

Test Bank

For

**Exceptional Learners: An Introduction to
Special Education**

Thirteenth Edition

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Chapter 1 Exceptionality and Special Education

1.1 Multiple-Choice Questions

1. In comparison to typical students, students who are exceptional
 - a. have both similarities and differences
 - b. are similar in almost every way
 - c. are different in almost every way.

2. Advances in drug treatments appear to hold the potential for a cure for
 - a. cerebral palsy.
 - b. cystic fibrosis.
 - c. Down syndrome.
 - d. muscular dystrophy.

3. “Mental retardation” is now called
 - a. intellectual disorder
 - b. disordered reasoning
 - c. intellectual disability
 - d. functional disability

4. Most exceptional learners
 - a. have physical limitations.
 - b. are more different than they are like nondisabled peers.
 - c. are average in more ways than they are not.
 - d. have more problems in motivation than in learning.

5. Which one of the following descriptions distinguishes best between a disability and a handicap?
 - a. Disabilities are an inability to do something (impairments), while handicaps are disadvantages imposed on an individual.
 - b. Disabilities are more severe than handicaps.
 - c. Handicaps are caused by disabilities.
 - d. There is no real difference between the two; the terms are interchangeable.

6. Doug Landis, an artist who is paralyzed from the neck down, uses a pencil attached to a mouth stick to draw. This illustrates how the focus on persons with disabilities should be
 - a. on what they can do.
 - b. on how they are limited.
 - c. on their miraculous achievements.
 - d. on what others can do to help them.

7. Annette is a high school student who reads at the level of a typical third grader. She wants to get her driver’s license, but is unable to read the driver’s manual or the questions on the driving test. For purposes of driver training, Annette would be considered to have

- a. a disability.
 - b. a handicap.
 - c. a disability and a handicap.
 - d. neither a disability nor a handicap.
8. A six-month-old child who cannot walk or talk would best be described as having a(n)
- a. disability.
 - b. age-appropriate disability.
 - c. age-appropriate inability.
 - d. instructional inability.
9. Although no two students are alike, to be legally considered “exceptional” for purposes of their school program, students must
- a. have a disability related to their academic progress.
 - b. be handicapped.
 - c. require special educational services to achieve.
 - d. have a history of school failure.
10. When special education works as it should, the outcome for students is
- a. the ability to hide their disabilities.
 - b. the eradication of their disabilities.
 - c. instruction in a special class.
 - d. improved achievement and behavior.
11. Which one of the following students most resembles the “typical” student who receives special education services?
- a. Sam is a high school student with a physical disability.
 - b. Lisa is an elementary school student with intellectual disabilities.
 - c. Edna is a middle school student with a learning disability.
 - d. Joe is an elementary school student with a learning disability.
12. By federal law, an exceptional student is eligible for special education when
- a. a teacher recommends it.
 - b. careful assessment indicates he or she is unable to make satisfactory progress in the regular school program.
 - c. a parent requests it.
 - d. a teacher has recorded observations of behavior and assessment of academic performance for at least two months.
13. Prevalence refers to
- a. the number of individuals having a particular exceptionality.
 - b. the probability of having a child with a particular exceptionality.
 - c. the percentage of a population having a particular exceptionality.
 - d. the distribution of exceptionalities across different segments of the population.
14. Compared to the general population, exceptional children are

- a. a more homogeneous group.
 - b. more likely to be from wealthy families.
 - c. more diverse with respect to a number of characteristics.
 - d. more likely to be female.
15. At present, about how many students in the United States receive special education?
- a. about 1 million
 - b. about 3 million
 - c. about 4 million
 - d. over 6 million
16. The number of students identified as having a learning disability
- a. has more than doubled since the mid-1970s.
 - b. now makes up about one-third of the number of students receiving special education.
 - c. has remained fairly stable during the past 30 years.
 - d. is impossible to estimate.
17. The majority of students who receive special education services fall within which age range?
- a. 3–12
 - b. 6–17
 - c. 9–18
 - d. 12–21
18. Dramatic increases in prevalence figures since 1995 have been recorded for children identified as having
- a. learning disabilities.
 - b. mental retardation.
 - c. physical disabilities.
 - d. autism spectrum disorder.
19. Which one of the following provides the best definition of special education?
- a. Special education uses special equipment and materials.
 - b. Special education means specially designed instruction that meets individual needs of exceptional students.
 - c. Special education is delivered by a certified special education teacher.
 - d. Special education provides greater structure and smaller classes.
20. The single most important goal of special education is
- a. placing all students in the general education classroom for the entire day.
 - b. finding and capitalizing on exceptional students abilities.
 - c. preparing highly qualified special education teachers.
 - d. identifying the types of disabilities.

21. Contemporary educational methods for exceptional children can be traced directly to techniques pioneered during the
- 1700s.
 - early 1800s.
 - late 1800s.
 - 1900s.
22. In the prerevolutionary era in Europe and America, what goal predominated in the actions of society towards people with disabilities?
- protection
 - inclusion
 - prevention
 - adaptation
23. Most historians trace the beginning of special education as we know it today to
- Philippe Pinel.
 - Édouard Séguin.
 - Jean-Marc-Gaspard Itard.
 - Thomas Gallaudet.
24. Most of the earliest special educators were trained as
- ministers or priests.
 - physicians.
 - regular classroom teachers.
 - social workers.
25. Itard is best known for his work with
- Victor, the “wild boy of Aveyron.”
 - students who were deaf.
 - Laura Bridgman, a girl who was both deaf and blind.
 - students with physical disabilities.
26. The first special educators provided many of the ideas that form the foundation for special education practice today. They include all of the following EXCEPT
- individualized instruction.
 - structured arrangement of the learning environment.
 - placement in the least restrictive environment.
 - emphasis on functional, life skills.
27. The U.S. physician, educator, and political and social reformer who taught Laura Bridgman (who was deaf and blind) and helped found the Perkins School for the Blind was
- Thomas Hopkins Gallaudet.
 - Édouard Séguin.
 - Philippe Pinel.
 - Samuel Gridley Howe.

28. All of the following practices promote integration EXCEPT
- normalization.
 - institutionalization.
 - full inclusion.
 - mainstreaming.
29. Which one of the following provides the best description of normalization?
- the theory that disabilities are a matter of social perceptions and values
 - the belief that people with disabilities should have experiences as similar as possible to those of people without disabilities
 - the principle that schools should educate all students in the regular classroom, regardless of the nature of their disabilities
 - the belief that students with disabilities should be educated in the environment that will allow them to achieve their maximum potential as adults
30. Which of the following disabilities has increased the most in prevalence in the last few years?
- learning disabilities.
 - blindness.
 - clinical depression.
 - autism spectrum disorder.
31. When did deinstitutionalization begin?
- 1900s
 - 1950s
 - 1960s
 - 1980s
32. Deinstitutionalization refers to the movement away from
- placement in large residential facilities.
 - government responsibility for providing services for people with disabilities.
 - placement in small, community facilities.
 - parental responsibility for the care of children with disabilities.
33. With respect to the nature-nurture controversy, authorities now
- believe that nature and nurture are of equal importance.
 - believe that nature is somewhat more important than nurture.
 - believe that nurture is somewhat more important than nature.
 - believe that both hereditary and environment are critical determinants of intelligence.
34. What was one of Elizabeth Farrell's contributions to special education?
- founded the Special Olympics
 - organized a parent lobby for children with disabilities
 - founded the Council for Exceptional Children
 - developed a technique for teaching children who were both blind and deaf

35. The founder of the Special Olympics was
- Elizabeth Farrell
 - Eunice Kennedy Shriver
 - John F. Kennedy
 - Thomas Gallaudet
36. Parent organizations have served all of these functions EXCEPT
- providing information about services and resources.
 - providing the structure for obtaining needed services form their children.
 - provide an informal group for parents who understand one another's problems and needs and help one another deal with anxieties and frustrations.
 - evaluating special education programs.
37. Effective national parent organizations have existed in the United States since
- 1800.
 - 1920.
 - 1950.
 - 1975.
38. Which of the following is NOT a reason parents of children with severe disabilities cite for supporting inclusion?
- to enable siblings with and without disabilities to go to the same school
 - to help their kids acquire social skills
 - because even though nondisabled students do not become more sensitive to students with disabilities, they should still have to see them
 - because their children can acquire more functional and academic skills due to higher expectations and good examples
39. Which federal provision requires that children with disabilities be provided with a free, appropriate public education?
- Fourteenth Amendment
 - Individuals with Disabilities Education Act (IDEA)
 - Americans with Disabilities Act
 - Civil Rights Act
40. Which one of the following accomplishments is associated with the Americans with Disabilities Act?
- mandate for early childhood special education
 - requirement that public transportation be made accessible to people with disabilities
 - provision of transition services to facilitate movement from school to work for people with disabilities
 - funding to provide technological assistance (e.g., computers, wheel chairs) to people with disabilities
41. Which of the following accomplishments is associated with IDEA?
- requirement that schools provide individualized education programs in the least restrictive environment for all students with disabilities

- b. provision of free educational services to children with disabilities and their siblings from birth to age 21
 - c. prohibition of discrimination against people with disabilities in schools, businesses, or recreational facilities
 - d. requirement that schools provide appropriate public education for all exceptional students, including those with gifts and talents
42. P.L. 99-457 and IDEA mandate a free, appropriate public education for people ages three to twenty-one. In addition, P.L. 99-457
- a. requires employers to provide special programs for people with disabilities.
 - b. requires schools to provide transitional programs for people with disabilities who are between the ages of 18 and 25.
 - c. provides incentives for states to develop early intervention programs.
 - d. requires schools to develop programs for students who are gifted.
43. Under IDEA, each state and locality must have a plan to ensure all of the following EXCEPT
- a. screening all students for possible disabilities.
 - b. protecting parents' rights to informed consent.
 - c. providing services to equal numbers of males and females.
 - d. providing training for personnel in meeting the needs of students with disabilities.
44. Which federal act requires most students with disabilities to take standard tests of academic achievement and to achieve at a level equal to that of students without disabilities?
- a. Individuals with Disabilities Education Act
 - b. No Child Left Behind Act
 - c. Americans with Disabilities Act
 - d. Education for all Handicapped Children Act
45. What is the distinction between litigation and legislation?
- a. Legislation provides guidelines, whereas litigation specifies penalties for violating the guidelines.
 - b. Legislation involves passing a law, whereas litigation interprets the meaning of the law.
 - c. Legislation is mandatory and litigation is permissive.
 - d. Legislation can be changed, but litigation is permanent.
46. In the case of *Hudson v. Rowley*, the U.S. Supreme Court ruled that the school did not have to provide a sign interpreter for Amy Rowley, a child who was deaf, because she had an IEP that allowed her to achieve at or above an average level for her age. The decision interpreted which component of P.L. 94-142?
- a. due process
 - b. least restrictive environment
 - c. free, appropriate education
 - d. nondiscriminatory evaluation

47. All of the following are provisions of IDEA EXCEPT:
- Least restrictive environment (LRE)
 - Individualized education program (IEP)
 - Confidentiality
 - Non-discrimination in the workplace
48. This law provides protections of civil rights in the specific areas of employment, transportation, public accommodations, state and local government, and telecommunications:
- Individuals with Disabilities Education Act (IDEA)
 - Americans with Disabilities Act (ADA)
 - Affordable Care Act (ACA)
 - Inclusive Differentiated Instruction Act (IDIA)
49. During the late 19th and early 20th centuries, the courts typically found that disruptive children or those with mental retardation (intellectual disabilities),
- could be excluded from school for the sake of preserving order.
 - could be taken off the streets and placed with families who were willing to raise them.
 - were a menace to society and their families could be fined.
 - were eligible for food stamps.
50. Litigation in special education
- has been brought primarily by parents whose children are disabled and are being denied appropriate special education services.
 - has ended up having little or no effect on the lives of students with disabilities.
 - has led to bankruptcy in several school divisions, especially those in rural areas.
 - support full inclusion of all children with disabilities in general Education.

1.2 True/False Questions

- We know considerably more today about how to educate exceptional learners than we did ten years ago.
- Because of the widely accepted theory of normal development, quite a few definite statements can be made about exceptional learners.
- In the vast majority of cases, we are unable to identify the exact reason why a child is exceptional.
- A disability is always a handicap.
- By definition, exceptional children require special education or related services to realize their full human potential.
- The law does not require provision of special education services simply because a student has been shown to have a disability.
- Effective national parents' organizations have existed in the United States only since about 1950.
- Special education legislation has become increasingly permissive rather than mandatory.
- Public schools may choose not to provide education for some children with

disabilities.

10. Litigation is now focused on ensuring that every child receives an education appropriate for his or her individual needs.

1.3 Short Answer Questions

1. Describe the differences between “disability,” “handicap,” and “inability.” Use one example to illustrate each term.
2. Describe two reasons for why it is so difficult to determine an exact figure for the prevalence of exceptional children.
3. Identify and briefly describe the contributions of individuals pertinent to the history and growth of special education.
4. What is the relationship between normalization, deinstitutionalization, and inclusion? Define each term.
5. Describe the role that parent organizations have played in meeting the needs of exceptional children and their families.
6. 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.
7. Discuss reasons for which legal suits (for or against special education) might be filed.
8. Discuss the relationship between litigation and legislation using the case of *Hudson v. Rowley* to illustrate the relationship.

Answer Key

Chapter 1 Exceptionality and Special Education

1.1 Multiple Choice Questions

- | | | |
|-------|-------|-------|
| 1. A | 19. B | 37. C |
| 2. D | 20. B | 38. C |
| 3. C | 21. B | 39. B |
| 4. C | 22. A | 40. B |
| 5. A | 23. C | 41. A |
| 6. A | 24. B | 42. C |
| 7. C | 25. A | 43. C |
| 8. C | 26. C | 44. B |
| 9. C | 27. D | 45. B |
| 10. D | 28. B | 46. C |
| 11. D | 29. B | 47. D |
| 12. B | 30. D | 48. B |
| 13. C | 31. C | 49. A |
| 14. C | 32. A | 50. A |
| 15. D | 33. D | |
| 16. A | 34. C | |
| 17. B | 35. B | |
| 18. D | 36. D | |

1.2 True/False Questions

1. True
2. False
3. True
4. False
5. True
6. True
7. True
8. False
9. False
10. True

1.3 Short Answer Questions

1. A disability is an inability to do something, while a handicap is a disadvantage imposed on an individual. More appropriately, a disability is a subset of inability because a disability is an inability to do something that most people, with typical maturation and instruction can do. A disability might or might not be a handicap, depending on the circumstances. An example might resemble: A person who is blind has a disability (blindness) that can result in an inability to do certain things (such as reading street signs), but is not always a handicap (as when in a dark room).
2. The definitions that are used to classify exceptionalities are rather vague and there have been frequent changes in those definitions over time. The skills and knowledge of teachers and others involved in determining exceptionalities vary. The attitudes and beliefs of schools and society change over time, affecting prevalence figures for a number of exceptionalities (e.g., it may be more socially acceptable to have a “learning disability” than “mental retardation”).
3. **Jean-Marc-Gaspard Itard:** French physician who was an authority on education of students who were deaf. Associated with the beginning of special education as we know it today. Used special education techniques to dramatically improve the behavior of a child found roaming naked and wild in the forests of France. **Édouard Séguin:** A student of Itard who became famous for educating children whom others thought were unable to learn anything of significance. His ideas, along with Itard’s, form the basis of present-day special education. **Samuel Gridley Howe:** An American physician, educator, and political and social reformer. Helped found the Perkins School for the Blind and taught students who were deaf and blind. Also helped organize a school for children with mental retardation. **Thomas Hopkins Gallaudet:** A minister who established the first American residential school for students who were deaf. **Elizabeth Farrell:** A teacher in New York City who helped develop special education as a profession and worked with other special educators nationwide to found the Council for Exceptional Children.
4. “Normalization” is a philosophical movement associated with the belief that society should break down barriers to participation of people with disabilities in normal life. “Deinstitutionalization” and “inclusion” are specific practices related to that philosophy. Deinstitutionalization involves the movement of people with disabilities out of residential institutions into more diverse and less restrictive living situations. Inclusion involves moving students with disabilities out of exclusively segregated schools or classrooms into more integrated settings, including general education classrooms, to the greatest degree possible.
5. They provide an informal group for parents who understand one another’s problems and needs, and help one another deal with anxieties and frustrations; provide information regarding services and potential resources; and provide the structure for obtaining needed services for their children (e.g., disseminate and explain information about laws and regulations).
6. The Individuals with Disabilities Education Act ensures that all children and youths

with disabilities have the right to a free, appropriate public education. The Americans with Disabilities Act ensures the right of individuals with disabilities to nondiscriminatory treatment in other aspects of their lives (employment, transportation, public accommodations, state and local government, and telecommunications). Both require reasonable accommodations that will allow those with disabilities to participate to the fullest extent possible in all activities of daily living that those without disabilities take for granted. Both were considered to be revolutionary laws—one for education and the other for business.

7. Litigation may involve legal suits filed for either of two reasons: because special education services are not being provided for students whose parents want them or because students are being assigned to special education when their parents believe that they should not be. Most often, suits are filed by parents whose children are being denied services, or who are receiving poor services. Parents of children with mild or questionable disabilities may fight against the potentially stigmatizing and discriminatory effects of their children being identified for special education services.

8. Legislation involves making laws while litigation involves interpreting what the laws require in practice. In the case of *Hudson v. Rowley*, Amy Rowley's parents contended that an "appropriate public education" (as included under IDEA legislation) would allow her to achieve her maximum potential and that she could better do that if she were provided with a sign language interpreter in the classroom. In litigation, the court decided that the school had fulfilled its obligation to provide an appropriate education by designing an individualized program for Amy and that "appropriate" does not necessarily mean education that will produce maximum possible achievement.

Chapter 2 Integration, Inclusion, and Support of Positive Outcomes

2.1 Multiple-Choice Questions

1. Each of the following is a misconception about people with disabilities EXCEPT
 - a. Research has established that inclusion is more effective than education in special classes.
 - b. Professionals are in agreement about the extent to which technology can and should be used.
 - c. Students with disabilities must be included in standardized testing.
 - d. Considerable disagreement exists about whether early intervention for children with disabilities should be child directed or more teacher directed.

2. Prereferral teams serve all of the following purposes EXCEPT
 - a. developing IEPs for all students who need them.
 - b. reducing the number of referrals to special education.
 - c. establishing “ownership” of students with disabilities by general educators.
 - d. recommending strategies for working with children who exhibit academic and behavioral problems.

3. 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. it is assumed that the general education teacher’s instruction is evidence-based and of high quality.
 - 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.

4. Response to intervention (RTI)
 - a. has implications only for those with learning disabilities.
 - b. is restricted to academic learning.
 - c. can be applied to social behavior and academic learning.
 - d. is the same as a prereferral team except that it is limited to students with learning disabilities.

5. Research on prereferral teams and response to intervention has found that
 - a. they result in more students being eligible for special education.

- b. academic achievement of students who are mainstreamed has increased.
 - c. little evidence is available to determine their effectiveness.
 - d. teachers and administrators are not satisfied with the procedures.
6. Frequent measures that provide information on whether a student is learning as expected are
- a. outcome measures.
 - b. standardized assessments.
 - c. progress monitoring assessments.
 - d. measures of student achievement.
7. Schools must provide an individualized program for each student who requires special education services. This means that
- a. each student must receive instruction on a one-to-one basis.
 - b. an educational program must be written for each student who requires special education services.
 - c. one individual must be responsible for each student's education.
 - d. the portion of the program that is individualized must be delivered by a teacher who is certified in special education.
8. Each of the following components must be included on an individualized education program (IEP) EXCEPT
- a. annual goals.
 - b. related services to be provided.
 - c. student's IQ score.
 - d. instructional objectives.
9. Which of the following represents the legally correct sequence of IEP development within planning of special education services?
- a. placement, development of IEP, evaluation
 - b. development of IEP, evaluation, placement
 - c. evaluation, development of IEP, placement
 - d. evaluation, placement, development of IEP
10. Which one of the following best describes an individual family service plan (IFSP)?
- a. a supplement to the IEP that specifies services that will be provided to the family of a student with disabilities
 - b. a supplement to the IEP that identifies the role of family members in supporting the school's program for a student with disabilities
 - c. a type of IEP created for preschool children with disabilities
 - d. an extension of the IEP that is used for secondary students who are making the transition from school to work

11. Each of the following people is typically on an IEP team EXCEPT
- a parent or guardian.
 - a provider of special education.
 - the child's general education teacher.
 - a special education lawyer.
12. The concept of transition involves more than just employment. It has a broad emphasis to include
- movement from general education to special education.
 - more parental responsibility for meeting transition goals.
 - concern for outcomes such as independent living and community adjustment.
 - greater emphasis on vocational issues.
13. What was the major accomplishment of IDEA and other federal laws with respect to transition?
- They provided funding for postsecondary programs.
 - They extended the age range served by special education to include students up to age 26.
 - They mandated that school districts pay for postsecondary schooling (including college tuition) for students under the age of 21 with disabilities.
 - They required IEPs to contain a statement of needed transition services for students with disabilities 16 years or older.
14. Educational services and placement for exceptional students depends on
- student characteristics and community resources.
 - teacher attitudes and student preferences.
 - both student and parental preferences.
 - the category of exceptionality and parental preferences.
15. The special education intervention that requires the least specialized environment is
- consultation by a special educator.
 - instruction by an itinerant teacher.
 - instruction in a resource room.
 - instruction by a regular classroom teacher.
16. Mrs. Cain is a regular third-grade teacher. She teaches most subjects to all of her students; however, Mrs. Cleveland, a special educator, provides reading and math instruction to exceptional students in the class. She also teaches organizational and study skills to all the students. What type of intervention is modeled by these teachers?
- co-teaching
 - consultation
 - itinerant services
 - resource services

17. Maria is enrolled in a general education classroom but is taught by a special education teacher in a special education classroom for an hour a day. What type of special education services does Leslie receive?
- She receives itinerant services.
 - She receives resource services.
 - She receives consultation services.
 - She receives diagnostic-prescriptive services.
18. Of the following, the special education intervention that represents the highest level of specialization is
- instruction by an itinerant teacher.
 - instruction in a diagnostic-prescriptive center.
 - consultation by a special educator.
 - instruction in a self-contained special education classroom.
19. Homebound instruction is most often used for students who have
- a visual impairment.
 - physical disabilities.
 - mental retardation.
 - a hearing impairment.
20. Estella has a learning disability. Her primary placement is most likely a
- self-contained special education class.
 - regular classroom.
 - resource room.
 - special day school.
21. Jasper is a ten-year-old student with intellectual disabilities. According to IDEA, if he is placed in the least restrictive environment possible, he will receive instruction in
- his own home.
 - a general education classroom with consultation by a special educator.
 - both a general education classroom and a resource room.
 - a general education classroom for the whole day.
22. Some educators have suggested that the phrase “least restrictive environment” is not appropriate for describing the placement of students. Which term do they suggest as more accurate?
- most enabling environment
 - most specialized environment
 - least isolated environment
 - most dedicated environment

23. Nationwide, what percentage of students with disabilities is educated primarily in general education classrooms?
- less than 5
 - nearly 15
 - about 35
 - more than 50
24. Children under the age of six and older teenagers and young adults identified for special education services more often attend separate schools than do children of the usual school age for all of the following reasons EXCEPT
- They tend to have more severe disabilities.
 - School systems often do not have general education classes for preschoolers and young adults.
 - There are no laws protecting educational rights of people in these age groups.
 - Work-related programs for young adults with disabilities frequently already exist apart from regular high schools.
25. Each of the following is a basic strategy for helping students with disabilities to participate in the general education classroom EXCEPT
- homogeneous grouping.
 - accommodations and adaptations.
 - collaborative consultation.
 - curriculum and instruction modifications.
26. In collaborative consultation, the special education teacher
- teaches students with disabilities in the general education classroom.
 - acts as an expert in providing advice to the general education teacher.
 - shares daily decisions about programming with the regular education teacher equally.
 - pulls out students with disabilities for special instruction in a resource room.
27. In co-teaching,
- students take turns assuming the role of teacher.
 - general and special educators teach together in the same classroom.
 - general and special educators provide in-service training for each other.
 - teachers and students take turns assuming the role of teacher.