

Fullerton College/CDES Dept.
204 Introduction to Special Education
Assessment #2 - Study Guide - Fall 2009

Assessment #2 covers information from class discussions, videos, and chapters 4, 5 & 6. For extra credit (max. 5 points), **type your detailed responses** to 10 different questions/topics and turn in at the beginning of the assessment.

Chapter 4 Issues:

1. Changing views of parents
2. Effects of a child with a disability on a family:
 - a. parental reactions
 - b. sibling reactions
3. Family involvement in treatment and education:
 - a. family systems theory
 - b. social support for families
 - c. positive behavioral support for challenging behaviors
 - d. communication between parents and professionals
 - e. parent advocacy (18 Tips handout)

Chapter Five Issues (Learners with Intellectual and Developmental Disabilities):

1. Natural supports & Service-based Supports
2. Person-Centered Planning in relation to Learners with Intellectual & Developmental Disabilities
3. Reasons for more cautious attitude toward identification
4. Definitions (all definitions and issues surrounding definitions)
5. Classification Schemes - all
6. Criticisms of the AAMR definition and classification Schemes
7. Causes (know categories: Prenatal, Perinatal & Postnatal, & terms)
8. Psychological and Behavioral Characteristics
9. Educational Considerations
10. Instructional Methods
11. Transitions to Adulthood
12. Videos: Sean's Story + Spotlights: Carlyn, & Lee

Chapter Six Issues (Learners with Learning Disabilities):

1. Factors to consider in definitions
 - a. Federal definitions
 - b. NJCLD definition
2. Assessments:
3. Psychological & Behavioral Characteristics:
4. Educational Considerations:
6. Videos: F.A.T. City, Beyond Fat City + Spotlight: Steve

The Assessment #2 essays will be taken from the following questions. These questions can also serve as a general study guide.

1. 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.
2. Describe the family systems approach to intervention.
3. 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.
4. What explanation do Hallahan and Kauffman offer for why parents do not wish to be highly involved in the development of their child's IEP?

5. Describe what is meant by the phrase, "mental retardation is a socially constructed condition."
6. Distinguish between intelligence and adaptive behavior, giving examples of tasks that are representative of each. Why is adaptive behavior included in the definition of mental retardation?
7. Identify the levels of support in the AAIDD classification scheme and illustrate each by developing case descriptions of students who are the same chronological age but require different levels of support in different areas of functioning.
8. Identify and describe three environmental causes of mental retardation.
9. What is self-determination? Describe the four components of self-determination and discuss arguments for and against promoting self-determination.
10. How should teachers determine what instructional methods to use with students with mental retardation?
11. One of your colleagues, who's background is in general education, asks "What does it really mean to have mental retardation?" How would you respond?
12. What are some things to consider with respect to transition to adulthood for learners with mental retardation?
13. What are some educational considerations for learners with mental retardation?

14. Describe two reasons why defining learning disabilities has been so problematic.
15. Define IQ-Achievement Discrepancy and list 3 objections to using it for identifying learning disabilities.
16. Identify three misconceptions about persons with learning disabilities and explain why each is a misconception.
17. Describe four psychological or behavioral characteristics of students with learning disabilities.
18. Write a scenario about a student illustrating the relationship between "locus of control" and "learned helplessness."
19. Identify the main features of cognitive training and describe two techniques that fall under this heading.
20. Identify the major features of Direct Instruction (DI) and describe the benefit of this approach for students with learning disabilities.