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ANSWER KEY 193
MESSAGE TO INSTRUCTORS

Dear Instructor,

Welcome to the instructor’s manual for the 10th edition of the textbook *Exceptional Children: An Introduction to Special Education*, written by William Heward. I have the special and exciting privilege of updating this resource. I have used the textbook for many years and continue to be impressed about the quality of the content. Although this book is tagged as an “intro” book, it makes for an excellent reference book for any course in special education. You will find an impressive amount of supplemental resources and information that can further enhance the course that you are teaching. Heward’s book, and this instructor’s manual, will make your students’ learning an enjoyable and productive experience.

Blanche Jackson Glimps, Ph.D.
Tennessee State University

SUGGESTED SPEAKERS, FIELD EXPERIENCES, STUDENT PRESENTATIONS, AND PROJECTS

The following list of suggested speakers, presentations, and projects should be relevant across all categories of exceptionality. These activities should extend the content of the text by giving students firsthand experience with exceptional children, their families, educational professionals, and issues that influence the direction of the field. I recommend developing a specific format for each of the activities to help students plan, organize, and produce a written report for the projects assigned.

**Interview or invite to speak in class:**

College students with exceptionalities

Suggested topics: the student’s educational history; academic, vocational, and social challenges; and advice to peers

Parents or other family members of children receiving special education services

Suggested topics: the family’s evaluation of special education services, suggestions for optimizing the educational experience, relationship with educational professionals, and insight into the joys and challenges of having an individual with disabilities as a family member

Special education teachers, related service personnel, administrators, and general education teachers who have been involved in educating students with disabilities in general education classrooms
Suggested topics: a discussion of the challenges, successes, and frustrations associated with working with students with disabilities, their families, and general education colleagues; professional responsibilities; classroom management and instructional practices; professional training; and perceived strengths and areas of growth of the special education process

Professionals such as speech therapists, occupational or physical therapists, school psychologists, adapted physical education specialists, vocational specialists, interpreters who use sign language, guidance counselors, or social workers who provide related services to children with disabilities

Suggested topics: job descriptions and responsibilities, challenges and successes, collaboration strategies, and their relationships with the child’s family; perceived challenges in the special education process

Community businesses that employ people with disabilities; coworkers of people with disabilities

Suggested topics: the employer’s motivation for hiring people with disabilities, training procedures used and modifications made, challenges and successes in hiring people with disabilities, and public perceptions of employees with disabilities

People from rehabilitation, employment, or mental health agencies who serve people with disabilities outside of school settings

Suggested topics: qualifications needed to work in their field, a typical workday, and the frustrations and rewards inherent in their work; collaboration strategies and challenges

Community members, attorneys, or politicians who have organized or participated in advocacy efforts for people with disabilities and their families

Suggested topics: barriers to educational and community access, support networks, advocacy practices; challenges involved in the advocacy process

People from the Office of Disability Services in postsecondary educational institutions

Suggested topics: barriers to student success at the postsecondary level; self-determination and transition skills needed by students with disabilities at this level; collaboration strategies and challenges

**Instructor-led field experience**

Visit a special education classroom, school, sheltered workshop, residential program, rehabilitation agency, or community-based employment setting representing each population of exceptional students.
Suggested activity: take a guided tour of the facilities. Observe/converse with teachers, client population, related service personnel, or adults being served; notice the structure and organization of the setting; observe instructional or behavioral management methods

**Student-initiated field experience**

Volunteer to work as a tutor, mentor, or aide in a setting in which people with disabilities are educated, housed, or employed.

Suggested activities: plan and present a lesson for one student or a small group of students. Collect intervention data and report on the progress of the student

Volunteer at a Special Olympics event or other function that promotes the abilities of children with disabilities outside of a school or employment setting.

Suggested activities: observe and write a report on the type and extent of the student’s involvement with peers without disabilities or others

Attend a meeting of a local advocacy group or other organization that represents people with disabilities.

Suggested activities: produce a report and present to the class on the organization’s goals and activities

Attend a conference, lecture, or workshop that addresses topics related to special education and students with disabilities.

Suggested activities: Produce a report on the topic of discussion and your reflections on the information

Attend a Very Special Arts activity, a concert, a theatrical performance, or other fine arts activities involving students with disabilities.

Suggested activities: Produce a report on the type of artwork displayed and the disability categories of the artists

**ALTERNATIVE ASSESSMENTS**

*Assessment* is the process of gathering evidence of what a student can do. *Evaluation* is the process of interpreting and making judgments and decisions based on this evidence. If the assessment is not sound, the evaluation will not be sound. The image of the twenty-first-century classroom is emerging as an authentic experience for learners. Instead of a
flat, one-dimensional “picture” in a folder, teachers can capture the vitality, movement, and physical and mental growth of students in a moving, vivid, three-dimensional “video.” The “video” is colorful, alive, and fluid. One can see students develop, change, and grow in every frame. And what is more important, students see themselves develop, change, and grow. This process of reflection prepares each student to emerge as a reflective practitioner. Assessment strategies include portfolios, performances and exhibitions, projects, learning logs and journals, observational checklists, graphic organizers, and rubrics.

**Portfolios.** A portfolio is a collection of a student’s work that connects separate items to form a clearer, more complete picture of the student as a lifelong learner. Portfolios can contain a repertoire of assessments. Varying types of assessments allow students to display many aspects of their capabilities. A portfolio contains several separate items that may not mean much by themselves, but when compiled together, they produce a more accurate and holistic portrait of the student.

**Performances and exhibitions.** Performances are applications of learning and are integral in the learning to transfer process. Business leaders have been critical of education because many students enter the workforce with the knowledge base of facts that have been memorized, but without the ability to perform the tasks necessary for the job. They cannot transfer their knowledge of skills to their application of skills in situations outside the classroom. Asking students to perform is certainly not an innovative educational strategy; teachers have been assessing performance for years. What has been missing in many cases, however, is the development of the criteria by which the performances are assessed.

**Projects.** A project is a formal assignment given to an individual student or a group of students on a topic related to the curriculum. The project may involve both in-class and out-of-class research and development. A project should be a learning activity, not primarily an evaluation activity. Students are encouraged to be creative and personal in developing their projects, and also work cooperatively with other students for extended periods of time.

**Learning logs and journals.** Learning logs and reflective journals have been used by teachers as formative ongoing assessment tools for years. Logs usually consist of short, more objective entries that contain problem-solving entries, observations, questions about lectures or readings, homework assignments, or anything that lends itself to keeping records. The response is usually brief, factual, and impersonal. Journals, on the other hand, are usually written in narrative form, are more subjective, and deal more with feelings, opinions, or personal experiences. Both offer valuable evidence when evaluating students over time.

**Graphic organizers.** Graphic organizers are mental maps that represent key skills like sequencing, comparing and contrasting, and classifying and that involve students in active thinking. These mental maps depict complex relationships and promote clearer understanding of content lessons. Graphic organizers such as webs, Venn diagrams, and
concept maps, as well as many others, help students make their thinking visible.

Rubrics. Rubrics allow assessment to be more objective and consistent by focusing the teacher on clarifying criteria in specific terms and clearly indicating how work will be evaluated. This effort will promote student awareness about criteria, as well as provide feedback on instructional effectiveness. When creating a rubric, one needs to (1) review the standards, outcomes, and objectives the rubric is to assess; (2) establish criteria that will be used to judge the product or performance; (3) make a frame by deciding on the major categories and/or subcategories the rubric will address; (4) describe the different levels of performance that match each criterion (give indicators that the criterion has been met); (5) test the rubric to see if it is understandable; and (6) revise the rubric as necessary. The following activity may prove beneficial.

Class Performance

Select a partner.
Select a student performance.
Use the rubric template.
Fill in the criteria. Be sure to use the objective or behavior (categories), range level, and the degree to which it has been met.
Provide indicators for each level (specific descriptions of expected student performance at each level.
Use the rubric to assess your product.
Prepare to share your rubric with the class.
CHAPTER GUIDES

CHAPTER 1

THE PURPOSE AND PROMISE OF SPECIAL EDUCATION

Focus Questions __________________________________________

• When is special education needed? How do we know?

Special education is individualized purposeful intervention designed to help students with disabilities become more independent and successful in school and society. Special education is needed when the physical attributes and/or learning abilities of students differ from the norm to such an extent that an individual educational program is required to meet their needs. How is the need for special education determined? Children in need of special education are usually identified by parents, teachers, and/or assessment instruments. When a child is not progressing as expected and not responding to attempts at remediation, multifactored nondiscriminatory assessments can be administered to determine eligibility for special education services.

• If disability labels do not tell us what and how to teach, why are they used in special education?

Some educators argue that a system of classifying children with exceptionalities is a prerequisite to providing the special programs these children require. Labeling allows advocates to make the needs of exceptional children more visible to the public, helps professionals communicate with one another, and may lead to a protective response from peers. Other educators propose alternative approaches to classifying children with exceptionalities that focus on educationally relevant variables, like the curriculum and skill areas that they need to learn.

• Why have court cases and federal legislation been required to ensure that children with disabilities receive a free appropriate education?

Prior to 1975, schools were allowed to deny enrollment to children with disabilities. When schools began to accept children with disabilities, they often attended isolated classrooms away from the typically developing children. Providing equal educational opportunities and services for children with disabilities closely parallels the struggle by historically underrepresented groups to gain access to and enjoy the rights to which all Americans are entitled. An awareness of the barriers that have deprived these children of equal educational opportunity is important. Judicial and legislative action has been necessary to establish universal rights for children with disabilities. Our work as special educators is most often performed in local schools, but it is supported and guided by federal and state law.

• How can a special educator provide all three kinds of intervention—preventive, remedial, and compensatory—on behalf of an individual child?
Special educators must provide the kinds of intervention that will be most beneficial for each individual learner. Preventative interventions can keep potential problems from becoming disabilities. Remediation helps to eliminate the effects of a disability, and compensatory intervention allows a student to perform a skill despite his or her disability. Preventative efforts are relatively new, and their effects will not likely be felt for many years. In the meantime, we must count on remedial and compensatory efforts to help people with disabilities achieve fuller and more independent lives.

- **In what ways do general and special education differ? Are those differences important? If so, why and how?**

Ultimately, *teaching* is what special education is most about. But the same can be said of all of education. Teachers with a special education certification are specially trained to do special things with special students. Special education can sometimes be differentiated from general education by its curriculum—that is, by what is taught. Some children need intensive, systematic instruction to learn skills that typically developing children acquire without instruction. Special education also differs from general education by its use of specialized, or adapted, materials and methods. Other features that often distinguish special education teaching from instruction in general education are its precision, focus, intensity, and frequency of student progress measures. Special education can sometimes be identified (but not defined) by where it takes place. Although the majority of children with disabilities spend most of the school day in general education classrooms, others are in separate classrooms or separate residential and day schools. The differences between general and special education are important. General education is an entitlement for all students. Special education is reserved for students with disabilities who need special education and related services to perform to their optimal capacity.

**Discussion Questions**

1. What experiences have you had in your life with people with disabilities?

2. Children with exceptionalities are more like other children than they are different. What specific examples illustrate this point?

3. Why do you think due process provisions are an important component of special education legislation?

4. The number of children who receive special education increases from ages 3 through 9. The number served decreases gradually with each successive age year after age 9 until age 17. Thereafter, the number of students receiving special education decreases sharply. What are possible reasons for this decrease?

5. If disability labels provide little or no useful information for planning and delivering instruction, what alternative to labeling would you suggest?

6. To what extent should schools provide services to students with disabilities in the general
education classroom?

7. What is special education and how does it differ from general education?

Activities _________________________________________________________________

In-Class Activities:

Think, Pair, Share

Allow students to share any preconceived notions about teaching students with disabilities. This can be done as a “Think, Pair, Share” activity. First, students will think about the assignment and write down ideas (no longer than 5 minutes). Second, students are asked to pair with another individual in the class. Finally, they take turns sharing with each other their ideas. An extension to the activity is to have the “listener” of the pair speak for the “speaker.” This requires listening to, rather than simply hearing, another person’s point of view.

Small-Group Activity: When Does a Disability Become a Handicap?

A disability limits the ability to perform certain tasks (e.g., seeing, reading, walking). A handicap refers to a problem a person with a disability encounters when interacting with the environment. For example, a child with an artificial limb may be handicapped when competing with peers without disabilities in a basketball game, but not handicapped when competing academically in the classroom. Generate with your group a list of five types of disabilities. For each disability, describe the circumstances of the environment under which the disability might become a handicap, and the circumstances under which the disability is not a handicap.

Small-Group Activity: Discuss Your Experiences With People With Disabilities

In your small group, discuss the following questions related to your experiences with people with disabilities. What experiences have you had in your life with individuals with disabilities? What type of emotional responses have you had when you have seen individuals with disabilities? What preconceived notions have you had about people with disabilities in the past? Have a member of the group record notes. This activity will be followed by a whole-class discussion. At the end of the small-group discussion, report to the class the common and unusual experiences for you and your group members.

Individual Homework Assignment:

Have students read the prologue of Heward’s personal philosophy of education. Then have them write a one- to two-page personal philosophy.

Current Issues and Future Trends ____________________________________________
“What’s in a Name? The Labels and Language of Special Education” presents an enlightening commentary on the challenge and importance of changing attitudes and values toward individuals with disabilities. Write your responses to the following questions: How does the practice of changing labels affect people with and without disabilities? How can the use of labels both help and hinder children with exceptionalities?

**Supplemental Resources**


**Websites**

- Council for Exceptional Children  
  http://www.cec.sped.org
- Division of Developmental Disabilities (DSHS) Resource Links  
  http://www1.dshs.wa.gov/ddd/links.shtml
- Museum of Disability History  
  http://www.museumofdisability.org/
- National Dissemination Center for Children With Disabilities  
  http://www.nichcy.org
- Special Education News and Resources  
  http://www.specialednews.com/
- U.S. Office of Special Education and Rehabilitation Services  
  http://www.ed.gov/about/offices/list/osers/index.html
- WrightsLaw  
  http://www.wrightslaw.com/
TEST BANK

CHAPTER 1

MULTIPLE CHOICE

1) Which of the following is not included in the term “exceptional children”?
   A) children with addicted mothers
   B) children with behavior problems
   C) children with physical disabilities
   D) children with sensory impairments

2) Julia was diagnosed with bone cancer at the age of six. It was necessary for doctors to amputate her right leg below the knee. According to current terminology, Julia is
   A) at-risk
   B) challenged
   C) handicapped
   D) impaired

3) Carlos is a high school student in a wheelchair. He participates in advanced placement math and science classes and does well in other subjects. He feels awkward in PE because he is unable to fully participate in sports such as basketball. According to current terminology, Carlos is
   A) at-risk
   B) challenged
   C) handicapped
   D) impaired

4) Exceptional children
   A) differ slightly from the norm
   B) need individually designed instruction
   C) cannot benefit from general education
   D) outgrow their problems by the time they reach adulthood

5) Which of the following statements about handicaps is/are true?
   A) Handicaps are usually physical.
   B) Handicaps pose problems in most environments.
   C) Handicaps may result from the negative attitudes of others.
   D) Handicaps are usually evident at birth or shortly after birth.

6) Which of the following statements about gender and special education is/are true?
   A) Twice as many boys receive special education services.
   B) Twice as many girls receive special education services.
   C) Three times as many boys receive special education services.
   D) An equal number of boys and girls receive special education services.
7) What percentage of the school-age population ages 6–17 consists of students with disabilities in special education?
   A) 2%
   B) 5%
   C) 12%
   D) 30%

8) Which of the following is the largest disability category in special education?
   A) autism
   B) emotional disturbance
   C) intellectual disabilities
   D) learning disabilities

9) Which of the following reflects the change in the number of students with autism over the past 10 years?
   A) The number has tripled.
   B) The number has decreased.
   C) There has been very little change.
   D) There are ten times as many students.

10) The category *Developmentally Delayed* applies to children from the ages of
   A) 0–2
   B) 3–5
   C) 3–9
   D) 5–9

11) Travis is a third grade student with an intellectual disability. He has just been placed in Mrs. Kinard’s third grade class. Students in his class are learning their multiplication facts. Travis is eager to participate in class but instead of allowing Travis to do the same activity as the other students, Mrs. Kinard gives him a worksheet that she obtained from a colleague who teaches kindergarten. Which of the disadvantages of labeling is/are exemplified by her actions?
   A) The label is being used to explain his behavior.
   B) The label has caused her to have lower expectations.
   C) The label has caused her to ridicule and reject Travis.
   D) The label has caused her to waste both time and money.

12) Prior to the 1970’s
   A) students with disabilities could not enroll in public schools
   B) students with disabilities had individualized education plans
   C) students with disabilities were educated in segregated settings
   D) students with disabilities were routinely included in general education classes
13) PARC v. Commonwealth of Pennsylvania (1972) granted a free appropriate public education to
   A) all students with disabilities
   B) students with intellectual disabilities
   C) students with speech and language impairments
   D) students who were previously deemed unable to benefit from instruction

14) Which of the following is/are not required by the Individuals with Disabilities Act?
   A) due process safeguards
   B) an individualized education plan
   C) education to the greatest extent possible with nondisabled peers
   D) a free appropriate education for students who are gifted and talented

15) Which principle of IDEA states that no child with a disability can be excluded from a free appropriate public education?
   A) zero reject
   B) due process
   C) mainstreaming
   D) full inclusion

16) Hector and his family came to the United States from Cuba last year. Hector speaks only Spanish and seems unable to learn English despite extended help from an ESL teacher. He is failing all subjects in second grade except for Art and P.E. He was recently evaluated for the possibility of an intellectual disability. The school psychologist administered an intelligence test in Spanish. Scores indicated that Hector is functioning in the mentally deficient range. Based on these findings, the IEP team is recommending that Hector receive special education services as a student with an intellectual disability. Did Hector receive a nondiscriminatory evaluation as required by IDEA?
   A) No; only one test was administered.
   B) No; the psychologist was a stranger to Hector.
   C) Yes; the testing was done in Hector’s native language.
   D) Yes; the IEP team recommended that Hector receive services.

17) Which of the following is/ are true regarding a free appropriate public education (FAPE) under IDEA?
   A) Parents may choose their child’s school.
   B) Students must attend the school closest to their home.
   C) Students are entitled to an individualized education program.
   D) Parents are expected to pay for related services such as physical therapy.

18) All of the following are examples of related services except
   A) therapeutic recreation services
   B) transportation to scheduled doctor visits
   C) speech and language services to prevent communicative problems
   D) orientation and mobility services for blind or visually impaired students
19) According to the least restrictive environment (LRE) principle of IDEA, students with disabilities
   A) must be included in nonacademic classes
   B) must be included in school events such as assemblies and field trips
   C) must be provided with a continuum of alternative placements and services
   D) must be served in the resource room before they can be served in self-contained classes

20) All of the following are procedural safeguards granted by IDEA except
   A) parental consent is required for evaluation and placement decisions
   B) the right to attorney fees for parents who request a due process hearing
   C) the right an independent evaluation at public expense when parents disagree with results of
      an evaluation conducted by a school district
   D) the right to reasonable attorney fees for school districts who have prevailed in frivolous
      lawsuits by parents

21) Which of the following statements about parental participation and shared decision making
    is/are true?
   A) Input from the parent is required.
   B) Input from the student is invited when appropriate.
   C) Parents and students have input on services but not on placements.
   D) Parents and students prevail when there is a disagreement between the school and the
      family.

22) P. L. 99–457 extended the services provided to school-aged children with disabilities and
    required states to serve children ages
   A) 0–3
   B) 0–5
   C) 3–5
   D) 18–21

23) Early intervention services
    A) must be requested by parents
    B) must be funded by individual states
    C) are mandated for infants and toddlers experiencing developmental delays
    D) are prescribed and implemented according to an individualized family service plan
       (IFSP)

24) Amelia is a student with autism. She does not speak. Instead she types what she wants to say
    into a device that converts the text to speech. The device helps Amelia to express her desires
    and needs. This is an example of
    A) assistive technology
    B) an instructional strategy
    C) interdisciplinary services
    D) universal design for learning
25) According to current research, which of the following is not an outcome associated with fluency?
   A) decreased generalization
   B) greater endurance
   C) improved retention
   D) improved application

26) Mrs. Epstein is a middle school science teacher. She is trying to build fluency with science vocabulary so she has constructed a deck of cards with the vocabulary words on one side and the definitions of the words on the other side. Students take turns defining as many words as they can in one minute. What fluency building activity is Mrs. Epstein using?
   A) peer controlled learning
   B) repeated reading
   C) SAFMEDS
   D) time trials

27) Which of the following court cases sought extended school year services for students with disabilities who regressed during usual school breaks?
   A) Brown v. Board of Education (1954)
   B) Stuart v. Nappi (1978)
   C) Armstrong v. Kline (1979)

28) Which of the following court rulings declared that school districts could not be compelled to provide costly related services if a student with a disability made adequate progress in general education without those services?
   A) Honig v. Doe
   B) Stuart v. Nappi
   C) Armstrong v. Kline
   D) Board of Education of the Hendrick Hudson Central School District v. Rowley

29) According to the IDEA amendments of 1997 a manifestation determination hearing must be conducted
   A) each time a student with a disability is suspended
   B) only when a student with a disability is recommended for expulsion
   C) when a student with a disability has been suspended in excess of 10 days
   D) when the behavior that resulted in the suspension or expulsion is related to the student’s disability

30) Isaac is a student with a disability who belongs to a neighborhood gang. He is involved in an argument with another student in math class. Later that night, Isaac attends a school sponsored football game. Other students report that Isaac has a gun and is threatening to shoot the student he argued with earlier. Isaac is removed from the football game. Members of the IEP team decide to place Isaac at an alternative school for 45 days. Were Isaac’s rights violated?
   A) No; the IEP made the decision to remove Isaac so multiple perspectives were considered.
B) No; schools have the right to remove students who bring weapons to school without a hearing.
C) Yes; a student with a disability cannot be removed from school for more than 10 days.
D) Yes; a manifestation determination hearing must be conducted before Isaac can be removed.

31) Programs for gifted and talented students
   A) are chronically underfunded
   B) are supported with funds from IDEA
   C) receive an equal share of the K–12 education budget
   D) are supported with funds from higher education agencies

32) In what way(s) are IDEA and Section 504 of the Rehabilitation Act of 1973 alike?
   A) They are both civil rights laws.
   B) They both provide funds for people with disabilities.
   C) They both require placement in the most integrated setting possible.
   D) They both require public schools and colleges to provide barrier-free environments.

33) Which of the following is not defined as a major life activity in the Americans with Disabilities Act?
   A) caring for oneself
   B) enjoying leisure time
   C) walking
   D) working

34) The ultimate goal of No Child Left Behind is
   A) to identify poorly performing schools
   B) that all teachers will be licensed by 2014
   C) to reduce funding to poorly performing schools
   D) that all children will be proficient in all subject matter by 2014.

35) No Child Left Behind places special emphasis on determining what educational programs and practices
   A) are preferred by parents
   B) are preferred by teachers
   C) meet the needs of most children most of the time
   D) have clearly demonstrated effectiveness through research

36) Which of the following is a characteristic of primary prevention?
   A) It is designed to reduce the prevalence of disabilities.
   B) It is designed to reduce the number of new cases of disabilities.
   C) It is designed for people who are already affected by a problem.
   D) It is designed to prevent the effects of a disability from worsening.

37) Maurice has cerebral palsy and is physically unable to speak. His teacher helps him to learn to use a communication board. What type of intervention is this?
   A) compensatory
B) preventive  
C) rehabilitative  
D) remedial

38) Ms. Frost gives oral reading fluency tests every week to all her first graders. The lowest performing students receive special reading tutoring until they are reading at a minimally acceptable level. What type of intervention is this?  
A) compensatory  
B) intensive  
C) preventive  
D) remedial

39) All of the following are features of special education curriculum except  
A) self-care skills are sometime taught  
B) functional skills are sometimes taught  
C) objectives are aligned to state standards  
D) instruction may be intensive and systematic

40) Which is not a defining feature of special education instruction?  
A) intensive  
B) segregated  
C) goal-directed  
D) individualized

SHORT ANSWER

1) List the six major principles of IDEA.  
2) Comprehensive coordinated services provided to infants and toddlers with disabilities and their families is known as  
3) How is funding for Gifted and Talented programs different from special education funding?  
4) List the six educational placements for students with disabilities in order from least restrictive to most restrictive.  
5) What is assistive technology?  
6) Which court case established that a student cannot be placed in special education based on tests given in a language other than the child’s native language?  
7) Which court case declared tracking—the practice of placing students into certain classes based on IQ scores—unconstitutional?  
8) What constitutes a functional curriculum?  
9) What is an alternate assessment?  
10) List the three levels of preventive intervention and briefly describe each.

TRUE/FALSE

1) The terms *impairment*, *disability*, and *handicap* are synonymous.  
2) Exceptional children are more like other children than they are different.
3) About twice as many males as females receive special education services.
4) Special education is mandated for gifted and talented children under IDEA.
5) The six major principles of IDEA have remained virtually the same since 1975.
6) Parents or guardians are responsible for informing school administrators of their child’s disability.
7) Related services provided under IDEA are only for students.
8) There has been a decrease in the number of due process hearings in recent years.
9) All students with disabilities receive extended school year services as part of their IEPs.
10) Section 504 of the Rehabilitation Act of 1973 requires a barrier-free environment for students with disabilities.
11) Companies offering telecommunications services to the general public must offer TRS services to people with disabilities 24 hours a day, 7 days a week.
12) Students with disabilities are exempt from the requirements of No Child Left Behind.

**ESSAY**

1) Compare and contrast the terms *disability, handicap and impairment.*
2) List the dimensions (defining characteristics) of special education and describe/explain at least four of them.
3) Discuss the history of special education from the early 1900s to the present. Be sure to include landmark court cases in your discussion.
4) Do you think that labels help or hurt students with disabilities? Support your answer with examples.
ANSWER KEY:

CHAPTER 1

MULTIPLE CHOICE

2) D  10) D  18) B  26) C  34) D
4) B  12) C  20) B  28) D  36) B
5) C  13) B  21) B  29) C  37) A
6) A  14) D  22) C  30) B  38) D

SHORT ANSWER

1) • zero reject
   • least restrictive environment
   • free appropriate public education
   • due process safeguards
   • nondiscriminatory identification and evaluation
   • parent and student participation and shared decision making

2) early intervention

3) Programs for the Gifted and Talented have minimal funding directed at underrepresented groups. Special Education is funded with money from the federal government though it is underfunded.

4) • regular classroom
   • resource room
   • separate classroom
   • separate school
   • residential facility
   • homebound hospital

5) Assistive technology includes any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.


7) Hobson v. Hansen (1967)
8) A curriculum that provides students with disabilities the knowledge and skills that they need to be successful and independent in home, community and work settings.

9) An alternate assessment is one used in place of statewide tests for students with severe disabilities. It may be a video or a portfolio demonstrating improvements in skills.

10) • primary—reduce the number of new cases
    • secondary—reduce the number of existing cases
    • tertiary—prevent the effects of a disability from worsening

TRUE/FALSE

1) False 7) False
2) True 8) False
3) True 9) False
4) False 10) False
5) True 11) True
6) False 12) False

ESSAY

1) Answers will vary but all three terms describe limitations. An impairment refers to the loss of, or reduced function of, a body part or major organ. A disability is present when an impairment restricts a person’s ability to perform certain tasks. A handicap is present when an impaired or disabled person experiences a problem with the environment, which may include the attitudes of others.

2) Answers will vary but should include four of the following:
   • individually planned
     - learning goals and objectives selected for each student based on assessment results and input from parents and students
     - teaching methods and instructional materials selected and/or adapted for each student
     - setting(s) where instruction will occur determined relative to opportunities for student to learn and use targeted skills
   • specialized
     - sometimes involves unique or adapted teaching procedures seldom used in general education (e.g., constant time delay, token reinforcement, self-monitoring)
     - incorporates a variety of instructional materials and supports—both natural and contrived—to help student acquire and use targeted learning objectives
     - related services (e.g., audiology, physical therapy) provided as needed
   • intensive
     - instruction presented with attention to detail, precision, structure, clarity, and repeated practice
- relentless, urgent” instruction
- efforts made to provide incidental, naturalistic opportunities for student to use targeted knowledge and skills

- goal-directed
  - purposeful instruction intended to help student achieve the greatest possible personal self-sufficiency and success in present and future environments
  - value/goodness of instruction determined by student’s attainment of learning outcomes

- research-based methods
  - recognition that not all teaching approaches are equally effective instructional programs and teaching procedures selected on basis of research support

- guided by student performance
  - results of frequent and direct measures of student learning used to inform modifications in instruction

3) Answers will vary but should include the following points
- Prior to the 1970s schools could legally exclude students with disabilities.
- Services were provided in segregated settings.
- Supreme Court ruled that education must be available to all children on equal terms.
- Parents of students with disabilities wanted equal protection for their children.
- 1972 PARC v. Commonwealth of Pennsylvania court ruled that students with intellectual disabilities entitled to a free appropriate public education.
- 1975 Congress passes P. L. 94-142 granting a free and appropriate public education to all students with disabilities.
- This law has been amended many times, with the most recent reauthorization in 2004.

4) Answers will vary but “HELPS” may include:
- 1st step in dealing with a disability
- may lead to acceptance of exceptional children by peers
- helps professionals communicate regarding research findings
- funding often based on specific category labels
- advocacy groups can spur legislative action (current examples)
- helps make the exceptional children’s needs more visible (e.g., Jerry’s kids)
- “HURTS” may include:
  - doesn’t help teachers know how or what to teach
  - focus on deficits
  - may lead to stigmatization
  - may negatively affect self-esteem
  - may cause others to hold low expectations for the exceptional child
  - may acquire role of explanatory construct, dismissing need to remediate
  - diminishes uniqueness of each child
  - suggests a problem with child, reducing focus on instructional variables as a cause of problems
  - disproportionate number of minority children labeled
  - may have some permanence
• costs a lot of money to label

5) Answers will vary but should include details of the following:
• All three laws were enacted to help people with disabilities.
• IDEA is a funding statute whereas Section 504 and ADA are civil rights laws.
• The provisions of IDEA apply to education and to people with disabilities ages birth-21 whereas Section 504 applies to all people with disabilities and applies in education, employment, and other settings.
• The ADA extends civil rights protection of people with disabilities to private-sector employment, public services and accommodation, transportation, and telecommunications.
• IDEA has strict eligibility guidelines and people with disabilities must qualify for services in one of 13 categories of disability.
• A person is considered disabled under ADA if he/she has a physical or mental impairment that substantially limits a major life function, has a record of such an impairment, or is regarded as having an impairment.
• IDEA specific mandates such as a FAPE, related services, procedural safeguards
• Section 504 provides reasonable accommodations and access to facilities.
• ADA accessibility provisions are limited to the areas of employment (More than 15 employees) public entities, public accommodations and commercial facilities and telecommunications.