



Making Special Education Work for All Students



Multiple-Choice Questions

1. Between 1995 and 2004, approximately 80 percent of all children with disabilities were in general education for all or part of the school day. This fact suggests that
 - a. virtually all teachers may be teaching students with disabilities.
 - b. fewer children with disabilities are spending some or all of their school time in general education.
 - c. special education services will disappear.
 - d. general education teachers will need new teaching credentials or licenses.
2. Overrepresentation in special education occurs when
 - a. there are unequal numbers of students from different ethnic backgrounds served.
 - b. there are unequal numbers of boys and girls served.
 - c. there are more older students than younger students served.
 - d. there are more students in a group than would be expected from the general population.
3. Which of the following factors is NOT identified as associated with overrepresentation in special education?
 - a. ethnicity
 - b. gender
 - c. socioeconomic status
 - d. age
4. In the United States, relating to gender representation in special education,
 - a. boys outnumber girls by a 2 to 1 ratio.
 - b. boys outnumber girls by a 4 to 1 ratio.
 - c. girls outnumber boys by a 2 to 1 ratio.
 - d. girls outnumber boys by a 4 to 1 ratio,
5. Children from which of the ethnicity groups below are overrepresented in special education services and underrepresented in programs for students who are gifted and talented?
 - a. Hispanic and African American students
 - b. Hispanic and American Indian/Alaska Native
 - c. African American and American Indian/Alaska Native
 - d. Asian American and African American
6. "Non-judgment" disabilities refer to
 - a. Those that are perceived as less severe by the general population.
 - b. Those that are observable and related to physical functioning.
 - c. Those that are not observable and unrelated to physical functioning.

- d. Those that are related to sensory functioning, such as blindness or deafness.
7. Which of the following is NOT typically considered when looking for factors that may contribute to over – and underrepresentation?
- a. The referral process.
 - b. The assessment process.
 - c. The enrollment process.
 - d. The placement process.
8. Which of the following lawsuits addressed overrepresentation of children from non-English speaking backgrounds?
- a. *Larry P. v. Riles*
 - b. *Brown v. Board of Education*
 - c. *Rowley v. Board of Education*
 - d. *Diana v. Board of Education*
9. Which of the following lawsuits addressed culturally biased testing of African American Students?
- a. *Larry P. v. Riles*
 - b. *Brown v. Board of Education*
 - c. *Rowley v. Board of Education*
 - d. *Diana v. Board of Education*
10. Which of the following is NOT an area addressed in the *No Child Left Behind* legislation?
- a. States must develop curriculum standards in science and social studies.
 - b. States must develop tests for all students in grades 3–8 to test performance on curriculum standards.
 - c. All teachers must be highly qualified.
 - d. Parents will be allowed school choice if their children are in failing schools.
11. High-stakes tests refer to
- a. standardized tests that are normed on a national population of students.
 - b. tests that are used to make important educational decisions or evaluations.
 - c. all tests that are required by law.
 - d. any test that is created by the state educational agency.
12. According to *No Child Left Behind*, most children with disabilities
- a. are exempt from high-stakes assessment.
 - b. are not responsible for demonstrating knowledge in content and performance standards.
 - c. are expected to meet the requirements for Annual Yearly Progress (AYP).
 - d. can be counted as scoring proficient, if they take tests below grade level.
13. Which of the following is NOT a concern of special educators about *No Child Left Behind*?
- a. Some children will spend years trying to learn a curriculum they don't need.
 - b. State-level testing may be inappropriate for some children.
 - c. It is not realistic to hold students with disabilities to high standards.
 - d. A year's progress in a year's time is an unrealistic expectation for many children with disabilities.

14. Alternative assessments for students with disabilities
 - a. can be given to all children served in self-contained classrooms.
 - b. often take the form of a portfolio or other means of documenting performance samples of the student.
 - c. do not have to demonstrate a relationship between the student's learning and state content standards.
 - d. can be administered to no more than 18 percent of all students with disabilities.
15. Accommodations
 - a. are anything that makes learning easier for students with disabilities.
 - b. are changes that help a student overcome or work around the disability yet still know the same material as the other students.
 - c. change the standard or the content being learned in some way.
 - d. the same as modifications.
16. Universal Design for Learning (UDL) can best be defined as:
 - a. a special education curriculum developed to maximize the individual use of technology in academic learning.
 - b. an approach to creating specialized curricula that focuses on the use of specific learning strategies.
 - c. applying assistive and augmentative communication technology to the general education curriculum to provide access to all students.
 - d. creating a general curriculum that would allow all students to access the content.
17. The most familiar three-tiered model for providing instruction in schools is
 - a. Universal design for learning (UDL).
 - b. Response to Intervention (RTI).
 - c. Teacher-directed practices (TDP).
 - d. Peer-directed practices (PDP).
18. The first tier of school-wide positive behavior support (SWPBS) includes
 - a. targeted group interventions for students specifically identified as at-risk.
 - b. intensive, individual interventions for individual students.
 - c. referral for special education services.
 - d. core instructional interventions for all students.
19. Assessment is at the heart of special education practice because
 - a. teachers must determine what a student knows and needs to know in order to individualize instruction.
 - b. achievement in school is crucial to remaining in special education services.
 - c. students must attain certain criteria determined by assessment to qualify for special education services.
 - d. IQ determines eligibility in many categorical areas.
20. Which of the following is NOT a component of assessment for purposes of instruction in special education?
 - a. Learning where to begin instruction
 - b. Monitoring a student's performance
 - c. Evaluating the effectiveness of instruction
 - d. Large-scale assessment of school achievement
21. Which of the following is NOT a traditional curriculum option for students with disabilities?
 - a. The general education curriculum
 - b. Specialized curricula such as social skills or study skills
 - c. The Parallel Curriculum

- d. A functional or life-skills curriculum
22. Today, evidence-based practices can be defined as
- a. individualized education based on IEP goals.
 - b. teaching methods verified by research as effective.
 - c. alternative curriculum content to the curriculum standards.
 - d. a “magic feather” that is seldom effective.
23. Which of the following is identified as a purpose of progress monitoring?
- a. to identify students in need of additional or different forms of instruction.
 - b. to design stronger instructional programs.
 - c. to achieve better learning outcomes for students.
 - d. all of the above.
24. Obstacles to the special education student’s progress in the general education classroom can be met by
- a. curriculum modifications.
 - b. consultation and collaboration.
 - c. co-teaching and classroom tutoring.
 - d. All of the above.
25. The Peer-Assisted Learning Strategies (PALS) program is designed
- a. to help students teach each other mathematics knowledge and skills.
 - b. to help gifted students make curriculum modifications for students with learning disabilities.
 - c. to focus on reading instruction in general education classrooms.
 - d. to provide general and special education teachers with the strategies needed for co-teaching.

Multiple-Choice Answer Key

1. a	6. b	11. b	16. d	21. c
2. d	7. c	12. c	17. b	22. b
3. d	8. d	13. c	18. d	23. d
4. a	9. a	14. b	19. a	24. d
5. c	10. a	15. b	20. d	25. c

Essay Questions

- 26. Write an expanded, comprehensive definition of special education that includes both its traditional function and today’s expectations for the field.
- 27. Describe how the obstacles to the special education student’s progress in the general education classroom can be met.
- 28. Discuss the implications of the *No Child Left Behind* legislation for students with disabilities.
- 29. Describe the key components and tiers of the Response to Intervention (RTI) model of assessment and instruction.
- 30. Describe the key components of the Framework of Support for students with disabilities.

Essay Rubrics

26. Traditionally special education has not been a single method, a certain curriculum, or a specific place. Special education has been considered a planned and purposeful instructional program designed so that each individual with a disability can acquire necessary, appropriate, and meaningful skills. The practice has been that each special education program can be and should be as unique as the individual for whom it is designed. Each program has been guided by the individual needs and goals of each person.

Today, however, special education can be defined as the services required by a student to facilitate access to the general education curriculum. All students must participate in the general education curriculum—teachers must even tie alternative curriculum content to the curriculum standards.

27. Some of these obstacles can be addressed through curriculum modifications, and others can be addressed through educational collaboration—between teachers or among peers. Chief among the teacher-directed instructional alternatives are consultation, collaboration, co-teaching, and classroom tutoring. In all of these options, the teacher who has expertise in special education or a specific area of instructional support (such as educational technology or mobility) comes into the general education classroom and works with the general education classroom teacher or the student.

28. Answer should include reference to:

- the participation of students with disabilities in high-stakes assessment.
- the expectation that students with disabilities meet state content and performance standards.
- the emphasis on *highly qualified teachers*.

The answer might also include reference to alternative assessments and the need for general and special education teachers to collaborate and/or co-teach to help meet student learning goals.

29. A description of the Response to Intervention (RTI) should include discussion of:

- how the RTI model can be used for any subject area as well as for behavioral interventions.
- The three tiers of interventions.
- Use of evidence-based practices in all tiers.
- Differentiated instructional intervention at each level.

30. A description of the Framework of Support for students with disabilities should include a discussion of:

- The goal of learning through access to the core curriculum.
- The provision of services using a Universal Design for Learning model.
- The provision of differentiated instruction.
- The provision of accommodations and adaptations.
- The provision of assistive technology.