer Location: Section 504 of the Rehabilitation Act of 1973
Difficulty Level: Easy

20. The philosophy of “zero reject” holds that all children, regardless of their disability, should be provided an appropriate education.
Ans: T
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Comprehension
Answer Location: Individuals With Disabilities Education Act: 1975–1997
Difficulty Level: Easy

21. PL 94-142 requires that parents participate fully in the decision-making process that affects their child's education.
Ans: T
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: Individuals With Disabilities Education Act: 1975–1997
Difficulty Level: Easy

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

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Ans: T
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: Individuals With Disabilities Education Act: 1975–1997
Difficulty Level: Easy

23. IDEA does not mandate parental consent for referral but does require consent for evaluation.
Ans: T
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: Referral
Difficulty Level: Easy

24. PL 94-142 requires services be provided for preschool children with disabilities.
Ans: F
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.
Cognitive Domain: Knowledge
Answer Location: Individuals With Disabilities Education Act: 1975–1997
Difficulty Level: Easy

25. NCLB 2001 stipulated that schools were expected to show annual yearly progress toward the goal of 100% proficiency in 2014.
Ans: T
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Knowledge
Answer Location: Educational Reform: Standards-Based Education
Difficulty Level: Easy

26. The purpose of the 504 Plan is to enable the students to receive a free appropriate public education.
Ans: T
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Knowledge
Answer Location: Section 504 of the Rehabilitation Act of 1973
Difficulty Level: Easy

27. Section 504 protects individuals with disabilities from discrimination throughout their life span.
Ans: T
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act

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of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Knowledge
Answer Location: Section 504 of the Rehabilitation Act of 1973
Difficulty Level: Easy

28. Norm-referenced assessments are especially helpful in pinpointing specific skills in which a student may require additional instruction.
Ans: F
Learning Objective: Describe the difference between norm- and criterion-referenced assessments.
Cognitive Domain: Comprehension
Answer Location: Assessment
Difficulty Level: Easy

Short Answer

1. 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
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.
Cognitive Domain: Knowledge
Answer Location: Individuals With Disabilities Education Act: 1975–1997
Difficulty Level: Easy

2. 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.
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Knowledge
Answer Location: Educational Reform: Standards-Based Education
Difficulty Level: Medium

3. 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

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activities; have a record of such impairment or be regarded as having such an impairment by others
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Knowledge
Answer Location: Section 504 of the Rehabilitation Act of 1973
Difficulty Level: Easy

4. 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.
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Comprehension
Answer Location: Individualized Education Program
Difficulty Level: Easy

5. 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
Learning Objective: Describe the difference between norm- and criterion-referenced assessments.
Cognitive Domain: Application
Answer Location: Identification and Assessment of Individual Differences
Difficulty Level: Medium

6. What sources of information can be used during the assessment process?
Ans: Observations, interviews, work samples, portfolios
Learning Objective: Identify the steps in the referral process for the delivery of special education services.
Cognitive Domain: Knowledge
Answer Location: Individualized Education Program
Difficulty Level: Easy

7. 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
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Knowledge
Answer Location: Individualized Education Program

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Difficulty Level: Easy

8. 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)
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Knowledge
Answer Location: Individualized Education Program
Difficulty Level: Easy

9. 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
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Application
Answer Location: Service Delivery Options: Where a Special Education Is Provided
Difficulty Level: Medium

10. 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
Learning Objective: Define *mainstreaming, least restrictive environment, regular education initiative,* and *full inclusion.*
Cognitive Domain: Knowledge
Answer Location: Service Delivery Options: Where a Special Education Is Provided
Difficulty Level: Easy

Essay

1. Discuss the impact of *Brown v. Board of Education of Topeka, Kansas* on the field of special education.
Ans: The Supreme Court reasoned that it was unlawful to discriminate against a group of individuals for arbitrary reasons. The Court specifically ruled that separate schools for black and white students were inherently unequal and thus unconstitutional. Furthermore, education was characterized as a fundamental function of government that should be afforded to all citizens on an equal basis. Though primarily recognized as striking down racial segregation, the thinking articulated in *Brown* was applied to the segregation of students with disabilities. The ruling provided the foundation of what we now know as inclusion.
Learning Objective: Identify the court cases that led to the enactment of PL 94-142.
Cognitive Domain: Application

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Answer Location: Litigation and Legislation Affecting Special Education
Difficulty Level: Hard

2. Identify and briefly explain each of the six major components of PL 94-142 that provide the foundation of special education in today's society.
Ans: 1. Free Appropriate Public Education: All children, regardless of the severity of their disability, must be provided with an education appropriate to their unique needs at no cost to the parent(s)/guardian(s).
2. Least Restrictive Environment: Children with disabilities are to be educated, to the maximum extent appropriate, with students without disabilities.
3. An individualized education program (IEP): an individually tailored statement describing an educational plan for each learner with exceptionalities
4. Procedural due process: Parent(s)/Guardian(s) have the right to confidentiality of records; to examine all records; to obtain an independent evaluation; to receive written notification of proposed changes to their child's educational classification or placement; and to an impartial hearing whenever disagreements arise regarding educational plans for their son/daughter.
5. Nondiscriminatory assessment: Prior to placement, a child must be evaluated by a multidisciplinary team.
6. Parental participation: PL 94-142 mandates meaningful parent involvement
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Application
Answer Location: Public Law 94-142
Difficulty Level: Medium

3. Discuss how a 504 Plan is different from an IEP.
Ans: The 504 Plan should include a statement of the pupil's strengths and needs, a list of necessary accommodations, and the individual(s) responsible for ensuring implementation. The purpose of the 504 Plan is to enable the student to receive a free appropriate public education.
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Analysis
Answer Location: Section 504
Difficulty Level: Medium

4. Discuss how an individual who is ineligible for a special education under IDEA may qualify for special assistance under Section 504.
Ans: According to Section 504, individuals are eligible for services if they (a) have a physical or mental impairment that substantially limits one or more major life activities; (b) have a record of such an impairment; or (c) are regarded as having such an impairment by others.
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Analysis

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Answer Location: Section 504
Difficulty Level: Medium

5. Discuss how PL 110-325 (The Americans with Disabilities Act Amendments of 2008) significantly changed the ADA.
Ans: The ADAA revises the definition of a disability in favor of a broader interpretation, thereby extending protections to greater numbers of individuals. It expressly overturns two Supreme Court decisions that had previously limited the meaning of the term disability. ADAA expands the definition of "major life activities" by including two noninclusive lists, the first of which includes activities such as reading, concentrating, and thinking. The second list includes major bodily functions such as functions of the immune system or neurological functioning.
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Application
Answer Location: Public Law 110-325 (Americans With Disabilities Act Amendments of 2008)
Difficulty Level: Hard

6. 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
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.

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Cognitive Domain: Comprehension
Answer Location: Key Judicial Decisions
Difficulty Level: Medium

7. 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
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Analysis
Answer Location: Civil Rights Legislation
Difficulty Level: Hard

8. 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
Learning Objective: Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.
Cognitive Domain: Analysis
Answer Location: No Child Left Behind Act of 2001
Difficulty Level: Hard

9. 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
Learning Objective: Compare inter- and intra-individual differences.

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Cognitive Domain: Analysis
Answer Location: Identification and Assessment of Individual Differences
Difficulty Level: Hard

10. 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
Learning Objective: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Comprehension
Answer Location: Elements of a Meaningful IEP
Difficulty Level: Medium

11. 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. be regarded as having such an impairment by others.
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Comprehension
Answer Location: Section 504 of the Rehabilitation Act of 1973
Difficulty Level: Medium

12. Discuss the differences among the concepts of least restrictive environment, regular education 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

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classroom.
Learning Objective: Define *mainstreaming, least restrictive environment, regular education initiative,* and *full inclusion.*
Cognitive Domain: Comprehension
Answer Location: Various
Difficulty Level: Medium

13. 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.
Learning Objective: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Comprehension
Answer Location: Section 504 of the Rehabilitation Act of 1973
Difficulty Level: Medium

14. 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 the contemporary litigation and legislation affecting special education is legally grounded in the precedents established by *Brown v. Board*.
Learning Objective: Identify the court cases that led to the enactment of Public Law 94-142.
Cognitive Domain: Comprehension
Answer Location: Litigation and Legislation Affecting Special Education
Difficulty Level: Medium

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