

Chapter One: Inclusive Education: An Introduction

Multiple-Choice

Directions: Indicate the appropriate response to each item below

1. Using _____ language communicates that an exceptionality is only one part of a person.
 - a. special education
 - b. disabling persons'
 - c. polite direct
 - d. people first

P5, R, D1

2. What percentage of the school population in Canada is identified with a recognizable exceptionality?
 - a. 50%
 - b. 20%
 - c. 10%
 - d. 5%

P5, R, D1

3. The largest group of students with special needs in the public school system is classified as which of the following?
 - a. mentally retarded

- b. seriously emotionally disturbed
- c. hearing impaired
- d. learning disabled

P7, R, D1

4. An assessment approach that emphasizes evaluation within the context of the student's environment is _____
- a. informal assessment
 - B. formal assessment
 - c. curriculum-based assessment
 - d. ecological assessment

P15, R, D1

5. One important and popular form of criterion-referenced assessment is
- a. teacher tests
 - b. portfolios
 - c. oral tests
 - d. curriculum-based assessment

P 15, R, D1

6. Which of the following is the primary purpose of a child study team engaged in the prereferral process?
- a. to determine appropriate placement of the student within the special education continuum.
 - b. to review concerns and design interventions before a formal referral is

made.

- c. to evaluate the student for a suspected learning disability.
- d. to continue the special education evaluation process.

P11, R, D2

- 7. The category "Other Health Impaired" includes students with
 - a. orthopedic impairments
 - b. hearing impairments
 - c. visual processing problems
 - d. cardiac problems

P7, R, D1

- 8. Inclusion assumes that students with exceptionalities will be
 - a. educated in general education classrooms for at least a portion of the school day
 - b. fully integrated into general education classrooms for the entire school day
 - c. taught in self-contained classrooms
 - d. taught in separate schools
 - e. none of the above

P4, R, D1

- 9. In an IEP, the present level of educational performance provides a summary of assessment data on a student's current functioning, which serves as the basis for establishing

- a. a transition plan
- b. accommodations
- c. the role of the classroom teacher
- d. annual goals

P22, R, D1

10. The year is 1955. Mary Beth is a fourth grader with cerebral palsy and moderate intellectual disability. Which of the following is the most likely scenario regarding her education?

- a. Mary Beth's school day includes part-time general education classes and resource room services.
- b. Mary Beth attends a general education classroom full-time with supportive services from special education staff.
- c. Mary Beth's education is being provided in a self-contained special education classroom.
- d. none of the above

P3, A, D3

11. In order to develop realistic expectations, teachers can consider a number of variables, including

- a. grade level of student
- b. unexpected rate of learning
- c. the student's file
- d. current learning profiles

P23, R, D2

12. Students “at risk” need to build
- a. resistance to change
 - b. support to get a job
 - c. support to build resilience
 - d. programs for their academic success

P10, R, D2

13. Which of the following can be best described as the process of gathering relevant information for the purpose of making decisions about students?
- a. referral
 - b. assessment
 - c. interventions
 - d. testing

P12, R, D1

14. The focus of ecological assessment is to place the evaluation process within the context of the
- a. regular education classroom
 - b. teacher’s expectations
 - c. student's environment
 - d. IEP

P15, R, D1

15. Which of the following is not true of formal assessments?
- a. Formal assessments are typically criterion-referenced.
 - b. Formal assessments are generally commercially available.
 - c. Formal assessments are typically norm-referenced.
 - d. Formal assessments may help to identify areas in which informal assessments may be needed.

P13, R, D2

16. If an eligibility team seeks to compare the student's performance to his or her age-appropriate peers, which one of the following types of assessments would be most appropriate?
- a. informal assessments
 - b. criterion-referenced assessments
 - c. anecdotal assessments
 - d. norm-referenced assessments

P13, R, D2

17. Which of the following is not true of criterion-referenced tests?
- a. Criterion-referenced tests typically yield information regarding a student's performance regarding a criterion or specific skill.
 - b. Criterion-referenced tests do not typically yield global scores and information regarding a student's level of functioning relative to his or her peers.
 - c. Criterion-referenced tests typically disregard a student's relative standing

in a group.

- d. Criterion-referenced tests typically provide scores such as percentile ranks, standardized scores, etc.

P15, R, D2

18. Which of the following is not one of the three key purposes of an Individualized Education Program?
- a. IEPs provide instructional direction.
 - b. IEPs function as the basis for evaluation.
 - c. IEPs improve communication among members of the multidisciplinary team.
 - d. IEPs are the formats used to make eligibility determinations.

P21, R, D1

19. Which of the following might reduce test bias?
- a. accommodations
 - b. cultural prejudice
 - c. gender of test taker
 - d. physical contact

P16, R, D1

20. When a referral is made, a child is formally evaluated to
- a. obtain funding for a student with exceptionalities
 - b. identify a student's exceptionality

- c. request tutorial assistance for a student with exceptionalities
- d. place a student with exceptionalities in a special school

P12, R, D1

21. Which of the following is a good example of a statement of a student's level of performance?

- a. The student can identify 50% of the times table facts.
- b. The student does not know half of the facts.
- c. The student does not know his times table.
- d. The student is not good at multiplication.

P22, A, D3

22. "Given 30 multiplication facts using numbers 1-10, Kelly will answer with 75% accuracy for four consecutive weeks" is an example of a(n) _____.

- a. annual goal
- b. benchmark
- c. objective
- d. expectation

P23, A, D2

23. Individual Education Plans (IEP) provide _____.

- a. instructional direction
- b. anxiety levels
- c. rights of the student

- d. legal requirements

P22, R, D1

24. During the identification and eligibility phase of an assessment, a child is formally evaluated to determine whether s/he has a(n) exceptionality and to determine which _____ are appropriate.

- a. health concern
- b. special education services
- c. mental health concern
- d. family issues

P12, R, D1

Matching

Directions: Match each of the IEP components with its appropriate description.

- a. Present level of performance summary
- b. Annual instructional goals
- c. Short-term objectives

25. Given ten math comprehension problems presented at a 4th-grade level, Jamie will correctly answer seven problems.

P23, A, D3

26. Given ten math word problems involving multiplication and division, Jamie will correctly answer seven problems.

P23, A, D3

27. Jamie currently ranks at the 25th percentile in reading comprehension.

P23, A, D3

Short-Answer/Short-Essay

28. Identify and describe the four major roles teachers play in school-based assessment.

P12, R, D1

29. When assessing a student, describe the four approaches that can be used to gather information.

P13-16, R, D1

30. Differentiate between the terms “norm-referenced testing” and “criterion-referenced testing.”

P13-16, R, D2

31. What are the many purposes that an IEP may serve?

P21, R, D1

32. Describe five test-taking adaptations that can be made to meet the needs of students with exceptionalities.

P19, R, D1

33. Describe five roles the classroom teacher can take in the assessment process.

P20, R, D1

34. How can the following labels be changed to reflect the use of “people first” language?

- a. The autistic kid
- b. The disabled person
- c. Diabetic child
- d. Crippled students

P5, A, D2

Essay Questions

35. Provide a historical perspective on the education of students with exceptionalities.

P2-4, R, D1

36. Adopt a “pro” or “con” position regarding the inclusion of students with exceptionalities. Provide a cogent rationale/response for your position.

P2-25, A, D3

37. Isabel is a sixth grader with moderate intellectual disability. Describe how Isabel might have been educated during each of the following phases.

- a. Relative isolation phase
- b. Integration of mainstreaming phase
- c. Inclusion phase

P3-4, A, D2