**CHAPTER 1**

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**EDUCATING STUDENTS WITH SEVERE DISABILITIES: FOUNDATIONAL CONCEPTS AND PRACTICES**

**Chapter Summary**

<BM><P>This chapter presents a series of foundational concepts and practices, past and present, organized into three major sections to encourage us to never stop questioning what people with severe disabilities are capable of learning and our own capacity to change. The first major section addresses the sometimes elusive question “Who are students with severe disabilities?” by examining definitions and how societal perceptions of people with severe disabilities can affect their lives, as well as the reciprocal benefits of interactions among people with and without disability labels. The second major section addresses<ITAL> some of the key areas for optimism and concern for students with severe disabilities. Finally, the bulk of the chapter addresses <ITAL>accessto four interrelated aspects of quality education for students with severe disabilities, namely access to (a) inclusive environments, (b) individualized curriculum, (c) purposeful instruction, and (d) necessary supports.

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**Test Bank Questions**

1. In reference to the phrase "severe disabilities," which statement is most accurate:

1. Severe disabilities is one of the 13 IDEA disability categories
2. There is no single authoritative definition of severe disabilities
3. Some, but not all, students identified in the categories of autism, deaf-blindness, intellectual disabilities, multiple disabilities, traumatic brain injury, may have severe disabilities
4. all of the above
5. b and c only

 2. What more contemporary terminology has replaced "mental retardation"? Why?

 .

 3. According to the classification system of the *American Association on Intellectual and Developmental Disabilities*, people with intellectual disabilities are classified based on:

  severity of intellectual disability (e.g., mild, moderate, severe, profound)

1. multiple dimensions (e.g., intellectual abilities, adaptive behavior, health, participation,
2. context) as well as an individual's patterns and intensity of supports needs
3. IQ and adaptive
4. all of the above

4. In *Timothy W. v. Rochester School District*</ITAL> (1989), a case about a student with severe, multiple disabilities who had been denied admission to his local public school because school officials deemed him too severely disabled to benefit from education, what important principle of the IDEA was challenged and affirmed?

 5. Write a short paragraph based on the elements of inclusive education described in the chapter and explain how these elements differ from: (a) part-time placement in a general education class, (b) placement in a class where an entire special education class has been combined with a general education class, (c) placement in a class for students who are substantially younger than the student with a severe disability, and (d) placement in a general education classroom where the student with a severe disability does substantially different activities, often with in isolation with a paraprofessional.

6. In addition to learning chronologically age-appropriate functional life skills, students with severe disabilities should also have access to learning outcomes from the .

 7. Across the United States, access to inclusive educational placements for students with severe disabilities may be characterized as:

1. uniformly substantial
2. inconsistent and variable from state to state
3. partially dependent on where the student lives
4. a and c only
5. b and c only

8. If students with severe disabilities placed in general education classes are subjected to undesirable conditions, such as being: (a) separated within the classroom (e.g., taught primarily by a paraprofessional apart from classmates), (b) taken through the motions of a lesson or activity without having appropriately targeted learning outcomes (i.e., not learning much of value or importance to them), or (c) presented with lesson content that is inconsistent with their abilities or learning and communication characteristics, it can lead to which of the following:

1. limits opportunities for learning
2. may contribute to internalized problem behaviors (e.g., withdrawal, lack of responsiveness)
3. may contribute to externalized problem behaviors (e.g., self-stimulation, aggression, tantrums) problem behaviors
4. all of the above
5. b and c only

9. According to the IDEA, the first placement option considered for each child with a disability is:

1. a special education classroom that includes access to all needed therapies
2. a regular classroom in a school that includes access to all needed therapies
3. a regular classroom in the school that the child would attend if not disabled, with appropriate supplementary aids and services to facilitate such placement
4. a regular classroom in the school that the child would attend if not disabled
5. a special education classroom designed to meet the needs of students with severe disabilities.

10. Special education is:

1. synonymous with a special class or special school placement
2. specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability
3. a service, not a place
4. b and c only

11. Name the principle that asserts it is important for individuals with severe disabilities to participate in whatever parts of activities they can, even if they cannot participate in every aspect.

12. When a student with a disability and peers without disabilities participate together in a shared activity (e.g., science lab experiment) and each student has individually appropriate learning outcomes at different levels within the same curriculum area, it is known as:

1. Multi-level Curriculum/Instruction
2. Curriculum Overlapping
3. Special education Curriculum
4. General Education Curriculum

13. When a student with a disability and peers without disabilities participate together in a shared activity where each student has individually appropriate learning outcomes from two or more different curriculum areas, it is know as:

1. Multi-level Curriculum/Instruction
2. Curriculum Overlapping
3. Special education Curriculum
4. General Education Curriculum

14. Which of the following is **not** a principle of quality instruction.

1. <NL><ITEM><P><IN</INST>Know each student’s characteristics</P></ITEM>
2. <ITEM><P><INST></INST>Select meaningful learning outcomes</P></ITEM> and <ITEM</INST>establish shared team expectations </P></ITEM>
3. <ITEM><P><INST>Ensure all students have the same learning outcomes
4. </INST>Create a motivating learning environment</P></ITEM> and <ITEM><P><INST>d</INST>select effective teaching methods</P></ITEM>
5. <ITEM><P><INST</INST>Provide sufficient learning opportunities</P></ITEM> and <ITEM><P><INST</INST>suuuuse data to make instructional decisions

15. What is be provided for a student so that he or she may have access to education, participate in school, and pursue identified learning outcomes (e.g., physically repositioned, catheterized, teach staff and classmates about the student’s augmentative communication, tactile materials) are known as: .

16. Describe the *Criterion of the Least Dangerous Assumption* and provide an example. </P>

17. Social validity can be evaluated based on:

1. the social significance of the goals being sought
2. the social appropriateness of the procedures being used
3. the social importance of the effects
4. all of the above
5. a and c only

18. When making decisions about related services it is most productive to offer:

1. as many services as possible
2. services that are only as specialized as necessary
3. services that provide the most return-on-investment
4. services based on what each related services providers recommends independently

19. When determining related services for a student with a severe disability it is crucial to:

1. ensure educational relevance
2. ensure educational necessity
3. ensure medical necessity
4. b and c only
5. a and b only

20. In the chapter conclusion a parent who has a young adult son with a severe disability (Angelman's Syndrome) compares her to a bicycle. Rather than thinking of him as a broken bike, she prefers to think of him as a complex, sensitive, beautiful, Italian racing bike. Generate another affirming comparison (e.g., metaphor, analogy) to describe an individual with a severe disability and explain why.

**Test Bank Answers**

1. e

2. Intellectual Disabilities

3. b

4. Zero-Reject Principle

5. The reply should include elements found in Table 1-2.

6. general education curriculum

7. e

8. d

9. c

10. d

11. Principle of Partial Participation

12. a

13. b

14. c

15. general supports

16. “in the absence of conclusive educational data, educational decisions should be based on assumptions which, if incorrect, will have the least dangerous effect on the student” Examples: For example, if an individual with a severe disability is nonverbal and does not have a fluent alternative or augmentative method of language or communication, it would be most dangerous to assume that he or she does not understand much, if any, of what is said to or near him or her. It would be less dangerous to assume that he or she understands everything being said to or near him or her. Similarly, it would be most dangerous to prevent the student’s exposure to general education curriculum and least dangerous to provide not only exposure but also instruction.

17. d

18. b

19. e

20. Any affirming comparison, metaphor, or analogy presented and explained