

FOUNDATIONS OF SPECIAL AND INCLUSIVE EDUCATION: COMPREHENSIVE REVIEWER & 50 SITUATIONAL QUESTIONS

PART I: COMPREHENSIVE THEMATIC REVIEWER

Topic 1: Foundation of Special and Inclusive Education

- **Special Education (SPED):** Specially designed instruction that meets the unique learning needs of students with diverse educational needs, provided across various educational settings at no cost to parents. Governed primarily by the Individuals with Disabilities Education Act (IDEA).
- **Inclusive Education:** The right to education for children with disabilities in general education (regular) classrooms. Defined by UNESCO (1983) and the Salamanca Statement (1994) on the principle that all children learn together wherever possible, with schools modifying environments and pedagogies to support them.
- **Six Core Principles of IDEA:**
 1. **Free Appropriate Public Education (FAPE):** Zero rejection; public education provided at public expense tailored through an IEP to give educational benefit.
 2. **Non-Discriminatory Identification and Evaluation:** Unbiased, multi-method assessment using the child's native/first language; single tests are prohibited for placement.
 3. **Individualized Education Program (IEP):** A comprehensive legal roadmap specifying current functional/academic performance, measurable annual goals, services, modifications, and placement.
- 4. **Least Restrictive Environment (LRE):** Educating students with disabilities alongside peers without disabilities to the maximum extent appropriate.
- 5. **Parent and Student Participation:** Parents must be equal partners in educational planning, placement, and evaluation decisions.
- 6. **Procedural Due Process Safeguards:** Guarantees parental consent, access to records, independent evaluations at public expense, and impartial due process hearings.
- **13 IDEA Disability Categories:** Autism Spectrum Disorder, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (OHI), Specific Learning Disability (SLD), Speech/Language Impairment, Traumatic Brain Injury (TBI), and Visual Impairment.
- **Historical Timeline Milestones:**
 - **1965:** Title VI of Elementary & Secondary Education Act creates the Bureau of Education for the Handicapped (now OSEP).
 - **1972:** Landmark cases *PARC v. Pennsylvania* and *Mills v. D.C. Board of Education* apply equal protection rights to students with disabilities.
 - **1973:** Section 504 of the Rehabilitation Act prohibits

- discrimination based on disability in federally assisted programs.
- **1975:** P.L. 94-142 (Education for All Handicapped Children Act - EAHCA) guarantees FAPE, LRE, IEPs, and procedural safeguards.
- **1986:** Handicapped Children's Protection Act grants parents legal fee awards in due process cases.
- **1990:** EAHCA renamed IDEA; Americans with Disabilities Act (ADA) enacted; "handicap" changed to "disability"; Autism and TBI added; transition services mandated.
- **1997:** Regular education teachers mandated on IEP teams; students with disabilities included in state and district-wide assessments.
- **2001:** No Child Left Behind (NCLB) pushes proficiency benchmarks for all students.
- **2004:** IDEA reauthorized, emphasizing state/local accountability and early intervention (Response to Intervention / RTI).

1. Philosophical, Historical, Legal, and Policy Foundations

Special and inclusive education is rooted in human rights, legislative mandates, and pedagogical evolution transitioning from exclusion to full integration.

- **Philosophical Principles:** Inclusion is grounded in social justice, equal opportunity, human rights, and the valuation of diversity as a foundational strength of learning environments rather than a deficit.

● Historical Timeline & Models of Disability:

- *Moral/Religious Model:* Disability viewed as a retribution, test of faith, or divine sign.
- *Medical Model:* Disability defined as an internal physical or mental pathology requiring clinical cure or institutional containment.
- *Social Model:* Disability understood as a systemic mismatch between individual capabilities and environmental barriers constructed by society.
- *Rights-Based Model:* Disability framed within international human rights standards guaranteeing full citizenship, self-determination, and accessibility.

● Key Global and Local Legislation & Treaties:

- *UN Convention on the Rights of Persons with Disabilities (UNCRPD - Art. 24):* Mandates an inclusive education system at all levels without discrimination.
- *Salamanca Statement (1994):* Established international consensus that regular schools with an inclusive orientation are the most effective means for combating discriminatory attitudes.
- *Education for All (EFA) & Sustainable Development Goal 4 (SDG 4):* Target inclusive, equitable, and quality education for all learners.
- *National Laws (e.g., US IDEA / Magna Carta for Disabled Persons):* Enshrine Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), Procedural Safeguards, and

Individualized Education Programs (IEPs).

Topic 2: Philosophies and Theories of Inclusive Education

- **Philosophical Foundations:**

- Every child with special needs has a right to an educational program tailored to their needs.
- Special education shares with regular education the responsibility to fulfill the child's right to develop to their full potential.
- Inclusive philosophy rejects exclusion, segregation, and isolation, demanding that persons with disabilities be treated with inherent dignity.

- **Models of Disability / Services:**

- **Charity Model:** Views individuals with disabilities as objects of pity needing custodial shelter and welfare, leading to institutionalization and social isolation.
- **Bio-Centric (Medical) Model:** Frames disability as an individual biological or genetic defect needing clinical cure or medical management.
- **Functional Model:** Rights and inclusion are conditional upon the individual's ability to adapt or function independently; places no obligation on schools to remove barriers.
- **Human Rights Model:** Recognizes disability as a natural dimension of

human diversity. Demands barrier-free environments, non-discrimination, and reasonable accommodations.

- **Sociocultural Theory (Lev Vygotsky):**

- Cognitive development originates in social, cultural, and historical interactions (interpsychological before intrapsychological).
- **Zone of Proximal Development (ZPD):** The span between independent problem-solving and potential achievement under adult guidance or peer collaboration.
- **Semiotic Mediation:** Psychological tools (especially language) mediate development and higher mental functions.
- **Guided Participation (Barbara Rogoff):** Active acquisition of culturally valued capabilities through meaningful collaborative activity.

- **Theory of Inclusive Special Education**

(Hornby): Combines the philosophy and values of inclusive education with specialized educational interventions through a continuum of placement options (cascades of services).

Typologies of Learners with Special Needs

Understanding specific characteristics and appropriate accommodations enables effective classroom support.

- **Sensory Impairments:**

- *Visual Impairments:* Blindness or low vision. Accommodations include Braille, tactile graphics, screen readers, large print, and orientation/mobility training.

- *Hearing Impairments*: Deafness or hard of hearing. Accommodations include sign language interpreters, captioning, assistive listening devices (FM systems), and visual cues.
- **Neurodevelopmental & Cognitive Conditions:**
 - *Autism Spectrum Disorder (ASD)*: Social-communication differences and repetitive behaviors. Strategies: structured routines, visual schedules, sensory-friendly spaces, explicit socio-emotional instruction.
 - *Intellectual Disability (ID)*: Limitations in intellectual functioning and adaptive behavior. Strategies: concrete manipulative tools, broken-down instructions (task analysis), functional life skills integration.
 - *Attention-Deficit/Hyperactivity Disorder (ADHD)*: Executive function deficits in attention, impulse control, and hyperactivity. Strategies: shortened tasks, frequent movement breaks, clear visual prompts, minimal distractions.
- **Specific Learning Disabilities (SLD):**
 - *Dyslexia*: Reading/decoding challenges. Support: explicit phonics, audiobooks, extra reading time.
 - *Dyscalculia*: Mathematics processing difficulties. Support: visual manipulatives, calculators, graphic organizers.
 - *Dysgraphia*: Written expression difficulties. Support: speech-to-text software, adapted writing grips, alternative assessment modes.

- **Physical, Motor, and Health Conditions:**
 - *Cerebral Palsy, Spina Bifida, Muscular Dystrophy*: Require physical accessibility (ramps, wide aisles), assistive technology, adaptive furniture, and endurance pacing.
- **Gifted and Talented Learners:**
 - High intellectual capacity or creative ability. Strategies: curriculum acceleration, thematic enrichment, complex inquiry tasks, independent research projects.

Topic 3: Legal Bases of Special and Inclusive Education

- **UN Convention on the Rights of the Child (UNCRC, 1989):**
 - **Four Core Principles:** Non-discrimination (Art. 2), Best interests of the child (Art. 3), Life, survival, and development (Art. 6), Respect for the views of the child (Art. 12).
 - **Article 23:** Recognizes that children with disabilities should enjoy full, decent lives in conditions ensuring dignity and active participation in society.
 - **Article 28 & 29:** Right to education based on equal opportunity; education must develop personality, talents, and abilities to their fullest potential.
- **UN Convention on the Rights of Persons with Disabilities (CRPD, 2006):** Mandates the right to an inclusive education system at all levels without discrimination; establishes standards for reasonable accommodation,

accessibility, and universal design.

- **UNESCO Salamanca Statement and Framework for Action (1994):** Proclaimed that regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, and achieving Education for All. Urged enrollment in neighborhood schools.
- **Philippine Legal Foundations:**
 - **1987 Philippine Constitution (Article XIV):** Mandates quality and accessible education for all citizens.
 - **Policies and Guidelines for Special Education in the Philippines:** Outlines curriculum adaptations (regular, modified, special), placements (resource room, itinerant teacher, self-contained, pull-out, mainstreaming), and parental involvement.
 - **DepEd Inclusive Education Policy Framework (DO 42, s. 2017):** Establishes inclusion across all programs (SPED, IP Education, Madrasah, ALS).

Assessment and Identification Strategies

Assessment in special education is a continuous process used to guide placement, curriculum adaptation, and instruction.

Assessment Type	Purpose	Key Tools & Approaches
Screening	Early identification of potential developmental or academic delays across student populations.	Developmental screening tools, behavioral checklists, vision/hearing screenings.
Diagnostic Assessment	Comprehensive identification of specific learning needs, strengths, and clinical eligibility.	Standardized intelligence tests (WISC), adaptive behavior scales (Vineland), academic achievement tests.
Formative Assessment	Ongoing monitoring of learning progress during instruction to adjust teaching strategies.	Exit tickets, observational rubrics, Curriculum-Based Measurement (CBM), learning logs.
Multidisciplinary Evaluation	Holistic assessment by a team (special educators, psychologists, speech/occupational therapists, parents).	Ecological assessments, functional behavioral assessments (FBA), integrated evaluation reports.

Topic 4: Principles and Benefits of Inclusive Education

- **Universal Design for Learning (UDL):**

- **Multiple Means of Representation:** Providing varied formats for presenting information (the "What" of learning).
- **Multiple Means of Action and Expression:** Providing alternative ways for learners to demonstrate knowledge (the "How" of learning).
- **Multiple Means of Engagement:** Providing choices of topics, tools, and challenges to foster motivation (the "Why" of learning).

- **Kotter's 8-Step Change Model in Inclusive Schools:**

1. Create urgency
2. Form a powerful coalition
3. Create a vision for change
4. Communicate the vision
5. Enable action / Remove barriers
6. Ensure short-term wins
7. Improve and expand
8. Make it part of the culture

- **Benefits of Inclusive Education:**

- **For Students with Disabilities:**
Peer role models, improved communication and social relations, greater access to general curriculum, and higher achievement in IEP goals.
- **For Neurotypical Students:**
Appreciation of individual uniqueness, empathy, respect for diversity, and leadership skills.
- **For Teachers, Parents, and**

Community: Better parental empowerment, collaborative teaching structures, and community-wide inclusivity.

- **Risks and Barriers:** Lack of teacher knowledge in psychological conditions, inadequate training in assistive technology, curriculum pacing overload, negative attitudes, and shortage of allied health therapists.

Inclusive Classroom Management & Differentiated Instruction

Creating positive, adaptive learning environments requires proactive behavior systems and flexible instructional design.

- **Universal Design for Learning (UDL):**

- *Multiple Means of Engagement:*
Supporting motivation (e.g., learner choice, authentic tasks).
- *Multiple Means of Representation:*
Presenting information in diverse formats (text, audio, visual, hands-on).
- *Multiple Means of Action & Expression:*
Offering flexible options for students to demonstrate knowledge (writing, speaking, projects, media).

- **Differentiated Instruction (Tomlinson):**

- *Content:* What is taught (e.g., varied reading levels).
- *Process:* How it is taught (e.g., graphic organizers, flexible grouping).
- *Product:* How learning is demonstrated (e.g., oral presentation, visual poster, portfolio).
- *Environment:* Classroom physical layout and psychological climate.

- **Behavioral Interventions:**

- *Positive Behavioral Interventions and Supports (PBIS)*: Multi-tiered systemic framework emphasizing proactive teaching of expected behaviors.
- *Functional Behavioral Assessment (FBA)*: Identifying the underlying purpose (function) of challenging behavior (e.g., escape, attention, sensory, tangible).
- *Behavior Intervention Plan (BIP)*: Targeted strategy based on FBA data incorporating antecedent modifications and alternative replacement behaviors.

Topic 5: Understanding Diversity in Inclusive Education

- **Concept of Diversity**: Acknowledging, respecting, and valuing individual differences in a safe, positive, and nurturing environment.
- **Loden's Diversity Wheel (Marilyn Loden & Judy Rosener)**:
 - **Core / Internal Dimensions**: Innate attributes that are central to individuality and cannot be changed (e.g., Age, Race, Ethnicity, Gender, Physical/Mental Abilities, Sexual Orientation).
 - **Secondary / External Dimensions**: Acquired attributes shaped by life experiences and environments that can change over time (e.g., Religion/Belief, Education, Income, Geographic Location, Marital Status, Work Experience).
- **Language in Inclusive Education**:
 - **Person-First Language**: Putting

the person before the disability (e.g., "child with autism" rather than "autistic child", "wheelchair user" rather than "wheelchair-bound").

- **Gender-Neutral / Sensitive Language**: Replacing gender-biased terms with bias-free substitutes (e.g., "chairperson" for chairman, "flight attendant" for stewardess, "humankind" for mankind, "folks/everyone" for ladies and gentlemen).

Collaboration and Program Planning

Effective inclusion relies on interprofessional teamwork, family engagement, and structured transition plans.

- **Individualized Education Program (IEP)**: A legal document specifying current performance levels, annual measurable goals, accommodations, modifications, service delivery parameters, and progress reporting mechanisms.
- **Co-Teaching Models**:
 - *One Teach, One Observe*: One teacher instructs; the other collects specific performance/behavior data.
 - *One Teach, One Assist*: One leads instruction while the other offers direct individual support.
 - *Parallel Teaching*: Class divided into two equal groups; both teachers present the same material simultaneously.
 - *Station Teaching*: Content divided into learning centers; students rotate between teacher-led and independent

stations.

- *Alternative Teaching*: One teacher handles the main group while the other provides targeted support/enrichment to a smaller group.
- *Team Teaching*: Both teachers lead, discuss, and instruct co-equally in front of the entire class.
- **Transition Planning**: Preparing learners for post-secondary education, vocational training, independent living, and community involvement starting in early adolescence.

PART II: 50 APPLICATION-BASED SITUATIONAL QUESTIONS

Question 1 (Topic 1: Foundation of SPED)

A Grade 1 teacher refuses to admit an 8-year-old child diagnosed with Down syndrome into her public elementary school classroom, claiming the school has no budget or separate room for special learners. Which core IDEA principle is directly violated?

- A. Least Restrictive Environment (LRE)
- B. Free Appropriate Public Education (FAPE)
- C. Due Process Safeguards
- D. Individualized Transition Planning

Question 2 (Topic 1: Foundation of SPED)

An assessment team uses an English-only standardized IQ test to assess a newly arrived non-English speaking learner from an indigenous community. Which principle of IDEA did the team violate?

- A. Non-discriminatory Identification and Evaluation

- B. Least Restrictive Environment
- C. Free Appropriate Public Education
- D. Due Process Safeguards

Question 3 (Topic 1: Foundation of SPED)

A student with severe Attention Deficit Hyperactivity Disorder (ADHD) struggles to remain seated during independent reading. Which document must specify the tailored accommodations, behavioral interventions, and services the child receives?

- A. School Improvement Plan (SIP)
- B. Individualized Education Program (IEP)
- C. Child Find Intake Protocol
- D. Universal Progress Report

Question 4 (Topic 1: Foundation of SPED)

A school district immediately places every learner diagnosed with Autism into a self-contained room without evaluating whether supplementary aids could allow them to succeed in a general classroom. What principle is violated?

- A. Child Find
- B. Least Restrictive Environment (LRE)
- C. Parent Participation
- D. Due Process Hearing

Question 5 (Topic 1: Foundation of SPED)

A school administration conducts an annual placement meeting for a child with learning disabilities without informing the parents or giving them notice. What core IDEA mandate did the school violate?

- A. Parent Participation
- B. Curriculum Compacting
- C. Guided Participation

D. Total Communication

Question 6 (Topic 1: Foundation of SPED)

Parents disagree with the assessment results provided by the school psychologist. They request an independent educational evaluation at public expense, but the school summarily denies it. Which safeguard protects the parents' right?

- A. Procedural Due Process Safeguards
- B. Response to Intervention Tier 3
- C. Least Restrictive Environment
- D. Universal Design for Learning

Question 7 (Topic 1: Foundation of SPED)

A 12-year-old sustained a severe head injury in a road accident, resulting in impairment in memory, attention, and motor functioning. Under which IDEA disability category should this child be classified?

- A. Specific Learning Disability
- B. Traumatic Brain Injury (TBI)
- C. Serious Emotional Disturbance
- D. Other Health Impairment

Question 8 (Topic 1: Foundation of SPED)

In what historical revision did the law formally replace the term "handicapped children" with "individuals with disabilities" and introduce Person-First Language?

- A. Elementary and Secondary Education Act of 1965
- B. 1990 Reauthorization (IDEA)
- C. 1975 Education for All Handicapped Children Act
- D. 1986 Handicapped Children's Protection Act

Question 9 (Topic 1: Foundation of SPED)

Why did the 1997 IDEA amendments specifically mandate that regular education teachers become formal members of the IEP team?

- A. To conduct psychological diagnosis independently
- B. To ensure curriculum access, appropriate accommodations, and general education alignment
- C. To reduce the cost of hiring special education teachers
- D. To assign standard disciplinary detentions to special needs learners

Question 10 (Topic 1: Foundation of SPED)

A community clinic identifies an infant who shows severe developmental delays in motor and communication skills. Under which provision are local educational agencies obligated to coordinate early intervention services for this family?

- A. Child Find
- B. Section 504 Plan
- C. Parallel Teaching
- D. Alternative Placement Cascade

Question 11 (Topic 2: Philosophies & Theories)

A charity group establishes a closed residential home for children with severe physical disabilities, providing them food and beds but offering zero academic instruction or social participation. Which disability model is reflected?

- A. Human Rights Model
- B. Charity Model
- C. Functional Model
- D. Bio-Centric Model

Question 12 (Topic 2: Philosophies & Theories)

A physician tells a mother that her child with cerebral palsy cannot enter any regular school until medical therapy has "fixed" the child's muscular deficits. Which disability model does this mindset represent?

- A. Bio-Centric (Medical) Model
- B. Human Rights Model
- C. Sociocultural Model
- D. Social Constructivist Model

Question 13 (Topic 2: Philosophies & Theories)

A school tells a student who uses a wheelchair: "You may attend class here only if you are able to climb the stairs on your own without assistance." Which model of disability does this policy follow?

- A. Human Rights Model
- B. Functional Model
- C. Guided Participation Model
- D. Charitable Welfare Model

Question 14 (Topic 2: Philosophies & Theories)

A university builds elevators, adopts braille signage, and trains professors on varied assessments so learners with disabilities can learn alongside peers. Which model of disability is being championed?

- A. Bio-Centric Model
- B. Human Rights Model
- C. Functional Model
- D. Custodial Model

Question 15 (Topic 2: Philosophies & Theories)

A teacher discovers that a student with

dyscalculia cannot solve complex equations alone, but can successfully solve them when the teacher provides structured visual scaffolds. What concept of Lev Vygotsky is illustrated?

- A. Zone of Proximal Development (ZPD)
- B. Sensorimotor Conditioning
- C. Negative Reinforcement
- D. Biological Maturation

Question 16 (Topic 2: Philosophies & Theories)

According to Barbara Rogoff (1990), when an experienced peer works alongside a novice learner with special needs during a collaborative craft project, this interaction is termed:

- A. Guided Participation
- B. Direct Instruction
- C. Solitary Exploration
- D. Operant Extinction

Question 17 (Topic 2: Philosophies & Theories)

Why did Lev Vygotsky strongly advocate that special education should NOT be an isolated, diminished version of regular education?

- A. Because special needs students have identical biology to peers
- B. Because higher cognitive development is socially mediated and embedded within mainstream culture and language
- C. Because regular schools have more funding than SPED schools
- D. Because standardized testing requires identical curriculum pacing

Question 18 (Topic 2: Philosophies & Theories)

A school system maintains a range of placements: general classrooms with push-in

support, resource rooms, special classes, and specialized day schools. According to Hornby's Theory of Inclusive Special Education, this continuum is known as:

- A. A cascade of placement options
- B. A rigid medical track
- C. A functional barrier hierarchy
- D. A custodial retention system

Question 19 (Topic 2: Philosophies & Theories)

In Vygotsky's theory, semiotic tools such as spoken language, sign language, and tactile symbols are essential because they:

- A. Act as psychological tools that mediate the development of higher mental functions
- B. Are genetically inherited traits that cannot be altered
- C. Limit the child's thinking to concrete levels only
- D. Eliminate the need for social collaboration

Question 20 (Topic 2: Philosophies & Theories)

Which philosophical statement encapsulates the core premise of modern inclusive special education?

- A. "Only students capable of passing standardized tests have a right to regular schools."
- B. "Every child with special needs has a right to an educational program tailored to their needs to develop to their full potential."
- C. "Special education should function entirely independent of the public education sector."
- D. "Individual differences must be eliminated through uniform instructional methods."

Question 21 (Topic 3: Legal Bases)

A private kindergarten refuses to accept an indigenous child who has a mild physical difference. Under Article 2 of the UN Convention on the Rights of the Child (UNCRC), this refusal violates the principle of:

- A. Non-discrimination
- B. Best interests of the child
- C. Preservation of identity
- D. Freedom of expression

Question 22 (Topic 3: Legal Bases)

A local school division allocates funds for school building renovations. In deciding designs, the superintendent prioritizes building wheelchair ramps and auditory signals for classrooms. Which core principle of the UNCRC guides this decision?

- A. Devotion to the best interests of the child (Article 3)
- B. Freedom of association
- C. Right to privacy
- D. Superior national standards

Question 23 (Topic 3: Legal Bases)

A committee decides on the placement of a 15-year-old student who has a mobility impairment without allowing the student to speak or expressing their opinions. Which UNCRC article is disregarded?

- A. Article 12 (Respect for the views of the child)
- B. Article 7 (Right to a name)
- C. Article 21 (Adoption safeguards)
- D. Article 38 (Armed conflicts)

Question 24 (Topic 3: Legal Bases)

Which specific UNCRC article directly articulates that a child with physical or mental disabilities has the right to special care, education, and preparation for employment to achieve the fullest possible social integration?

- A. Article 10
- B. Article 23
- C. Article 19
- D. Article 32

Question 25 (Topic 3: Legal Bases)

What was the historic resolution adopted by representatives of 92 governments at the 1994 UNESCO World Conference in Salamanca, Spain?

- A. To mandate institutionalization for students with severe learning disabilities
- B. That regular schools with an inclusive orientation are the most effective means to combat discrimination and achieve education for all
- C. To discontinue special education teacher training programs worldwide
- D. To make private schooling mandatory for students with sensory impairments

Question 26 (Topic 3: Legal Bases)

Under the UN Convention on the Rights of Persons with Disabilities (CRPD, 2006), State Parties are obligated to guarantee that persons with disabilities can access inclusive, quality, and free primary and secondary education. What principle mandates modifications that do not impose a disproportionate burden?

- A. Reasonable Accommodation
- B. Segregated Tracking
- C. Curricular Elimination
- D. Unilateral Adaptation

Question 27 (Topic 3: Legal Bases)

In the Philippines, what constitutional provision guarantees that the State shall protect and promote the right of all citizens to quality education at all levels and establish an integrated education system relevant to the needs of the people?

- A. Article XIV of the 1987 Constitution
- B. Article II of the 1935 Constitution
- C. Article VIII of the 1973 Constitution
- D. Article V of the Magna Carta

Question 28 (Topic 3: Legal Bases)

Under the Policies and Guidelines for Special Education in the Philippines (Article V), how is a "modified curriculum" defined?

- A. The regular curriculum prescribed for non-disabled children without alterations
- B. The regular curriculum with certain adaptations (e.g., orientation and mobility, Braille) to meet the needs of special children
- C. An informal daily living program with no academic instruction
- D. A program exclusively conducted in residential hospitals

Question 29 (Topic 3: Legal Bases)

A SPED teacher visits multiple regular schools on designated days each week to provide specialized instruction, consultative services, and diagnostic evaluations. What instructional delivery model is described in Philippine guidelines?

- A. Resource Room Plan
- B. Itinerant Teacher Plan
- C. Special Day School
- D. Residential Institution

Question 30 (Topic 3: Legal Bases)

DepEd Order No. 42, s. 2017 establishes the Inclusive Education Policy Framework in the Philippines. Which feature is highlighted in its learning delivery?

- A. Rigid uniform lesson planning across all classrooms
- B. Flexible options of programs for diverse types of learners based on context, background, and needs
- C. Mandatory boarding schools for children in rural areas
- D. Eliminating the use of mother tongue in early grades

Question 31 (Topic 4: Principles & Benefits)

During a unit on environmental science, a teacher provides a written textbook chapter, an audio recording, a video documentary with closed captions, and a physical terrarium. Which Universal Design for Learning (UDL) principle is being implemented?

- A. Multiple Means of Representation
- B. Multiple Means of Action and Expression
- C. Multiple Means of Engagement
- D. Multiple Means of Behavior Modification

Question 32 (Topic 4: Principles & Benefits)

To evaluate understanding of a history lesson, a teacher allows students to write an essay, build a digital slide deck, create an illustrated storyboard, or present an oral monologue. Which UDL

principle is honored?

- A. Multiple Means of Representation
- B. Multiple Means of Action and Expression
- C. Multiple Means of Engagement
- D. Multiple Means of Direct Scaffolding

Question 33 (Topic 4: Principles & Benefits)

A teacher allows students to choose their own study topics within a broader thematic unit and offers options for working individually, in pairs, or in small groups. Which UDL principle is this teacher applying?

- A. Multiple Means of Representation
- B. Multiple Means of Action and Expression
- C. Multiple Means of Engagement
- D. Multiple Means of Diagnostic Assessment

Question 34 (Topic 4: Principles & Benefits)

A high school implements full inclusion. Neurotypical students in this classroom develop higher empathy, deeper appreciation of individual uniqueness, and enhanced leadership skills. According to Shinde Vinodrao (2016), these are:

- A. Accidental outcomes of mainstreaming
- B. Documented benefits of inclusion for students without disabilities
- C. Violations of general classroom academic rigor
- D. Reasons to transition back to resource rooms

Question 35 (Topic 4: Principles & Benefits)

A student with an intellectual disability participates in a general education class and begins imitating the study habits and conversational greetings of his peers. Which benefit of inclusion is demonstrated?

- A. Access to peer role models for academic, social, and behavioral skills
- B. Complete elimination of all academic requirements
- C. Replacement of speech therapy by classroom seating
- D. Automatic qualification for accelerated diplomas

Question 36 (Topic 4: Principles & Benefits)

A newly appointed principal wants to transform an exclusive school into an inclusive one. Teachers are skeptical and resistant. Following Kotter's Model of Change, what must the principal do first?

- A. Purchase assistive technology devices immediately
- B. Create a sense of urgency by presenting data on excluded children and learning gaps
- C. Dismiss faculty who voice doubts about inclusion
- D. Eliminate all special education classrooms overnight

Question 37 (Topic 4: Principles & Benefits)

A school leadership team establishes an initial co-teaching pilot program in Grade 3 and publicizes its early academic gains to build enthusiasm and counter cynicism among staff. In Kotter's Model, this represents:

- A. Generating short-term wins
- B. Communicating the vision
- C. Creating a coalition
- D. Anchoring into culture

Question 38 (Topic 4: Principles & Benefits)

Teacher Clara teaches the social studies content to the entire class while Teacher Ben (a SPED

teacher) provides targeted study guides, clarifies vocabulary, and teaches note-taking skills to students needing support. Which inclusive teaching model is this?

- A. Parallel Teaching
- B. Complementary Teaching
- C. Self-Contained Segregation
- D. Station Solitary Learning

Question 39 (Topic 4: Principles & Benefits)

Mr. Santos and Ms. Cruz split their science class into two equal heterogeneous groups. Both teachers present the exact same lab experiment simultaneously to their respective halves. Which inclusive teaching model is used?

- A. Parallel Teaching
- B. Supportive Teaching
- C. Itinerant Consultation
- D. Pull-out Remediation

Question 40 (Topic 4: Principles & Benefits)

A school adopts inclusive education but does not train its regular teachers in assistive devices or behavioral management, leading to teacher burnout and student distress. What does this situation illustrate?

- A. Documented risk factors and barriers in inclusive education
- B. The natural failure of the human rights model
- C. The necessity of permanent residential isolation
- D. The irrelevance of teacher education programs

Question 41 (Topic 5: Understanding Diversity)

According to Loden's Diversity Wheel, which characteristic belongs to the core or internal

dimension of diversity?

- A. Religion and Belief
- B. Ethnicity and Age
- C. Work Location
- D. Educational Attainment

Question 42 (Topic 5: Understanding Diversity)

A student from an impoverished family background who practices Islam moves into a new neighborhood school. Under Loden's Diversity Wheel, how are income and religion classified?

- A. Core (innate) dimensions that can never be altered
- B. Outer / Secondary dimensions that are shaped by life experiences and can change
- C. Purely genetic biological categories
- D. Irrelevant components of personal identity

Question 43 (Topic 5: Understanding Diversity)

A teacher refers to a student by saying, "He is an autistic child." To align with person-first inclusive language, how should the teacher rephrase this statement?

- A. "He is an autism patient."
- B. "He is a child with autism."
- C. "He is suffering from autism."
- D. "He is an abnormal student."

Question 44 (Topic 5: Understanding Diversity)

A teacher replaces "policeman", "fireman", and "chairman" with "police officer", "firefighter", and "chairperson" in classroom activities. What is the teacher advocating?

- A. Functional curricular reduction

- B. Gender-neutral and gender-sensitive inclusive language
- C. Bio-centric behavioral remediation
- D. Non-discriminatory diagnostic testing

Question 45 (Topic 5: Understanding Diversity)

When addressing an entire heterogeneous class of students, which greeting best demonstrates inclusive, gender-neutral language?

- A. "Good morning, ladies and gentlemen!"
- B. "Good morning, everyone!" (or "folks")
- C. "Good morning, guys!"
- D. "Good morning, boys and girls!"

Question 46 (Topic 5: Understanding Diversity)

A classmate refers to a peer with paraplegia as "confined to a wheelchair." How should the teacher gently guide the student to use respectful, inclusive terminology?

- A. "Say 'wheelchair-bound victim' instead."
- B. "Say 'a person who uses a wheelchair' instead."
- C. "Say 'a crippled student' instead."
- D. "Avoid mentioning the student entirely."

Question 47 (Topic 5: Understanding Diversity)

A teacher in a Grade 4 class consistently calls on boys to answer complex science problems while asking girls only to clean the board and distribute art supplies. What is this teacher exhibiting?

- A. Culturally responsive teaching
- B. Subtle gender bias in classroom practices
- C. Differentiated curriculum compacting
- D. Universal Design for Learning

Question 48 (Topic 5: Understanding Diversity)

A teacher candidate trace-activity asks learners to list innate personal traits on one hand and acquired traits on the other. What fundamental concept does this activity cultivate?

- A. Understanding that diversity encompasses both innate core dimensions and acquired external dimensions
- B. Proving that all learners have identical backgrounds
- C. Standardizing learner performance on psychomotor tests
- D. Segregating high-performing students from struggling peers

Question 49 (Topic 5: Understanding Diversity)

How does embracing diversity in an inclusive classroom contribute to the overall school community?

- A. It lowers academic expectations for all students
- B. It creates a safe, nurturing environment where individual uniqueness is appreciated and celebrated
- C. It eliminates the need for special education legislation
- D. It forces all students to adopt identical cultural traditions

Question 50 (Topic 5: Understanding Diversity)

A school invites guest speakers including a female aircraft mechanic and a male pediatric nurse to speak during career week. Which inclusive principle does this event reflect?

- A. Challenging gender stereotypes and modeling an inclusive view of human capacity

- B. Preparing students for segregated occupational tracking
- C. Enforcing bio-centric vocational screening
- D. Fulfilling the functional disability model