Assessment #1 will cover: Chapters 1, 2, 3 & 4 AND any information, material, videos, etc. in Assessment #1 will focus on general concepts and terms. These concepts and terms will be used throughout the semester. You may use one 4" x 6" index card with notes (both sides okay) during the Assessment. Check the focus below for Chapters 3 & 4.

Topics Covered in the First Four Chapters of Text and Class Discussions:

1. Definition of exceptional Learners
2. Educational definition of special education
3. Disability vs. handicap
4. Disability vs. Inability
5. Definition of special education
6. People & Ideas
7. Least Restrictive Environment (LRE)
8. Regular Education Initiative (REI) & Inclusion Controversy
9. Origins of special education (people and contributions)
10. Legislation & Litigation (permissive vs. mandatory)
11. Major provisions of IDEA
12. Steps in making a referral
13. IEP's
14. Terms: stereotype, prejudice, bias, discrimination (through actions)
15. Integration
16. Normalization
17. Deinstitutionalization
18. Self-determination & person-centered planning
19. Universal design and Universal Design for Learning
20. Use of new technologies
21. Full inclusion vs. Continuum of Alternative Placement (CAP)
22. Basic components & premise of full inclusion
23. Arguments for and against full inclusion
24. Differentiated instruction,
25. Response to Intervention
26. Pre-referral Team
27. Know terms of Collaboration & Participation in General Education Classrooms
28. Teachers roles in providing special education
29. General assessment of progress: Progress monitoring, outcome measures, testing accommodations, IDEA & NCLB
30. Special education in the context of standards-based reform
31. Purpose of multicultural education
32. Ethnicity vs exceptionality
33. Multicultural & bilingual special education
34. Specific Issues related to multicultural & bilingual special education
   (a) assessment
   (b) instruction
   (c) socialization
35. Changing views of parents
36. Effects of a child with a disability on a family:
   (a) parental reactions & adjustment
   (b) sibling reactions & adjustment
37. Family-centered approach to treatment and education:
   (a) family systems theory
   (b) social support for families
   (c) positive behavioral intervention and support for challenging behaviors
Take note of each of the following sections:

Questions to guide your reading of the chapters, Responsive Instruction Sections, Personal Perspectives, Focus on Concepts, Figures/charts and the summaries.

Sample Essay Questions that may be turned into 5 or 10 point essays. Use them as a study guide for the other parts of the assessment as well.

1. Discuss the procedures a teacher should follow before making a referral for special education.
2. What does the term "least restrictive environment" mean when applied to education for exceptional children? Provide an example to support your explanation.
3. Use the case of Alice (presented in the text) to distinguish between the consequences of neglecting students' needs for special education and the benefits of addressing students' needs.
4. What are the components of IEPs that are central to legally correct and educationally useful plans? Also, address: What are the primary criticisms of IEP critics?
5. Compare and contrast two major laws that affect individuals with disabilities: IDEA and ADA. In doing so, describe the unique contribution of each and briefly discuss the ways in which the two laws are similar.
6. Write a brief scenario illustrating how person-centered planning can contribute to developing self-determination for a person with a disability.
7. Describe the relationship between the concept of universal design for learning (UDL) and the pros and cons of using available technology in an effort to allow people with disabilities to function more like those without disabilities.
8. Describe three practices that contribute to the integration of students with disabilities into the regular classroom and comment on the research support for each choice.
9. Identify and discuss two potentially positive and two potentially negative effects of labeling.
10. Summarize three arguments against full inclusion and then for each argument, respond from the point of view of a full inclusion advocate.
11. Discuss the rationale for "standards-based" reforms and describe two problems with how special education fits into the movement.
12. Identify the three general purposes of multicultural education.
13. Describe three reasons why cultural diversity is a concern for special education.
14. Discuss the dilemma associated with the choice to either ignore or recognize student's differences and provide two recommendations for practices (describe them) that could help to resolve the dilemma.
15. Describe components of effective teaching and discuss how they relate to effective multicultural education.
16. Explain why siblings of a child with a disability might have a more difficult time adjusting than their parents and list four concerns that children and adolescents might have about their siblings with a disability.
17. Describe the family systems approach to intervention.
18. Do you agree with the observation that the addition of a child with a disability to a family could have unanticipated positive results? Defend your conclusion and support it with at least three credible examples.
19. What explanation do Hallahan and Kauffman offer for why parents may not wish to be highly involved in the development of their child's IEP.