Multiple Choice
Identify the choice that best completes the statement or answers the question.

1. Ms. Smith, a second grade teacher, has concerns about Bruce’s progress in math. Before she makes a referral for special education, she should
   a. discuss her concerns with Bruce.
   b. administer an intelligence test.
   c. discuss her concerns with Bruce’s parents.
   d. consult with specialists at a diagnostic-prescriptive center

2. The ability to make personal choices and regulate one’s own life is known as
   a. self-concept.
   b. self-awareness.
   c. self-control.
   d. self-determination.

3. The legal term related to the stipulation that placement of exceptional children must be chosen from a continuum of alternative placements is
   a. least restrictive environment.
   b. normalization.
   c. free, appropriate public education.
   d. full inclusion.

4. Response to intervention (RTI) is a prereferral model most often used in determining whether a child has a specific learning disability. In this model,
   a. the teacher’s anecdotal reports of student performance are used to determine a level of service.
   b. the teacher’s instruction is examined to determine its quality and whether it is research-based.
   c. professionals monitor student’s performance on standardized tests at different levels of support.
   d. students usually receive one to two hours of closely monitored support in a resource room.

5. The two primary objectives of multicultural special education are
   a. promoting understanding of exceptionality as a microculture and ensuring that exceptionality is included in the multicultural curriculum.
   b. ensuring that ethnicity is not mistaken
   c. increasing visibility of people with disabilities in the macroculture and promoting acceptance of people with disabilities by the majority culture.
   d. enabling students from culturally
for exceptionality and increasing understanding of disability as a microculture. diverse backgrounds to succeed in the mainstream and lobbying for services in multicultural educational programs.

6. An IFSP focuses on the
   a. child with a disability.
   b. family.
   c. community.
   d. family and the child with a disability.

7. In families of a child with a disability, parental stress is usually the result of
   a. daily burdens related to child care.
   b. the child’s medical involvement.
   c. demands placed on the family by the school system.
   d. catastrophic events.

8. Which poses the most difficulty for most children with learning disabilities?
   a. reading
   b. spelling
   c. handwriting
   d. math

9. At present, the most common placement for students with learning disabilities is
   a. self-contained special classes.
   b. special schools.
   c. resource room.
   d. general education classroom.

10. Students with ADHD receive special education services under the Individuals with Disabilities Education Act (IDEA) in which category?
   a. ADHD
   b. learning disabilities
   c. emotional or behavioral disorders
   d. other health impaired

11. Two methods frequently employed to monitor behavioral progress are
   a. curriculum-based measurement and standardized assessment.
   b. rating scales and standardized
c. rating scales and direct observation.
   d. curriculum-based measurement and direct observation.
assessment.

12. It is difficult to estimate the prevalence of speech-language disorders primarily because
a. there is so much overlap with other categories of disability.
b. schools do not maintain accurate records in this area.
c. many parents are reluctant to allow their children to receive speech and language services.
d. definitions of communication disorders vary so much from state to state.

13. Identification of speech and language disorders is the joint responsibility of the
a. psychologist, teacher, and parents.
b. teacher, parents, and speech-language pathologist.
c. school, parents, and community.
d. regular classroom teacher, special education teacher, and speech-language pathologist.

14. People who say that deafness should not be considered a disability argue that
a. there is a difference between prelingual and postlingual deafness.
b. they should be considered a cultural minority with a language of their own.
c. there are advantages to being deaf, so it is not a disability.
d. although deafness is a handicap, it is not a disability.

15. Among students who are deaf, those who achieve the highest levels of literacy tend to have
a. hearing parents who teach them how to speak.
b. parents who are deaf who teach them ASL.
c. brothers and sisters who are hearing.
d. parents who communicate with them using both ASL and speech.

16. Use of compressed speech enables students with blindness to
a. listen to recorded texts at a faster rate.
b. tape record reports rather than type them.
c. develop better listening skills.
d. participate more fully in class discussions.

17. Repetitive, ritualistic motor movements such as twirling, flapping hands, and rocking are
know as

a. impaired social responsiveness.   c. stereotypic behaviors.
b. impaired communication.    d. preoccupation with objects.

18. Cerebral palsy is classified by

a. the limbs involved and type of motor disability.
b. time period during which brain damage occurred.

c. severity of the symptoms.
d. the effect on intellectual functioning.

19. “Mental Retardation” is now called

a. intellectual disorder   c. intellectual and functional disability
b. disordered reasoning  d. intellectual disability

c. can be applied to behavior and academic learning

d. is the same as prereferral except that it is limited to students with disabilities

20. Response to intervention (RTI)

a. has implications only for those with learning disabilities
b. is restricted to academic learning

c. can be applied to behavior and academic learning

d. is the same as prereferral except that it is limited to students with disabilities

21. Frequent measures that provide information on whether a student is learning as expected include all of the following EXCEPT

a. outcome measures   c. progress monitoring assessments
b. standardized assessments  d. measures of student achievement

22. The classification system that is most commonly used by school system personnel to describe levels of intellectual disabilities is based on

a. an estimate of educability     c. the intensity of support needed
b. IQ score     d. behavioral levels

c. the intensity of support needed

d. behavioral levels

23. An academic area that is not used to qualify a student as having a learning disability is

a. spoken language   c. written language
24. In comparison to the percentage of students with most other disabilities, students with E/BD are more likely to be educated in
   a. general education classrooms
   b. resource room programs
   c. less restrictive settings
   d. more restrictive settings

25. A language component that involves understanding and use of functional and socially appropriate communication is
   a. articulation
   b. semantics
   c. speech
   d. pragmatics