The Take Home Examination for SPED 242 consists of 100 Multiple Choice Questions

All questions come directly from your Pierangelo & Giuliani (2005) Textbook

OMIT QUESTIONS 32, 33, 34 AND 65

Therefore, all answers can be found in the corresponding chapters. The chapters covered on this examination are Chapters 9, 10, 11, 16, 17, & 18.

The questions are numbered so that the first number represents the chapter from where the information for the question can be found.

The second number represents the question number on this examination

For example

• **Question 9.1** represents that the question comes from Chapter 9 and it is **Question Number 1** on this Exam

• **Question 10.31** represents that the question comes from Chapter 10 and it is **Question Number 31** on this Exam

• **Question 18.89** represents that the question comes from Chapter 18 and it is **Question Number 89** on this Exam

Each question is worth one point. You must do all of the questions

Put all answers on your answer sheet

Please be sure to use capital letters for your answers (A, B, C, D, E)
9.1 A student’s academic achievement skills are reviewed to determine how well he or she is performing in which core skill area?
   a. Reading
   b. Spelling
   c. Mathematics
   d. Writing
   e. All of the above

9.2 Which of the following is NOT a reason why individually administered achievement tests are used in assessment in special education?
   a. They are designed to assess children at all ages and grade levels.
   b. They can assess the most basic skills of spelling, math, and reading.
   c. They allow the examiner to observe a child’s test taking strategies.
   d. They can focus on a specific area of concern.
   e. All of the above are reasons why individually administered achievement tests are used in assessment in special education

9.3 With respect to oral reading errors, insertion of a word or groups of words means:
   a. The student will skip individual words or groups of words
   b. The student inserts one or more words into the sentence being read
   c. The student replaces one or more words in the passage by one or more meaningful words.
   d. The student replaces one or more words in the passage by one or more meaningful words.
   e. The student's pronunciation of a word bears so little resemblance to the proper pronunciation.

9.4 With respect to oral reading errors, gross mispronunciation of a word means:
   a. The student will skip individual words or groups of words
   b. The student inserts one or more words into the sentence being read
   c. The student replaces one or more words in the passage by one or more meaningful words
   d. The student replaces one or more words in the passage by one or more meaningful words
   e. The student's pronunciation of a word bears so little resemblance to the proper pronunciation.

9.5 With respect to oral reading errors, inversion or changing of word order means:
   a. The student hesitates for 2 or more seconds before pronouncing a word
   b. The student changes the order of words appearing in a sentence
   c. The student fails to observe punctuation
   d. The student's pronunciation of a word bears so little resemblance to the proper pronunciation

9.6 Miscues are generally significant when:
   a. The meaning of the sentence or passages is significantly changed or altered and the student does not correct the miscue
   b. A non word is used in place of the word in the passage
   c. Only a partial word is substituted for the word or phrase in the passage
   d. A word is pronounced for the student
   e. All of the above
9.7 With respect to reading comprehension skills, literal comprehension means:

a. The student reads the paragraph or story and is then asked questions based on it
b. The student reads a paragraph or story and must interpret what has been read.
c. The student is read a paragraph or story by the examiner and is then asked questions about what he or she has read.
d. The student reads a paragraph or story and then analyzes, evaluates, or makes judgments on what he or she has read.
e. The student reads a paragraph or story and his or her emotional responses to the text are evaluated by the examiner.

9.8 With respect to reading comprehension skills, critical comprehension means:

a. The student reads the paragraph or story and is then asked questions based on it.
b. The student reads a paragraph or story and must interpret what has been read.
c. The student is read a paragraph or story by the examiner and is then asked questions about what he or she has read.
d. The student reads a paragraph or story and then analyzes, evaluates, or makes judgments on what he or she has read.
e. The student reads a paragraph or story and his or her emotional responses to the text are evaluated by the examiner.

9.9 The term “writing” refers to a variety of interrelated graphic skills, including composition, which is:

a. The ability to generate ideas and to express them in an acceptable grammar, while adhering to certain stylistic conventions
b. The ability to use letter to construct words in accordance with accepted usage
c. The ability to physically execute the graphic marks necessary to produce legible compositions or messages
d. None of the above

9.10 The Arithmetic classifications that consist of Numeration, Fractions, Geometry and Algebra is called:

a. Content
b. Operations
c. Applications
d. None of the above

9.11 The Arithmetic classifications that consist of Counting, Computation and Reasoning is called:

a. Content
b. Operations
c. Applications
d. None of the above

9.12 The Arithmetic classifications that consist of Measurement, Reading Graphs and Tables, Money and Budgeting Time, and Problem Solving is called:
a. Content  
b. Operations  
c. Applications  
d. None of the above

9.13 The mathematical error a student makes when he uses subtraction when he should have added is called:
   a. Incorrect operation  
b. Incorrect number fact  
c. Incorrect algorithm  
d. Random error

9.14 If a student recalls the product of 8x7 as 49, this is the mathematical error of:
   a. Incorrect operation  
b. Incorrect number fact  
c. Incorrect algorithm  
d. Random error

9.15 If the procedures used by the student to solve the problem are inappropriate where he skips a step, applies the correct steps in the wrong sequence or use an inaccurate method, this is the mathematical error called:
   a. Incorrect operation  
b. Incorrect number fact  
c. Incorrect algorithm  
d. Random error

9.16 Which of the following is NOT a comprehensive test of educational achievement?
   a. WIAT-2  
b. KTEA  
c. PIAT-R  
d. TAT

9.17 Which of the following is NOT a comprehensive test of educational achievement?
   a. WIAT-2  
b. WRAT-3  
c. WJ-III  
d. VMI-4

10.18 ________ is a general term referring to the ability to learn and to behave adaptively.
   a. Academic achievement  
b. Transitional assessment  
c. Intelligence  
d. None of the above

10.19 Which of the professionals in special education do not need to understand intelligence tests and what they mean?
   a. Psychologist.  
b. Special education teacher  
c. Social worker
d. Physical therapist
e. All professionals in special education need to understand intelligence tests and what they mean

10.20 On intelligence tests, responses to items concerning perceptual organization, processing speed, and spatial abilities are less dependent on experience and verbal skill and more on hand-eye coordination and reasoning abilities.
a. True
b. False

10.21 Most individually administered intelligence tests can determine, at least to some degree, a child's ability to attend, process information quickly, distinguish relevant from less relevant details, put events in sequence, and retrieve words from memory.
a. True
b. False

10.22 On almost all intelligence tests, the mean IQ score is _____ with a standard deviation of _____.
a. 100/10
b. 100/15
c. 50/5
d. 50/15

10.23 For IQ tests with a mean of 100 and a standard deviation of 15, a score of 73 would represent a classification of:
a. Borderline
b. Low Average
c. Average
d. High Average
e. Superior

10.24 For IQ tests with a mean of 100 and a standard deviation of 15, a score of 83 would represent a classification of:
a. Borderline
b. Low Average
c. Average
d. High Average
e. Superior

10.25 For IQ tests with a mean of 100 and a standard deviation of 15, a score of 123 would represent a classification of:
a. Borderline
b. Low Average
c. Average
d. High Average
e. Superior

10.26 The percentage of students that have an IQ in the Borderline range is
10.27 The percentage of students that have an IQ in the High Average range is
a. 2.2
b. 6.7
c. 16.1
d. 50

10.28 Which of the following is NOT true about IQ scores:
a. IQ scores are less stable for school-aged children than for preschoolers and less stable among individuals with disabilities than among those without disabilities.
b. IQ scores can change from childhood to adulthood.
c. It is likely that environmental factors, socioeconomic status, values, family structure, and genetic factors all play a role in determining IQ scores.
d. Factors such as low birth weight, malnutrition, anoxia (lack of oxygen), and fetal alcohol exposure have a negative impact on IQ scores.
e. Intelligence and academic achievement appear to be highly related.

10.29 Scaled scores on the WISC-III have a mean of ____ and a standard deviation of ____.
a. 10/3
b. 10/5
c. 3/1
d. 100/15

10.30 A scaled score of 10 on one of the Wechsler subtests would represent a classification of:
a. Low Average
b. Average
c. High Average
d. Superior

10.31 The Wechsler scale to use for an adult 25 years old would be the:
a. WISC-III
b. WAIS-III
c. WPPSI-R
d. None of the above

10.32 Which of the following is a strength of the WISC-III?
a. There is strong evidence of the test’s reliability and validity.
b. A thorough interpretation in the manual of information regarding interpretation of scaled score differences.
Scores on the test correlate highly with academic achievement.
c. The test provides valuable information as one of the measures in the diagnosis of learning disabilities.
d. The test is well organized and easy to use.
e. All of the above
10.33 Which of the following is a weakness of the WISC-III?
   a. Some of the test’s questions may be culturally biased.
   b. The test does not allow for the distinction of full scale IQs below 40 making it less useful than other in distinguishing among levels of retardation.
   c. The test cannot be used alone in the diagnosis of learning disabilities
   d. All of the above

10.34 The Stanford Binet comprises ____ tests divided according to _____ areas:
   a. 15/2
   b. 15/4
   c. 17/10
   d. 14/3

10.35 Which intelligence test measures the six cognitive areas of Vocabulary, General Information, Similarities and Differences, Comprehension, Quantitative, and Auditory Memory?
   a. WISC-III
   b. K-BIT
   c. K-ABC
   d. McCarthy Scales
   e. Slossin Intelligence Test-Revised

10.36 Which intelligence test has no oral responses, reading, writing or object manipulation involved?
   a. WISC-III
   b. K-BIT
   c. K-ABC
   d. C-TONI
   e. SIT-R

11.37 Behavioral and emotional measures are usually administered and reported on by the:
   a. School psychologist
   b. School nurse
   c. School social worker
   d. Special education evaluator

11.38 The purpose of a(n) ______ assessment is to gain an awareness of what environmental factors, if any, are influencing the behavior that the child is exhibiting.
   a. Perceptual
   b. Behavioral
   c. Intellectual
   d. Academic achievement

11.39 ______ behaviors are those which the person seeks to observe when doing the observation.
   a. Projective
   b. Perceptual
   c. Target
   d. Performance
11.40 _______ tests try to elicit feelings from the student about he or she feels about life through projection of emotions.
   a. Intelligence
   b. Achievement
   c. Visual-motor
   d. Projective

11.41 The three most common types of _______ tests used in school systems for assessment are drawing tests, apperception tests, and sentence completion tests
   a. Intelligence
   b. Achievement
   c. Visual-motor
   d. Projective

11.42 The CAT and TAT are examples of:
   a. Drawing tests
   b. Apperception tests
   c. Sentence completion tests
   d. None of the above

11.43 “I could do better if ______” or “When I grow I up ______” are examples of statements made on the:
   a. TAT
   b. CAT
   c. WISC-III
   d. Sentence Completion Test

11.44 The Conners Parent scale and Teacher scale, and the ADDES are examples of:
   a. Rating scales
   b. Thematic tests
   c. Sentence completion tests
   d. Visual motor tests

11.45 _______ refers to the effectiveness or degree with which individuals meet the standards of personal independence and social responsibility expected for age and cultural groups.
   a. Adaptive behavior
   b. Projections
   c. Standard scores
   d. Clarifying behavior

11.46 Functional Behavioral Assessment can provide information about:
   a. Why a student engages in certain behaviors
   b. When a student will most likely engage in a behavior
   c. Situations in which a behavior is least likely to occur
   d. All of the above

16.47 Higher incidence disabilities include all of the following EXCEPT:
   a. Learning disabilities
   b. Emotional disabilities
c. Mental retardation-higher level functioning other than Down Syndrome
d. Speech and language disabilities
e. Autism

16.48 Lower incidence disabilities include all of the following EXCEPT:
a. Autism
b. Orthopedically impaired
c. Learning disabilities
d. Visual impairments
e. Hearing impairments

16.49 A ________ is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.
a. Learning disability
b. Emotional disability
c. Mental retardation-higher level functioning other than Down Syndrome
d. Speech and language disability
e. Traumatic brain injury

16.50 Children with learning disabilities should have a(n) ________ potential intellectual level.
a. Developmentally delayed to borderline
b. Borderline to low average
c. Average to above average
d. Mentally retarded to average

16.51 Which of the following exclusion factors should be ruled out in order to properly diagnose a learning disability?
a. Primary emotional issues
b. Problems in acuity
c. Poor teaching
d. Cultural deprivation
e. All of the above

16.52 Students who have learning disabilities may exhibit a which of the following behavioral traits?
a. Motor difficulties
b. Inattention
c. Uneven and unpredictable test performance
d. Perceptual impairments
e. All of the above

16.53 Which diagnostic symptoms is normally NOT an indication of a possible learning disability?
a. Delays, disorders, or discrepancies in listening and speaking
b. Difficulties with handling great grades in reading, writing, and spelling  
c. Difficulty in performing arithmetic functions or in comprehending basic concepts  
d. Difficulty in organizing and integrating thoughts  
e. Difficulty in organizing all facets of learning  

16.54 Which diagnostic symptoms is normally NOT an indication of a possible learning disability?  
a. Short attention span  
b. Strong letter or word memory  
c. Inability to distinguish between letters and sounds  
d. May be erratic and fluctuate from day to day  
e. Poor gross or fine motor development  

16.55 "General intellectual functioning" is typically measured by an intelligence test. Persons with mental retardation usually score _____ or below on such tests.  
a. 85  
b. 80  
c. 75  
d. 70  

16.56 According to data reported to the U.S. Department of Education by the states, in the 1995-96 school year, 585,308 students ages 6-21 were classified as having ________ and were provided services by the public schools. This figure represents approximately 1.7% of the total school enrollment for that year.  
a. Learning disability  
b. Emotional disability  
c. Mental retardation  
d. Speech and language disability  
e. Traumatic brain injury  

16.57 Which of the following is NOT normally a characteristic of a mild mental disability that may be observed by the teacher over a period of time?  
a. Difficulty generalizing learned concepts to new situations  
b. Social isolation or withdrawal  
c. Good social relationships  
d. Anxious and worried, excessive fears and phobias  
e. Easily frustrated even when confronted with a simple task  

16.58 Which of the following is associated with an emotional disturbance?  
a. An inability to learn on a consistent basis  
b. An inability or unwillingness to develop or maintain satisfactory interpersonal relationships  
c. Extreme over-reactions to minimally stressful situations over a prolonged period of time  
d. A general pervasive mood of sadness or depression  
e. All of the above
16.59 Children with emotional disturbances usually have a tendency to exhibit certain behavioral traits. Which of the following is NOT normally a trait exhibited by children with emotional disturbances?
   a. Impulsive
   b. Inability to carry on normal routines
   c. Inappropriate behaviors
   d. Learning problems whereby the student is performing academically below grade level
   e. High self-esteem

16.60 Children with emotional disturbances usually have a tendency to exhibit certain behavioral traits. Which of the following is NOT normally a trait exhibited by children with emotional disturbances?
   a. Overly dependent
   b. Tendency to be happy about life
   c. Threats of suicide
   d. Uses offensive language
   e. Uses threats to try and get his way

17.61 All of the following are practical guidelines to follow when writing an educational report EXCEPT:
   a. Write the report in the third person
   b. Single space the report to condense the length
   c. Write reports using complete sentences
   d. Write all reports in the future tense

17.62 Which phrase should NOT be used when writing an educational report?
   a. According to the examiner...
   b. It was felt that...
   c. There seems to be....
   d. I believe that....
   e. It is the professional opinion of this evaluator that...

17.63 Professional reports should be written in the:
   a. First person
   b. Third person
   c. Both a and b
   d. Neither a nor b

17.64 Reports should be _________ to condense the length.
   a. Single spaced
   b. Double spaced
   c. Either a or b
   d. Neither a nor b

17.65 Which of the following is not recommended for report writing?
   a. In general, try to separate your recommendation section into three parts
   b. Try to write the report in the past tense as often as possible.
   c. Both a and b
   d. Neither a nor b
17.66 Report recommendations should be broken down into how many parts?
   a. 1  
   b. 2  
   c. 3  
   d. 4  
   e. 5

17.67 The first section is called _______ and contains all the necessary basic information about the child.
   a. Identifying Data  
   b. Reason for Referral  
   c. Background History  
   d. Observations  
   e. Tests Administered

17.68 Identifying Data will contain all of the following information EXCEPT:
   a. Student’s name  
   b. Behavioral observations of student  
   c. Student’s parents’ names  
   d. Student’s address  
   e. Student’s telephone number

17.69 The student’s chronological age at the time of testing will be found in which section of a report?
   a. Identifying Data  
   b. Reason for Referral  
   c. Background History  
   d. Observations  
   e. Tests Administered

17.70 Which section of the report explains to the reader the specific reasons why this evaluation is taking place?
   a. Identifying Data  
   b. Reason for Referral  
   c. Background History  
   d. Observations  
   e. Tests Administered

17.71 Which of the following is NOT an example of a phrase that would found in the Reason for Referral section of a report?
   a. John was referred by his teacher for evaluation as a result of inconsistent academic performance and poor social skills.  
   b. Mary was referred by her parents for evaluation in order to determine if a learning disability was interfering in her ability to learn.  
   c. On the WISC-III Timmy scored in the 70th percentile  
   d. Benjamin is being tested as part of the triennial evaluation.  
   e. Matthew is being screened for a suspected disability.
17.72 Which section of a report contains a very thorough description of the child's Family History, Developmental History, Academic History and Social History?
   a. Identifying Data
   b. Reason for Referral
   c. Background History
   d. Observations
   e. Tests Administered

17.73 The Background History of a report contains a very thorough description of the child's:
   a. Family History
   b. Developmental History
   c. Academic History
   d. Social History
   e. All of the above

17.74 The section of the Background History that provides the reader with a general understanding of the family structure, siblings, and parental perceptions is the:
   a. Family History
   b. Developmental History
   c. Academic History
   d. Social History
   e. All of the above

17.75 Which of the following is NOT an example of a phrase pertaining to a child’s family history?
   a. Billy lives at home with his mother and a younger brother, Tommy. His parents are divorced and Billy has no contact with his father
   b. Sally lives at home with her father, mother, and two older sisters
   c. In school, Billy has many friends and gets along well with others
   d. Karen is an only child who was adopted at the age of 6 months by her parents, Ted and Jane. She knows that she is adopted and has never had any contact with her biological parents

17.76 Which of the following is NOT an example of a phrase pertaining to a child’s developmental history?
   a. All of Billy’s developmental milestones were reached in the normal limits.
   b. During testing, Billy was shy and hesitant to respond
   c. Sally started to talk only at the age of 2 years of age and received early intervention to help her with language ability.
   d. Teddy had many ear infections during the first year of life and needed tubes put in when he was 13 months of age.
   e. Billy started to walk later than the norm, as he started at 21 months of age.

17.77 Which of the following is NOT an example of a phrase pertaining to a child’s academic history?
   a. Billy has always done poorly in math and has never received a grade of higher than C throughout his educational career.
   b. Sally’s first grade teacher reported that she had great difficulty in the area of spelling.
c. Teddy had many ear infections during the first year of life and needed tubes put in when he was 13 months of age
d. Fred’s Reading scores on the ABC National Standardized Test were well below the norm (8th percentile) when he took it two years ago in the 4th grade.

17.78 Which of the following is NOT an example of a phrase pertaining to a child’s social history?
   a. According to Billy, he enjoys playing baseball and hanging out with his friends at the mall.
   b. Sally reported that she has no friends and does not participate in any extra curricular activities.
   c. Teddy is the 11th Grade Class President of his school and plays on the Junior Varsity Basketball and Varsity Baseball teams.
   d. Joe does very poorly in reading but excels in mathematics

17.79 The section of the report that includes a description of the child's behavior during the testing sessions is called:
   a. Identifying Data
   b. Reason for Referral
   c. Background History
   d. Observations
   e. Tests Administered

17.80 Which section of a report are you providing the reader for the first time with your professional and first hand observation of this child in a controlled setting.
   a. Identifying Data
   b. Reason for Referral
   c. Background History
   d. Observations
   e. Tests Administered

17.81 Which of the following is NOT an example of a phrase found in the Observations section of a report?
   a. Sally approached the testing situation in a reluctant and hesitant manner.
   b. Test results on the WISC-III indicated that Billy received a Verbal IQ score of 121, a Performance IQ score of 119, and a Full Scale IQ score of 120
   c. During testing, it was evident that Billy was frustrated with many of the reading tasks.
   d. Throughout the assessment, Connie appeared anxious and nervous, as she was biting her nails and always asking whether her answers were correct.

17.82 Which section of the report includes a simple list of the individual tests included in the test battery and any procedures used to enhance the report i.e. classroom observation, review of records, parent intake?
   a. Identifying Data
   b. Reason for Referral
   c. Background History
d. Observations
e. Tests Administered

17.83 Which of the following would not be found in the Tests Administered section of a report?
a. Wechsler Individualized Achievement Test (WIAT)
d. All of the above could be found in the Tests Administered section of a report

17.84 In which section of the report does the examiner indicate in very simple terms to the reader the trends in the child's testing results that may indicate academic strengths, academic weaknesses, modality strengths, modality weaknesses, process strengths and weaknesses and overall diagnosis and level of severity of the problems areas indicated?
a. Test Results
b. Test by Test Analysis
c. Content Area by Content Area Analysis
d. Conclusions
e. Recommendations

17.85 Which section of the report is normally the last section and the most valuable section for the because it hopefully bring some hope and direction for the identified problem areas?
a. Test Results
b. Test by Test Analysis
c. Content Area by Content Area Analysis
d. Conclusions
e. Recommendations

18.86 The CSE is usually made up of mandated members and assigned members whom the board of education deems necessary. Most states require that certain professionals and individuals be core members. These usually include all of the following EXCEPT:
a. An administrator or director of pupil personnel services or director of special education
b. School psychologist
c. Medical doctor (does not need to be in attendance at every meeting but should be present anytime medical issues are involved i.e. health related classifications, issues involving medication etc.)
d. The siblings of the student
e. Parent of a child with a disability residing within the district

18.87 Which of the following is a responsibility of The Committee on Special Education?
a. Following appropriate procedures and taking appropriate action for a child referred as having a suspected disability.
b. Determining the suitable classification for a child with a suspected disability
c. Reviewing and evaluating all relevant information that may appear on each disabled student.
d. Determining the least restrictive educational setting for any child having been classified as having a disability
e. All of the above

18.88 Which of the following is a responsibility of The Committee on Special Education?
a. Reviewing, at least annually, the status of the child?
b. Evaluating the adequacy of programs, services and facilities for the child
c. Maintaining ongoing communication in writing to parents in regards to planning, modifying, changing, reviewing, placing or evaluating the program, classification or educational plan of the child.
d. Advising the Board of Education as to the status and recommendations of the child
e. All of the above

18.89 Reviewing, at least once a year, the status of the child is called:
   a. Bimodal review
   b. The bimonthly review
   c. The annual review
   d. The triennial review

18.90 Reevaluating and testing, every three years, the status of the child is called:
   a. Bimodal review
   b. The bimonthly review
   c. The annual review
   d. The triennial review

18.91 Which of the following will the CSE need for the Committee meeting?
   a. Child's Schedule
   b. Transcript Of Past Grades
   c. Latest Report Card
   d. Teachers’ Reports
   e. All of the above

18.92 Which of the following is not a SPAM need?
   a. Social
   b. Physical
   c. Academic
   d. Measurement

18.93 If your role on the committee has resulted from your evaluation of the child, then you need to keep which of the following in mind:
   a. Prior to the meeting, you should meet with the parents and go over your results.
   b. Make sure that you have your report complete and typed at least one week to ten days prior to the CSE meeting. In some districts, the CSE requires that the entire packet be forwarded a week in advance.
   c. Prior to the meeting, outline the important points of the report that you wish to make. Do not go through the report at the CSE meeting looking for the issues that you feel need to be discussed. Preparation will make you look more professional.
   d. Make sure you report strengths as well as weaknesses.
   e. All of the above
18.94 This placement is the least restrictive placement for all non-child with a disability. This placement alone without some type of special education supportive services is not suitable for a child with a disability and is usually not considered suitable by the CSE.
   a. Regular class placement
   b. Inclusion Classroom
   c. Regular class placement with resource room assistance
   d. Full time special class in a regular school
   e. Hospital or institution

18.95 This placement involves the maintenance of the child in a regular mainstreamed classroom assisted by the presence of a second teacher who is certified in special education.
   a. Regular class placement
   b. Inclusion Classroom
   c. Regular class placement with resource room assistance
   d. Full time special class in a regular school
   e. Hospital or institution

18.96 This placement is usually provided for students who need supportive services but can successfully remain within the regular classroom for the majority of the day.
   a. Regular class placement
   b. Inclusion Classroom
   c. Regular class placement with resource room assistance
   d. Full time special class in a regular school
   e. Hospital or institution

18.97 This placement is viewed as the LRE setting for students whose disability does not permit successful participation in any type of regular class setting, even for part of the day. These are students who usually require a very structured, closely monitored program on a daily basis but not so restrictive as to warrant an out-of-district placement.
   a. Regular class placement
   b. Inclusion Classroom
   c. Regular class placement with resource room assistance
   d. Full time special class in a regular school
   e. Hospital or institution

18.98 Sometimes, a “special meeting” will be called by the parents or CSE. Which of the following could be a reason for a “special meeting”?
   a. Change in a child’s IEP
   b. Change in a child’s program
   c. Declassification request
   d. Addition or deletion of a modification
   e. All of the above

18.99 A professional attending an annual review meeting as a special educator may do which of the following?
a. Suggest ways to meet the child's proposed goals and objectives as specified in the IEP
b. Discuss changes or additions for the child's upcoming program and services
c. Present the areas where the child showed success and significant progress
d. Discuss high school diploma and credential options
e. All of the above

18.100 A student in special education must have a triennial review, meaning that a review of his/her needs and services will be evaluated three times a year.
a. True
b. False