1. Which of the following terms is often used interchangeably with giftedness?
   a. Genius
   b. Brilliance
   c. Talent
   d. Prodigy

2. Which law, passed in 1988, was designed to focus attention on special projects aimed at identifying and serving students who are gifted from culturally diverse groups, those living in poverty, and those with disabilities?
   a. Jacob K. Javits Gifted and Talented Students Education Act
   b. No Child Left Behind
   c. Marland Report
   d. IDEA

3. Giftedness is generally considered to be the result of a combination of what two factors?
   a. Genetic and financial status
   b. Environment and parents’ education level
   c. Genetic and environment
   d. Environment and financial status

4. Students who are gifted often display which of the following cognitive characteristics?
   a. Inability to focus
   b. Social withdrawal
   c. Unusually well-developed memory
   d. Preference for group work

5. Karen, Jake, and Melissa are classmates in Mrs. Jacobs's fifth-grade class. However, Kate, Jake, and Melissa have been placed in a reading group together due to their advanced skills in reading. This is called
   a. Ability grouping.
   b. Skills grouping.
   c. Learning grouping.
   d. None of the above

6. Many professionals in the field of gifted education are skeptical that students receive the education they need when they spend their days with their peers in general education because
   a. Little individualization is implemented in typical classrooms.
   b. Students cannot interact appropriately with their peers.
   c. Teachers are not trained to teach these students.
   d. They would benefit more from one-on-one instruction in a resource setting.

7. Which group of students remains underrepresented in the field of gifted and talented?
   a. Those from minority populations
   b. Those who live in poverty
   c. Those with disabilities
   d. All of the above

8. Specific ways in which eligibility decisions are made for students who are gifted and talented
   a. Are explicitly stated in IDEA.
   b. Are explicitly stated in ADA.
   c. Vary across states and school districts.
   d. Are outlined by No Child Left Behind.

9. Which statement is true regarding identifying students who are gifted and talented?
   a. Students are identified by IQ scores.
   b. Each state sets its own definition and uses its own procedure for identifying students.
   c. Each state uses the same definition of giftedness and uses a common procedure for identifying students.
   d. None of the above
10. Evidence of advanced development across intellectual areas is referred to as
   a. Giftedness.
   b. Talent.
   c. Intelligence.
   d. Creative.

11. The Jacob K. Javits Gifted and Talented Students Education Act focused on identifying and serving
gifted students from all of the populations below EXCEPT
   a. Students from culturally diverse groups.
   b. Students living in poverty.
   c. Students with disabilities.
   d. Students with disabled parents.

12. Cerebral palsy is an example of what kind of disorder?
   a. Chronic
   b. Acute
   c. Episodic
   d. Progressive

13. Muscular dystrophy is an example of which type of disorder?
   a. Acute
   b. Progressive
   c. Episodic
   d. Chronic

14. Melanie was born with cerebral palsy. This is an example of a/an
   a. Episodic disability.
   b. Acquired disability.
   c. Chronic disability.
   d. Congenital disability.

15. After John's stroke, he could only move the limbs on the right side of his body. This could be referred
to as
   a. Monoplegia.
   b. Paraplegia.
   c. Hemiplegia.
   d. Diplegia.

16. Which population is at greatest risk of spinal cord injury?
   a. 16- to 30-year-olds
   b. 6- to 12-year-olds
   c. 30- to 45-year-olds
   d. over-60-year-olds

17. Which of the following musculoskeletal conditions occurs only in boys?
   a. Spina bifida
   b. Muscular dystrophy
   c. Duchenne muscular dystrophy
   d. Rheumatoid arthritis

18. Which of the following is the most common cause of disability and death among children in the
United States?
   a. Asthma
   b. Peanut allergy
   c. Traumatic brain injury
   d. None of the above
19. **The category of other health impairments includes**
   a. Mental retardation.
   b. Learning disabilities.
   c. Diplegia.
   d. Asthma.

20. **The most common chronic disease of children is**
   a. Asthma.
   b. Juvenile diabetes.
   c. Rheumatoid arthritis.
   d. Epilepsy.

21. **The likelihood that intellectual ability and academic achievement will be affected in individuals with physical and medical disabilities depends on**
   a. The type of disability.
   b. The time of onset and the treatment.
   c. The nature and severity of the disabilities.
   d. None of the above

22. **Which is an emotional characteristic of students with physical and health disabilities?**
   a. High self-esteem
   b. Anger
   c. Anorexia
   d. Bulimia

23. **The most critical element of students' social relationships is**
   a. Taking classes to learn how to engage in social interactions.
   b. Having access to social interactions.
   c. Having the permission of parents to engage in social relationships.
   d. Choosing the appropriate friends to socialize with.

24. **What issues must be addressed as part of the transition plan for post-secondary options for students with physical disabilities?**
   a. Transportation
   b. Living arrangements
   c. Career choices
   d. All of the above

25. **Students with physical and health disabilities have cognitive and academic abilities that range from extraordinary giftedness to significant mental retardation.**
   a. True b. False

26. **For students with chronic health problems who have frequent absences from school, maintaining contact with the school during absences helps students to feel connected to their classmates and it reminds students and their families of their "other life" without hospitals and treatments.**
   a. True b. False

27. **Jason is 3 years old and seems to understand everything that is said to him. However, he cannot produce language in order to communicate. Which of the following statements is true?**
   a. Jason has good receptive language but poor expressive language.
   b. Jason has poor receptive language but good expressive language.
   c. Jason probably has a hearing impairment.
   d. Both Jason’s receptive and expressive language skills should be evaluated.