

Test Bank

CHAPTER 2: POLICIES, PRACTICES, AND PROGRAMS

Multiple Choice

1. Which Supreme Court case requires a student with disabilities to be placed in a general education classroom with supplementary aids and services prior to considering more segregated placements?

- a. *Daniel R.R. v. State Board of Education*
- b. *Winkelman v. Parma City School District*
- c. *Cedar Rapids Community School District v. Garret F.*
- d. *Oberti v. Board of Education of the Borough of Clementon School District*

Ans: D

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142

Cognitive Domain: Knowledge

Answer Location: Key Judicial Decisions

Difficulty Level: Easy

2. Which Supreme Court case affirmed the rights of parents to represent their children in IDEA-related court cases?

- a. *Winkelman v. Parma City School District.*
- b. *Forest Grove School District v. T.A*
- c. *Daniel R.R. v. State Board of Education*
- d. *Agostini v. Felton*

Ans: A

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142

Cognitive Domain: Knowledge

Answer Location: Key Judicial Decisions

Difficulty Level: Easy

3. Which principle states that children with disabilities are to be educated, to the maximum extent appropriate, with students without disabilities?

- a. a free appropriate public education (FAPE)
- b. the least restrictive environment (LRE)
- c. transition
- d. child-find

Ans: B

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Comprehension

Answer Location: Public Law 94–142

Difficulty Level: Medium

4. Which is not included in an IEP?
- educational services to be provided
 - annual goal and accompanying instructional objectives
 - physician's diagnosis of disability
 - the present level of academic functioning

Ans: C

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Comprehension

Answer Location: Public Law 94–142

Difficulty Level: Medium

5. The “Parents’ Law” refers to legislation that requires that parents _____.
- pay for supplemental services
 - participate fully in the decision-making process that affects their child’s education
 - attend training specific to the child’s disability
 - who have disabilities are provided services

Ans: B

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Comprehension

Answer Location: Public Law 94–142

Difficulty Level: Medium

6. This legislation introduced the Individualized Family Service Plan (IFSP) and was established for infants and toddlers.
- PL 99–457: Education of Handicapped Children Act Amendments
 - PL 107–110: No Child Left Behind
 - PL 105–17: IDEA 1997
 - PL 101–476: IDEA 1990

Ans: A

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Act: 1975-1997

Difficulty Level: Easy

7. Assistive technology needs of each learner must be assessed is a component of which law?
- PL 99–457: Education of Handicapped Children Act Amendments
 - PL 105–17: IDEA 1997
 - PL 101–476: IDEA 1990
 - PL 107–110: No Child Left Behind

Ans: B

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Act: 1975-1997

Difficulty Level: Easy

8. Autism and traumatic brain injury are identified as discrete disability categories in this legislation.

a. PL 99–457: Education of Handicapped Children Act Amendments

b. PL 101–476: IDEA 1990

c. PL 105–17: IDEA 1997

d. PL 107–110: No Child Left Behind

Ans: B

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Act: 1975-1997

Difficulty Level: Easy

9. A school administrator begins each year by defining what all teachers should do, and defines the content that will be assessed and who is accountable. This is an example of _____.

a. creating equity within a classroom

b. standards set by President Bill Clinton's Goals 2000

c. standard leadership protocol

d. best practices for educational standards

Ans: D

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Analysis

Answer Location: Educational Reform: Standards-Based Education

Difficulty Level: Hard

10. The Every Student Succeeds Act (PL 114–95) is the reauthorization of _____.

a. No Child Left Behind

b. IDEA

c. Education of All Handicapped Children Act

d. Americans with Disabilities Act

Ans: A

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Educational Reform: Standards-Based Education

Difficulty Level: Easy

11. Which amendment includes the equal protection clause?

- a. First Amendment
- b. Fourth Amendment
- c. Eleventh Amendment
- d. Fourteenth Amendment

Ans: D

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142.

Cognitive Domain: Knowledge

Answer Location: Litigation and Legislation Affecting Special Education

Difficulty Level: Easy

12. What landmark case declared segregation unlawful and laid the groundwork for increasing educational access for students with disabilities?

- a. *Smith v. Board of Education of Philadelphia*
- b. *Brown v. Board of Education of Topeka, Kansas*
- c. *Diana v. State Board of Education*
- d. *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania*

Ans: B

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142.

Cognitive Domain: Knowledge

Answer Location: Litigation and Legislation Affecting Special Education

Difficulty Level: Easy

13. Select the public law that was the “bill of rights” for children with exceptionalities and their families.

- a. PL 90–112
- b. PL 98–192
- c. PL 94–142
- d. PL 94–132

Ans: C

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Easy

14. What philosophy supports the belief that all children, regardless of the severity of their disability, must be provided with an education appropriate to their unique needs at no cost to the parent/guardian?

- a. equal opportunity
- b. least restrictive environment
- c. integration
- d. zero rejection

Ans: D

Learning Objective: 2.2: Summarize the key components of the Individuals with

Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Easy

15. PL 99–457 extended the scope of educational services provided by PL 94–142 to support which population?

- a. elementary students
- b. middle school students
- c. high school students
- d. children aged 3 to 5 years

Ans: D

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Educational Reform: Standards-Based Education

Difficulty Level: Easy

16. What type of plan is developed for students ages birth to 2 years who are experiencing a developmental delay or have a high probability of a developmental delay?

- a. individualized family service plan
- b. individualized assistance plan
- c. educational assistance plan
- d. individualized education program

Ans: A

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Application

Answer Location: Educational Reform: Standards-Based Education

Difficulty Level: Medium

17. A student with autism and another with a traumatic brain injury are both protected under 101-476 identified what disability/disabilities as distinct categories?

- a. PL 101–476
- b. PL 99–457
- c. PL 105–17
- d. PL 94–142

Ans: A

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Application

Answer Location: Educational Reform: Standards-Based Education

Difficulty Level: Medium

18. What model does Section 504 of the Rehabilitation Act of 1973 employ?

- a. rehabilitative
- b. functional
- c. categorical
- d. diagnostic

Ans: B

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Knowledge

Answer Location: Civil Rights Legislation

Difficulty Level: Easy

19. The achievement of which students are the focus of the No Child Left Behind (NCLB) Act?

- a. students with disabilities
- b. students without disabilities
- c. preschool students
- d. all students

Ans: D

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Comprehension

Answer Location: No Child Left Behind Act of 2001

Difficulty Level: Medium

20. Select the measure of emphasis used to determine a school's progress of meeting mandates of the No Child Left Behind Act.

- a. class averages
- b. semester grades
- c. standardized tests
- d. benchmark scores

Ans: C

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Knowledge

Answer Location: No Child Left Behind Act of 2001

Difficulty Level: Easy

21. What procedure for identifying students with a disability did IDEA 2004 provide as an alternative to the discrepancy model?

- a. child find
- b. response to intervention
- c. mainstreaming
- d. least restrictive environment

Ans: B

Learning Objective: 2.6: Identify the steps in the referral process for the delivery of special education services.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Improvement Act of 2004

Difficulty Level: Easy

22. What is the age restriction stipulated by Section 504 of the Rehabilitation Act of 1973?

- a. there isn't an age restriction
- b. ages 6 to 18 years
- c. ages birth to 26 years
- d. the same as IDEA age restrictions

Ans: A

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Knowledge

Answer Location: Section 504 of the Rehabilitation Act of 1973

Difficulty Level: Easy

23. What should occur before initiating a referral for special education services?

- a. allow 9 weeks to pass from the first recognition of a potential disability
- b. provision of accommodations and modifications
- c. related service provision
- d. prereferral interventions

Ans: D

Learning Objective: 2.6: Identify the steps in the referral process for the delivery of special education services.

Cognitive Domain: Application

Answer Location: Referral and Assessment for Special Education

Difficulty Level: Medium

24. What is a written request to evaluate a student to determine whether or not the child has a disability?

- a. request for assistance
- b. manifestation determination
- c. referral
- d. eligibility determination

Ans: C

Learning Objective: 2.6: Identify the steps in the referral process for the delivery of special education services.

Cognitive Domain: Knowledge

Answer Location: Referral

Difficulty Level: Easy

25. What is the first step in determining whether or not a student has a disability?

- a. Secure parent permission for student evaluation.
- b. Collect preliminary assessment data using standardized protocols.
- c. Implement instruction in alternate educational settings to assess learning impact.

d. Provide accommodations and modifications to assess learning impact.

Ans: A

Learning Objective: 2.6: Identify the steps in the referral process for the delivery of special education services.

Cognitive Domain: Comprehension

Answer Location: Assessment

Difficulty Level: Medium

26. Standardized tests linked to interindividual differences are called _____.

- a. criterion-referenced tests
- b. norm-referenced tests
- c. mastery-based assessments
- d. curriculum-based measurements

Ans: B

Learning Objective: 2.4: Compare inter- and intraindividual differences.

Cognitive Domain: Knowledge

Answer Location: Assessment

Difficulty Level: Easy

27. Standardized tests linked to intraindividual differences are called _____.

- a. criterion-referenced tests
- b. norm-referenced tests
- c. curriculum-based measurements
- d. mastery-based assessments

Ans: A

Learning Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

Cognitive Domain: Knowledge

Answer Location: Assessment

Difficulty Level: Easy

28. When must an individualized education program be developed following the determination of a disability?

- a. 14 days
- b. 30 days
- c. 60 days
- d. 90 days

Ans: B

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Knowledge

Answer Location: Individualized Education Program

Difficulty Level: Easy

29. According to IDEA 2004, at what age is a statement of needed transition services required?

- a. 12
- b. 14
- c. 16
- d. 18

Ans: C

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Improvement Act of 2004

Difficulty Level: Easy

30. What provides direction for the delivery of early intervention services for infants and toddlers who are at risk or disabled?

- a. individualized family service plan
- b. individualized education team
- c. early intervention assistance team
- d. preschool planning service team

Ans: A

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Knowledge

Answer Location: Individualized Family Service Plan

Difficulty Level: Easy

31. How often is an individualized family service plan reviewed?

- a. 60 days
- b. 3 months
- c. 6 months
- d. annually

Ans: C

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Knowledge

Answer Location: Individualized Family Service Plan

Difficulty Level: Easy

32. IDEA mandates that services be provided to students in what setting?

- a. best available setting
- b. most appropriate environment
- c. least restrictive environment
- d. most restrictive setting

Ans: C

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Comprehension

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Easy

33. Select the educational setting that is least restrictive.

- a. separate school
- b. separate setting
- c. resource room
- d. regular class

Ans: D

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: A Cascade of Service Delivery Options

Difficulty Level: Easy

34. When determining the least restrictive environment for service delivery, what is this decision based on?

- a. student's educational need
- b. teacher certification
- c. space and budget allocations
- d. student's identified disability

Ans: A

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Comprehension

Answer Location: A Cascade of Service Delivery Options

Difficulty Level: Medium

35. What is the concept of a partnership between general and special education resulting in a coordinated delivery system?

- a. least restrictive environment
- b. regular education initiative
- c. equal access for all students
- d. full inclusion

Ans: B

Learning Objective: 2.8: Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.

Cognitive Domain: Knowledge

Answer Location: A Contemporary Challenge

Difficulty Level: Easy

36. What is the belief that all students should be taught exclusively in general education classrooms at neighborhood schools?

- a. least restrictive environment
- b. equal access for all students
- c. full inclusion
- d. regular education initiative

Ans: C

Learning Objective: 2.8: Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.

Cognitive Domain: Knowledge

Answer Location: A Contemporary Challenge

Difficulty Level: Easy

37. Which major political movement helped secure equal educational rights for children with disabilities?

- a. Cuban missile crisis
- b. civil rights movement
- c. Securities and Liberty Act of 1962
- d. the women's rights movement

Ans: B

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142.

Cognitive Domain: Knowledge

Answer Location: Litigation and Legislation Affecting Special Education

Difficulty Level: Easy

38. At the beginning of the school year, the teacher assesses each students' assistive technology needs. Which public law are they following?

- a. PL 105–17
- b. PL 99–457
- c. PL 94–142
- d. PL 101–476

Ans: A

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Analysis

Answer Location: Educational Reform: Standards-Based Education

Difficulty Level: Hard

39. What was not a result of the reauthorizations of IDEA?

- a. Student and parent rights have been clarified.
- b. Discipline procedures have been articulated.
- c. Individual transition plans (ITPs) are required for students with an IEP by age 16.
- d. Services for individuals with disabilities have been extended through age 23.

Ans: D

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Comprehension

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Medium

40. The right to receive written notification (in parents' native language) of proposed

changes to their child's educational classification or placement is a part of which component of PL 94–142?

- a. procedural due process
- b. non-discriminatory assessment
- c. the least restrictive environment
- d. individualized education program

Ans: A

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Comprehension

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Medium

41. Which of the following is a civil rights law?

- a. PL 94–142
- b. PL 99–457
- c. PL 101–476
- d. PL 93–112

Ans: D

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Improvement Act of 2004

Difficulty Level: Easy

42. Under Section 504 of the Rehabilitation Act of 1973, what is not considered a “major life activities”?

- a. seeing
- b. driving
- c. learning
- d. walking

Ans: B

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Improvement Act of 2004

Difficulty Level: Medium

43. Which is a stipulation of NCLB 2001?

- a. Annual testing of students K-8 is required.
- b. Special education students are excluded from testing.
- c. Teachers can change schools if their school is not attaining AYP.
- d. Schools experiencing difficulty attaining annual yearly progress (AYP) will be provided with technical and financial assistance.

Ans: D

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation

Act of 1973 and the Americans with Disabilities Act.
Cognitive Domain: Application
Answer Location: No Child Left Behind Act of 2001
Difficulty Level: Medium

44. A mandatory _____ is now required prior to proceeding with a due process hearing.
- a. waiting period
 - b. resolution session
 - c. suspension hearing
 - d. time out

Ans: B

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Improvement Act of 2004
Difficulty Level: Easy

45. Differences between pupils are an example of _____.
- a. intraindividual differences
 - b. exceptional differences
 - c. intermediate differences
 - d. interindividual differences

Ans: D

Learning Objective: 2.4: Compare inter- and intraindividual differences.

Cognitive Domain: Comprehension

Answer Location: Identification and Assessment of Individual Differences
Difficulty Level: Medium

46. Which of the following is an example of intraindividual differences?
- a. Caesar is taller than his classmates.
 - b. John is a terrific artist, but he has trouble doing pull-ups.
 - c. Alice is the fastest reader in the class.
 - d. LeBron consistently receives the highest scores in math.

Ans: B

Learning Objective: 2.4: Compare inter- and intraindividual differences.

Cognitive Domain: Analysis

Answer Location: Referral and Assessment for Special Education
Difficulty Level: Hard

47. How long after eligibility for special education services is determined until an IEP must be developed?
- a. 10 days
 - b. 15 days
 - c. 30 days
 - d. 60 days

Ans: C

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Individualized Education Program

Difficulty Level: Easy

48. An example of a presentation accommodation for a student is _____.

- a. removing them from a noisy classroom to reduce distractions
- b. giving the student multiple and frequent breaks to help them concentrate
- c. giving a student a headset to listen to a pre-recorded lesson plan
- d. allowing a student with limited verbal abilities to express their responses to an assignment through scribe, sign language, or pointing to the answer

Ans: D

Learning Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

Cognitive Domain: Analysis

Answer Location: Individualized Education Program

Difficulty Level: Hard

49. According to which of the following should students with disabilities be served within the full inclusion model?

- a. chronological age
- b. parental selection
- c. functional ability
- d. educational age

Ans: A

Learning Objective: 2.8: Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.

Cognitive Domain: Comprehension

Answer Location: A Contemporary Challenge

Difficulty Level: Medium

50. One way for an evaluator to gain a complete educational portrait of a student's abilities is to _____.

- a. observe the student at the end of the term during a comprehensive exam
- b. interview the parents on a regular basis to get a sense of the study habits
- c. give the student educational accommodations to improve throughout the year
- d. assess the student on a wide range of examples from the student through the collection of a portfolio

Ans: D

Learning Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

Cognitive Domain: Analysis

Answer Location: Referral and Assessment for Special Education

Difficulty Level: Hard

51. According to the Individuals with Disabilities Education Improvement Act of 2004, an individualized education program must include a statement of the student's present levels of educational and functional _____.

- a. distress
- b. performance
- c. satisfaction
- d. development

Ans: B

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Comprehension

Answer Location: Individualized Education Program

Difficulty Level: Medium

52. _____ is the generic term for the process of gathering information for the purpose of making decisions.

- a. Response to intervention
- b. Discrepancy model
- c. Instruction
- d. Assessment

Ans: D

Learning Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

Cognitive Domain: Knowledge

Answer Location: Assessment

Difficulty Level: Easy

53. Goals in an individualized family service plan are based on the _____ of the family.

- a. income
- b. demonstrated needs
- c. developmental stage
- d. priorities

Ans: D

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Knowledge

Answer Location: Individualized Family Service Plan

Difficulty Level: Easy

54. The language contained in IDEA 2004 concerning who is considered a "highly qualified" special educator is complementary to the standards promulgated in _____.

- a. Public Law 101–476 (1990 Amendments to PL 94–142)
- b. No Child Left Behind Act (NCLB) of 2001
- c. Section 504 of the Rehabilitation Act of 1973
- d. Americans with Disabilities Act (Public Law 101–336)

Ans: B

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Knowledge

Answer Location: No Child Left Behind Act of 2001

Difficulty Level: Medium

55. Which act employs a functional rather than a categorical model for determining a disability?

a. Section 504 of the Rehabilitation Act of 1973

b. No Child Left Behind Act of 2001

c. Public Law 10–17 (1997 Amendments to IDEA)

d. Americans with Disabilities Act Amendments of 2008 (Public Law 110–325)

Ans: A

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Application

Answer Location: Every Student Succeeds Act

Difficulty Level: Medium

56. Which of the following is *not* a major component under IDEA (Public Law 94–142)?

a. Free appropriate public education (FAPE)

b. Individualized family service plan (IFSP)

c. Individualized education program (IEP)

d. Least restrictive environment (LRE)

Ans: B

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Application

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Medium

57. The U.S. Supreme Court held in _____ that catheterization qualified as a related service under PL 94–142.

a. *Smith v. Robinson*, 1984

b. *Honig v. Doe*, 1988

c. *Tatro v. State of Texas*, 1980

d. *Armstrong v. Kline*, 1980

Ans: C

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Easy

58. The current focus on exposing an individual with special needs to the general

education curriculum is clearly evident in a recent initiative known as _____.

- a. Common Core State Standards
- b. regular education initiative
- c. Americans with Disabilities Act Amendments
- d. Section 504

Ans: A

Learning Objective: 2.8: Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.

Cognitive Domain: Comprehension

Answer Location: No Child Left Behind Act of 2001

Difficulty Level: Medium

59. Which of the following is not a stipulation of IDEA 2004?

- a. Multiyear IEPs are permissible.
- b. All students are required to participate in state- and district-wide assessments with accommodations or alternate assessment as stipulated in the IEP.
- c. It eliminates the use of short-term objectives except for students evaluated via the alternate assessment.
- d. Autism and traumatic brain injury are identified as discrete disability categories.

Ans: D

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Application

Answer Location: Every Student Succeeds Act

Difficulty Level: Medium

60. Instructional or behavioral strategies introduced by a general education teacher to assist a struggling student are _____.

- a. informal assessments
- b. prereferral interventions
- c. portfolios
- d. student work samples

Ans: B

Learning Objective: 2.6: Identify the steps in the referral process for the delivery of special education services.

Cognitive Domain: Knowledge

Answer Location: Prereferral

Difficulty Level: Easy

61. The continuum of services is a series of educational placements that can be used to determine a student's _____.

- a. present levels of performance
- b. behavior interventions
- c. range of probable success
- d. least restrictive environment

Ans: D

Learning Objective: 2.8: Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.

Cognitive Domain: Comprehension

Answer Location: A Cascade of Service Delivery Options

Difficulty Level: Medium

62. In _____, the court extended a previous decision to include all children with disabilities.

a. *Mills v. Board of Education, District of Columbia, 1972*

b. *Winkelman v. Parma City School District, 2007*

c. *Arlington Central School District Board of Education v. Murphy, 2006*

d. *Agostini v. Felton, 1997*

Ans: A

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142.

Cognitive Domain: Knowledge

Answer Location: A Synopsis of Selected Court Cases Influencing Special Education Practice

Difficulty Level: Easy

True/False

1. Flexibility and freedom of movement are what allow the cascade of services to work.

Ans: T

Learning Objective: 2.8: Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.

Cognitive Domain: Comprehension

Answer Location: A Cascade of Service Delivery Options

Difficulty Level: Medium

2. Schools are not liable if goals are not achieved in the IEP.

Ans: T

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Comprehension

Answer Location: Individualized Education Program

Difficulty Level: Medium

3. The IEP triennial review can be waived if both the parents and school officials agree that the review is not necessary.

Ans: T

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Knowledge

Answer Location: Individualized Education Program

Difficulty Level: Easy

4. Data gleaned from criterion-referenced tests provide limited instructional information.

Ans: F

Learning Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

Cognitive Domain: Knowledge

Answer Location: Assessment

Difficulty Level: Easy

5. Criterion-referenced tests compare a pupil's performance with that of a representative sample of children.

Ans: F

Learning Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

Cognitive Domain: Knowledge

Answer Location: Assessment

Difficulty Level: Easy

6. Litigation is the only reason we have recent changes in the procedures and practices currently being instituted in special education.

Ans: F

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142.

Cognitive Domain: Comprehension

Answer Location: Litigation and Legislation Affecting Special Education

Difficulty Level: Medium

7. Schools do not need to justify the exclusion of students with disabilities at any period of time from the general education environment.

Ans: F

Learning Objective: 2.6: Identify the steps in the referral process for the delivery of special education services.

Cognitive Domain: Knowledge

Answer Location: Individualized Education Program

Difficulty Level: Easy

8. Some students eligible for special education services under IDEA are also eligible for accommodations under Section 504.

Ans: F

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Knowledge

Answer Location: Section 504 of the Rehabilitation Act of 1973

Difficulty Level: Easy

9. Judicial decisions and legislative enactments have been a major force in transforming

the field of special education.

Ans: T

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142.

Cognitive Domain: Knowledge

Answer Location: Litigation and Legislation Affecting Special Education

Difficulty Level: Easy

10. The individualized family service plan must be reviewed every 9 months.

Ans: F

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Knowledge

Answer Location: Individualized Family Service Plan

Difficulty Level: Easy

11. The Common Core State Standards (CCSS) do not apply to students receiving special education.

Ans: F

Learning Objective: 2.6: Identify the steps in the referral process for the delivery of special education services.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Improvement Act of 2004

Difficulty Level: Easy

12. According to IDEA 2004, special education teachers are required to have preservice training in cultural competencies.

Ans: F

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Every Student Succeeds Act

Difficulty Level: Easy

13. IDEA 2004 requires that all students participate in statewide assessments.

Ans: F

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Educational Reform: Standards-Based Education

Difficulty Level: Easy

14. IDEA 2004 dictates that a multitude of formal and informal tools are required during the assessment process.

Ans: T

Learning Objective: 2.2: Summarize the key components of the Individuals with

Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Assessment

Difficulty Level: Easy

15. Eligibility standards are the same state to state.

Ans: F

Learning Objective: 2.6: Identify the steps in the referral process for the delivery of special education services.

Cognitive Domain: Comprehension

Answer Location: Individualized Education Program

Difficulty Level: Medium

16. The individualized education program and the placement recommendation should be formulated at the same time.

Ans: F

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Comprehension

Answer Location: Individualized Education Program

Difficulty Level: Medium

17. Schools are liable if the goals in the IEP are not achieved.

Ans: F

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Comprehension

Answer Location: Individualized Education Program

Difficulty Level: Medium

18. The empowerment model is the basis for the construction of an effective individualized family service plan.

Ans: T

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Knowledge

Answer Location: Individualized Family Service Plan

Difficulty Level: Easy

19. Section 504 of the Rehabilitation Act of 1973 forbids discrimination against persons with disabilities in both the public and private sectors.

Ans: F

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Knowledge

Answer Location: Section 504 of the Rehabilitation Act of 1973

Difficulty Level: Easy

20. The philosophy of “zero reject” holds that all children, regardless of their disability, should be provided an appropriate education.

Ans: T

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Comprehension

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Medium

21. PL 94–142 requires that parents participate fully in the decision-making process that affects their child’s education.

Ans: T

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Easy

22. A free appropriate public education (FAPE) includes the principle of related services such as occupational therapy.

Ans: T

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Easy

23. IDEA does not mandate parental consent for referral but does require consent for evaluation.

Ans: T

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Knowledge

Answer Location: Referral

Difficulty Level: Easy

24. PL 94–142 requires services be provided for preschool children with disabilities.

Ans: F

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Easy

25. NCLB 2001 stipulated that schools were expected to show annual yearly progress toward the goal of 100% proficiency in 2014.

Ans: T

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Knowledge

Answer Location: Educational Reform: Standards-Based Education

Difficulty Level: Easy

26. The purpose of the 504 Plan is to enable the students to receive a free appropriate public education.

Ans: T

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Comprehension

Answer Location: Section 504 of the Rehabilitation Act of 1973

Difficulty Level: Medium

27. Section 504 protects individuals with disabilities from discrimination throughout their life span.

Ans: T

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Knowledge

Answer Location: Section 504 of the Rehabilitation Act of 1973

Difficulty Level: Easy

28. Norm-referenced assessments are especially helpful in pinpointing specific skills in which a student may require additional instruction.

Ans: F

Learning Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

Cognitive Domain: Comprehension

Answer Location: Assessment

Difficulty Level: Medium

Short Answer

1. List the six major components of PL 94–142.

Ans: A free appropriate public education; the least restrictive environment; an individualized education program; procedural due process; non-discriminatory assessment; parental participation

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142.

Cognitive Domain: Knowledge

Answer Location: Individuals With Disabilities Education Act: 1975–1997

Difficulty Level: Easy

2. Differentiate between the changes introduced by the IDEA Amendments of 1997 and prior legislation.

Ans: The amendments added benefits for students with disabilities may be disciplined similar to children without disabilities provided the behavior was not a manifestation of the disability. IEPs must state how the student will be involved with and progress through the general curriculum. Orientation and mobility services are now included as a related service for students with visual impairments. If school authorities and the student's parents agree, the triennial reevaluation is not required; the category "developmental delay" can be used for students ages 3 through 9 years.

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Analysis

Answer Location: Educational Reform: Standards-Based Education

Difficulty Level: Hard

3. Compare the two eligibility criteria for a student to receive services through Section 504 of the Rehabilitation Act of 1973.

Ans: Have a physical or mental impairment that substantially limits one or more life activities; have a record of such impairment or be regarded as having such an impairment by others

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Analysis

Answer Location: Section 504 of the Rehabilitation Act of 1973

Difficulty Level: Hard

4. Explain what occurs when a student reaches the "age of majority."

Ans: Information is provided to the student at least 1 year before reaching the age of majority regarding the transfer of rights to the student upon reaching the age of majority.

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Comprehension

Answer Location: Individualized Education Program

Difficulty Level: Medium

5. Select one of the assessment accommodations categories and provide examples.

Ans: Presentation accommodations: Braille, large print, reader, screen reader, videotape, sign language

Response accommodations: scribe, sign language, assistive communication, graphic organizers

Setting accommodations: reduce distractions, distraction accommodations, special equipment

Learning Objective: 2.5: Describe the difference between norm- and criterion-referenced assessments.

Cognitive Domain: Application

Answer Location: Identification and Assessment of Individual Differences

Difficulty Level: Medium

6. List the five components that measurable annual goals should include?

Ans: The student (the who); will do what (the behavior); to what level or degree (the criterion); under what conditions (the conditions); in what length of time (the timeframe)

Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).

Cognitive Domain: Knowledge

Answer Location: Individualized Education Program

Difficulty Level: Easy

Essay

1. Discuss the impact of *Brown v. Board of Education of Topeka, Kansas* on the field of special education.

Ans: The Supreme Court reasoned that it was unlawful to discriminate against a group of individuals for arbitrary reasons. The Court specifically ruled that separate schools for black and white students were inherently unequal and thus unconstitutional.

Furthermore, education was characterized as a fundamental function of government that should be afforded to all citizens on an equal basis. Though primarily recognized as striking down racial segregation, the thinking articulated in *Brown* was applied to the segregation of students with disabilities. The ruling provided the foundation of what we now know as inclusion.

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94–142.

Cognitive Domain: Analysis

Answer Location: Litigation and Legislation Affecting Special Education

Difficulty Level: Hard

2. Identify and briefly explain each of the six major components of PL 94–142 that provide the foundation of special education in today's society.

Ans: 1. Free Appropriate Public Education: all children, regardless of the severity of their disability, must be provided with an education appropriate to their unique needs at no cost to the parent(s)/guardian(s).

2. Least Restrictive Environment: children with disabilities are to be educated, to the maximum extent appropriate, with students without disabilities.

3. An individualized education program (IEP): an individually tailored statement describing an educational plan for each learner with exceptionalities

4. Procedural due process: parent(s)/guardian(s) have the right to confidentiality of records; to examine all records; to obtain an independent evaluation; to receive written notification of proposed changes to their child's educational classification or placement; and to an impartial hearing whenever disagreements arise regarding educational plans for their son/daughter.

5. Non-discriminatory assessment: prior to placement, a child must be evaluated by a multidisciplinary team.

6. Parental participation: PL 94–142 mandates meaningful parent involvement
Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Application

Answer Location: Public Law 94–142

Difficulty Level: Medium

3. Compare how a 504 Plan is different from an IEP.

Ans: The 504 Plan should include a statement of the pupil's strengths and needs, a list of necessary accommodations, and the individual(s) responsible for ensuring implementation. The purpose of the 504 Plan is to enable the student to receive a free appropriate public education.

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Analysis

Answer Location: Section 504 of the Rehabilitation Act of 1973

Difficulty Level: Hard

4. Discuss how an individual who is ineligible for a special education under IDEA may qualify for special assistance under Section 504.

Ans: According to Section 504, individuals are eligible for services if they (a) have a physical or mental impairment that substantially limits one or more major life activities; (b) have a record of such an impairment; or (c) are regarded as having such an impairment by others.

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Analysis

Answer Location: Section 504 of the Rehabilitation Act of 1973

Difficulty Level: Hard

5. Identify how PL 110–325 (The Americans with Disabilities Act Amendments of 2008) significantly changed the ADA.

Ans: The ADAA revises the definition of a disability in favor of a broader interpretation, thereby extending protections to greater numbers of individuals. It expressly overturns two Supreme Court decisions that had previously limited the meaning of the term disability. ADAA expands the definition of “major life activities” by including two non-inclusive lists, the first of which includes activities such as reading, concentrating, and thinking. The second list includes major bodily functions such as functions of the immune system or neurological functioning.

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Analysis

Answer Location: Public Law 110–325 (Americans With Disabilities Act Amendments of 2008)

Difficulty Level: Hard

6. Judicial decisions have played a critical role in shaping special education service delivery. Discuss four of the influential court cases and the specific contribution to the field of special education that each provided.

Ans: *Brown v. Board of Education of Topeka, Kansas*--separate is not equal

Diana v. State Board of Education--testing must be done in student's primary language

Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania--state must guarantee FAPE to all children with intellectual disabilities; students must be placed in LRE; provided for "child-find"

Mills v. Board of Education, District of Columbia--extended PARC decision to include all children with disabilities

Larry P. v. Riles--African American students cannot be placed in classes for children with intellectual disability solely on the basis of intellectual assessments

Lau v. Nichols--milestone case in the field of bilingual education; significantly affected the education of culturally and linguistically diverse learners.

Armstrong v. Kline--extended school year

Tatro v. State of Texas--broadened/clarified definition of related services

Board of Education of the Hendrick Hudson Central School District v. Rowley--defined "appropriate" in FAPE--does not require optimum opportunity

Daniel R. R. v. State Board of Education--refined definition of LRE

Oberti v. Board of Education of the Borough of Clementon School District--strengthened LRE stipulations; decision to exclude a student from the general education environment must be justified and documented

Agostini v. Felton--services may be provided to students enrolled in private schools

Cedar Rapids Community School District v. Garret F.--expanded and clarifies the concept of related services

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

Cognitive Domain: Comprehension

Answer Location: Key Judicial Decisions

Difficulty Level: Medium

7. Describe the similarities and differences between the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Ans: Similarities--eligible individuals entitled to appropriate modifications, accommodations, etc. Provide protection from discrimination

Differences: IDEA is entitlement; Section 504 is civil rights

IDEA serves birth to 21; Section 504 has no age stipulation

IDEA includes 12 disabilities; Section 504 definition of disability is much broader

IDEA requires IEP; Section 504 requires an accommodation plan

IDEA receives federal funding; Section 504 does NOT receive federal funding

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Analysis

Answer Location: Civil Rights Legislation

Difficulty Level: Hard

8. Discuss four significant issues addressed through the Individuals with Disabilities Education Improvement Act of 2004.

Ans: modified criteria for identifying students with specific learning disabilities eliminates use of short-term objective in IEPs except for students evaluated with alternate assessment

IEPs must include present levels of academic achievement and functional performance relaxes requirements for participation in IEP meetings

multiyear IEPs are permissible

IEPs must incorporate research-based interventions

transition planning at age 16

interim alternative educational setting for up to 45 days

ALL students required to participate in state and district testing

special educators must be "highly qualified"

resolution session required prior to a due process hearing

statute of limitations on parents for filing due process complaints

modifies provision of student's native language and preferred mode of communication

Learning Objective: 2.2: Summarize the key components of the Individuals with Disabilities Education Act (IDEA) from 1975 to 2004.

Cognitive Domain: Comprehension

Answer Location: No Child Left Behind Act of 2001

Difficulty Level: Medium

9. Compare and contrast interindividual differences and intraindividual differences.

Ans: interindividual--differences between two or more persons in a particular area
intraindividual--differences within the individual; unique patterns of strengths and weaknesses

Learning Objective: 2.4: Compare inter- and intraindividual differences.

Cognitive Domain: Analysis

Answer Location: Identification and Assessment of Individual Differences

Difficulty Level: Hard

10. List and describe the elements of an appropriate individualized education program.

Ans: current performance--present levels of educational and functional performance
goals--measurable annual goals that address student's involvement in general education

special education and related services--statement of special education, related services and supplementary aids and services to be provided

participation with typical students--explanation of the extent to which the student will NOT participate in the general education classroom

participation in state and districtwide assessments--statement of modifications

dates and places--initiation date, location of services, duration and frequency of services

transition services--beginning at age 16

measuring progress--statement of how progress toward annual goals will be measured

and student's parents informed
age of majority--information provided at least one year before reaching the age of majority regarding transfer of rights to the student
Learning Objective: 2.7: List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP).
Cognitive Domain: Comprehension
Answer Location: Elements of a Meaningful Individualized Education Program
Difficulty Level: Medium

11. Explain the criteria for protections from discrimination as stipulated in Section 504.

Ans: Individual must:

1. have a physical or mental impairment that substantially limits one or more major life activities;
2. have a record of such an impairment; or
3. be regarded as having such an impairment by others.

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Comprehension

Answer Location: Section 504 of the Rehabilitation Act of 1973

Difficulty Level: Medium

12. Discuss the differences among the concepts of least restrictive environment, regular education initiative, and full inclusion.

Ans: least restrictive environment--individuals with disabilities are to be educated in environments as close as possible to the general education classroom setting
regular education initiative--an approach that advocates that general educators assume greater responsibility for the education of students with disabilities
full inclusion--an interpretation of the principle of least restrictive environment advocating that all pupils with disabilities are to be educated in the general education classroom.

Learning Objective: 2.8: Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.

Cognitive Domain: Analysis

Answer Location: Various

Difficulty Level: Hard

13. Discuss the concept of "reasonable accommodations" as required by Section 504.

Ans: Reasonable accommodations might include modifications of the general education program, the assignment of an aide, a behavior management plan, or the provision of special study areas. Students may also receive related services such as occupational or physical therapy even if they are not receiving a special education through IDEA.

Learning Objective: 2.3: Explain the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Cognitive Domain: Comprehension

Answer Location: Section 504 of the Rehabilitation Act of 1973

Difficulty Level: Medium

14. Point out, in detail, the significance of *Brown v. Board of Education, Topeka, Kansas* to the field of special education.

Ans: U.S. Supreme Court stipulated that it was unlawful to discriminate against a group of individuals for arbitrary reasons....ruled that separate schools for black and white students were inherently unequal...therefore, unconstitutional...education should be afforded all citizens on an equal basis...all of which had major implications for special education. Much of the contemporary litigation and legislation affecting special education is legally grounded in the precedents established by *Brown v. Board*.

Learning Objective: 2.1: Identify the court cases that led to the enactment of Public Law 94-142.

Cognitive Domain: Analysis

Answer Location: Litigation and Legislation Affecting Special Education

Difficulty Level: Hard