# Chapter 1 Exceptionality and Special Education

**1.1 Multiple-Choice Questions**

1. In comparison to typical students, students who are exceptional
	1. have both similarities and differences.
	2. are similar in almost every way.
	3. are different in almost every way.
2. At least \_\_\_\_\_\_\_\_ % of school-age children in the U.S. are considered "exceptional" in that they are identified for special education services.
	1. 25
	2. 20
	3. 15
	4. 10
3. "Mental retardation" is now called
	1. intellectual disorder.
	2. disordered reasoning.
	3. intellectual disability.
	4. functional disability.
4. Most exceptional learners
	1. have physical limitations.
	2. are more different than they are like nondisabled peers.
	3. are average in more ways than they are not.
	4. have more problems in motivation than in learning.
5. Which one of the following descriptions distinguishes best between a disability and a handicap?
	1. Disabilities are functional impairments, while handicaps are disadvantages imposed on an individual.
	2. Disabilities are more severe than handicaps.
	3. Handicaps are caused by disabilities.
	4. 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
	1. on what they can do.
	2. on how they are limited.
	3. on their miraculous achievements.
	4. 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
	1. a disability.
	2. a handicap.
	3. a disability and a handicap.
	4. 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)
	1. disability.
	2. age-appropriate disability.
	3. age-appropriate inability.
	4. instructional inability.
9. Although no two students are alike, to be legally considered "exceptional" for purposes of their school program, students must
	1. have a disability related to their academic progress.
	2. be handicapped.
	3. require special educational services to achieve.
	4. have a history of school failure.
10. When special education works as it should, the outcome for students is
	1. the ability to hide their disabilities.
	2. the eradication of their disabilities.
	3. instruction in a special class.
	4. improved achievement and behavior.
11. Which one of the following students most resembles the "typical" student who receives special education services?
	1. Joe is a high school student with a physical disability.
	2. Lisa is an elementary school student with intellectual disabilities.
	3. Edna is a middle school student with a learning disability.
	4. Sam is an elementary school student with a learning disability.
12. By federal law, an exceptional student is eligible for special education when
	1. a teacher recommends it.
	2. careful assessment indicates he or she is unable to make satisfactory progress in the regular school program.
	3. a parent requests it.
	4. a teacher has recorded observations of behavior and assessment of academic performance for at least two months.
13. Prevalence refers to
	1. the number of individuals having a particular exceptionality.
	2. the probability of having a child with a particular exceptionality.
	3. the percentage of a population having a particular exceptionality.
	4. the distribution of exceptionalities across different segments of the population.
14. Compared to the general population, exceptional children are
	1. a more homogeneous group.
	2. more likely to be from wealthy families.
	3. more diverse with respect to a number of characteristics.
	4. more likely to be female.
15. At present, about how many students in the United States receive special education?
	1. about 1 million
	2. about 3 million
	3. about 4 million
	4. over 6 million
16. The number of students identified as having a learning disability
	1. has more than doubled since the mid-1970s.
	2. now makes up about one-third of the number of students receiving special education.
	3. has remained fairly stable during the past 30 years.
	4. is impossible to estimate.
17. The majority of students who receive special education services fall within which age range?
	1. 3-12
	2. 6-17
	3. 9-18
	4. 12-21
18. Dramatic increases in prevalence figures since 1995 have been recorded for children identified as having
	1. learning disabilities.
	2. mental retardation.
	3. physical disabilities.
	4. autism or traumatic brain injury.
19. Which one of the following provides the best definition of special education?
	1. Special education uses special equipment and materials.
	2. Special education meets individual needs of exceptional students.
	3. Special education is delivered by a certified special education teacher.
	4. Special education provides greater structure and smaller classes.
20. In the video of Lauralee, who has Down syndrome, she
	1. complains about the bullying she has had to endure.
	2. talks about her disappointing quest to find a job she likes.
	3. talks about how, in many ways, she is similar to people without disabilities.
	4. talks about how the Special Olympics have helped her become more sociable and to find friends.
21. The historical roots of special education are found primarily in the
	1. 1700s.
	2. early 1800s.
	3. late 1800s.
	4. 1900s.
22. In the prerevolutionary era in Europe and America, what goal predominated in the actions of society towards people with disabilities?
	1. protection
	2. inclusion
	3. prevention
	4. adaptation
23. Most historians trace the beginning of special education as we know it today to
	1. Philippe Pinel.
	2. Édouard Séguin.
	3. Jean-Marc-Gaspard Itard.
	4. Thomas Gallaudet.
24. Most of the earliest special educators were trained as
	1. ministers or priests.
	2. physicians.
	3. regular classroom teachers.
	4. social workers.
25. Itard is best known for his work with
	1. Victor, the "wild boy of Aveyron."
	2. students who were deaf.
	3. Laura Bridgman, a girl who was both deaf and blind.
	4. 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
	1. individualized instruction.
	2. structured arrangement of the learning environment.
	3. placement in the least restrictive environment.
	4. emphasis on functional, life skills.

With respect to parents and Individualized Education Program (IEP) meetings, which of