

 BEFORE YOU READ . . .

Chapter 12 focuses on the idea that schools are responsible for finding ways to meet the needs of each student in a regular classroom setting, to the extent that it is possible. Described below are some exceptionalities that individuals may have and programs that have been effective in meeting their needs.

*Learners with Exceptionalities* are defined as those students who have mental retardation, learning disabilities, communication disorders, emotional and behavioral disorders, physical impairments, or giftedness.

*Learners with Exceptionalities* have their needs met through the Education For All Handicapped Act and the Americans with Disabilities Act.

*Learners with Exceptionalities* are included in the least restrictive environment possible.

**CHAPTER OUTLINE****WHO ARE LEARNERS WITH EXCEPTIONALITIES?**

- A. “People-First” Language
- B. Types of Exceptionalities and Numbers of Students Served
- C. Students with Mental Retardation
- D. Students with Learning Disabilities
- E. Students with Attention Deficit Hyperactivity Disorder
- F. Students with Speech or Language Impairments
- G. Students with Emotional and Behavioral Disorders
- H. Students with Autism
- I. Students with Sensory, Physical, and Health Impairments
- J. Students Who Are Gifted and Talented

**WHAT IS SPECIAL EDUCATION?**

- A. Public Law 94-142 and IDEA
- B. An Array of Special-Education Services

**WHAT IS INCLUSION?**

- A. Research on Inclusion
- B. Adapting Instruction
- C. Teaching Learning Strategies and Metacognitive Awareness
- D. Prevention and Early Intervention
- E. Computers and Students with Disabilities
- F. Buddy System and Peer Tutoring
- G. Special-Education Teams
- H. Social Integration of Students with Disabilities

 AS YOU READ . . .

## WHO ARE LEARNERS WITH EXCEPTIONALITIES?

1. Define **learners with exceptionalities** and distinguish between **disability** and **handicap**. Give examples of each, and explain why labeling has limitations.

**learners with exceptionalities**

**disability**

**handicap**

2. Using the table below, define and describe the characteristics of each of the following concepts: **mental retardation, giftedness, physical impairment, learning disability, emotional/behavior disorder, speech or language impairment, autism, traumatic brain injury**.

	DEFINITION	CHARACTERISTICS
<b>mental retardation</b>		
<b>giftedness</b>		
<b>physical impairment</b>		
<b>learning disability</b>		
<b>emotional/behavior disorder</b>		
<b>speech or language impairment</b>		
<b>autism</b>		
<b>traumatic brain injury</b>		

## WHAT IS SPECIAL EDUCATION?

3. Define **special education**. Trace the history of federal laws—Public Law 94-142, PL 99-457, PL 101-476, and PL 105-17—that regulate the education of students with special needs.

4. Define **least restricted environment** and describe the educational environments in which students with special needs are placed. What other types of services are available?

**least restricted environment**

5. List the minimum information that an Individualized Education Program (IEP) must contain; then list the steps you would take to prepare one.

IEP Minimum  
Information

Preparing an IEP

## WHAT IS INCLUSION?

6. Define **inclusion**. Discuss research findings on the effectiveness of full inclusion approaches. Describe the most effective **strategies** for accommodating instruction for classes with students with exceptionalities.

**inclusion**

**strategies**

7. In the space below, describe how **computers, buddy systems, peer tutoring, special education teams, and social integration** assist students with special needs?

## SELF-CHECK

DIRECTIONS: Below are questions related to the main ideas presented in the chapter. Correct answers or typical responses can be found at the end of the study guide chapter.

1. Explain “people-first” language.
  
2. Approximately what percentage of all students ages 6 to 21 have mental retardation?
  - A. 1 %
  - B. 5.8 %
  - C. 8.3 %
  - D. 10.1 %
  
3. Match the following description with its exceptionality type.

_____ difficulties with expressive and receptive communications	A. emotional disorders
_____ general term that refers to performing below what an IQ would predict	B. language impairment
_____ omissions, distortions, and substitutions of sounds	C. learning disabilities
_____ anxiety, phobias, aggression, or acute shyness	D. speech impairment
  
4. Problems with the ability to see or hear or otherwise receive information are labeled
  - A. sensory impairments.
  - B. learning disabilities.
  - C. attention deficit disorders.
  - D. emotional and behavioral disorders.
  
5. List two common options for adapting education programs to the needs of students who are gifted and talented.

6. Match the federal law regarding the education of students with special needs with its description.

- |  |                 |
|--|-----------------|
| _____ This federal law, enacted in 1975, requires that special services be provided to all students in need.   | A. P.L. 101-476 |
| _____ This federal law, enacted in 1986, extends free, appropriate education to children ages three to five.   | B. P.L. 94-142  |
| _____ This federal law, enacted in 1990, requires schools to plan for the transition of adolescents with disabilities into future education or employment. | C. P.L. 99-457  |
| _____ This federal law, enacted in 1997, raises educational expectations for students with disabilities and increases parental and teacher involvement.    | D. P.L. 105-17  |

7. Rank the following special education placements in order from the least restrictive (1) to most restrictive (4).

- \_\_\_\_\_ resource room
- \_\_\_\_\_ part-time inclusion in the general education classroom
- \_\_\_\_\_ self-contained special-education classroom
- \_\_\_\_\_ general education classroom

8. List the steps followed when developing an Individualized Education Program.

9. What problems and benefits may occur when students with special needs are included in the general education classroom?

10. In some areas of the country, minority group students account for two-thirds of the enrollment in classes for students with mental disabilities. What are some reasons for this over-representation?

 AFTER YOU READ . . .

## PRACTICE TEST

DIRECTIONS: Each chapter heading is listed below and followed by a series of related questions worth a total of ten points. Respond to each question, check your answers with those found at the end of the study guide chapter, and determine your score. Consider nine points to be mastery.

## WHO ARE LEARNERS WITH EXCEPTIONALITIES?

*Sentence Completion*

1. (1 point) \_\_\_\_\_ is the term used to describe students who exhibit one or more characteristics that affect their ability to learn.
2. (1 point) \_\_\_\_\_ is the exceptionality that is characterized by significantly below average intellectual functioning, which may limit communication, self-care, social skills, health, or safety.
3. (1 point) \_\_\_\_\_ is the exceptionality that is not a single condition but a wide variety of disabilities stemming from brain or central nervous system dysfunction; characterized by difficulties in listening, speaking, reading, writing, reasoning, or computing.
4. (1 point) \_\_\_\_\_ is the exceptionality that is characterized by problems with speech and language.
5. (1 point) \_\_\_\_\_ is the exceptionality characterized by problems with learning, interpersonal relationships, and controlling feelings and behavior.
6. (1 point) \_\_\_\_\_ is the exceptionality that refers to an inability to see or hear or otherwise receive information through the body's senses.

*Short Answer/Essay*

7. (2 points) List one type of physical impairment and one type of health impairment.  
\_\_\_\_\_  
\_\_\_\_\_

8. (2 points) Define "giftedness."  
\_\_\_\_\_  
\_\_\_\_\_

## WHAT IS SPECIAL EDUCATION?

*True or False*

9. (1 point) \_\_\_\_\_ Special education refers to any program provided for learners with disabilities instead of, or in addition to, the regular classroom program.

*Sentence Completion*

10. (1 point) \_\_\_\_\_ is the law that prescribes the services that all learners with disabilities must receive.
11. (1 point) \_\_\_\_\_ is, according to federal law, the term given to the placement status of students with special needs.
12. (1 point) \_\_\_\_\_ is the term that refers to the placement of students who have special needs with their peers who do not have special needs for as much of their educational program as possible.
13. (1 point) \_\_\_\_\_ is the plan that describes a student's educational needs and delineates a special course of action.

*Short Answer/Essay*

14. (5 points) Complete the following continuum of services provided by school districts.

1. direct or indirect consultation support for the general education teacher \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. student is placed at home or is hospitalized \_\_\_\_\_

## WHAT IS INCLUSION?

*Multiple Choice*

15. (1 point) \_\_\_\_\_ All of the following are advantages of using computers to instruct students with special needs, except
- A. computers foster individualized instruction.
  - B. computers provide immediate feedback.
  - C. computers serve as motivators.
  - D. computers keep the rate of presentation steady.
16. (1 point) \_\_\_\_\_ Which of the following statements justifies the use of "buddy systems" or "peer tutoring?"
- A. Buddy systems help teachers with instruction and evaluation of achievement.
  - B. Buddy systems assist teachers with non-instructional needs (e.g., note-taking for students with hearing impairments).
  - C. Peer tutoring is an efficient method of providing instructional assistance that requires very little training.



*Short Answer/Essay*

17. (1 point) List one advantage of inclusion programs.

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18. (1 point) List one advantage of pull-out programs.

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19. (2 point) Describe the types of expertise that regular education and special education teachers can bring together to solve problems for students with special needs.

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20. (4 points) List four ways that teachers can foster the social integration of students with special needs into the regular classroom.

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Now check your answers and total your points. Answers are found at the end of the study guide chapter.

SCORING	POINTS NEEDED FOR MASTERY	POINTS RECEIVED
WHO ARE LEARNERS WITH EXCEPTIONALITIES?	<u>9</u>	<u>          </u>
WHAT IS SPECIAL EDUCATION?	<u>9</u>	<u>          </u>
WHAT IS INCLUSION?	<u>9</u>	<u>          </u>

## SELF-CHECK ANSWERS Chapter 12

1. “People-First” language puts the person before his or her disability. For example, Jimmy is a student with a learning disability and not a “learning disabled child.”
2. A. Approximately 1 per cent of all students ages 6 to 21 have mental retardation.
3. B, C, D, A. Language impairments are difficulties in the ability to understand language or to express ideas in one’s native language. Learning disabilities are associated with learning problems that are not predicted by an individual’s IQ. Speech impairments include articulation (or phonological) disorders such as omissions, distortions, or substitutions of sounds. Emotional and behavioral disorders are characterized by problems with learning, interpersonal relationships, and controlling feelings and behavior.
4. A. Sensory impairments are problems with the ability to receive information through the body’s senses.
5. Acceleration and enrichment. Acceleration programs offer rapid promotion through advanced studies for students who are gifted or talented. Enrichment programs present assignments or activities that are designed to broaden or deepen the knowledge of students who master classroom lessons quickly.
6. B, C, A, D. Public Law 94-142 requires special education services for eligible students. Public Law 99-457 extends the entitlement to free, appropriate education to children ages three to five. Public Law 101-476 requires that schools plan for the transition of adolescents with disabilities into further education or employment starting at age 16. Public Law 105-17 raises educational expectations for those with disabilities and increases the role of parents in the education of their children.
7. 1. general education classroom; 2. resource room; 3. part-time inclusion; 4. self-contained special education classroom
8. 1. referral for evaluation; 2. placement; 3. testing and assessment; 4. signed parental approval of the IEP
9. Effective teaching of students with special needs in general education classrooms involves cooperative learning, computerized instruction, buddy systems, peer tutoring, consultation with special education specialists, and team teaching.
10. Tests used to determine eligibility for special services may not be appropriate for students who belong to a minority group. Minority group students are over-represented in impoverished groups, which might mean they come from communities that cannot afford adequate educational facilities and programs.

## PRACTICE TEST ANSWERS Chapter 12

1. Exceptional learner
2. Mental retardation
3. Learning disabilities
4. Communication disorder
5. Emotional and behavior disorder
6. Sensory impairment
7. Physical impairments include cerebral palsy, spina bifida, spinal cord injury, and muscular dystrophy. Health impairments include AIDS, seizure disorders, diabetes, cystic fibrosis, sickle cell anemia, and bodily damage from chemical addiction, child abuse, or attempted suicide.
8. Giftedness refers to individuals identified as possessing demonstrated or potential abilities that give evidence of high performance capabilities in intellectual, creative, specific academic, or leadership pursuits.
9. True; Special education refers to services or programs provided for individuals with disabilities instead of, or in addition to, regular classroom programs.
10. PL 94-142; Education for the Handicapped Act
11. Least restrictive; The provisions of PL 94-142 state that individuals with special needs must be assigned to the least restrictive placement appropriate to their needs.
12. Inclusion; Inclusion places students with special needs with their regular classroom peers for as much of their education program as possible.
13. Individualized Education Program (IEP); An IEP describes the student's problem and identifies possible solutions.
14. 1) direct or indirect consultation support for general education teacher; 2) special education up to one hour per day; 3) special education one to three hours per day, resource room; 4) special education more than three hours per day, self-contained special education; 5) special day school; 6) special residential school; 6) home or hospital
15. D; Computers allow for variance in the rate of presentation to meet the needs of the student. The latest software can adapt easily to the student's needs as he or she works through a program.
16. b. Buddy systems involve the teaming of two students, one requiring special services, to work together on non-instructional tasks.
17. Inclusion programs encourage effective partnerships between regular and special educators. Inclusion removes the stigma associated with students who are segregated from those in a regular program.
18. Pull-out programs ensure that those educators who work with students with special needs are trained to do so.

19. The regular classroom teacher is the expert on how the class is organized and operates on a day-to-day basis, the curriculum, and the expectations for performance. The special education teacher is the expert on the types of handicapping conditions a student might have, the strengths and needs involved with the disability, and instruction techniques for adapting curriculum.

20. 1) model a caring attitude; 2) use an IEP; 3) have expectations; 4) use cooperative learning; 5) use peer tutors; 6) provide participation opportunities 7) allow for the development of friendships