Name:

**Section A (3 points)**

**Short Answer**

**Directions:** Choose one of the three scenarios below to answer in full.

1. *A 4th grade student diagnosed with Attention Deficient Hyperactivity Disorder (ADHD) and Post Traumatic Stress Disorder (PTSD), has a current Section 504 accommodations. The accommodations are to help the student with his behavior issues. The student was attending an afterschool program. The principal and teacher of the afterschool program decided to expel him from the program due to his behavior. Is this a violation of Section 504?*

 Yes or No?

 Explain your rationale:

2. *A parent brings a doctor’s diagnosis of Autism Spectrum Disorder for their child to the school counselor at school. Does the doctor’s note automatically make the student eligible for a section 504 plan?*

 Yes or No?

 Explain your rationale:

3. *A student who has been struggling in school academically as well as demonstrating inappropriate behavior. The school has been using Response to Intervention (RTI) accommodations with no academic or behavior change. The parents have asked that their child be evaluated for IDEA/Section 504. The school refused to do the evaluation as requested by the parents of the student and continued with their previous interventions on the RTI plan. Is the student receiving Free Appropriate Public Education (FAPE) and is the school following Child Find regulations?*

 Yes or No?

 If so, explain why. If not, explain what should be done differently:

**Section B (2 points)**

**Short Answer**

**Directions:** Make two assertions based on evidence you take from the graph presented below. Be sure that your answers cite evidence in the graph. (*Note:* Simply reporting data from the graph will not be sufficient. You need to state claims based on the evidence.)

Figure 1.



Source: US Office of Civil Rights, 1998.

1. Assertion 1:

2. Assertion 2:

**Section C (5 points)**

**Multiple Choice and Matching**

**Directions:**  Underline the correct answer for each multiple choice question.

1. Which IDEA category includes AD/HD?

* 1. emotional disturbance
	2. learning disabilities
	3. other health impairments
	4. attention deficit disorder
1. Which one of these people is NOT part of the IEP team?
	1. Parents
	2. Regular education teacher
	3. Student
	4. Special education teacher
	5. Local Educational Authority (LEA) representative
	6. All of these people are a part of the IEP team.

3. Underline the federally recognized types of disabilities.

Intellectual Disabilities Autism

Specific Learning Disabilities Deafness

Impairments of the Health Systems Emotional Disturbance

Tonal Deafness Multiple Disabilities

Deaf Blindness Orthopedic Impairment

Psychosocial Processing Disorder Conduct Disorder

Hearing Impairments Other Health Impairments

Spelling Disabilities Speech/ Language Impairment

Traumatic Brain Injury Visual Impairment/Blindness

4. The federal definition of special education includes:

1. Children from ages 1- 32.
2. Funding from individual parents
3. Separate classrooms
4. Specially designed instruction

**Directions:** The texts below are excerpts from a typical IEP. Use the following Key to tag each text. (Note: A section of the IEP could contain excerpts from more than one text box. There might be two “G”s, for example.) After each example, explain your answer.

IEP Sections Key:

1. Present levels of performance
2. Eligibility: Disability identified
3. Measurable annual goals
4. Benchmarks or short-term objectives
5. Related services and supplementary aids and services
6. Extent (if any) to which the child will not participate in the regular classroom with students without disabilities.
7. Accommodations for State and district assessments
8. Alternate assessments and rationale
9. Beginning date, frequency, location, and duration of services, aids, modifications, and supports

5. *He will catch an 8-inch ball, directly tossed from 15 feet, with hands only, using proper body/hand position and absorption, 3 out of 5 times on 2 consecutive trials.*

 **Tag:**

 **Rationale:**

6. *Strengths: Shows good overall perceptual motor and object control ability with the exception of catching from distance beyond 12 feet.*

 *Needs: Has difficulty with catching quality. He needs to correct his hand position and learn to absorb the impact of the ball. This will alleviate some of the fear he has of catching.*

 *Impact of Disability: His SLD affects his ability to catch with the proper form, impacting his ability to fully access play on the yard at recess, lunch and during physical education.*

 **Tag:**

 **Rationale:**

7. *He at times requires the benefit of a smaller, more specialized setting with a lower student to teacher ratio and less distractions than can be offered in the general education setting in order to access the general education curriculum.*

 **Tag:**

 **Rationale:**

8.

| ***Service Description*** | ***Weekly Frequency*** | ***Total Weekly Minutes*** | ***Addresses Goals*** | ***Starts*** |
| --- | --- | --- | --- | --- |
| *Adapted PE* | *2* | *60* | *Gross Motor* | *11/15/14* |
| *Language/**Speech* | *1* | *60* | *Articulation, Pragmatics* | *11/15/14* |
| *Occupational Therapy* | *1* | *30* | *Motor (OT)* | *11/15/14* |
| *Resource Room* | *1-5* | *120* | *Math* | *11/15/14* |
| *Resource Room* | *1-5* | *180* | *Reading, Writing* | *11/15/14* |

 **Tag:**

 **Rationale:**

9. *Preferential seating close to and facing the source of instruction with limited distractions; frequent checks to refocus attention; reduced workload as needed; break down task into smaller, more manageable segments; use multiple modalities when introducing new concepts or directions; limit number of required steps when presenting directions or information auditorily; have him repeat directions to ensure comprehension; use of manipulatives or different modalities to reinforce math concepts and to strengthen reasoning skills. Use of checklist for writing assignments. Small group testing for district tests and allow him to read tests aloud.*

 **Tag:**

 **Rationale:**

10. *Student will participate in regular State and District Assessments: Variations: Test Student in a small group setting. Extra time on test within a testing day.*

 **Tag:**

 **Rationale:**

**Section D (7 points)**

**Short Essay (approximately one page)**

**Directions:** Select one of the following three questions to answer in full.

1. You are out to dinner, and at the next table are Hehir, Capper, and Frattura. You overhear them discussing the delivery of services to students with disabilities at a high school. After a few minutes, you figure out that they are talking about *your* high school. Write down their conversation.

2. What critiques would Ferri make of Jimerson, Burns, and VanderHyden on Response to Intervention?

3. You have been asked to make a presentation to the Parent Teacher Association about due process rights. You will only have about 5 minutes to speak to them, which is hardly sufficient to get across all that you know. Compose two things for this short essay:

a) The three most important points you want the parents to get out of your presentation.

b) A one-page handout for them to take home.

Answer:

**Section E (6 points)**

**Directions:** For each due process scenario, decide whether the district’s actions are

* **(I) Illegal** = contravening the law.
* **(U) Unethical or unfair** = not strictly illegal, but clearly poor practice.
* **(F) Fair and appropriate** = a justifiable and legal approach.

Provide a rationale for your decision, citing whatever legislation or case law is appropriate.

1. *When a pair of parents attend IEP meetings for their 3rd grader, they are inundated with dozens of pages of evaluations, progress reports, and draft goals and objectives to review while they simultaneously respond to the oral reports of the staff and try to ask questions.  Moments later, the parents are asked to either agree or disagree with them.  And yet, when the parents bring a 4 page outside OT evaluation to the IEP meeting, the school staff grouse and grumble and the administrators tell them that they can “not possibly” review all of this information on the spot.*

**ANSWER:**

This practice is (I,U,F):

Rationale:

2. *Wally, age 12, resides with his mother and attended school in his local district. He had a label of EBD since kindergarten. He failed in multiple placements until his district tried a slow, careful process leading to full inclusion in the general education classroom. Following a year of success and a move to a new school, Wally again exhibited serious behavioral outbursts. At the District’s expense and urging, his mother took him to a world famous psychiatric facility to obtain an evaluation. While there, he had serious physical aggression and experienced a number of restraint and time out situations resulting in his mother removing him without completion of the process. The District files for hearing when Wally’s mother refuses placing him in a segregated facility for student with EBD and a return to the psychiatric hospital to complete the aborted evaluation to help determine where to place Wally.*

**ANSWER:**

This practice is (I,U,F):

Rationale:

* 3. *In the fall of 2012, David and Nicolle sought one hour per week of one-on-one speech/language therapy for their son, Gabe, who has Down Syndrome. Without providing his parents with any notice, the district stopped providing the one-one-one speech/language services in Gabe’s IEP. Gabe’s parents did not know the school stopped providing these services until Gabe started losing language skills. At that point, the parents discovered that the school was not providing the agreed-upon services. Instead of meeting to develop a plan to deal with Gabe’s lost skills, the district convened a meeting to review his IEP. At the IEP meeting, the district representatives claimed that new testing showed that Gabe did not need one-on-one services after all. The parents asked to see this new testing, which was done without their knowledge or consent. The school district ignored their request. The school district also refused to consider information from a private sector evaluation provided by the parents.*

**ANSWER:**

This practice is (I,U,F):

 Rationale:

**Section F (2 points)**

**Directions:** Choose four items from the list below of terms commonly used in Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS). For each of the four, provide a definition and either an example or a brief scenario that demonstrates you know its meaning.

functional behavioral analysis fidelity

Tier I progress monitoring

Tier II research-validated

Tier III