

Chapter 2: Education for All

MULTIPLE CHOICE

1. It wasn't until _____ that the value of full educational participation for all was put into practice in the United States.
- a. 1965
 - b. 1970
 - c. 1975
 - d. 1980

ANS: C REF: 26 MSC: Knowledge

2. In the early 1900s, special education meant
- a. segregated education.
 - b. home instruction.
 - c. placement in a general education classroom.
 - d. None of the above

ANS: A REF: 27 MSC: Knowledge

NOT: During the early 1900s, students with disabilities who were fortunate enough to receive any special education services were usually placed in segregated classrooms in public schools or in separate schools.

3. In the early 1900s, students with substantial learning and behavior differences were typically _____.
- a. included in public education
 - b. included in segregated settings
 - c. excluded from public education
 - d. None of the above

ANS: C REF: 27 MSC: Knowledge

4. From 1920 to 1960 the availability of public school programs for children with disabilities continued to be
- a. nonexistent.
 - b. sporadic and selective.
 - c. available to all.
 - d. available regardless of a student's disability label.

ANS: B REF: 27 MSC: Knowledge

NOT: From the 1920s to the 1940s, most states only allowed for special education; they did not mandate it.

5. In the 1960s, President Kennedy expanded the federal government's role in special education by
- a. supporting IDEA.
 - b. providing financial support for special education teacher preparation.
 - c. supporting ADA.
 - d. All of the above

ANS: B REF: 27 MSC: Knowledge

6. In the 1950s and 1960s, the right of an education for children with disabilities came to the public forum as part of what social movement?
- a. Anti-war protests
 - b. Immigration Acts
 - c. Civil Rights Movement
 - d. Free Speech Movement

ANS: C REF: 27 MSC: Conceptual

7. Although largely considered a landmark case for ending racial discrimination, *Brown v. Board of Education* set a precedent for access to education for
- students from rural communities.
 - students who are gifted.
 - students with disabilities
 - preschool students

ANS: C REF: 27 MSC: Conceptual

8. Education was reaffirmed as a right and not a privilege by the U.S. Supreme Court in the case of
- Mills v. District of Columbia.
 - Brown v. Board of Education.
 - PARC v. Commonwealth of Pennsylvania.
 - Wyatt v. Stickney.

ANS: B REF: 27 MSC: Knowledge

NOT: *Brown v. Topeka Kansas, Board of Education* (1954) established that education must be made available to everyone on an equal basis. The court declared that “. . . it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.”

9. Public Law 99-457 requires that all eligible children with disabilities between the ages of _____ receive a free and appropriate public education.
- one and three
 - three and five
 - one and five
 - five and twenty-one

ANS: B REF: 27 MSC: Knowledge

NOT: P.L. 99-457 mandated preschool education for students with disabilities. Under this law, all children between the ages of 3 and 5 must receive a free appropriate public education.

10. Lillian is age four and is getting the benefit of early intervention services as a child with a developmental delay as provided under _____.
- PL 94-144
 - PL 95-947
 - PL 97-547
 - PL 99-457

ANS: D REF: 27 MSC: Applied

11. Which court decision expanded on the PARC ruling and declared that a free public education must be provided to all children with disabilities?
- Mills v. District of Columbia
 - Brown v. Board of Education
 - PARC v. Commonwealth of Pennsylvania
 - Wyatt v. Stickney

ANS: A REF: 28 MSC: Knowledge

NOT: The Mills case expanded the Pennsylvania decision beyond children with mental retardation to include all children with disabilities.

12. Which court decision in the 1970s held that the state was responsible for providing a free public education to all children with mental retardation between six and twenty-one years of age?
- PARC v. Commonwealth of Pennsylvania
 - Brown v. Board of Education
 - Mills v. District of Columbia
 - Everret v. Santa Barbara

ANS: A PTS: 1 REF: 28 MSC: Knowledge

13. The _____ principle in IDEA requires that public schools provide special education and related services to meet the individual needs of all students.
- zero exclusion
 - zero affect
 - zero inclusion
 - zero tolerance

ANS: A REF: 29 MSC: Conceptual

14. Special education includes
- specially designed instruction.
 - no cost to parents.
 - services that are provided in all settings.
 - All of the above

ANS: D REF: 29 MSC: Conceptual

15. Jared needs speech and language services in order to benefit from special education. This is an example of a(n)
- adaptive fit.
 - IFSP.
 - IEP.
 - related service.

ANS: D REF: 29 MSC: Applied

16. In order for a student with a disability to receive specialized services under the Individuals with Disabilities Education Act, he or she must have
- a disability condition as identified in federal law, or a counterpart in state law.
 - a demonstrated need for special education and related services.
 - All of the above
 - None of the above

ANS: C REF: 29-30
MSC: Knowledge

NOT: In order for an individual to receive the specialized services available under IDEA, two criteria must be met. First, the individual must be identified as having a disability condition identified in federal law or their counterparts in a state's special education law. The second criteria for eligibility is the student's demonstrated need for specialized instruction and related services in order to receive an appropriate education.

17. In order for a student to receive services under IDEA he or she must be identified as
- having a recognized disability and requiring special education.
 - needing reasonable accommodations but not special education.
 - requiring special education but not necessarily having a disability.
 - None of the above

ANS: A REF: 29-30 MSC: Conceptual

18. IDEA is based on the principle that
- only some students are able to benefit from education.
 - most, but not necessarily all students, are able to benefit from education.
 - all students are able to benefit from education.
 - only a few students are able to benefit from education.

ANS: C REF: 30 MSC: Conceptual

19. Which of the following is a provision of IDEA?
- Parental safeguards
 - Individualized Education
 - Nondiscriminatory assessments
 - All of the above

Program

ANS: D REF: 30 MSC: Knowledge

20. The provisions for a free and appropriate public education (FAPE) are based on which Constitutional Amendment?
- the Eighteenth Amendment to the U.S. Constitution
 - the Fifteenth Amendment to the U.S. Constitution
 - the Sixteenth Amendment to the U.S. Constitution
 - the Fourteenth Amendment to the U.S. Constitution

ANS: D REF: 30 MSC: Knowledge

NOT: IDEA provisions related to FAPE are based on the Fourteenth Amendment to the U.S. Constitution guaranteeing equal protection of the law.

21. The Rowley (1982) Supreme Court decision held that an appropriate special education must be
- ideal.
 - beneficial.
 - the best.
 - A and C

ANS: B REF: 30 MSC: Conceptual

22. Which court case provided the major interpretation of FAPE?
- Mills v. Board of Education
 - PARCS v. Pennsylvania
 - Brown v. Board of Education
 - Board of Education v. Rowley

ANS: D REF: 30 MSC: Knowledge

23. Sven is receiving an education consisting of specially designed instruction and related services that are individually designed to provide educational benefit. Sven is receiving a(n)
- TBI.
 - LRE.
 - FAPE.
 - 504 Plan.

ANS: C REF: 30 MSC: Applied

24. IDEA requirements for nondiscriminatory and multidisciplinary assessment testing procedures include
- testing all children in English.
 - the use of the IQ test as a primary tool for determining eligibility.
 - a team approach to assessment.
 - All of the above

ANS: C REF: 30-31 MSC: Knowledge

NOT: The law mandates students are to be tested in their native language using multiple assessment tools. Assessment is to be conducted by a multidisciplinary team of professionals using several pieces of information.

25. Which of the following is not a component of nondiscriminatory assessment?
- validation of tools
 - testing in primary language
 - testing in English only
 - using nondiscriminatory procedures

ANS: C REF: 30-31 MSC: Applied

26. As a parent, you do not agree with the appropriateness of the school's evaluation of your child's learning disability. You may choose to
- request an independent educational assessment.

- b. request an evaluation at public expense assessment.
- c. None of the above
- d. A and B

ANS: D REF: 31 MSC: Applied

27. IDEA gives parents the right to
- a. consent in writing prior to assessment for special education services.
 - b. question their son or daughter's special education program and placement.
 - c. make recommendations about educational programming.
 - d. All of the above

ANS: D REF: 31 MSC: Knowledge

NOT: Under the law parents have many rights in the education process, including the right to 1) consent prior to evaluation for special education services, 2) question programming and placement, and 3) make recommendations regarding programming and placement.

28. The intent of parental safeguards is to ensure that parents are involved in decisions about their child's education and
- a. encourage adversarial relationships between parents and professionals.
 - b. protect the student and family from decisions that could negatively impact the child's education.
 - c. provide schools with more power in decision making than parents.
 - d. All of the above.

ANS: B REF: 31 MSC: Knowledge

29. The team responsible for developing the IEP for a child in an inclusive setting should include
- a. the parents.
 - b. the general educator.
 - c. the LEA representative.
 - d. all of the above.

ANS: D REF: 33 MSC: Knowledge

30. The purpose of the individualized education program (IEP) is to
- a. provide an appropriate educational experience for each student.
 - b. promote effective communication between school and parents.
 - c. establish continuity in the delivery of educational services from day to day, as well as annually.
 - d. all of the above.

ANS: D REF: 33 MSC: Knowledge

NOT: The IEP is a vehicle for developing an individual educational program that is consistent with the educational needs of students with disabilities. The IEP process is intended to foster home school communication, and establish consistency in educational programming over time.

31. The individualized education program as mandated in IDEA 2004 must include a statement of
- a. annual goals for all students and short-term objectives only for those students who take alternate assessments aligned to alternate achievement standards.
 - b. annual goals, objectives, and benchmarks for all students.
 - c. academic annual goals only.
 - d. functional annual goals only.

ANS: A REF: 33 MSC: Knowledge

32. Which of the following is required in an IEP?

- a. statement of current levels of performance
- b. measurable annual goals
- c. related services when appropriate
- d. all of the above

ANS: D REF: 33 MSC: Knowledge

33. IDEA 2004 mandates that the individualized education program must describe
- a. short-term objectives for every student.
 - b. how each student's progress toward meeting annual goals will be measured.
 - c. why it is appropriate for parents to be excluded from the IEP team.
 - d. None of the above

ANS: B REF: 33

34. IDEA 2004 requires that an IEP must include
- a. how the child will make progress in learning functional but not academic skills.
 - b. how the child will be included in state or district-wide assessments of student achievement.
 - c. All of the above.
 - d. None of the above.

ANS: B REF: 33 MSC: Knowledge

NOT: In addition to the requirements already in law prior to IDEA 97, these new amendments do require a statement on how the child will be included in both the general curriculum and state/district-wide assessments.

35. The least restrictive environment (LRE) requirement in IDEA states that students with disabilities should
- a. be fully included in general education classrooms.
 - b. receive an equal education.
 - c. be educated with their nondisabled peers to the maximum extent appropriate.
 - d. go to special schools.

ANS: C REF: 33-34 MSC: Conceptual

NOT: The purpose of the least restrictive environment provision is to ensure that students learn in an environment consistent with their instructional needs. IDEA mandates that students are to be educated to the maximum extent appropriate with their nondisabled peers.

36. The least restrictive environment is
- a. the general education classroom for all students.
 - b. a special school if the child is blind.
 - c. individually determined.
 - d. an inclusive setting.

ANS: C REF: 34 MSC: Conceptual

37. Junior has repeatedly demonstrated greater academic, social, and behavioral gains in a special school setting. If the IEP team agrees, this means that this setting is likely the _____ for Junior.
- a. inclusive placement
 - b. neighborhood school
 - c. age appropriate placement
 - d. least restrictive environment

ANS: D REF: 33-35 MSC: Applied

38. According to the U.S. Department of Education, how many students with disabilities between the ages of three and twenty-one receive special education?
- over 7 million
 - between 6 and 7 million
 - between 4 and 5 million
 - under 1 million

ANS: B REF: 35 MSC: Knowledge

NOT: The U.S. Department of Education reported that 6,796,274 children receive special education services under IDEA.

39. Fred's teacher has noticed that he is often not able to complete one digit addition problems due to difficulty with number sequencing. Before making a referral for special education services she decides to try and use
- more punishment.
 - an instructional adaptation.
 - an instructional modification.
 - B and C

ANS: D REF: 35-36 MSC: Applied

40. Early-intervening services do not include providing
- pre-referral interventions.
 - reasonable accommodations.
 - assessment with parental consent.
 - None of the above

ANS: D REF: 35-36

41. Amy is a student who is unable to memorize her multiplication tables. Despite her teacher's interventions she is not making progress. After a referral was initiated, a multidisciplinary assessment was used to determine Amy's strengths and weaknesses. The next phase would be to
- determine student eligibility and educational need.
 - develop an Individualized Education Program (IEP).
 - determine the Least Restrictive Environment (LRE).
 - none of the above.

ANS: A REF: 39 MSC: Applied

42. A principle that characterizes school accountability under the No Child Left Behind Act and IDEA 2004 is
- an emphasis on challenging academic standards for all students.
 - exclusion of most students with disabilities from academic standards.
 - progress on the goals for the IEP as the way to hold each school accountable for student learning.
 - All of the above

ANS: A REF: 41 MSC: Conceptual

NOT: There are three principles that characterize the standards-based approach in America's schools: a focus on student achievement as the primary measure of school success; an emphasis on challenging academic standards that specify the knowledge and skills students should acquire and the levels at which they should demonstrate mastery of that knowledge; and a desire to extend the standards to all students, including those for whom expectations have been traditionally low.

43. Which is not a characteristic of a standards based approach to education?
- challenging academic standards
 - high academic mastery
 - standards for knowledge and skills
 - undifferentiated instruction

ANS: D REF: 41 MSC: Conceptual

44. Students with disabilities eligible under Section 504/ADA but not eligible under IDEA are entitled to
- special education and related services.
 - reasonable accommodations or modifications in their educational program.
 - All of the above
 - None of the above

ANS: B REF: 42-45 MSC: Knowledge

NOT: Students eligible under Section 504 are entitled to reasonable accommodations or modifications as a means to “create a fair and level playing field” in their educational program.

45. IDEA mandates that students who bring a dangerous weapon to school are
- entitled to continue receiving services although there may be a change in educational placement.
 - expelled automatically for one year.
 - required to participate in the D.A.R.E. program.
 - suspended for no more than 60 days.

ANS: A REF: 45 MSC: Conceptual

NOT: IDEA 2004 reiterated that FAPE must be available to all students and there should be no cessation of services. Schools must seek to employ instructional alternatives to expulsion.

TRUE/FALSE

- ___ 1. There were numerous high quality options for the education of students with disabilities starting in the late 19th Century.

ANS: F REF: 26

- ___ 2. *PARC vs. Commonwealth of Pennsylvania* established that all students with disabilities have the right to a free and appropriate public education.

ANS: F REF: 28

- ___ 3. Related services must be provided to ensure that students benefit from special education.

ANS: T REF: 29

- ___ 4. Special education may require some cost to parents if the child’s educational needs exceed the resources of a school district.

ANS: F REF: 30

- ___ 5. The Supreme Court in *Hendrick Hudson v. Rowley* declared that schools must provide an ideal educational program for each student with a disability.

ANS: F REF: 30

- ___ 6. IDEA mandates that the general education teacher must participate on the IEP team if the child is, or may be, receiving services in the general education classroom.

ANS: T REF: 33

___ 7. Every IEP must contain measurable annual goals, including academic and functional goals.

ANS: F REF: 33

___ 8. The definition of FAPE includes not only some educational benefit but also meaningful progress.

ANS: T REF: 42

___ 9. IDEA 2004 reaffirms the notion that students with disabilities are incapable of learning more if high academic standards are expected.

ANS: F REF: 42

___ 10. There is no difference among students with disabilities under IDEA and Section 504/ADA.

ANS: F REF: 42-44

SHORT ANSWER

1. How would you describe the educational services that were available for students with disabilities during most of the twentieth century?

ANS:

1) What services did exist were primarily educational programs provided in segregated settings; 2) special education was sporadic and selective; and 3) special education was allowed in many states but required in few until 1975.

REF: 26

2. Describe at least one right-to-education court case discussed in the text that led to eventual passage of the national mandate to educate students with disabilities.

ANS:

1) *Brown v. Board of Education* declared that education is a right and not a privilege; 2) *PARC v. Pennsylvania Courts* ordered a free and appropriate education for students with mental retardation between ages six and twenty-one; 3) the *Mills* case extended the right to a FAPE to all school-aged children with disabilities (students may cite other cases that have had an impact).

REF: 26-28

3. Identify at least three of the major components of the Individuals with Disabilities Education Act (IDEA).

ANS:

1) Nondiscriminatory and multidisciplinary assessment; 2) Parental safeguards; 3) Procedural safeguards (due process); 4) FAPE; 5) LRE; 6) IEP

REF: 30-34

4. Identify the four phases of special education referral, planning, and placement process.

ANS:

1) Initiating the referral; 2) Assessing eligibility and need; 3) Developing the IEP; 4) Determining the LRE

REF: 35-38

5. Describe two of the principles of a standards based approach to improving student achievement.

ANS:

1) focus on student achievement as the primary measure of school success; 2) an emphasis on challenging academic standards that specify the knowledge and skills students acquire and the levels that they will demonstrate mastery of this skills; 3) a desire to extend the standards to all students, including those for whom expectations have been traditionally low.

REF: 41

6. List at least two of the features that students with disabilities must have to fulfill that promise that all students will succeed if schools expect the highest academic standards.

ANS:

1) highly qualified and effective teachers; 2) curriculum based on standards; 3) assessments that measure performance on the standards; and 4) inclusion in the reported results that determine if a school is meeting established performance level.

REF: 42

7. Under IDEA, what must a student's IEP include relative to accessing the general education curriculum?

ANS:

IDEA requires that a student's IEP describe how the disability affects involvement and progress in the general education curriculum. IEP goals must enable the student to access the general curriculum when appropriate.

REF: 42

8. Describe the difference between students with disabilities who are eligible for services under Section 504/ADA and those eligible under IDEA.

ANS:

Students eligible under ADA are entitled to accommodations and/or modifications to their educational program that will ensure that they receive an appropriate education comparable to that of their peers without disabilities. Students eligible under IDEA are entitled to special education and related services to ensure that they receive a FAPE.

REF: 43-45

9. Describe the difference between an IEP and a 504 Plan.

ANS:

The two are different in scope and intent. An IEP is concerned with ensuring access to FAPE, while a 504 plan provides the means to create a level and fair playing field.

REF: 45

10. Describe the principle of zero exclusion.

ANS:

The principle of zero exclusion states that no student with a disability can be denied a FAPE regardless of the nature, type, or extent of the disability

REF: 45

ESSAY

1. The 1970s was a period of major changes in the field of special education. Discuss the major issues and the court decisions in the Pennsylvania Association for Retarded Citizens (PARC) v. Commonwealth of Pennsylvania and Mills v. the District of Columbia and how the Mills expanded on the PARC ruling.

ANS:

The Pennsylvania suit charged that children with mental retardation were being denied their right to a free public education. The plaintiffs claimed that these children can learn if the educational program is adjusted to meet their individual needs. The issue was whether public school programs should be required to accommodate children who were intellectually different. The court ordered Pennsylvania schools to provide a free public education to all retarded children ages 6 to 21, commensurate with their individual learning needs. In addition, preschool education was to be provided for children who were retarded if the local school district provided it for children who were normal.

This Mills case expanded the Pennsylvania decision to include all children with disabilities. District of Columbia schools were ordered to provide a free and appropriate education to every school-age child with a disability. The court further ordered that, when general public school assignment was not appropriate, alternative educational services had to be made available.

REF: 27-28

2. Discuss the major components of the Individuals with Disabilities Education Act.

ANS:

The five major components of IDEA are: 1) nondiscriminatory and multidisciplinary assessment of educational needs; 2) parental involvement in developing each child's educational program; 3) a free and appropriate public education, 4) education in the least restrictive environment (LRE); and 5) an individualized education program (IEP).

Provisions for nondiscriminatory assessment and multidisciplinary assessment include: 1) testing of students in their native or primary language, whenever possible; 2) the use of evaluation procedures selected and administered to prevent cultural or racial discrimination; 3) the use of assessment tools validated for the purpose for which they are being used; 4) assessment by a multidisciplinary team utilizing several pieces of information to formulate a placement decision.

Parents are granted several rights under IDEA, including: 1) consent in writing before the child is initially evaluated; 2) consent in writing before the child is initially placed in a special education program; 3) request an independent education evaluation if they feel the school's evaluation is inappropriate; 4) request an evaluation at public expense if a due-process hearing finds that the public agency's evaluation was inappropriate; 5) participation on the committee that considers the evaluation, placement, and programming of the child; 6) inspection and review educational records and challenge information believed to be inaccurate, misleading, or in violation of the privacy or other rights of the child; 7) request a copy of information from the child's educational record; 8) request a hearing concerning the school's proposal or refusal to initiate or change the identification, evaluation, or placement of the child or the provision of a free, appropriate public education.

All students with disabilities are entitled to a free and appropriate public education (FAPE) based upon individual ability and need. The IDEA provisions related to FAPE are based on the Fourteenth Amendment to the U.S. constitution guaranteeing equal protection of the law. No student with a disability can be excluded from a public education based on a disability. The least restrictive environment clause of IDEA mandates that students with disabilities receive their education with nondisabled peers to the maximum extent appropriate. In order to meet this mandate, federal regulations required schools to develop a continuum of placements, ranging from general classrooms with support services to homebound and hospital programs. IDEA mandates that all student with disabilities are to have an individual education program (IEP).

All IEPs contain information about the following: (1) the student's present level of performance; (2) annual goals for all students and short-term objectives for students taking alternate assessments aligned with alternate achievement standards; (4) related services; (5) percentage of time spent in general education; (6) beginning and ending dates for special education services; and (7) annual evaluation.

REF: 28-33

3. Discuss the concept of the least restrictive environment. Is the LRE always the most inclusive placement?

ANS:

As mandated in IDEA, the least restrictive environment (LRE) means educating students with disabilities with their nondisabled peers to the maximum extent appropriate. Federal regulations require that the removal of a child from the general education setting is to occur only when the nature and severity of the child's disability is such that education in general education classes with supplementary aids or services cannot be achieved satisfactorily

While the concept of the LRE suggests a strong preference for the student to be educated alongside their nondisabled peers, it also states that this should occur only when appropriate. As such, LRE and mainstreaming are not synonymous. The LRE may be any one of a "continuum of alternative placements," ranging from the general education classroom to separate educational environments exclusively for students with disabilities.

REF: 35-38