

**Fullerton College/CDES Department
204 Introduction to Special Education
Assessment #4 - Final Exam**

Covering: Learners Who are Deaf or Hard of Hearing, Learners with Blindness or Low Vision, and Learners with Physical Disabilities or Other Health Impairments
This includes information in the text, class lecture/discussions, in-class activities, and/or videos.

Topical Outlines

Chapter 10: Learners Who Are Deaf or Hard of Hearing:

- Definitions and classification (including age of onset)
- Measurement of Hearing Ability
- Causes
- Psychological and Behavioral Characteristics
- The Deaf Culture
 - Concern for the erosion of deaf culture
 - Deaf activism:
 - The Gallaudet Experience
 - The Cochlear Implant Debate
 - The Genetic Engineering Debate
- Educational Considerations

Chapter 11: Learners with Blindness or Low Vision:

- Definition and Classification
- Measurement of Visual Ability
- Causes
- Physiological and Behavioral Characteristics
- Educational Considerations

Chapter 14: Learners with Physical Disabilities & Other Health Impairments

1. Definition and classification
2. Neuromotor Impairments
3. Orthopedic and Musculoskeletal Impairments
4. Other Conditions Affecting Health or Physical Ability
5. Psychological and Behavioral Characteristics
6. Prosthetics, Orthotics, and Adaptive Devices
7. Educational Considerations

Essay Format

Chapter Ten: Learners Who Are Deaf or Hard of Hearing

1. Discuss the importance of auditory feedback and its relationship to prelingual versus acquired deafness.

2. Identify and describe the factors that affect the *social adjustment* of individuals with hearing impairment. **Also**, there is considerable disagreement among professionals and parents with respect to inclusion for students with deafness. Describe the major advantages and disadvantages associated with inclusion for these students.
3. Suppose a student with deafness were included into your regular elementary or secondary class, What modifications would you need to make in your teaching to increase the student's academic achievement and why? **Also**, describe three ways that teachers can promote social interactions among hearing and nonhearing students.
4. Compare and contrast the different approaches to communication: oral, manual, total, and bicultural-bilingual.
5. There is considerable disagreement among professionals and parents with respect to inclusion for students who are deaf. Describe two arguments against inclusion for these students.
6. Describe 4 modifications that can be made in the regular classroom and/or ways special and general educators can collaborate to increase the academic achievement of students who are deaf or hard of hearing.
7. How would you describe the controversy surrounding **one** of the following debates in the deaf culture: the Gallaudet experience, cochlear implants, or the genetic engineering debate to someone who is unfamiliar with them?

Chapter Eleven: Learners With Blindness or Low Vision

1. Describe some signs to look for if you suspect a student has a vision problem. **Now**, imagine that you have just encountered Joe, a young man with blindness, on the street. He appears to you to be lost. How should you approach Joe to put him at ease and to encourage independence?
2. Differentiate between the concepts of visual acuity, visual efficiency, and visual function and explain the influence of each on visual performance. **Also**, explain why there is a common misconception that people who are blind develop an "extra sense."
3. Describe the characteristics of an effective transition program for student with visual impairment. **Now address the following:** Mr. Smith, a regular classroom teacher has just learned that Sue, s student with low vision, is going to be in his class next year. Identify four adaptations of educational materials that Mr. Smith should consider.
4. Identify and discuss the advantages and disadvantages of three types of mobility aids for a person who is visually impaired.
5. Describe 2 behavioral, 2 appearance, and 2 complaint signs that might indicate a student has a vision problem.
6. What different purposes are served by the legal and the educational definitions of blindness? **Also**, what is the difference between the vision of individuals who are legally blind and those who have low vision?

7. In what ways might "telephone skills" facilitate communication between people with and people without blindness? **Also**, in typical classrooms children who have little or no sight frequently require special modifications in **four specific areas**. Describe these four areas.

Chapter 14:

1. Discuss the relationship between medical advances and the prevalence of physical disabilities.
2. List and define the three categories of physical disabilities described in the chapter **and** provide one example of each. Define each condition.
3. Define cerebral palsy and discuss the range of effects that this condition can have on functioning.
4. Describe the procedures to be followed when a child has a seizure. Be descriptive using a hypothetical student to illustrate.
5. Describe four ways that many physical disabilities could be prevented.
6. Describe the application of, and procedures with, technological advances for people with physical disabilities.
7. Distinguish between prostheses, orthoses, and adaptive devices and provide an example of each.
8. Discuss possible reasons for negative reactions to people with physical disabilities (including their feelings about themselves) and factors that may result in greater acceptance of people with physical disabilities. Be specific.
9. Ms. Harkness has a student in her class who is paralyzed from the neck down due to a spinal cord injury. What modifications or adaptations could be used for this student when the class is completing written work? **Also**, describe ways that special and general educators can collaborate to serve students with physical disabilities.
10. Why is it important for teachers to know about and to practice proper positioning and handling of students with physical disabilities?