Assessment #1 will cover Chapters 1 & 2 and portions of Chapters 3 & 4. Any information, material, videos, etc. in class may also be included. 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.

Chapter One Issues:
1. Definition of exceptional Learners
2. Educational definition of special education
3. Disability vs. handicap
4. Definition of special education
5. Where & by whom special education is provided (be familiar with chart)
6. Least Restrictive Environment (LRE)
7. Regular Education Initiative (REI) & Inclusion Controversy
8. Origins of special education (people and contributions)
9. Legislation & Litigation (permissive vs. mandatory)
10. Major provisions of IDEA
11. Steps in making a referral
12. IEP’s
13. Terms: stereotype, prejudice, bias, discrimination (through actions)

Chapter Two Issues:
1. Integration
2. Normalization
3. Deinstitutionalization
4. Self-determination & person-centered planning
5. Universal design and new technologies
6. Full inclusion vs. Continuum of Alternative Placement (CAP)
7. Basic components & premise of full inclusion
8. Arguments for and against full inclusion
9. Differentiated instruction, responses to intervention
10. Know terms of Collaboration & Participation in General Education Classrooms
11. General assessment of progress: Progress monitoring, outcome measures, testing accommodations, IDEA & NCLB
12. Early intervention and transition to adulthood
13. Discipline with students with disabilities (zero tolerance)

Chapter Three Issues:
1. Purpose of multicultural education
2. Ethnicity vs exceptionality
3. Multicultural & bilingual special education
4. Specific Issues: (a) assessment; (b) instruction; (c) socialization

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
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.

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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.

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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.

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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 do not wish to be highly involved in the development of their child’s IEP?