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Chapter 2 Test Item File

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Exceptional Children: An Introduction to Special Education

Twelfth Edition

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Chapter 2: Planning and Providing Special Education Services

Chapter 2 Learning Outcome Quizzes

Learning Outcome 2.1: Identify and describe the function of each step of the special education process.

[Q1]

Which of the following statements regarding multifactored evaluation is true?

1. IDEA requires that multifactored evaluation reports provide information about the child's educational needs and how to meet them. [correct]
2. IDEA requires nondiscriminatory multifactored evaluations only for ethnically and culturally diverse groups.
3. IDEA requires that multifactored evaluation investigates a child's access to appropriate instruction suitable to their learning preference.
4. IDEA requires that the school district must complete the multifactored evaluation within 30 days of receiving parental consent.

[Feedback for Correct Answer 1]

IDEA requires nondiscriminatory multifactored evaluation for all students suspected of having a disability. Multifactored evaluation reports must provide information about the child's educational needs and how to meet them, and the school district must complete the multifactored evaluation within 60 days of the parents' request. Additionally, a child shall not be identified with a disability if his learning difficulties are the result of a lack of appropriate instruction.

[Feedback for Answer Choice 2]

All children are protected under IDEA in terms of receiving nondiscriminatory multifactored evaluations. This is not a protection only afforded to particular cultural or ethnic minority groups.

[Feedback for Answer Choice 3]

A child cannot be diagnosed with a learning disability based on a lack of appropriate instruction. Evaluations involve many variables, and if a child has received inappropriate instruction, this must be corrected outside of a learning disability diagnosis. Learning preferences are not considered in this evaluation.

[Feedback for Answer Choice 4]

A multifactored evaluation must be completed within 60 days of parental request.

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[Q2]

Which of the following is a formal prereferral process, using multi-tiered systems of support (MTSS), that assesses how a student responds to increasingly intensive instruction?

1. Multifactored evaluation (MFE)
2. Positive behavior interventions and supports (PBIS)
3. Response to intervention (RTI) [correct]
4. Student support team (SST)

[Feedback for Answer Choice 1]

Any child suspected of having a disability must receive a nondiscriminatory multifactored evaluation (MFE) to determine eligibility for special education and to provide information about the child's educational needs and how to meet them. However, an MFE is not a prereferral process focused on modifying the type of instruction a student receives.

[Feedback for Answer Choice 2

PBIS is a multi-tiered system used to support the behavioral needs of students. However, this is not a process focused on academic instruction.

[Feedback for Correct Answer 3]

Many school districts use a formal and systematic prereferral process called response to intervention (RTI). How a student responds to increasingly intensive, scientifically validated instruction can help determine whether the child's struggles to learn are the result of insufficient instruction or a disability.

[Feedback for Answer Choice 4]

Student support teams are critical in providing ongoing and systematic evaluation and instructional adaptations for students. However, this is not a formal prereferral process focused on instructional intensity.

[Q3]

Consider the following scenario. Janelle is a third-grade student who receives special education services for her learning disability. At Janelle's last IEP meeting, the team met to review Janelle's progress toward her annual goals. Janelle had met all goals. As a result, the team decided to implement new goals that would be evaluated through Janelle's fifth-grade year. Which of the following statements represents the error in this scenario?

1. Janelle's IEP team did not need to formally meet to review Janelle's goals since Janelle was successful.
2. IEP goals are annual goals, meaning they must be reasonably achieved in a year and re-evaluated annually. [correct]

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3. Since Janelle met her annual goals, she no longer requires special education services.
4. Annual goals are only implemented at the high school level.

[Feedback for Answer Choice 1]

IEP teams must meet annually to review a student's progress toward goals. This is a federal requirement outlined in the Individuals with Disabilities Education Act (IDEA).

[Feedback for Correct Answer 2]

IEP goals are annual goals, often containing shorter-term objectives. The Individuals with Disabilities Education Act (IDEA) requires that goals are evaluated annually. It would not be appropriate to develop a goal that spanned a two-year period.

[Feedback for Answer Choice 3]

It is great that Janelle is meeting her goals. That means she is being well served! However, achievement of annual goals is no reason to consider a discontinuation of services.

[Feedback for Answer Choice 4]

Annual goals are a part of every Individualized Education Program (IEP).

[Q4]

Which of the following combinations represents appropriate variables for the discontinuation of special education services?

1. A multifactor evaluation conducted every three years, parental/guardian request for revocation of services [correct]
2. A multifactor evaluation conducted every three years, attainment of annual goals
3. Parental/guardian request for revocation of services, attainment of annual goals
4. A multifactor evaluation conducted every three years, student (under age 18) request for revocation of services

[Feedback for Correct Answer 1]

Unless the family and school decides otherwise, a reevaluation of services occurs every three years for a student in special education. At this time, the team may decide that the disability is no longer present or no longer impacting the student's education. At this time, special education services may end. Likewise, as of 2008, parents/guardians can also request a revocation of services.

[Feedback for Answer Choice 2]

While it is true that reevaluation should occur every three years, unless decided upon by the IEP team, attainment of annual goals is simply an indication that SPED services are working and not a cause to discontinue services.

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[Feedback for Answer Choice 3]

In 2008, parental/guardian request for revocation of SPED services became a viable route to ending SPED services; however, attainment of annual goals is simply an indication that SPED services are working and not a cause to discontinue services.

[Feedback for Answer Choice 4]

Students are reevaluated every three years unless the IEP team, including the parent/guardian, decides it is not necessary. However, students under the age of 18 cannot request revocation of services on their own.

Learning Outcome 2.2: Define *disproportionate representation*, identify groups that are over- and underrepresented in special education, and explain why this is problematic.

[Q1]

Which of the following best exemplifies the concept of *disproportionate representation* in special education?

1. African American students are more likely to be identified as having an emotional and behavioral related disability than white students. [correct]
2. There are more white students than African American students receiving special education services.
3. Hispanic and Latino populations have a risk ratio of 1.0.
4. Risk ratios are important factors in determining special education placement.

[Feedback for Correct Answer 1]

African American students are overrepresented in emotional and behavioral disability identification. This means that the representation of these students does not match what is expected based on the racial composition of the population.

[Feedback for Answer Choice 2]

Given that white students make up the majority of students in U.S. schools as of 2020, a normally distributed special education population should also have a majority of white students as this matches the nation's demographics.

[Feedback for Answer Choice 3]

A risk ratio of 1.0 indicates that the subgroup is appropriately represented in the special education population.

[Feedback for Answer Choice 4]

To the contrary, risk ratios provide information about over- and underrepresentation and often indicate more systemic injustices (racism, classism, etc.). Race should never be a variable used to determine special education placement.

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[Q2]

When considering the population of students receiving special education services in the United States, the risk ratio for Asian American students is 0.5. Which of the following best describes this ratio?

1. Asian American students are overrepresented in special education.
2. Asian American students are underrepresented in special education. [correct]
3. Asian American students are more likely to be identified for special education than any other racial subgroup.
4. Since this ratio is rather low, Asian American students are likely not at risk for under- or overrepresentation.

[Feedback for Answer Choice 1]

A risk ratio of 1.0 would indicate that a racial subgroup is represented in a proportion that matches the overall population demographic. Therefore, a risk ratio of 0.5 would not represent overrepresentation.

[Feedback for Correct Answer 2]

Remember that risk ratios are calculated with consideration of proportional representation consistent with the overall population. A risk ratio of 0.5 indicates that Asian Americans are underrepresented in the special education population.

[Feedback for Answer Choice 3]

With a risk ratio of 0.5, Asian Americans are certainly not more likely to be identified for special education services than most other subgroups. Remember that a risk ratio of 1.0 indicates that a racial subgroup is proportionally represented.

[Feedback for Answer Choice 4]

Keep in mind how risk ratios work. A ratio of 1.0 would indicate that a subgroup is represented in proportionality.

[Q3]

The racial composition of the current professional teaching force contains an overrepresentation of white teachers. Approximately 80% of teachers are white, yet the racial composition of students continues to diversify. Which of the following statements best identifies the negative impact possible when the populations of teachers and students are different?

1. As long as teachers are properly trained in culturally responsive practices, there is no possible negative impact.
2. If the racial demographics of students and teachers are drastically different, students are less likely to engage in the classroom.
3. Disparate teacher and student demographics could lead to overrepresentation of racial minorities in special education due to bias in referrals. [correct]

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4. Disparate teacher and student demographics could lead to underrepresentation of racial minorities in special education due to bias in referrals.

[Feedback for Answer Choice 1]

While it is true that training in culturally responsive pedagogies is important, this training alone cannot mitigate all risk.

[Feedback for Answer Choice 2]

Student engagement is determined by a number of interacting factors. While there are possible negative outcomes associated with drastically different teacher and student populations, this is not the best answer choice.

[Feedback for Correct Answer 3]

Perhaps inadvertently, research has suggested that overrepresentation of racial minorities is often exacerbated when the cultures of students and teachers are drastically different.

[Feedback for Answer Choice 4]

Remember that an underrepresented population is one that is not adequately represented in the special education population. Disparate student and teacher populations would not lead to underrepresentation of racial minority groups.

[Q4]

Which of the following statements best describes concerns over-disproportionate representation in special education?

1. Disproportionate representation is a problem, because the trend exposes underlying justice issues related to race, class, and gender. [correct]
2. Disproportionate representation is not a problem, because current demographics reflect current needs in the field.
3. Disproportionate representation is not a problem, because assessments are free from bias.
4. Disproportionate representation is a problem, because any risk ratio under 1.0 indicates malpractice by assessors.

[Feedback for Correct Answer 1]

Disproportionate representation in special education represents a host of underlying issues in relation to race, class, and gender. These issues are broad systemic and societal issues, but special educators and assessors must work toward equity in assessment and identification practices.

[Feedback for Answer Choice 2]

The current demographics in special education reflect other issues, but cannot be read as an unbiased representation of current need.

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[Feedback for Answer Choice 3]

Assessments are often biased, particularly assessments such as IQ tests, which have been a historical foundation of special education identification.

[Feedback for Answer Choice 4]

A risk ratio is a great measure for understanding disproportionality, but remember, it is only one measure. Furthermore, underrepresentation, or scores below 1.0, may be equally problematic as scores above 1.0.

Learning Outcome 2.3: Compare and contrast the three teaming models.

[Q1]

Jessie is a second-grade student who receives services for an emotional and behavioral disability. Jessie's current IEP team consists of his second-grade general education teacher, his special education teacher who provides consultation for Jessie, the school psychologists, the assistant principal, and Jessie's father. At Jessie's most recent IEP team meeting, his special education teacher focused on Jessie's behavior plan, his general education teacher offered input in regards to Jessie's grades, the school psychologist reported findings from Jessie's most recent evaluations, the assistant principal provided feedback on office referrals, and Jessie's father discussed his long-term goals for Jessie. Each team member made a plan for how they would deliver a necessary component of Jessie's services based on their areas of expertise. Given the varying functions of this team, which of the following best describes this IEP team?

1. Interdisciplinary team
2. Transdisciplinary team
3. Consultative team
4. Multidisciplinary team [correct]

[Feedback for Answer Choice 1]

Jessie's team is not acting in an interdisciplinary fashion as they are not working together to develop intervention services for Jessie.

[Feedback for Answer Choice 2]

In this example, all of the members of Jessie's IEP team are working in their own areas; therefore, this is not a transdisciplinary team.

[Feedback for Answer Choice 3]

While it is true that Jessie's IEP team is engaging in a level of consultation, this is not the term that best describes this team, nor is this one of the three types of teaming discussed in the chapter.

[Feedback for Correct Answer 4]

While each member of Jessie's team is working toward providing him appropriate services, each team member is also siloed into their own particular areas, with a discontinuous approach to providing Jessie's services. This is most common with a multidisciplinary team.

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[Q2]

Consider Jessie's IEP team. If Jessie's general and special education teachers met with the school psychologist to develop Jessie's behavior plan and then consulted with Jessie's assistant principal and father for feedback to fine-tune the plan and determine how each member of the team would implement appropriate services, which type of team would most likely represent Jessie's IEP team?

1. Multidisciplinary team
2. Interdisciplinary team [correct]
3. Transdisciplinary team
4. Consultative team

[Feedback for Answer Choice 1]

Jessie's team is now beginning to share expertise in order to combine ideas and abilities to best serve Jessie. Therefore, this team has moved beyond a multidisciplinary team.

[Feedback for Correct Answer 2]

Jessie's IEP team is now sharing expertise and working together to provide more efficient services. They're still focused on their own areas of expertise, but they are working together in closer partnership.

[Feedback for Answer Choice 3]

Jessie's IEP team is working together more closely, but each member of the team is still essentially providing support in their own area of expertise.

[Feedback for Answer Choice 4]

While it is true that Jessie's IEP team is engaging in a level of consultation, this is not the term that best describes this team, nor is this one of the three types of teaming discussed in the chapter.

[Q3]

Consider Jessie's IEP team. If the team met together to collectively determine the most appropriate services and supports for Jessie, then all worked together to offer training and support to Jessie's special education teacher to be the primary provider of Jessie's services based on combined expertise and continuous communication of stakeholders, which team would best describe Jessie's team?

1. Multidisciplinary team
2. Transdisciplinary team [correct]
3. Interdisciplinary team
4. Consultative team

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[Feedback for Answer Choice 1]

It is true that Jessie's team is comprised of a number of different professionals from varying disciplines, but this team is working much more closely and providing much more interaction than a multidisciplinary team.

[Feedback for Correct Answer 2]

Jessie's IEP team is now working together to develop interventions and supports while providing skill development for one another. This is the trademark of an effective interdisciplinary team.

[Feedback for Answer Choice 3]

Jessie's team is working together and providing one another with expertise, but interdisciplinary teams usually consist of team members that are tightly connected to their own sub-discipline.

[Feedback for Answer Choice 4]

While it is true that Jessie's IEP team is engaging in a level of consultation, this is not the term that best describes this team, nor is this one of the three types of teaming discussed in the chapter.

[Q4]

Consider Jessie's IEP team. If the team met together but only shared information about their area of expertise as specific advice and training to other team members, while only some team members delivered services, which team would best describe Jessie's team?

1. Multidisciplinary team
2. Transdisciplinary
3. Interdisciplinary team
4. Consultative team [correct]

[Feedback for Answer Choice 1]

This scenario almost sounds like a multidisciplinary team, but there is one difference. In this scenario, not all team members are delivering services. In a multidisciplinary team, all team members deliver services.

[Feedback for Answer Choice 2]

In an interdisciplinary team, professionals work together to develop interventions and supports while providing skill development for one another. This is not the case in this scenario.

[Feedback for Answer Choice 3]

While Jesse's team is seeking advice from one another, they are not all implementing parts of Jessie's service plan.

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[Feedback for Correct Answer 4]

This is a basic example of a consultative team. Team members communicate, but usually within their area of expertise. Furthermore, not all team members are assessing or providing services, which is a trademark characteristic of a consultative team.

Learning Outcome 2.4: List the required components of an individualized education program.

[Q1]

Annabelle is a seventh-grade student who receives special education services as a function of her identification on the autism spectrum. Annabelle excels overall academically, but struggles to maintain social relationships and struggles with mathematics. In which of the following IEP sections would this information most likely be found?

1. Annual goals
2. Statement indicating the extent to which, if any, Annabelle will not participate in the general curriculum
3. Present levels of academic achievement and functional performance [correct]
4. Supplementary aids and services

[Feedback for Answer Choice 1]

While Annabelle's annual goals will be related to her areas of concern, this would not be the best place to look for specific information on Annabelle's total strengths and needs.

[Feedback for Answer Choice 2]

Annabelle's participation in the general curriculum will be a function of her strengths and needs, but this would not be the best section to learn about Annabelle's strengths and needs.

[Feedback for Correct Answer 3]

The present levels of academic achievement and functional performance section of an I EP is a critical component. Most often, this is the first section of an IEP, setting the tone for the remainder of the document. In this statement, Annabelle's strengths as well as areas where she needs extra supports will be found.

[Feedback for Answer Choice 4]

Annabelle may or may not receive various supplementary aids and services as a function of her strengths and needs, but this would not be the section to learn more about Annabelle's areas of strength and concern.

[Q2]

As stated in the last question, Annabelle excels academically, yet requires some extra support in regards to social and behaviorally related tasks as well as in mathematics. Annabelle's challenges with mathematics require that she receive her mathematics

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instruction primarily in a resource setting with a special education teacher. Where in Annabelle's IEP would her participation in the resource setting be most thoroughly justified?

1. Present levels of academic achievement and functional performance
2. Explanation of the extent to which the child will not participate with nondisabled children in the regular class [correct]
3. Statement of any individual appropriate accommodations necessary to measure the academic and functional performance of the child on state and district-wide assessments
4. Annual goals

[Feedback for Answer Choice 1]

As indicated in the first question, the present levels of academic achievement and functional performance are vitally important at outlining a student's strengths as well as the areas where students will require additional support, but a detailed explanation for Annabelle's need for resource services would not likely be found here.

[Feedback for Correct Answer 2]

Any time a child will not be included in the general curriculum, a clear, evidence-based explanation must be provided. This would be found in the section of the IEP dedicated to this explanation.

[Feedback for Answer Choice 3]

Accommodations refer to changes in settings to accommodate the learning needs of a student without changing the expectations of outcome. This would not be the best section for an explanation of Annabelle's resource math class.

[Feedback for Answer Choice 4]

Annual goals refer to yearlong goals developed to help support the learning of a student in special education. An explanation of setting would not be best given in an annual goal.

[Q3]

Because Annabelle struggles in some some social situations, her IEP team decided it would be most appropriate for her to receive regular services from the school counselor with a focus on social skill development. Where would this provision be outlined in Annabelle's IEP?

1. Present levels of academic achievement and functional performance
2. Statement of special education and related services [correct]
3. Explanation of participation in the general curriculum
4. Annual goals

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[Feedback for Answer Choice 1]

This section of the IEP would outline Annabelle's strengths and areas of need, but this is not the section that would describe the services Annabelle receives.

[Feedback for Correct Answer 2]

The school counselor, in this situation, would be considered a related service provider. The counselor is providing a needed service, not directly related to academic instruction. This would be outlined in the statement of special education and related services.

[Feedback for Answer Choice 3]

Working with the counselor would not hinder Annabelle's general education participation and would thus not be found in this section.

[Feedback for Answer Choice 4]

While it is likely that Annabelle will have a goal related to her social skill development, this would not be the section that thoroughly outlined this service.

[Q4]

Which of the following would be considered a special factor that must be considered by the IEP team?

1. Assistive technology needs [correct]
2. Accommodations required for participation in state assessments
3. Annual goals and objectives
4. Extent to which a student will participate in the general education curriculum

[Feedback for Correct Answer 1]

Assistive technology needs qualify under "consideration of special factors." Other special factors may include behavioral supports, language supports, braille access, and other communication needs of the child.

[Feedback for Answer Choice 2]

Accommodations required for participation in state or district assessments are not considered special factors, but are standard components of each IEP.

[Feedback for Answer Choice 3]

Annual goals and objectives are foundational structures of each and every IEP, thus not special factors.

[Feedback for Answer Choice 4]

All IEPs must contain a statement explaining the extent to which students will participate with their non-disabled peers in the general curriculum. This statement is not a special factor.

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[Q5]

John is a 19-year-old senior who receives services for special education under the category of Other Health Impaired. John's ADHD has caused him significant challenges in school, but with special education supports he is approaching graduation. His IEP is meeting soon to discuss his transition plan. Which of the following scenarios is most appropriate for John?

1. If possible, John should attend and participate in his IEP meeting because participation will help him practice self-determination skills. [correct]
2. If possible, John should attend and participate in his IEP meeting so that the IEP team is not held responsible for his post-secondary decisions.
3. John should not attend his IEP meeting because his self-esteem may be damaged from discussing his post-secondary options.
4. John should not attend his IEP team because his presence would make the IEP team more legally liable for his post-secondary outcomes.

[Feedback for Correct Answer 1]

When possible, there are many benefits to a student participating in their IEP meeting. Not only does it give students the chance to practice self-determination skills, but it helps the IEP team listen and consider the wishes of the student in order to develop a more meaningful IEP.

[Feedback for Answer Choice 2]

The IEP team is responsible for creating John's transition plan, but they are not responsible for John's choices post-graduation.

[Feedback for Answer Choice 3]

While IEP meetings may be places where sensitive content is discussed, this should always be done in a respectful and supportive manner. John is about to graduate and will need to be self-sufficient in a number of areas.

[Feedback for Answer Choice 4]

The legal responsibilities of the IEP team are not a function of John's presence. The IE P team must develop John's transition plan regardless of his attendance at the meeting, but they are not liable for his post-graduation choices.

Learning Outcome 2.5: Define *least restrictive environment*, and explain how the least restrictive environment for a given student is not necessarily the regular classroom.

[Q1]

Educating students with disabilities with their non-disabled peers to the maximum extent possible is a concept best described by which of the following?

1. Least Restrictive Environment [correct]
2. Special Education
3. Related Services

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4. Resource Settings

[Feedback for Correct Answer 1]

IDEA requires that every student with disabilities be educated in the Least Restrictive Environment (LRE). Specifically, the law stipulates that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (PL 108-446, Sec. 612 [a][5][A]).

[Feedback for Answer Choice 2]

Special Education refers to the supports and services students with disabilities receive in school in order for them to receive an appropriate public education. Special Education services vary widely, from fully included spaces to completely separate settings.

[Feedback for Answer Choice 3]

Related Services refers to the support services offered by non-educator professionals such as social workers, counselors, and school nurses, to name a few.

[Feedback for Answer Choice 4]

Resource Settings often refer to separate class spaces for students with disabilities where they receive specialized instruction outside of the general education setting. This setting would not describe one where students with disabilities are participating alongside students without disabilities.

[Q2]

Which of the following statements is true regarding the Least Restrictive Environment (L RE)?

1. IDEA does not require that schools provide a continuum of alternative placements. These offerings are based on the availability of district resources.
2. The LRE is the setting that is least similar to a regular classroom and meets the child's special educational needs.
3. A student's placement should be regarded as permanent, since disability status is unlikely to change over time.
4. A student cannot be removed from the regular classroom unless the IEP team determines the specialized instruction or related services the child needs to achieve his IEP goals cannot be provided in the regular classroom. [correct]

[Feedback for Answer Choice 1]

Schools are in fact required to offer a continuum of placement options in order to meet the diversity of student needs. This continuum of placements may take on differing

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forms given the structures of the district, but a continuum of placements must be provided.

[Feedback for Answer Choice 2]

A child should have as much access to the general education setting as is possible and beneficial. Special education services support students in accessing the curriculum with a goal of all students being served in the least restrictive environment.

[Feedback for Answer Choice 3]

A student's placement should never be considered permanent. This is the reason special education services must be regularly reevaluated. A child's settings should always be designed with their best interests in mind.

[Feedback for Correct Answer 4]

Removing a student with disabilities from the regular classroom is justified only if the IE P team determines that the specially designed instruction and related services necessary for the student to achieve her IEP goals cannot be provided in that setting. The LRE is the setting that is most similar to a regular classroom and meets the child's special educational needs. IDEA requires that schools provide a continuum of alternative placements. A student's placement should be not regarded as permanent.

[Q3]

Mr. Hendrix and Ms. Darnell work closely together as co-teachers in a sixth-grade language arts classroom. Today, the topic is gerunds, and Mr. Hendrix and Ms. Darnell suspect this will be a topic that requires some strategizing. In order to introduce the topic, Mr. Hendrix and Darnell divide the class into two sections based on data from the students' last assessment. They then proceed to each teach a group of students, with strategies designed to support the particular learners in their groups. What type of co-teaching approach does this scenario represent?

1. Station teaching
2. Parallel teaching [correct]
3. Team teaching
4. Alternate teaching

[Feedback for Answer Choice 1]

In this scenario, students did not rotate between teachers. This would be a standard feature of station teaching.

[Feedback for Correct Answer 2]

Mr. Hendrix and Ms. Darnell are engaging in parallel teaching. They're each teaching the same content simultaneously to two different groups, just using slightly different approaches based on the needs of their students.

[Feedback for Answer Choice 3]

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Team teaching occurs when two teachers are teaching together simultaneously to the same group. In this situation, the group is divided.

[Feedback for Answer Choice 4]

In alternative teaching, a small group of students is pulled out for support. In this scenario, however, the class is divided between the two teachers.

[Q4]

After Mr. Hendrix and Ms. Darnell finished their unit on gerunds, they assessed their students. The assessments suggested that overall Mr. Hendrix and Ms. Darnell were successful in helping their students understand gerunds. However, a small group of about five students was still struggling. The next day, Mr. Hendrix pulled this group to the side and helped provide more targeted instruction while Ms. Darnell led a reinforcement activity with the rest of the class. In what type of co-teaching model are Mr. Hendrix and Ms. Darnell now engaging?

1. Alternative teaching [correct]
2. Station teaching
3. Parallel teaching
4. One teaching/One helping

[Feedback for Correct Answer 1]

In alternative co-teaching models, one teacher may pull a small group aside to provide more individualized and targeted instruction. That's exactly what Mr. Hendrix is doing here. He's working to support the learners in the class that need extra support.

[Feedback for Answer Choice 2]

In station teaching, students rotate between teachers to receive instruction. In this case, each teacher is working with a dedicated group of students.

[Feedback for Answer Choice 3]

In parallel teaching, the class is divided relatively evenly as teachers work to deliver instruction to individual groups simultaneously. Keep in mind that in this scenario, the teachers are teaching different content.

[Feedback for Answer Choice 4]

While this may seem like a logical choice, as Mr. Hendrix is in fact helping, the one teach/one help model relies on one teacher being the main deliverer of content. In this scenario, both Mr. Hendrix and Ms. Darnell are busy delivering content.

[Q5]

To close their unit on gerunds, Mr. Hendrix and Ms. Darnell decided to have their students work in small groups on a gerund scavenger hunt that asked them to go all around the school and provide photo examples that could then be explained using a gerund. The class was excited to do this activity as it required them to work in small

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teams. Each individual student was also held accountable for their contribution through the assignment of specific group roles. What type of activity is this class engaging in?

1. Cooperative learning [correct]
2. Project-based learning
3. Inclusion
4. Team teaching

[Feedback for Correct Answer 1]

This is a prime example of a cooperative learning activity. In cooperative learning, students work together in small groups to achieve common group goals while also being held accountable for individual contributions. Mr. Hendrix and Ms. Darnell have ended their gerund unit with an interactive and cooperative experience.

[Feedback for Answer Choice 2]

Project-based learning is a term you may have heard elsewhere, but not in this chapter. It is an approach to teaching and learning that asks students to engage in long-term projects as a way of learning new material and demonstrating knowledge; however, Mr. Hendrix and Ms. Darnell are simply closing a unit with a collaborative activity.

[Feedback for Answer Choice 3]

While this activity could be inclusive, there is no evidence in the question indicating an inclusive environment. This is not the best choice for this question.

[Feedback for Answer Choice 4]

Team teaching is an approach to teaching where two teachers work together to simultaneously deliver instruction. In this scenario, Mr. Hendrix and Ms. Darnell are facilitating their students as they engage in a summary activity. This is not an example of team teaching.

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Chapter 2 Application Exercises

Application Exercise 2.1: Using Choral Responding

Learning Outcome 2.1: Identify and describe the function of each step of the special education process.

[Q1]
Review the Teaching and Learning Box entitled*, Choral Responding: Good Noise in the Classroom,* to answer the following question.

What impact does the use of choral responding have on learner engagement, learning, and on-task behavior in Pearson eText Video Examples 2.1? Give examples from one of the videos to support your answer.

[Q1 Model Response]
Choral response can positively impact learner engagement, learning outcomes, and on task behavior. We see this in Pearson eText Video Example 2.1 in a number of different ways. Possible correct answers could include:

- Students are responding collectively.
- Students demonstrate mastery geography standards
- Students appear to be engaged in a lively environment
- No off-task student behavior is observed
- Students are responding collectively.
- Students demonstrate mastery of English standards
- Students appear to be engaged in a lively environment.
- No off-task student behavior is observed

[Q2]
Review the Teaching and Learning Box entitled, *Choral Responding: Good Noise in the Classroom,* specifically the directions on how to use this strategy, to answer this question.

How many of the steps detailed in these directions do you see being implemented by the teachers in Pearson eText Video Examples 2.1. Give examples from the video to support your answer.

[Q2 Model Response]
The characteristics of quality choral reading, reported in this chapter, are also found in the video: 1. Give clear directions and model the activity. 2. Provide a brief thinking pause. 3. Signal students to respond. 4. Provide feedback. 5. Intersperse individual turns. 6. Maintain a lively space. In both of these videos, each teacher had command of the classroom and was not experiencing behavioral interruptions. This is a function of

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the fact that the class was engaged and active while expectations were clear and modeled. Correct responses could identify these characteristics from either video.

[Q3]
Review the Teaching and Learning Box entitled, *Choral Responding: Good Noise in the Classroom,* specifically the directions on how to use this strategy, to answer this question.

Compare Pearson eText Video Example 2.1 and 2.2. Using your knowledge of choral reading obtained in the chapter, note meaningful differences in how this strategy was implemented. Specifically, what meaningful differences exist in learning engagement, learning, and on-task behavior?

[Q3 Model Response]
In both of these video examples, the teachers are demonstrating proper use of the choral response strategy. Recall from the chapter that the proper components of choral response include: 1. Give clear directions and model the activity. 2. Provide a brief thinking pause. 3. Signal students to respond. 4. Provide feedback. 5. Intersperse individual turns. 6. Maintain a lively space. In each video, the teachers' directions were clear and the class demonstrated understanding by following those directions. Each teacher gave students time to think and gave a response signal. In addition, each teacher provided feedback and there were instances where allowed individual responses were permitted. All three classrooms were lively with no observed off-task student behavior.

Application Exercise 2.2: Increasing Student Involvement in the IEP Process

Learning Outcome 2.4: List the required components of an individualized education program.

[Q1]
Review the content in the Transition: Next Year Is Now Box entitled, Whose IEP Is This?, to answer the following question.

What impact does involving Alex in his IEP preparation have on his self-awareness, goal setting, self-advocacy, and decision making, as shown in Pearson eText Video Example 2.5? Give examples to support your answer.

[Q1 Model Response]
It is important for students to be involved in the creation of their IEP, when possible. In this video, Keisha has involved Alex in the IEP process by allowing him to express his interests. As evidenced by Alex's finished product, he has been able to express his desires both short and long-term, participate in setting reasonable goal areas for his future IEP, and made his own decisions. He has expressed interest in a career, but more importantly given his age, he has begun to consider what he likes and does not like.

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[Q2]
Review the content in the Transition: Next Year is Now Box entitled, *Whose IEP Is This?,* to answer the following question.

How does the teacher involve Alex in preparing for his IEP Meeting in Pearson eText Video Example 2.5? Comment on her effectiveness. Give examples to support your answer.

[Q2 Model Response]
Keisha has worked to ensure that Alex is a stakeholder in his IEP process. He has been given the opportunity to express his interests in a number of different areas as well as express his likes and dislikes in school. This opportunity has allowed him to begin to develop goals for his upcoming year. Furthermore, Alex has been allowed to communicate his wants and needs in multiple was. First, he was able to talk with his teacher and produce a written product. Next, he was able to communicate his final product to his family. Keisha has clearly been successful at including Alex.

[Q3]
Review the content in the Transition: Next Year is Now Box entitled, *Whose* IEP *Is This?* and Pearson eText Video Example 2.5 to answer the following question.

What are 3 strategies are you taking away from this reading and watching experience about IEP planning, that you would like to use in your classroom?

[Q3 Model Response]
Answers to this question may vary, but could include any combination of the following:

- The inclusion of students in the IEP development process.
- Using interest inventories to engage students.
- Including students as active participants in IEP meetings.
- Teaching students to be self-advocates.
- Helping students develop a vision with accompanying goals.

Application Exercise 2.3: Classwide Peer Tutoring

Learning Outcome 2.5: Define *least restrictive environment,* and explain how the least restrictive environment for a given student is not necessarily the regular classroom.

[Q1]
Consider Pearson eText Video Example 2.8 as well as the Teaching and Learning box entitled, *Classwide Peer Tutoring: Cooperative Learning for All Students in Inclusive Classrooms,* to answer the following question.

Which aspects of quality Classwide Peer Tutoring (CWPT) are most evident in Pearson eText Video Example 2.8? Why are these aspects critical components of CWPT?

[Q1 Model Response]
Most notably, students are have high rates of response and immediate feedback. By working together, these students are learning cooperative skills while also enforcing

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academic skills. In this case, there is a mathematics focus, but this is true across any number of subject areas. These are critical components because they allow students to move at a pace that would not be possible in a whole group setting.

[Q2]
Consider Pearson eText Video Example 2.8 as well as the Teaching and Learning box entitled, *Classwide Peer Tutoring: Cooperative Learning for All Students in Inclusive Classrooms,* to answer the following question.

Imagine you are the teacher overseeing the class in Pearson eText Video Example 2.8 and that you have designed the demonstrated lesson. Upon reflection, how could this use of Classwide Peer Tutoring (CWPT) be improved?

[Q2 Model Response]
It is clear that this teacher has likely pretested his students and has designed individual task cards. It is not clear from the video, however, how students were keeping track of their progress. This could be a way to improve this lesson. Students should have a formal way to document their progress. The teacher can then use this information as a data point for developing future CWPT activities.

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Chapter 2 Test Items

MULTIPLE-CHOICE QUESTIONS

1. Which of the following is **NOT** a step in prereferral intervention?
   A) Teacher or parent reports concern with child's progress.
   B) Parents are notified.
   C) Parent consent for testing and evaluation is obtained.
   D) Intervention assistance teams help plan and implement interventions.

2. All of the following are typically members of the early intervening assistance team **EXCEPT** ____.
   A) general education teachers
   B) special education teachers
   C) the school nurse
   D) the student's parents

3. RTI is designed for all of the following purposes **EXCEPT** ____.
   A) determining if the child has a disability
   B) providing IEP teams with valuable baseline data for planning
   C) providing immediate instructional and/or behavioral assistance
   D) reducing the frequency of special education placement

4. Which of the following is **NOT** involved in RTI?
   A) Universal screening
   B) Continuous progress monitoring
   C) Multifactored evaluation
   D) Several tiers of intensive intervention before referral

5. After parental consent has been obtained, school districts must complete the evaluation process for a student suspected of having a disability within ____ days.
   A) 30
   B) 45
   C) 60
   D) 90

6. Which of the following is **NOT** a reason to involve students in the development and implementation of their IEPs?

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A) It leads to the development of more meaningful IEPs.

B) It is a requirement of ADA that students are involved in developing their IEPs.

C) It provides an opportunity for students to practice self-determination skills.

D) It is a requirement of IDEA that students be present whenever appropriate.

7. In most states when a teacher encounters a child with a behavior or learning problem and the child is not currently receiving special education services, the first step is to ____.

A) devise and implement an intervention

B) design an individualized education program

C) contact the state board of education to request funding

D) evaluate the child for eligibility to receive special education services

8. Compared to students of other racial and ethnic groups, African American students are most likely to be identified as having ____.

A) autism

B) intellectual disabilities

C) specific learning disabilities

D) speech or language impairments

9. Which of the following groups are generally underrepresented in special education?

A) Asian Americans

B) European Americans

C) Hispanic Americans

D) Native Americans

10. All of the following contribute to disproportionate representation of diverse students in special education **EXCEPT** ____.

A) biased referrals

B) inaccurate assessment

C) ineffective instructional practices

D) inconsistent parental involvement

11. In program planning, the evaluation team determines all of the following **EXCEPT** ____.

A) learning goals and objectives

B) causation of the disability

C) providers of special education and related services

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D) frequency of specialized instruction and related services

12. Which of the following best represents the concept of teaming?

A) A group of teachers share bus duty.

B) A paraeducator designs a bulletin board for a special educator.

C) A special educator provides a list of possible accommodations for a student to a general educator.

D) A special educator and a general educator design assignments and assessments for a student and meet to share results.

13. Mrs. Jonas, a speech therapist, Mr. Dodds, a physical therapist, and Mrs. Anthony, a special education teacher, work independently to provide services to Jasmine, a student with cerebral palsy. Mrs. Jonas addresses Jasmine's articulation problems. Mr. Dodds focuses on helping her walk with braces, and Mrs. Anthony works on her reading and math goals. Which type of team is described in this scenario?

A) Interdisciplinary

B) Intradisciplinary

C) Multidisciplinary

D) Transdisciplinary

14. Brianna's general education teacher and the speech therapist at her school communicate to make sure that her therapy sessions end before it is time for related arts classes. This is an example of ____.

A) consultation

B) teaming

C) reciprocity

D) coordination

15. Mrs. Watkins, a fifth-grade teacher, and Mrs. Dubois, a special educator, want to begin teaching a unit on fractions. They want to keep group sizes small so they each teach the same lesson to an equal number of students. Which model of co-teaching is described in this scenario?

A) Alternative teaching

B) Parallel teaching

C) Station teaching

D) Team teaching

16. Mr. Nelson helps a group of third graders who are gifted to make crystals while Mr. Waun engages the remaining students in a more traditional science lesson. Which model of co-teaching is described in this scenario?

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A) Alternative teaching

B) One teaching–one helping

C) Parallel teaching

D) Team teaching

17. Successful co-teaching requires all of the following **EXCEPT** ____.

A) flexibility

B) a sense of humor

C) meticulous planning

D) open communication

18. A representative of the local education agency must be included on an IEP team to ____.

A) ensure that the meetings are orderly

B) explain the results of assessments administered

C) ensure inclusion in general education classes

D) explain the availability of local school resources

19. All of the following are general factors that must be considered by team members developing an IEP **EXCEPT** ____.

A) the results of most recent evaluation

B) the communication needs of the child

C) the academic, developmental, and functional needs of the child

D) the concerns of parents for enhancing the education of their child

20. Which of the following statements about an IEP is inaccurate?

A) An IEP is a measure of accountability.

B) A school district is legally obligated to provide the services described in the IEP.

C) Teachers and school districts can be prosecuted if a student does not meet the goals in the IEP.

D) Schools must be able to document that they made a conscientious effort to achieve the goals in the IEP.

21. Which of the following is an example of a measurable annual goal?

A) By the end of the school year, Jason will learn to enjoy reading.

B) By May 2020, Elizabeth will improve her anger when teased.

C) By the end of the school year, Mary Ellen will become independent in using study skills.

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D) By the end of the school year, Erin will read a third-grade level reading selection with 95% accuracy.

22. Recent studies of actual IEPs indicate that they ____.
    A) are data based and creative
    B) are often useless to parents and students
    C) have improved greatly over the past 20 years
    D) represent the best of educational interventions

23. To be sure that students with disabilities receive the highest quality of instruction, teachers are required to use ____.
    A) curriculum-based assessment
    B) evidence-based practices
    C) peer-initiated strategies
    D) small-group instruction

24. Which of the following statements about least restrictive environment is true?
    A) The LRE may change over time.
    B) The LRE is the setting that is the most diverse.
    C) The LRE is the resource room for most students.
    D) The LRE is determined by the disability category.

25. IDEA requires that an individualized education plan be developed for all students with disabilities between ____.
    A) birth and age 21
    B) age 3 and 18
    C) age 3 and 21
    D) age 6 and 21

26. Which school policy best illustrates the concept of least restrictive environment?
    A) All students with disabilities are included in general education classrooms.
    B) Students with severe disabilities spend part of the day in segregated settings.
    C) Students with disabilities are educated with peers without disabilities to the maximum extent appropriate.
    D) Students with disabilities cannot be removed from general education classes for more than 45 minutes each day.

27. Which of the following statements about inclusion is true?

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A) Most parents of students with disabilities support inclusion.

B) Most parents of children with severe disabilities oppose inclusion.

C) Many parents of children with disabilities support inclusion and others oppose it.

D) Many parents of children with disabilities support inclusion in theory but most oppose it in practice.

28. Which of the following is a sometimes-overlooked requirement of IDEA?

A) The provision of in-service training for general educators

B) The provision of teaching assistants for general educators

C) The provision of common planning time for general educators and resource teachers

D) The provision of increased planning time to design IEPs for general and special educators

29. Which factor has the greatest impact on student achievement in inclusive classrooms?

A) The quality of instruction

B) The number of students with disabilities included

C) The severity of the disabilities displayed by the students

D) Teacher and student attitudes toward students with disabilities

30. Which is **NOT** a classwide peer tutoring model derived from research in inclusive classrooms?

A) The Ohio State University model

B) Peer-Assisted Learning Strategies

C) Juniper Gardens Children's Project

D) The Detroit University Peer Project

ESSAY QUESTIONS

1) Explain the continuum of service and placement options in order from least to most restrictive.

2) What components must be included in a student's individualized education program?

3) Explain the steps in the special education process.

4) Explain the controversy regarding full inclusion.

5) Discuss the disproportionate representation of culturally diverse groups in special education. Include the suspected contributing factors.

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Chapter 2 Test Answer Key

ANSWER KEY: Chapter 2 Test (Multiple Choice)

1) C
2) D
3) A
4) C
5) C
6) B
7) A
8) B
9) A
10) D
11) B
12) D
13) C
14) D
15) B
16) A
17) B
18) D
19) B
20) C
21) D
22) B
23) B
24) A
25) C
26) C
27) C
28) A
29) A
30) D

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ANSWER KEY: Chapter 2 Test (Essay)

1) Explain the continuum of service and placement options in order from least to most restrictive.

   Explanations may vary but should reflect the information described in Figure 2.4, page 54 of the textbook.

   General education classroom

   General education classroom with consultation

   General education classroom with supplementary instruction and services

   Resource room

   Separate classroom

   Separate school

   Residential school

   Homebound or hospital

2) What components must be included in a student's individualized education program?

   Answers must contain the following components that are described on pages 47–48 of the textbook:

   Present levels of performance

   Annual goals and short-term objectives

   Progress toward goals

   Statement of the special education and related services

   The extent, if any, to which the child will not participate with nondisabled peers in regular classroom, testing modifications

   Accommodations

   Projected date for beginning of services and anticipated frequency, location, and duration of services, how progress will be measured, and beginning at age 16 appropriate postsecondary goals

3) Explain the steps in the special education process.
   Answers will vary but should include these steps with explanations reflecting the information in Figure 2.1, page 38 of the textbook:
   - Prereferral intervention—if not successful, then MFE
   - Identification of a disability
   - Plan IEP
   - Place in LRE

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- Implement IEP in the LRE
- Progress monitoring, review, and evaluate

4) Explain the controversy regarding full inclusion.

   Answers will vary but should reflect the points outlined on pages 57–60 of the textbook. Points may include the ideas that (a) full inclusion advocates believe that education outside the general education classroom constitutes segregation and all negative connotations associated with it; (b) full inclusion advocates believe that the LRE implies that people with disabilities must earn the right to move to the LRE; (c) full inclusion advocates believe that the benefits of inclusion extend to students without disabilities; (d) full inclusion opponents insist that placing a child in a general education classroom without the appropriate supports and services provides no benefits and in fact may be harmful inasmuch as opportunity for education is lost; and/or (e) full inclusion opponents argue that some services are more appropriately provided not in general education but in other settings.

5) Discuss disproportionate representation of culturally diverse groups in special education. Include the suspected contributing factors.

   Answers will vary but should include information about the following. Disproportionate representation exists when a particular group receives special education at a rate significantly higher or lower than would be expected based on the proportion of the general student population that group represents. Culturally and linguistically diverse students are both overrepresented and underrepresented in special education. Native American students, Native Hawaiian or Other Pacific Islander students, and Black or African American students are overrepresented in the special education population. Asian American students are underrepresented in the special education population. Suspected factors that contribute to disproportionality include the inaccurate and biased identification process, cultural incongruity between the majority of teachers and diverse student populations, and a curriculum not effective for some culturally diverse populations.

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