

Exceptional Learners: An Introduction to Special Education

CHAPTER 1 Exceptionality and Special Education

1.1 Multiple Choice

1) In comparison to typical students, students with exceptionalities

- A) have both similarities and differences.
- B) are similar in almost every way.
- C) are different in almost every way.
- D) have the same instructional needs, but differ in ability level.

Answer: A

Diff: 2 Type: MC Page Ref: 3

Topic: Getting Oriented

Skill: Comprehension

2) In order to best serve the needs of students with exceptionalities, we should focus on

- A) their greatest areas of need.
- B) their diagnosis.
- C) their abilities.
- D) their label.

Answer: C

Diff: 2 Type: MC Page Ref: 4

Topic: The Importance of Abilities

Skill: Comprehension

3) Which one of the following descriptions distinguishes best between an exceptionality and a handicap?

- A) Exceptionalities are functional impairments, while handicaps are disadvantages imposed on an individual.
- B) Exceptionalities are more severe than handicaps.
- C) Handicaps are caused by disabilities.
- D) There is no real difference between the two; the terms are interchangeable.

Answer: A

Diff: 2 Type: MC Page Ref: 4-5

Topic: Exceptionality versus Handicap

Skill: Comprehension

4) Blaire uses a wheel chair for mobility. She is a member of her high school's varsity cheer leading squad. For purposes of cheer leading, Blaire would be considered to have

- A) an exceptionality.
- B) a handicap.
- C) an exceptionality and a handicap.
- D) neither an exceptionality nor a handicap.

Answer: A

Diff: 3 Type: MC Page Ref: 4-5

Topic: Exceptionality versus Handicap

Skill: Application

5) A six-month-old child who cannot walk or talk would best be described as having a(n)

- A) disability.
- B) age appropriate exceptionality.
- C) age-appropriate inability.
- D) instructional inability.

Answer: C

Diff: 1 Type: MC Page Ref: 5

Topic: Disability versus Inability

Skill: Application

6) In Canada, there has been a shift away from terms such as "disabled" or "handicapped" and towards the term "exceptional" because

- A) these terms are derogatory.
- B) these are American terms.
- C) students can't both have an exceptionality and be and gifted.
- D) there is an increasing focus on student strengths.

Answer: D

Diff: 1 Type: MC Page Ref: 6

Topic: Educational Definition

Skill: Comprehension

7) All of the following are important to include in an educational definition of 'exceptional learners' EXCEPT

- A) students must have a recognized exceptionality.
- B) diversity of characteristics.
- C) need for special education.
- D) exceptionalities may vary in their effect on educational progress.

Answer: A

Diff: 1 Type: MC Page Ref: 6

Topic: Educational Definition

Skill: Comprehension

8) Although no two students are alike, to be considered "exceptional" for purposes of their school program, students must

- A) have an exceptionality related to their academic progress.
- B) need some extra time to complete assignments
- C) require special educational services to achieve their potential.
- D) have a history of school failure.

Answer: C

Diff: 1 Type: MC Page Ref: 6

Topic: Educational Definition

Skill: Knowledge

9) In order for special education to be most effective, all of the following should occur EXCEPT

- A) students should be identified early.
- B) parents should be involved in decision-making.
- C) students should be in the least restrictive environment.
- D) students should be treated the same as their peers.

Answer: D

Diff: 2 Type: MC Page Ref: 6

Topic: Educational Definition

Skill: Comprehension

10) When special education works as it should, the outcome for students is

- A) the ability to hide their exceptionalities.
- B) the eradication of their exceptionalities.
- C) to be with students more like themselves.
- D) improved achievement and behaviour.

Answer: D

Diff: 1 Type: MC Page Ref: 6

Topic: Educational Definition

Skill: Knowledge

11) Which one of the following students most resembles the "typical" student who receives special education services?

- A) Joe is a high school student with a physical disability.
- B) Lisa is an elementary school student with an intellectual disability.
- C) Edna is a middle or junior high school student with a learning disability.
- D) Sam is an elementary school student with a learning disability.

Answer: D

Diff: 3 Type: MC Page Ref: 6

Topic: Educational Definition

Skill: Application

12) Prevalence refers to

- A) the number of individuals having a particular exceptionality.
- B) the probability of having a child with a particular exceptionality.
- C) the percentage of a population having a particular exceptionality.
- D) the distribution of exceptionalities across different segments of the population.

Answer: C

Diff: 1 Type: MC Page Ref: 7

Topic: Prevalence

Skill: Knowledge

13) The number of students identified as having a learning disability

- A) has more than doubled since the mid-1970s.
- B) now makes up about one third of the number of students receiving special education.
- C) has remained fairly stable during the past 30 years.
- D) has more than tripled since the mid-1980s.

Answer: A

Diff: 1 Type: MC Page Ref: 7

Topic: Prevalence

Skill: Knowledge

14) Determining the number of students with exceptionalities is complicated because

- A) definitions are vague.
- B) definitions change frequently.
- C) schools differ in how they identify exceptionalities.
- D) all of the above.

Answer: D

Diff: 1 Type: MC Page Ref: 7

Topic: Prevalence

Skill: Knowledge

15) Examples of high-incidence exceptionalities include all of the following EXCEPT

- A) communication disorders.
- B) learning disabilities.
- C) autism spectrum disorder.
- D) mild intellectual disabilities.

Answer: C

Diff: 2 Type: MC Page Ref: 7

Topic: Prevalence

Skill: Knowledge

16) The most dramatic increases in prevalence figures of the past two decades were in the numbers of children identified as having

- A) learning disabilities.
- B) intellectual disabilities.
- C) physical disabilities.
- D) autism or traumatic brain injury.

Answer: D

Diff: 1 Type: MC Page Ref: 7

Topic: Prevalence

Skill: Knowledge

17) Increases in autism have probably resulted from

- A) a national epidemic.
- B) improved identification procedures.
- C) increases in TV watching.
- D) changes in the definition of autism.

Answer: B

Diff: 1 Type: MC Page Ref: 7

Topic: Prevalence

Skill: Knowledge

18) Which one of the following provides the best definition of special education?

- A) Special education uses special equipment and materials.
- B) Special education meets individual needs of exceptional students.
- C) Special education is delivered by a certified special education teacher.
- D) Special education provides greater structure and smaller classes.

Answer: B

Diff: 1 Type: MC Page Ref: 8

Topic: Definition

Skill: Knowledge

19) According to the authors, compared to general education, special education offers all of the following EXCEPT

- A) greater intensity of instruction.
- B) lower teacher-pupil ratio.
- C) closer monitoring of progress.
- D) a more constructivist approach.

Answer: D

Diff: 1 Type: MC Page Ref: 8

Topic: Definition

Skill: Knowledge

- 20) The single most important goal of special education is
- A) identifying the types of exceptionalities.
 - B) placing all students in the regular classroom for the entire day.
 - C) finding and capitalizing on exceptional student's abilities.
 - D) preventing exceptionalities.

Answer: C

Diff: 1 Type: MC Page Ref: 8

Topic: Definition

Skill: Knowledge

- 21) Educational services and placement for exceptional students depends on
- A) student characteristics and school/community resources.
 - B) teacher attitudes and student preferences.
 - C) both student and parental preferences.
 - D) the category of exceptionality and parental preferences.

Answer: A

Diff: 2 Type: MC Page Ref: 8

Topic: Providing Special Education

Skill: Comprehension

- 22) The special education intervention that requires the least specialized environment is
- A) consultation by a special educator.
 - B) instruction by an itinerant teacher.
 - C) instruction in a resource room.
 - D) instruction by a regular classroom teacher.

Answer: D

Diff: 1 Type: MC Page Ref: 9

Topic: Providing Special Education

Skill: Knowledge

- 23) Of the following, the special education intervention that highest level of specialization is
- A) instruction by an itinerant teacher.
 - B) instruction by a resource teacher.
 - C) consultation by a special educator.
 - D) instruction in a self-contained special education classroom.

Answer: D

Diff: 2 Type: MC Page Ref: 9

Topic: Providing Special Education

Skill: Comprehension

24) Mr. Pond's teaching job requires him to move from school to school, visiting classrooms to instruct students with exceptionalities and to consult with regular classroom teachers. What job does Mr. Pond have?

- A) He is a resource teacher.
- B) He is a speech and language consultant.
- C) He is an itinerant teacher.
- D) He is a school psychologist.

Answer: C

Diff: 2 Type: MC Page Ref: 9

Topic: Providing Special Education

Skill: Comprehension

25) Leslie is enrolled in a regular classroom, but works with a special education teacher in a special education classroom for an hour a day. What type of special education services does Leslie receive?

- A) She receives itinerant services.
- B) She receives resource services.
- C) She receives consultation services.
- D) She receives services in a self-contained class.

Answer: B

Diff: 2 Type: MC Page Ref: 9

Topic: Providing Special Education

Skill: Comprehension

26) Homebound instruction is most often utilized for students who have

- A) a visual impairment.
- B) physical disabilities.
- C) intellectual disabilities.
- D) a hearing impairment.

Answer: B

Diff: 1 Type: MC Page Ref: 9

Topic: Providing Special Education

Skill: Knowledge

27) Estella has a learning disability. Her primary placement is most likely a

- A) self-contained special education class.
- B) regular classroom.
- C) resource room.
- D) special day school.

Answer: B

Diff: 2 Type: MC Page Ref: 8-10

Topic: Providing Special Education

Skill: Comprehension

28) Although variations exist from province to province, most students with exceptionalities are placed

- A) in regular classrooms.
- B) in self-contained classrooms.
- C) in special day schools.
- D) in a residential school.

Answer: A

Diff: 1 Type: MC Page Ref: 11

Topic: Providing Special Education

Skill: Knowledge

29) Jasper is a ten year-old student with an intellectual disability. If he is placed in the least restrictive environment, he will receive instruction in

- A) a regular classroom for the whole day.
- B) a regular classroom with consultation by a special educator.
- C) both a regular classroom and a resource room.
- D) the setting that best meets his educational needs.

Answer: D

Diff: 3 Type: MC Page Ref: 10-11

Topic: Providing Special Education

Skill: Application

30) Older teenagers with exceptionalities are more likely to receive education in special and separate environments for all of the following reasons EXCEPT

- A) They tend to have more severe exceptionalities.
- B) Regular classes may not be available for these students in all school systems.
- C) These students typically exhibit conduct disorder.
- D) Educational programs are often offered off high school campuses.

Answer: C

Diff: 2 Type: MC Page Ref: 11-12

Topic: Providing Special Education

Skill: Comprehension

31) A student who performs or behaves poorly in school and appears likely to fail or fall short of his or her potential is considered to be

- A) at risk.
- B) exceptional.
- C) handicapped.
- D) challenged.

Answer: A

Diff: 1 Type: MC Page Ref: 12-13

Topic: Special Education and Students at Risk

Skill: Knowledge

32) Regardless of whether a teacher is specifically trained in special education, she may expected to support students with exceptionalities in all of the following ways EXCEPT

- A) making an effort to accommodate individual students' needs.
- B) evaluating academic abilities.
- C) participating in writing IEPs.
- D) diagnosing mild exceptionalities.

Answer: D

Diff: 1 Type: MC Page Ref: 14

Topic: Expectations for all Educators

Skill: Comprehension

33) Ms. Smith, a second grade teacher, has concerns about Bruce's progress in math. Before she makes a referral for special education, she must

- A) discuss her concerns with Bruce.
- B) administer an intelligence test.
- C) discuss her concerns with Bruce's parents.
- D) wait until he fails the grade.

Answer: C

Diff: 3 Type: MC Page Ref: 17

Topic: Teacher's Roles: Focus on Concepts

Skill: Application

34) Before making a referral for special education, a regular classroom teacher should do all of the following EXCEPT

- A) modify or adapt the student's instructional program.
- B) communicate concerns to parents.
- C) examine the student's school record.
- D) decide on a diagnosis.

Answer: D

Diff: 2 Type: MC Page Ref: 17

Topic: Teacher's Roles: Focus on Concepts

Skill: Comprehension

35) The collaborative model used most often by schools is

- A) co-teaching.
- B) collaborative consultation.
- C) working with itinerant teachers.
- D) working with resource teachers.

Answer: A

Diff: 1 Type: MC Page Ref: 14

Topic: Making it Work: Collaboration

Skill: Knowledge

- 36) The key to improving special education is
- A) knowledge of special education law.
 - B) management of serious behaviour problems.
 - C) delivery of exceptional instruction.
 - D) use of technological advances.

Answer: C

Diff: 1 Type: MC Page Ref: 16

Topic: Expectations for Special Educators

Skill: Comprehension

- 37) The historical roots of special education are found primarily in the
- A) 1700s.
 - B) early 1800s.
 - C) late 1800s.
 - D) 1900s.

Answer: B

Diff: 1 Type: MC Page Ref: 16

Topic: Origins of Special Education

Skill: Knowledge

- 38) In the prerevolutionary era in Europe and America, what goal predominated in the actions of society towards people with exceptionalities?

- A) protection
- B) inclusion
- C) prevention
- D) adaptation

Answer: A

Diff: 2 Type: MC Page Ref: 17

Topic: Origins of Special Education

Skill: Comprehension

- 39) The development of special education was influenced by political and societal ideals such as

- A) democracy.
- B) survival of the fittest.
- C) individual freedom.
- D) egalitarianism.

Answer: A

Diff: 2 Type: MC Page Ref: 18

Topic: Origins of Special Education

Skill: Comprehension

40) Most historians trace the beginning of special education as we know it today to

- A) Philippe Pinel.
- B) Edouard Seguin.
- C) Jean-Marc Gaspard Itard.
- D) Thomas Gallaudet.

Answer: C

Diff: 1 Type: MC Page Ref: 19

Topic: People and Ideas

Skill: Knowledge

41) Most of the earliest special educators were trained as

- A) ministers or priests.
- B) physicians.
- C) regular classroom teachers.
- D) social workers.

Answer: B

Diff: 1 Type: MC Page Ref: 18

Topic: People and Ideas

Skill: Knowledge

42) Itard is best known for his work with

- A) Victor, the "wild boy" from France.
- B) students who were deaf.
- C) Laura Bridgman, a girl who was both deaf and blind.
- D) students with physical disabilities.

Answer: A

Diff: 1 Type: MC Page Ref: 19

Topic: People and Ideas

Skill: Knowledge

43) The first special educators provided many of the ideas that form the foundation for special education practice today. They include all of the following EXCEPT

- A) individualized instruction.
- B) structured arrangement of the learning environment.
- C) placement in the least restrictive environment.
- D) emphasis on functional, life skills.

Answer: C

Diff: 2 Type: MC Page Ref: 19

Topic: People and Ideas

Skill: Knowledge

44) The U.S. physician, educator, and political and social reformer who taught Laura Bridgman (who was deaf and blind) and helped found the Perkins School for the Blind was

- A) Thomas Hopkins Gallaudet.
- B) Edouard Seguin.
- C) Philippe Pinel.
- D) Samuel Gridley Howe.

Answer: D

Diff: 1 Type: MC Page Ref: 19

Topic: People and Ideas

Skill: Knowledge

45) All of the following events in the early 20th century influenced the growth of special education EXCEPT

- A) the increased use of mental tests.
- B) compulsory school attendance laws.
- C) the growth of the disciplines of psychology and sociology.
- D) injuries resulting from the Civil War.

Answer: D

Diff: 2 Type: MC Page Ref: 20

Topic: Growth of the Discipline

Skill: Comprehension

46) What was one of Elizabeth Farrell's contributions to special education?

- A) developed an early childhood curriculum
- B) organized a parent lobby for children with exceptionalities
- C) founded the Council for Exceptional Children
- D) developed a technique for teaching children who were both blind and deaf

Answer: C

Diff: 1 Type: MC Page Ref: 20

Topic: Growth of the Discipline

Skill: Knowledge

47) Parent organizations have served three primary functions. One of these has been

- A) supporting teachers of children with exceptionalities.
- B) evaluating special education programs.
- C) donating funds for innovative programs.
- D) providing information about services and resources.

Answer: D

Diff: 1 Type: MC Page Ref: 21

Topic: Professional and Parent Organizations

Skill: Knowledge

48) Effective national parent organizations have existed in the United States since

- A) 1800.
- B) 1920.
- C) 1950.
- D) 1975.

Answer: C

Diff: 1 Type: MC Page Ref: 20

Topic: Professional and Parent Organizations

Skill: Knowledge

49) Which federal provision in the United States requires that children with exceptionalities be provided with a free, appropriate public education?

- A) Fourteenth Amendment
- B) IDEA
- C) Americans with Disabilities Act
- D) Civil Rights Act

Answer: B

Diff: 1 Type: MC Page Ref: 21

Topic: Legislation in the United States

Skill: Knowledge

50) Which one of the following accomplishments is associated with the Americans with Disabilities Act?

- A) mandate for early childhood special education
- B) requirement that public transportation be made accessible to people with exceptionalities
- C) provision of transition services to facilitate movement from school to work for people with exceptionalities
- D) funding to provide technological assistance (e.g., computers, wheel chairs) to people with exceptionalities

Answer: B

Diff: 2 Type: MC Page Ref: 21

Topic: Legislation

Skill: Comprehension

51) Which of the following accomplishments is associated with IDEA?

- A) requirement that schools provide individualized programs in the least restrictive environment for all students with exceptionalities
- B) provision of free educational services to children with exceptionalities from birth to age 21
- C) prohibition of discrimination against people with exceptionalities in schools, businesses, or recreational facilities
- D) requirement that schools provide a free, appropriate public education for all exceptional students, including those with gifts and talents

Answer: A

Diff: 2 Type: MC Page Ref: 21

Topic: Legislation

Skill: Comprehension

52) Under IDEA, each state and locality must have a plan to ensure all of the following EXCEPT

- A) screening all students for possible exceptionalities.
- B) protecting parents' rights to informed consent.
- C) providing services to equal numbers of males and females.
- D) providing training for personnel in meeting the needs of students with exceptionalities.

Answer: C

Diff: 2 Type: MC Page Ref: 22

Topic: Focus on Concepts

Skill: Comprehension

53) In Canada, the rights of individuals with exceptionalities to equal benefit, including education, is guaranteed by

- A) federal education laws.
- B) provincial education laws.
- C) the Canadian Charter of Rights and Freedoms.
- D) the Canadian Constitution.

Answer: C

Diff: 1 Type: MC Page Ref: 22

Topic: Legislation in Canada

Skill: Knowledge

54) Schools must provide an individualized program for each student who requires special education services. This means that

- A) each student must receive instruction on a one-to-one basis.
- B) an educational plan must be written for each student.
- C) one individual must be responsible for each student's education.
- D) the portion of the program that is individualized must be delivered by a teacher who is certified in special education.

Answer: B

Diff: 2 Type: MC Page Ref: 23-27

Topic: The Intent of Special Education: Individualized Education

Skill: Comprehension

55) Each of the following components must be included on an IEP EXCEPT

- A) annual goals.
- B) related services to be provided.
- C) the student's IQ score.
- D) instructional objectives.

Answer: C

Diff: 2 Type: MC Page Ref: 24

Topic: The Intent of Special Education: Individualized Education

Skill: Comprehension

56) Which of the following represents the correct position of IEP development within the planning of special education services?

- A) placement, development of IEP, evaluation
- B) development of IEP, evaluation, placement
- C) evaluation, development of IEP, placement
- D) evaluation, placement, development of IEP

Answer: C

Diff: 2 Type: MC Page Ref: 27

Topic: The Intent of Special Education: Individualized Education

Skill: Application

1.2 True/False

1) The study of exceptional children is the study of differences, but it is also the study of similarities.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 3

Topic: Introduction

Skill: Knowledge

2) Because of the widely accepted theory of normal development, quite a few definite statements can be made about exceptional learners.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 3

Topic: Getting Oriented

Skill: Comprehension

3) We know considerably more today about how to educate exceptional learners than we did ten years ago.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 4

Topic: Getting Oriented

Skill: Knowledge

4) In the vast majority of cases, we are unable to identify the exact reason why a child is exceptional.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 3

Topic: Getting Oriented

Skill: Knowledge

5) Students must be diagnosed with an exceptionality in order to receive special education services.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 6

Topic: Educational Definition

Skill: Comprehension

6) All disabilities are an inability to do something, and every inability to do something is a disability.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 5

Topic: Disability versus Inability

Skill: Comprehension

7) The term "handicap" refers to a disadvantage that is imposed on an individual.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 4-5

Topic: Exceptionality versus Handicap
Skill: Knowledge

8) An exceptionality is always a handicap.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 4-5

Topic: Exceptionality versus Handicap

Skill: Comprehension

9) By definition, exceptional learners require special education or related services to realize their full human potential.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 6

Topic: Educational Definition

Skill: Knowledge

10) The prevalence of most exceptionalities is uncertain.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 7

Topic: Prevalence

Skill: Knowledge

11) According to Hallahan and Kauffman, good or reformed general education can replace special education even for students at the extreme range of exceptionalities.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 8

Topic: Definition

Skill: Comprehension

12) Most students with exceptionalities spend the majority of their school day in separate, special education classrooms.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 11

Topic: Providing Special Education

Skill: Comprehension

13) A child with an exceptionality should be placed in the least restrictive environment (LRE).

Answer: TRUE

Diff: 2 Type: TF Page Ref: 10

Topic: Providing Special Education

Skill: Comprehension

14) According to Hallahan and Kauffman, the least restrictive environment (LRE) is always the regular classroom.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 10-11

Topic: Providing Special Education

Skill: Comprehension

15) There is a clear distinction between "at risk" and "exceptional."

Answer: FALSE

Diff: 2 Type: TF Page Ref: 12

Topic: Special Education and Students at Risk

Skill: Knowledge

16) General education teachers are not responsible for teaching students with exceptionalities.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 14

Topic: Expectations for all Educators

Skill: Comprehension

17) By law, all public school systems must make extensive efforts to screen and identify all children and youth of school age who have exceptionalities.

Answer: TRUE

Diff: 2 Type: TF Page Ref: 14

Topic: Expectations for all Educators

Skill: Comprehension

18) Effective national parents' organizations have existed in Canada only since about 1950.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 20

Topic: Professional and Parent Organizations

Skill: Knowledge

19) In Canada, federal law regulates the education of students with exceptionalities.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 22

Topic: Legislation in Canada

Skill: Knowledge

20) Public schools may choose to NOT provide education for children with exceptionalities.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 23

Topic: Litigation

Skill: Knowledge

21) All Canadian provinces and territories promote inclusive education in their policies.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 23

Topic: Legislation in Canada

Skill: Comprehension

22) Litigation is now focused on ensuring that every child receives an education appropriate for his or her individual needs.

Answer: TRUE

Diff: 1 Type: TF Page Ref: 23

Topic: Litigation

Skill: Knowledge

23) Individualized education programs (IEPs) are similar in content for all students with exceptionalities.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 23-27

Topic: The Intent of Special Education: Individualized Education

Skill: Comprehension

24) Curt's IEP (p. 24) contains the essential components including present levels of performance and measurable goals and objectives.

Answer: TRUE

Diff: 3 Type: TF Page Ref: 23-26

Topic: The Intent of Special Education: Individualized Education

Skill: Application

25) An IEP should be written for a student after they are placed in a special education class.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 27

Topic: The Intent of Special Education: Individualized Education

Skill: Knowledge

1.3 Short Answer/Essay

1) Describe the differences between the terms "exceptionality," "handicap," and "inability." Use one example to illustrate each term.

Answer: An exceptionality is an inability to do something, while a handicap is a disadvantage imposed on an individual. More appropriately, an exceptionality is a subset of inability because an exceptionality is an inability to do something that most people, with typical maturation and instruction can do. An exceptionality might or might not be a handicap, depending on the circumstances. An example might resemble: A person who is blind has an exceptionality (blindness) that can result in an inability to do certain things (such as reading street signs), but is not always a handicap (as when in a dark room).

Diff: 2 Type: SA Page Ref: 4-5

Topic: Exceptionality versus Handicap

Skill: Comprehension

2) Outline the two main reasons why there have been increases in low-incidence exceptionality categories.

Answer: 1) There may be better identification procedures, as in the case of Autism, hearing/vision impairments, and TBI.

2) The increases may reflect actual increases in the exceptionality due to environmental or societal factors such as better medical care that results in increased survival rates.

Diff: 2 Type: SA Page Ref: 7

Topic: Prevalence

Skill: Comprehension

3) Describe two reasons for why it is so difficult to determine an exact figure for the prevalence of exceptional children.

Answer: The definitions that are used to classify exceptionalities are rather vague and there have been frequent changes in those definitions over time.

The skills and knowledge of teachers and others involved in determining exceptionalities vary. The attitudes and beliefs of schools and society change over time, affecting prevalence figures for a number of exceptionalities (e.g., it may be more socially acceptable to have a "learning disability" than "intellectual disability").

Diff: 2 Type: SA Page Ref: 7

Topic: Prevalence

Skill: Comprehension

4) What does the term "least restrictive environment" mean when applied to education for exceptional children? Provide an example to support your explanation.

Answer: Although some people argue that the LRE is always the regular classroom for all students regardless of exceptionality or special needs, the legal intent of LRE is that a student should be separated from classmates without exceptionalities, home, family, and community as little as possible. Intervention should be consistent with individual needs and not interfere with individual freedom any more than is necessary. This does not preclude the established continuum of placements. For example, a student whose special needs can be met in the regular classroom should not be placed in a more restrictive environment; likewise, a student whose needs are not being met in the regular classroom should not be kept in that setting if his or her needs could more effectively be met in another, more physically (though not necessarily more psychologically) restrictive environment.

Diff: 3 Type: SA Page Ref: 10-11

Topic: Providing Special Education

Skill: Application

5) Describe the roles that a resource teacher typically play in providing services for students with exceptionalities.

Answer: A resource teacher typically works in only 1 school. They work with individuals or small groups of students on an intermittent basis depending on the needs of the students. They may remove the students to work in a special classroom. The resource teacher also consults with the regular classroom teacher on issues such as instruction and classroom management.

Diff: 2 Type: SA Page Ref: 9

Topic: Providing Special Education

Skill: Comprehension

6) Describe the procedures a teacher should follow before making a referral for special education.

Answer: Most importantly, contact the student's parent(s) to discuss problems and avoid conflict. Then, check all the student's school records for information that could help you understand the problems. Talk to the student's other teachers and professionals providing any services. Use all of this information to help you try to teach and manage the student in the class. Document the strategies that you used in your attempts to meet the student's needs in the regular class.

Diff: 2 Type: SA Page Ref: 12

Topic: Teacher's Roles: Focus on Concepts

Skill: Knowledge

7) Discuss the controversy surrounding the relationship between special and general education and describe one reason behind reform proposals.

Answer: Some radical educational reformers believe that special education should be eliminated as a separate part of education. They call for a unified system in which all students are viewed as special and entitled to the same quality of education. In this system, all teachers would receive the same training and be expected to perform the same role. Supporters of special education as a separate system argue that the needs of students with exceptionalities historically were not met in the regular classroom and are not likely to be so in a completely merged system. They believe that some students require special, sometimes separate interventions to be successful.

One reason behind reform proposals is concern for pupils who are considered at risk. Should special education be expanded to meet the needs of these students? Or could a merged system (that retains the financial resources of special education) make regular education better able to respond to these students?

Diff: 2 Type: SA Page Ref: 12-13

Topic: Teacher's Roles

Skill: Comprehension

8) Compare and contrast the roles of special educators and general educators.

Answer: All educators are expected to make maximum effort to accommodate individual students' needs through flexibility, adaptations, and accommodations. They must all be able to report specifically and precisely how students can and cannot perform in the areas for which they are responsible. They must be knowledgeable about and skillful with prereferral and referral practices. They must be willing and able to work with others by participating in eligibility conferences, helping to write IEPs, communicating with parents or guardians, and collaborating with others to help meet the student's needs. They must also be able to offer useful information at due process hearings.

Special educators must attain expertise in other areas as well. They must be skilled in academic instructional strategies that are effective with students who have learning problems. They must master behaviour management techniques and write positive behaviour intervention plans for students who have serious behaviour problems. They must be able to evaluate the potential effectiveness of available technologies (especially for use with students who have sensory or physical exceptionalities). And, they need to be familiar with laws and provisions if they are to be successful advocates for students with exceptionalities.

Diff: 2 Type: SA Page Ref: 12-17

Topic: Teacher's Roles

Skill: Analysis

9) Describe how changing perceptions of society toward children with exceptionalities prompted the advent of special education.

Answer: In the early 18th century, children & youth with exceptionalities were viewed as needing protection and care. In the late 18th & early 19th century, efforts began to educate students who were blind or deaf, or who had intellectual or emotional/behavioural exceptionalities. Perspectives in society changed to recognize that children with exceptionalities were equal human beings and that they could learn skills that would allow them to take part in society. This change was prompted by an increasing societal focus on values such as democracy, individual freedom, egalitarianism, and human dignity for all.

Diff: 3 Type: SA Page Ref: 16-18

Topic: Origins of Special Education

Skill: Synthesis

10) Identify and briefly describe the contributions of two individuals pertinent to the growth of special education.

Answer: Jean-Marc-Gaspard Itard: French physician who was an authority on education of students who were deaf. Associated with the beginning of special education as we know it today. Used special education techniques to dramatically improve the behaviour of a child found roaming naked and wild in the forests of France.

Edouard Seguin: A student of Itard who became famous for educating children whom others thought were unable to learn anything of significance. His ideas, along with Itard's, form the basis of present-day special education.

Samuel Gridley Howe: An American physician, educator, and political and social reformer. Helped found the Perkins School for the Blind and taught students who were deaf and blind. Also helped organize a school for children with intellectual disabilities.

Thomas Hopkins Gallaudet: A minister who established the first American residential school for students who were deaf.

Elizabeth Farrell: A teacher in New York City who helped develop special education as a profession and worked with other special educators nationwide to found the Council for Exceptional Children.

Diff: 2 Type: SA Page Ref: 16-19

Topic: People and Ideas

Skill: Knowledge

11) Describe the role that parent organizations have played in meeting the needs of exceptional children and their families.

Answer: They provide an informal group for parents who understand one another's problems and needs, and help one another deal with anxieties and frustrations; provide information regarding services and potential resources; and provide the structure for obtaining needed services for their children (e.g., disseminate and explain information about laws and regulations).

Diff: 2 Type: SA Page Ref: 20

Topic: Professional and Parent Organizations

Skill: Knowledge

12) Compare and contrast the laws in the United States and Canada as they apply to the education of individuals with exceptionalities.

Answer: In the United States, there is federal law (IDEA) that ensures that all children and youth with exceptionalities have the right to a free, appropriate public education.

In Canada, the responsibility for the education of students is provincial, rather than federal so there are no Canada-wide laws that determine the best way to educate students with exceptionalities. Each province & territory decides how best to meet the needs of these students; most have policies that promote inclusive education. Canada does have the Charter of Rights & Freedoms that guarantees equal benefit & protection without discrimination based on exceptionality.

The United States has much more specific, mandatory legislation regarding the education of students with exceptionalities than Canada. As well, there is some consistency across states regarding legislation which is in contrast to provincial independence which we have in Canada.

Diff: 3 Type: SA Page Ref: 21-23

Topic: Legislation

Skill: Analysis

13) Indicate the purpose of an individualized educational program (IEP) and explain why it is not appropriate to make a placement decision for a student before an IEP has been written for that student. Provide an example to clarify your explanation.

Answer: An IEP is a written statement that spells out what teachers plan to do to meet an exceptional student's needs, and it must be approved by the student's parents or guardian.

What the student needs is supposed to be determined first so that a decision can be made about placement in the least restrictive environment in which the needed services can be provided. For example, if a student has been evaluated and identified as having a learning disability, he could be placed in a school's existing "learning disabilities program" and have an IEP written to match the services available in that program. More appropriately, and legally correct, the IEP should be written for the student immediately after evaluation and identification. It could be that the services needed by the student could all be provided in the regular classroom, or that some entirely new services need to be developed in any other existing placements. There should be no "programs" specific to a category of exceptionality; the programs should be specific to individuals.

Diff: 3 Type: SA Page Ref: 23-27

Topic: The Intent of Special Education: Individualized Education

Skill: Application

1.4 Interpretive Exercise

Mr. Brown, a second-grade teacher, is concerned about Ed, one of the students in his class. On the basis of his observations, he reports that Ed never completes any of the classroom work that he is assigned, and he reads at a beginning first grade level. He suspects that Ed has a learning disability and refers him for a special education evaluation. The school psychologist, Dr. Long, administers an intelligence test to assess Ed's cognitive abilities. She assigns Ed to a class for students with Learning Disabilities and develops an Individualized Education Program for this setting. She then sends Ed's parents a letter, informing them that Ed has a learning disability, and invites them to a meeting to describe the IEP she has developed for Ed.

1) According to the above scenario, which one of Mr. Brown's actions is MOST inconsistent with the intent of special education policies and legislation?

- A) observing Ed during reading without his parents' permission
- B) talking to the school psychologist about Ed's reading ability
- C) referring him before attempting to meet his needs
- D) failing to administer a standardized reading test prior to referral

Answer: C

Diff: 2 Type: MC Page Ref: 13-15; 17

Topic: Expectations for all Educators

Skill: Application

2) Given the above scenario, Dr. Long made the right decision when she assigned Ed to a class for students with Learning Disabilities.

Answer: FALSE

Diff: 1 Type: TF Page Ref: 13-15;17

Topic: Expectations for all Educators

Skill: Comprehension

3) If the results of Ms. Long's evaluation reveal that Ed has a learning disability, no additional evaluations need to be completed prior to making a decision about special education placement.

Answer: FALSE

Diff: 2 Type: TF Page Ref: 27

Topic: The Intent of Special Education: Individualized Education

Skill: Comprehension

4) Ed's parents should be involved in the above scenario at the following points:

- A) When Mr. Brown first notices that Ed is having difficulties.
- B) During the creation of Ed's individualized education program.
- C) During the evaluation of their Ed's eligibility for special education.
- D) All of the above.

Answer: D

Diff: 2 Type: MC Page Ref: 15

Topic: Expectations for all Educators

Skill: Comprehension

Test Item File – Chapter 1

5) Revise the above case description so that the actions of school personnel are in compliance with special education policies and legislation.

Answer: Answers should include: How Mr. Brown could follow appropriate prereferral and referral practices (especially documenting what he has attempted to do in class and meeting with Ed's parents); show that an exceptionality label would not be applied on the basis of an intelligence test alone; and show that Ed's parents were invited to come to a meeting to participate in the diagnosis process, develop an IEP, and recommend a placement for their son.

Diff: 3 Type: SA Page Ref: 8-16;21-27

Topic: The Intent of Special Education: Individualized Education

Skill: Synthesis