

Study Guide

IDEA 97

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IDEA 97

Note: This study guide is provided to assist you in highlighting the most important elements in IDEA 97.

Objectives for IDEA 97

1. Describe the six core principles of IDEA 97
2. Understand the key elements of each principle and why they are important
3. Be able to explain how parents are involved in their child's education
4. Understand the changes IDEA 97 will make in trying to remedy the problems that contribute to the barriers children with disabilities face.

Multiple Choice

- _____ 1. Special Education Legislation in the US dates back to
(a) 18th Century England (b) The mid-1960's (c) The mid-1970's
(d) 1997
- _____ 2. Prior to the first legislation in the US, children classed as disabled were frequently
(a) Shut out of schools (b) Denied services (c) Included in regular
classrooms (d) Both A and B
- _____ 3. Of the six principles at the core of IDEA 97, the one that teams the parents,
special education teacher, representative of the local educational agency, child,
and **regular classroom teacher**, is
(a) FAPE (b) IEP (c) Procedural Safeguards (d) Appropriate
Evaluation
- _____ 4. FAPE stands for
(a) Free Aggregate Public Education (b) Formal Appropriate Public Education
(c) Free Appropriate Public Education (d) Free Appropriate Private Education
- _____ 5. To satisfy the criteria for an **appropriate evaluation**, all except the following
should be considered:
(a) Evaluators must be knowledgeable and trained in the use of tests
(b) Tests and other procedures must be selected and administered to avoid racial
or cultural bias
(c) The child should not be subjected to unnecessary tests and assessments
(d) The number of instruments used should be severely limited
- _____ 6. If the IEP Team decides that the student **cannot** be educated satisfactorily in the
general education classroom, what should be considered?
(a) Supplementary aids (b) The child must be placed in the regular classroom
(c) Alternative placement (d) The child will be exempt from school

must be considered

- _____ 7. Research has shown that a key element of success in the education of children with disabilities is strengthening the role of _____ in the education of the child.
- (a) The school (b) The regular classroom teacher
(c) Parents and families (d) The SEA
- _____ 8. One of the key principles of LRE is that
- (a) The presumption that children with disabilities are most appropriately educated with their peers
(b) Parental involvement must have consent
(c) Supplementary aids may not be available
(d) The child should be involved in decisions made regarding inclusion
- _____ 9. Procedural safeguards were legislated to ensure
- (a) Student and parent's rights were protected
(b) Information is provided to the student and their parents
(c) Give a way for disputes to be resolved
(d) All of the above
- _____ 10. Which of the following does the IDEA 97 legislation *not* provide for
- (a) Ensuring that the regular education teacher is involved in planning and assessing the child's progress
(b) Streaming-lining students with disabilities into specialized classes
(c) Raising expectations for children with disabilities
(d) Increasing parental involvement
- _____ 11. According to IDEA 97, children with disabilities should be removed from the regular classroom
- (a) When the parents feel it is appropriate
(b) Only when the nature or severity of the disability of a child is such that education in regular classes cannot be achieved
(c) When they disrupt the other students
(d) At the discretion of the regular classroom teacher
- _____ 12. Of the following facts that should be kept in mind regarding serving the needs of disabled children, which is one is *not* true
- (a) Before the first implementation of IDEA in 1975, approximately 1 million children classed as disabled, were shut out of schools
(b) Currently, twice as many children with disabilities drop out of school
(c) Girls who are disabled and drop out of school are twice as likely to become unwed mothers as their peers
(d) Before special education legislation less than 20 percent of children with developmental disabilities were housed in state institutions

- ___ 13. The six principles of IDEA 97 should help the way school's _____, _____, and _____ the special education services given to children with disabilities and their families.
 (a) plan, deliver, evaluate
 (b) propose, plan, review
 (c) prepare, promote, restrict
 (d) plan, promote, evaluate
- ___ 14. Supplementary aids and services can be used
 (a) Only after applying for permission
 (b) To ensure that the student can be satisfactorily educated in the regular classroom environment
 (c) After all else fails
 (d) Only in special education classrooms
- ___ 15. The IEP should delineate all the following, *except*
 (a) How the child's progress is to be measured
 (b) What the child's present level of educational performance is
 (c) Program modifications and support
 (d) Pre-school behaviors that may impact upon school performance

True-False

- ___ 16. One of the purposes of *procedural safeguards* is to offer conflict resolution.
- ___ 17. The behaviorally disordered child should be excluded, when possible, from IEP Team decisions.
- ___ 18. The IDEA 97 legislation has specific requirements about how appropriate evaluation should be done.
- ___ 19. The *least restrictive environment* principle of the IDEA legislation makes it clear that a student's placement in the general education classroom is the *last* option that the IEP Team should consider.
- ___ 20. Congress stated that research has demonstrated that the education of children with disabilities can be made more effective by strengthening the role of parents and families.
- ___ 21. The IEP should have goals or objectives that are measurable.
- ___ 22. The IEP should reflect the background of the parents.
- ___ 23. *Free and appropriate public education* means that it is provided at public expense.

- ___ 24. What is “appropriate” differs for each child with a disability.
- ___ 25. Evaluation activities should include gathering information related to how well the child would fit into special education classes.
- ___ 26. Tests and other procedures must be weighted to take racial or cultural bias into consideration.
- ___ 27. Schools are still required to ensure a “continuum of alternative placements are available to meet the needs of children with disabilities for special education and related services”.
- ___ 28. Students can even take the lead at their own IEP meetings.
- ___ 29. Any certified teacher can administer evaluation tests of students for children with disabilities.
- ___ 30. Before a child can be evaluated, the parents must be notified in writing, and they must give their consent.

Completion

- _____ 31. IDEA 97 has _____ main principles.
- _____ 32. The _____ principle is also called the cornerstone of the legislation, and should include input from the regular classroom teacher.
- _____ 33. The _____ differs with each child, but basically it is where the child can receive an appropriate education designed to meet his or her needs, while still being educated with nondisabled peers.
- _____ 34. When students reach the _____ in some States, parental rights transfer to the student.
- _____ 35. The _____ provision under IDEA 97, provides for the child to remain in their current setting, unless the SEA, LEA, or parents disagree.
- _____ 36. Students who are suspended or expelled must have _____ made available to them.
- _____ 37. The term _____ means specially designed instruction, at no cost to parents, to meet the unique needs of the child with a disability.

- _____ 38. The IEP Team reviews existing data on the child every three years to determine whether the child still continues to have a disability and need services. This is called _____.
- _____ 39. Supplementary aids and services that are provided in regular education classes or other education-related settings, should be listed in the _____.
- _____ 40. _____ should be included in the IEP if they are necessary for a child with a disability to participate in a regular education program.

Matching

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| _____ 41. | FAPE | (a) | A key principle to success in the education of children with disabilities is strengthening the role of parents in the education of the child. |
| _____ 42. | Appropriate Evaluation | (b) | The principle that the appropriate education means at the public expense, without charge. |
| _____ 43. | Stay-Put | (c) | The age at which, in some States, the child can make their own educational decisions. |
| _____ 44. | Procedural Safeguards | (d) | The principle that the child should be included in the regular classroom and educated with their peers, whenever possible. |
| _____ 45. | Age of Majority | (e) | Pending the outcome of a decision regarding a behavioral, the child with a disability should not be unilaterally removed from his or her class. |
| _____ 46. | LRE | (f) | A set of six principles that give a framework for the development and delivery of SED services for students with disabilities. |
| _____ 47. | IEP | (g) | A requirement of IDEA legislation |

- that procedures are developed and implemented to allow remedy for any dispute that arises.
- ____ 48. Parent and student participation in decision-making (h) A principle of this legislation to ensure the student and parent's rights are maintained.
- ____ 49. IDEA 97 (i) A written statement for each child with a disability, delineating long and short term goals, and agreed upon by the educational decision making committee.
- ____ 50. Mediation (j) States that the child should not be subjected to unnecessary tests and assessments.

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