Chapter 1: Guided Review

I. Who are Exceptional Children?

- Exceptional children differ from the norm (either below or above) to such an extent that they require ____________________________

- The term “exceptional children” refers ____________________________

- Impairment refers to the ____________________________

- Disability exists when an impairment limits the ability to ____________________________

- Handicap refers to a problem or disadvantage that a person with a disability encounters ____________________________

- “At risk” refers to children who ____________________________

II. How Many Exceptional Children are There?

- More than 6.3 million children and youth with disabilities, ages 3 to 21, received special education during the 2003-2004 school year.

III. Why Do We Label and Classify Exceptional Children?

A. Possible Benefits of Labeling

- Recognizes ____________________________

- May lead to a ____________________________

- Helps professionals ____________________________

- Funding and resources are based on ____________________________
• Labels help advocacy groups ________________________________
• Makes special needs more ________________________________

B. Possible Disadvantages of Labeling

• Focuses on ____________________________________________
• May stigmatize the student and lead to ____________________
• May negatively affect ______________________________________
• May cause others to hold lower ______________________________
• Performance deficits often acquire the role of ____________________
• Diminishes each child’s ______________________________________
• Built in excuse for __________________________________________
• Disproportionate number of ________________________________
• Special education labels have a certain __________________________
• Requires great expenditure that might be better spent on __________

C. Alternatives to Labeling

• Curriculum-based assessment: ________________________________

IV. Why are Laws Governing the Education of Exceptional Children Necessary?

A. An Exclusionary Past

• Children who are different have often been denied ____________________

B. Separate is Not Equal

• Special education was strongly influenced by social developments and court decisions in the 1950s and 1960s (e.g., Brown v. Board of Education)

C. Equal Protection
• All children are entitled to a free appropriate education

V. The Individuals with Disabilities Education Act

A. Six Major Principles of IDEA

• Zero reject: 

• Nondiscriminatory Identification and Evaluation: 

• Free, Appropriate Education: 

• Least Restrictive Environment:

• Due Process Safeguards: 

• Parent and Student Participation and Shared Decision Making: 

B. Other Provisions of the Law

• Extending Special Education Services to Infants, Toddlers, and Preschoolers: Individual Family Service Plans

• Related Services and Assistive Technology

• Federal Funding for Special Education

C. Legal Challenges Based on IDEA

• Extended School Year: 

• Related Services: 

• Disciplining Students with Disabilities: 

• Right to Education: 
D. Related Legislation

- The Gifted and Talented Children’s Education Act of 1978 provides________________________

- The Jacob K Javits Gifted and Talented Student Education Act (1988) specified funds be
directed towards______________________________

- Section 504 of the Rehabilitation Act of 1973 extends civil rights to________

- The Americans with Disabilities Act (1990) extends civil rights to________

E. No Child Left Behind Act

- Accountability: ________________________________

- Flexibility and local control: ________________________________

- Enhanced parental choice: ________________________________

- Focuses on what works: ________________________________

- Implications for students with disabilities

VI. What is Special Education?

- Preventative Intervention: ________________________________

- Remedial Intervention: ________________________________

- Compensatory Intervention: ________________________________
A. Special Education as Instruction

• Who: __________________________________________________________
  _________________________________________________________________
• What:__________________________________________________________
• How: __________________________________________________________
  _________________________________________________________________
• Where:_________________________________________________________

B. Defining Features of Special Education

• Special education is _____________________________________________

VII. Current Issues and Future Challenges

A. Close the Research-to-Practice Gap

B. Increase the availability and intensity of early intervention and prevention programs

C. Improve students’ transition from school to adult life

D. Improve the Special Education—General Education Partnership