

1. Education moved from a privilege to a right for children with disabilities as part of what social movement in the United States?
- a. Anti-war protests
 - b. Immigration Acts
 - c. Civil Rights Movement
 - d. Free Speech Movement

ANSWER: c

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.02 - Identify the principal issues in the right-to-education cases that led to the eventual passage of the national mandate to educate students with disabilities.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

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

ANSWER: b

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.02 - Identify the principal issues in the right-to-education cases that led to the eventual passage of the national mandate to educate students with disabilities.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: *Brown v. Topeka Kansas, Board of Education* (1954) established that education must be made available to everyone on an equal basis. The court declared that “. . . it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.” Although usually heralded for striking down racial segregation by acknowledging that separate is not equal, this decision also set a precedent for the right to inclusive education for students with disabilities.

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

ANSWER: a

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

NOTES: Referred to as the zero-exclusion principle, IDEA requires that public schools provide special education and related services to meet the individual needs of all eligible students, regardless of the extent or type of their disability.

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

ANSWER: d

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

NOTES: IDEA also stipulates that students with disabilities receive any related services necessary to ensure that they benefit from their educational experience.

5. IDEA is based on the value that
- a. only some students are able to benefit from education.
 - b. most, but not necessarily all students, are able to benefit from education.
 - c. every student can learn.
 - d. only a few students are able to benefit from education.

ANSWER: c

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

NOTES: IDEA is based on the value that every student can learn.

6. The Supreme Court declared that an appropriate special education must be
- a. ideal.
 - b. beneficial.
 - c. the best.
 - d. ideal and the best.

ANSWER: b

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

NOTES: The Supreme Court declared that an appropriate education consists of “specially designed instruction and related services” that are “individually designed” to provide “educational benefit.” Often referred to as the “some educational benefit” standard, the ruling mandates that a state need not provide an ideal education, but must provide a beneficial one for students with disabilities.

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

ANSWER: c

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

8. IDEA requirements for nondiscriminatory and multidisciplinary assessment testing procedures include
- a. testing all children in English.
 - b. the use of the IQ test as a primary tool for determining eligibility.
 - c. a team approach to assessment.
 - d. testing all children in English, the use of the IQ test as a primary tool for determining eligibility, and a team approach to assessment.

ANSWER: c

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.4.0 - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

NOTES: The law mandates students are to be tested in their native language using multiple assessment tools. Assessment is to be conducted by a multidisciplinary team of professionals using several pieces of information.

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

ANSWER: b

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: The intent of these safeguards is twofold: first, to create an opportunity for parents to be more involved in decisions regarding their child's education program; and second, to protect the student and family from decisions that could adversely affect the child's education.

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

ANSWER: d

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

NOTES: The purpose of the IEP process is to ensure continuity in the delivery of special education services and supports for each student on a daily and annual basis. The IEP is also intended to promote more effective communication between school personnel and the child's family

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

ANSWER: c

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

ANSWER: d

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.04 - Discuss the special education referral, assessment, planning, and placement process.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

13. The process in special education begins with
- a. assessing student eligibility and need.
 - b. developing the individual education program.
 - c. the determination of the least restrictive environment.
 - d. the initial referral.

ANSWER: d

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

NOTES: The process involves four sequential phases: (1) initiating the referral, (2) assessing student eligibility and educational need, (3) developing the individualized education program (IEP), and (4) determining the student's educational placement in the least restrictive environment (LRE).

14. The development of an individualized education program (IEP) for an identified child with a disability is made by the IEP team consisting of
- a. school personnel.
 - b. the special education teacher and the parent.
 - c. parents, school personnel, the student, and a school district representative.
 - d. None of the answers are correct.

ANSWER: c

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.04 - Discuss the special education referral, assessment, planning, and placement process.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

NOTES: At a minimum, this team consists of the student's parents, the student (when appropriate), a special education teacher, a general education teacher (if the student is participating in the general education environment), and a representative of the local education agency (LEA) (aka school district).

15. Determination of the student's educational placement in the least restrictive environment is based on
- cost.
 - location.
 - preference for the general education classroom.
 - the student's native language.

ANSWER:

c

REFERENCES:

Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.04 - Discuss the special education referral, assessment, planning, and placement process.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

NOTES:

IDEA begins with the premise that the general education classroom is where all children belong.

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

ANSWER:

a

REFERENCES:

Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.05 - Describe what schools should do to ensure accountability for student learning and access to the general curriculum

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

NOTES:

There are three principles that characterize the standards-based approach in America's schools: a focus on student achievement as the primary measure of school success; an emphasis on challenging academic standards that specify the knowledge and skills students should acquire and the levels at which they should demonstrate mastery of that knowledge; and a desire to extend the standards to all students, including those for whom expectations have been traditionally low.

17. To ensure that all students, including students with disabilities, succeed in school, students must have
- highly qualified and effective teachers.
 - an IEP.
 - exemptions from mandated assessments.
 - creative curriculum.

ANSWER: a

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.06 - Distinguish between students with disabilities who are eligible for services under Section 504/ADA and those eligible under IDEA.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: Students with disabilities must be assured access to (1) “highly qualified and effective” teachers who are knowledgeable in the subject matter area(s) being taught; (2) a curriculum upon which the standards are based; (3) assessments that measure performance on the standards; and (4) inclusion in the reported results that determine how well a school is meeting the established performance criteria.

18. IDEA addresses the need for special education and related services for students with disabilities. Section 504 and the Americans with Disabilities Act address the issues of
- nondiscrimination and equal opportunity for students with disabilities.
 - language needs for students whose native language is not English.
 - parental rights to be included in their child’s education.
 - societal views on disability.

ANSWER: a

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.06 - Distinguish between students with disabilities who are eligible for services under Section 504/ADA and those eligible under IDEA.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

NOTES: Section 504 and ADA address issues of nondiscrimination and equal opportunity for students with disabilities.

19. Students with disabilities may have accommodations or modifications to ensure they are afforded access to an appropriate education. Some examples include:
- changes in seating arrangements.
 - auditory textbooks.
 - oral response to assignments.
 - changes in seating arrangements, auditory textbooks, and oral response to assignments.

ANSWER: d

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.05 - Describe what schools should do to ensure accountability for student learning and access to the general curriculum
HESC.HARD.17.02.06 - Distinguish between students with disabilities who are eligible for services under Section 504/ADA and those eligible under IDEA.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

NOTES: Numerous accommodations or modifications can be made for students, depending on identified need. Some examples include untimed tests, extra time to complete assignments, change in seating arrangement to accommodate vision or hearing loss or distractibility, opportunity to respond orally on assignments and tests, taped textbooks, access to peer tutoring, access to study carrel for independent work, use of supplementary materials such as visual or auditory aids, and so on.

20. A remaining challenge in ensuring all students have the opportunity to learn is
- developing IEPs for all students.
 - educators have the knowledge and skills to work collaboratively in partnership with families.
 - retaining separate education facilities for students with disabilities.
 - full participation in state and district wide assessments.

ANSWER: b

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.04 - Discuss the special education referral, assessment, planning, and placement process.
HESC.HARD.17.02.06 - Distinguish between students with disabilities who are eligible for services under Section 504/ADA and those eligible under IDEA.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: It will be critical that all general and special educators have the knowledge and skills to work collaboratively in partnership with families to provide an education experience that consistently reflects the stated value of an education for all.

21. There were numerous high quality options for the education of students with disabilities starting in the late 19th Century.
- a. True
 - b. False
- a. True
 - b. False

ANSWER: False

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.01 - Describe the educational services that were available for students with disabilities during most of the 20th century.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

22. PARC vs. Commonwealth of Pennsylvania established that all students with disabilities have the right to a free and appropriate public education.
- a. True
 - b. False
- a. True
 - b. False

ANSWER: False

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.02 - Identify the principal issues in the right-to-education cases that led to the eventual passage of the national mandate to educate students with disabilities.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

23. Related services must be provided to ensure that students benefit from special education.
- a. True
 - b. False
- a. True
 - b. False

ANSWER: True

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.04 - Discuss the special education referral, assessment, planning, and placement process.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

24. Special education may require some cost to parents if the child's educational needs exceed the resources of a school district.
- a. True
 - b. False
- a. True
- b. False

ANSWER:

False

REFERENCES:

Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

ANSWER:

False

REFERENCES:

Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.02 - Identify the principal issues in the right-to-education cases that led to the eventual passage of the national mandate to educate students with disabilities.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

26. IDEA mandates that the general education teacher must participate on the IEP team if the child is, or may be, receiving services in the general education classroom.
- a. True
 - b. False
- a. True
- b. False

ANSWER:

True

REFERENCES:

Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

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

- a. True
- b. False
- a. True
- b. False

ANSWER: False

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.4.0 - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

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

- a. True
- b. False
- a. True
- b. False

ANSWER: True

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

- a. True
- b. False
- a. True
- b. False

ANSWER: False

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.05 - Describe what schools should do to ensure accountability for student learning and access to the general curriculum

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

30. There is no difference among students with disabilities under IDEA and Section 504/ADA.
- a. True
 - b. False
- a. True
- b. False

ANSWER: False

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.06 - Distinguish between students with disabilities who are eligible for services under Section 504/ADA and those eligible under IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

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

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

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.01 - Describe the educational services that were available for students with disabilities during most of the 20th century.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

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

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.02 - Identify the principal issues in the right-to-education cases that led to the eventual passage of the national mandate to educate students with disabilities.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

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

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.4.0 - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

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

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

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.04 - Discuss the special education referral, assessment, planning, and placement process.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

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

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

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.05 - Describe what schools should do to ensure accountability for student learning and access to the general curriculum

NATIONAL STANDARDS: United States - CEC.4.0 - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

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

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.05 - Describe what schools should do to ensure accountability for student learning and access to the general curriculum

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

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

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

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

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

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.06 - Distinguish between students with disabilities who are eligible for services under Section 504/ADA and those eligible under IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

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

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

REFERENCES: Bloom's: Analyzing

LEARNING OBJECTIVES: HESC.HARD.17.02.06 - Distinguish between students with disabilities who are eligible for services under Section 504/ADA and those eligible under IDEA.

40. Describe the principle of zero exclusion.

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

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

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

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

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

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

All IEPs contain information about the following: (1) the student's present level of

performance; (2) annual goals for all students and short-term objectives for students taking alternate assessments aligned with alternate achievement standards; (4) related services; (5) percentage of time spent in general education; (6) beginning and ending dates for special education services; and (7) annual evaluation.

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

United States - CEC.4.0 - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

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

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

REFERENCES: Bloom's: Creating

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.2.0 - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

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

ANSWER:

c

REFERENCES:

Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.01 - Describe the educational services that were available for students with disabilities during most of the 20th century.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

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

ANSWER:

b

REFERENCES:

Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.01 - Describe the educational services that were available for students with disabilities during most of the 20th century.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

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

ANSWER:

c

REFERENCES:

Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.02 - Identify the principal issues in the right-to-education cases that led to the eventual passage of the national mandate to educate students with disabilities.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

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

ANSWER: b

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

NOTES: P.L. 99-457 mandated preschool education for students with disabilities. Under this law, all children between the ages of 3 and 5 must receive a free appropriate public education.

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

ANSWER: d

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

48. Special education includes
- a. specially designed instruction.
 - b. no cost to parents.
 - c. services that are provided in all settings.
 - d. All of the answers are correct.

ANSWER: d

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

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

ANSWER: c

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

NOTES: In order for an individual to receive the specialized services available under IDEA, two criteria must be met. First, the individual must be identified as having a disability condition identified in federal law or their counterparts in a state's special education law. The second criteria for eligibility is the student's demonstrated need for specialized instruction and related services in order to receive an appropriate education.

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

ANSWER: a

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

51. Which of the following is a provision of IDEA?
- Parental safeguards
 - Individualized Education Program
 - Nondiscriminatory assessments
 - All of the answers are correct.

ANSWER: d

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

52. The provisions for a free and appropriate public education (FAPE) are based on which Constitutional Amendment?
- 18th Amendment
 - 15th Amendment
 - 16th Amendment
 - 14th Amendment

ANSWER: d

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

NOTES: IDEA provisions related to FAPE are based on the Fourteenth Amendment to the U.S. Constitution guaranteeing equal protection of the law.

53. Which court case provided the major interpretation of FAPE?

- a. *Mills v. Board of Education*
- b. *PARCS v. Pennsylvania*
- c. *Brown v. Board of Education*
- d. *Board of Education v. Rowley*

ANSWER: d

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

54. Which of the following is not a component of nondiscriminatory assessment?

- a. Validation of tools
- b. Testing in primary language
- c. Testing in English only
- d. Using nondiscriminatory procedures

ANSWER: c

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.4.0 - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

55. As a parent, you do not agree with the appropriateness of the school's evaluation of your child's learning disability. You may choose to

- a. request an independent educational assessment.
- b. request an evaluation at public expense assessment.
- c. None of the answers are correct.
- d. request an independent educational assessment and request an evaluation at public expense assessment.

ANSWER: d

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

ANSWER: a

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

57. Which of the following is required in an IEP?
- a. Statement of current levels of performance
 - b. Measurable annual goals
 - c. Related services when appropriate
 - d. All of the answers are correct.

ANSWER: d

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

ANSWER: b

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

ANSWER: c

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

NOTES: The purpose of the least restrictive environment provision is to ensure that students learn in an environment consistent with their instructional needs. IDEA mandates that students are to be educated to the maximum extent appropriate with their nondisabled peers.

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

ANSWER: d

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

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

ANSWER: a

REFERENCES: Bloom's: Applying

LEARNING OBJECTIVES: HESC.HARD.17.02.04 - Discuss the special education referral, assessment, planning, and placement process.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

62. Which is not a characteristic of a standards-based approach to education?
- Challenging academic standards
 - High academic mastery
 - Standards for knowledge and skills
 - Undifferentiated instruction

ANSWER: d

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.04 - Discuss the special education referral, assessment, planning, and placement process.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

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

ANSWER: b

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.06 - Distinguish between students with disabilities who are eligible for services under Section 504/ADA and those eligible under IDEA.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

NOTES: Students eligible under Section 504 are entitled to reasonable accommodations or modifications as a means to “create a fair and level playing field” in their educational program.

64. Which agency was created as a clearinghouse for information at the federal level on special education during the Kennedy administration?
- Office of Special Education
 - Bureau of Education for the Handicapped (BEH)
 - Office of Rehabilitative Services
 - Bureau of Education for the Disabled (BED)

ANSWER: b

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.01 - Describe the educational services that were available for students with disabilities during most of the 20th century.

NATIONAL STANDARDS: United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.

65. What are “coordinated early intervening services”?

- a. An early morning meditation assembly led by student educators to ensure that students with disabilities begin each day with a sense of calm.
- b. Ensuring that children arrive at school early in the day so as to receive extra one-on-one tutoring by private arrangement with the students’ parents.
- c. Restraining children with apparent behavioral problems according to a previously planned written protocol so that his or her peers in the general education classroom are not injured.
- d. The provision of services and supports for students who have not yet been identified as needing special education and related services but who need extra academic and behavior support to succeed in the general education classroom.

ANSWER: d

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.04 - Discuss the special education referral, assessment, planning, and placement process.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

66. The educator on an Individualized Education Program (IEP) team must be:

- a. acceptable to both parents and child and acknowledged by a written statement as such.
- b. knowledgeable about the general curriculum and the availability of resources within the school.
- c. a teacher with at least 10 years of teaching experience.
- d. impartial and unrelated by blood or marriage to the student in question.

ANSWER: b

REFERENCES: Bloom's: Remembering

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

United States - CEC.5.0 - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

67. Which of the following is an example of a nondiscriminatory testing procedure?
- a. Taking cultural bias into account during the initial assessment
 - b. Allowing children to employ modern lingo such as common Internet abbreviations whenever possible during assessment
 - c. Allowing children with disabilities to take stimulants such as Ritalin prior to assessment
 - d. Testing of students in their native or primary language whenever possible

ANSWER: d

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.4.0 - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

68. Which of the following is NOT one of the five major provisions of IDEA?
- a. A free and appropriate public education
 - b. Generalized education plans for specific disabilities
 - c. Nondiscriminatory and multidisciplinary assessment
 - d. Parental safeguards and involvement

ANSWER: b

REFERENCES: Bloom's: Understanding

LEARNING OBJECTIVES: HESC.HARD.17.02.03 - Describe special education and related services as they apply to each of the major provisions of the IDEA.

NATIONAL STANDARDS: United States - CEC.1.0 - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
United States - CEC.6.0 - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance their profession.