Special Education Pre-Test

Read each question carefully, then write T (true) or F (false) on the line next to the question.

1.______ The delivery model for Special Education in Ontario is full inclusion.

2.______ Parents have a right to have their child educated in their neighborhood school.

3.______ ISA Funding means that all students for whom a file has been accepted are guaranteed support from an educational assistant.

4.______ Under Ontario law, a student must be identified as exceptional through the IPRC process in order to access Special Education supports and services.

5.______ All children with Learning Disabilities have great difficulty learning to read.

6.______ All students with Down Syndrome are Developmentally Disabled.

7.______ Exceptional pupils who require assistance in order to access the curriculum cannot receive a level 3 or 4 on their report card because one of the criteria for those levels is ‘independently’ achieving expectations.

8.______ Students with ADHD stand out because of their high levels of activity and their impulsiveness.

9.______ Special Education involves very specialized knowledge and strategies.

10._____ All students in public educational settings in Ontario must follow the Ontario Curriculum

Answer Key:

F: The Ministry of Education recognizes that full inclusion may not be appropriate for all students all of the time. The ministry legislates that Identification Placement and Review Committees must place a child in the regular classroom ahead of a specialized placement where such a placement meets the child’s needs and where it is in accordance with parent’s wishes. When a child is placed into a Special Class, the reason for placement must be stated on the IPRC Statement of Decision.

F- While most School Boards strive to keep exceptional students within their neighbourhood schools, especially when parents wish it, it is not a right under the legislation. The determination by the Supreme Court of Canada in the landmark Emily
Eaton case, is that placement decisions must be made in the best interest of the child, as determined by the IPR Committee.

F. ISA is a mechanism whereby high-cost special education funding is allocated to Boards of Education. While Boards must spend that money on Special Education Programs and Services, they can allocate resources based on whatever needs they have identified, not solely on services for specific children. However, a claim made on behalf of a child does entitle that child to a degree of intensive support.

F. Any student may receive special education programs and services if a school team has made a decision that such services are warranted. Identified pupils are entitled to special education programmes and services.

F. Students with Nonverbal Learning Disabilities often have little difficulty learning to read. However, they will often exhibit problems with social interactions, mathematics and understanding more abstract concepts.

F. Students with Down Syndrome have a wide-range of abilities. Identification of a Developmental Disability is based on an extremely low level of intellectual ability coupled with equally delayed adaptive behaviour skills, not based on a specific syndrome.

F. Exceptional students require an Individual Education Plan. Where a student needs assistance to access the curriculum, it will be outlined in the education plan. Students are assessed based on the goals outlined on the Individual Education Plan. As well, achieving expectations ‘independently’ is only one of many criteria used to assess the level of student functioning, not the only criterion!

F. Students may have Attention Deficit with or without hyperactivity. Often students whose Attention Deficit is of the inattentive type go unnoticed in a regular classroom.

F. Special Education is based on best practices for teaching. However, special education teachers need to continue to learn about special instructional approaches that benefit individual students with unique challenges.

F. Any student who is unable to benefit from the Ontario Curriculum at his or her grade level may have modifications made to that curriculum, or be provided with alternative curriculum expectations, as long as those expectations are outlined in an Individual Education Plan.