CHAPTER 2: CONTINUING ISSUES IN SPECIAL EDUCATION

(Read pages 19-28 and answer the following questions)

TRUE or FALSE

1. The development of an 'individual education plan' may, at times, require the input of a wide range of personnel.

2. Students with 'learning disabilities' make up only a very small percentage of the overall special education population in Ontario.

3. Those who argue against the use of labels in special education note that labels may cause students to be viewed by their disability rather than as a whole person.

4. It is often the case that, for a variety of reasons, minority groups are dramatically under-represented in special education classes.

5. 'Universal Design for Learning' encourages educators to take the academic, social and physical factors of everyone into account when planning for instruction for students.

6. Teachers are often in a position to provide valuable information related to assessment in the development of an individual education plan for students with myriad exceptionalities.

7. More than ever, there is a demand for teachers to rely on 'evidence-based' research approaches when working with students.

SELECT THE CORRECT ANSWER TO COMPLETE THE STATEMENT

8. Bill 82 states that a special education program is a program based on, and modified by, the results of continuous assessment and evaluation and includes a plan containing specific _____ and an outline of educational services that meet the needs of a pupil with exceptionalities.

   (a) rules (b) policies (c) objectives

9. The main goal of an assessment is to provide information from which program planning can be _____.

   (a) developed (b) assigned (c) funded

10. Teachers, generally speaking, are looking for _____ approaches that will help them teach students with special needs in both their regular and special classes.

    (a) esoteric (b) proven (c) universal