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Study Guide Chapter 5 Part II

1. IDEA identifies at least 11 definitional characteristics to identify persons in various categories of disability. **Describe** each of these.

Answer: Various tests and other forms of assessment are used to identify persons in various categories of disabilities:

- 1) **Specific learning disabilities (LD)**—learning is significantly hindered by difficulty in listening, speaking, reading, writing, reasoning, or computing
 - 2) **Speech or language impairments**—significant difficulty in communicating with others as a result of speech or language disorders
 - 3) **Mental retardation**—significant limitations in cognitive ability
 - 4) **Serious emotional disturbance (SED)**—social and/or emotional maladjustment that significantly reduces the ability to learn
 - 5) **Hearing impairments**—permanent or fluctuating mild to profound hearing loss in one or both ears
 - 6) **Orthopedic impairments**—physically disabling conditions that affect locomotion or motor functions
 - 7) **Other health impairments**—limited strength, vitality, or alertness caused by chronic or acute health problems
 - 8) **Visual impairment**—vision loss that significantly inhibits learning
 - 9) **Multiple disabilities**—two or more interrelated disabilities
 - 10) **Deaf-blindness**—vision and hearing disability that severely limits communication
 - 11) **Autism and other**—significantly impaired communication, learning, and reciprocal social interactions
2. List the signs of early identification of students with learning disabilities

Answer: Teachers can help in the *early identification of students with learning disabilities* so they can receive the instructional adaptations or special education services they need by being alert for students who exhibit several of the following academic and behavioral characteristics:

- Significant discrepancy between potential and achievement
- Inability to problem-solve
- Substantial delay in academic achievement
- Lack of engagement with learning tasks
- Poor language and/or cognitive development
- Lack of basic reading and decoding skills
- Lack of attention during lectures or class discussion
- Excessive movement, hyperactivity
- Impulsivity
- Poor motor coordination, spatial relation skills, and motivation

3. List the characteristics of gifted and talented students

Answer: *Gifted and talented students demonstrate* a high level of attainment intellectual ability, academic achievement, creativity, or visual and performing arts, are evenly distributed across all ethnic and cultural groups and socioeconomic classes. Among the characteristics of the gifted are the following:

- **Precocity**—verbal precocity
- **Perceptual sensitivity**—good at detecting critically relevant, salient cues; notices what others fail to notice
- **Persistent concentration**—ability to attend to a task intensively, without being distracted by noise in the environment
- **Superior memory**—may be restricted to domain(s) of excellence
- **Efficient coordination**—ability to coordinate two or more tasks
- **Curtailed learning and reasoning**—ability to “intuit” solutions without following step-by-step procedures; solves problems by making “intuitive leaps”
- **Flexible thinking**—knowing when to call upon inner resources and deciding which resources to apply for the best result
- **Metacognitive awareness**—awareness of one’s own thinking; keeping track of one’s understanding of a problem
- **Speedy processing**—ability to process information quickly
- **Philosophical thinking**—concern with “larger questions” that focus on, for example, the future of humankind or the cosmos

4. Describe four strategies for working with gifted and talented students.

Answer: Four innovative approaches for meeting the educational needs of gifted students are *acceleration, self-directed or independent study, individual education program (IEPs), and alternative or magnet schools*. The effectiveness of **accelerated** programs for intellectually precocious students is “striking”. The following acceleration options have proven to be the most beneficial at different grade levels such as **elementary school**—early entrance, grade skipping, nongraded classes, and curriculum compacting (modifying the curriculum to present it at a faster pace), **junior high school**—grade skipping, grade telescoping (shortening the amount of time to complete a grade level), concurrent enrollment in a high school or college, subject acceleration, and curriculum compacting, **senior high school**—concurrent enrollment, subject acceleration, advanced placement (AP) classes, mentorships, credit by examination, and early admission to college. **Self-directed or independent study** has been recognized as an appropriate way for teachers to maintain the interest of gifted students in their classes. Gifted students usually have the academic backgrounds and motivation to do well without constant supervision and the threat or reward of grades. **Individual Education Programs (IEPs)** have gifted students involved with various enrichment experiences; self-directed study; and special, concentrated instruction given to individuals or small groups in pullout programs. There are also several large-city school systems that have developed **magnet schools** organized around specific disciplines. Many of these schools offer outstanding programs for gifted and talented youth.

5. Define each of these: Special education, PL 94-142, Mainstreaming, Inclusion, FAPE, IDEA, LRE, IEP

Answer:

- **Special education** refers to “specifically designed instruction that meets the unusual needs of an exceptional student”
- **Education for All Handicapped Children Act (PL 94-142)** guaranteed to all children with disabilities a free and appropriate public education. To ensure that exceptional students between the ages of 3 to 18 were granted due process in regard to identification, placement, and educational services received.
- **Mainstreaming** is the policy and process of integrating disabled or otherwise exceptional learners into regular classrooms with nonexceptional students. The IDEA requires that all children with disabilities be educated in the least restrictive environment where a student must be mainstreamed into a general education classroom whenever such integration is feasible and appropriate and the child would receive educational benefit from such placement. To meet the mainstreaming challenge, you must have knowledge of various disabilities and the teaching methods and materials appropriate for each.
- While mainstreaming refers to the application of the least restrictive environment clause of PL 94-142, **inclusion** goes beyond mainstreaming to integrate all students with disabilities into general education classes and school life with the active support of special educators and other specialists and service providers, as well as *assistive technology* and adaptive software.
- **Free Appropriate Public Education (FAPE)** is an educational right of children with disabilities in the United States that is guaranteed by the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA).
- PL 94-142 was replaced by **Individuals with Disabilities Education Act (IDEA)** where it included the major provisions of PL 94-142 and extended the availability of a free, appropriate education to youth with disabilities between the ages of 3 to 21.
- **Least Restrictive Environment (LRE)** is an educational program that meets a disabled student’s special needs in a manner that is identical, insofar as possible, to that provided to students in general education classroom.
- Every child with a disability must have a written **individualized education program (IEP)** that meets the child’s needs and specifies educational goals, methods of achieving those goals, and the number and quality of special educational services to be provided. The IEP must be reviewed annually by 5 parties: (1) a parent or guardian, (2) the child, (3) a teacher, (4) a professional who has recently evaluated the child, and (5) others, usually the principal or a special education resource person from the school district.