

PROGRAM 9 – FINAL EXAM

Q1. What does FAPE stand for?

- a) Free and Allocated Public Education.
- b) Free and Appropriate Public Education.
- c) Free and Appropriate Persons Education.

Q2. What does FAPE provide?

- a) An equal education to everyone.
- b) A free education to everyone.
- c) A good education to everyone.

Q3. What is the main requirement from the 14th amendment?

- a) Prohibits discrimination by requiring states to provide equal protection to all citizens.
- b) Provides free meals to all who need them.
- c) Provides specialized transportation.

Q4. What is an IEP?

- a) Individualized Education Process.
- b) Individualized Employment Practices.
- c) Individualized Education Program.

Q5. What legislation provided a system for evaluating children with disabilities?

- a) IDEA – Individuals with Disabilities Education Act.
- b) ADA – Americans with Disabilities Act.
- c) IEP – Individualized Education Plan.

Q6. What is the primary role of a monitor?

- a) To help load and unload students.
- b) To prevent bullying.
- c) To assist the bus driver in helping safely transport the children.

Q7. To provide the most help to children with special needs, what should the monitor and driver do?

- a) Know each other's roles in advance and know who is responsible for what.
- b) Make sure they tell the student what is happening.
- c) Ask the parents for the level of service required.

Q8. Preventing bullying or teasing is far more important if a student with special needs is involved. Why?

- a) Because they deserve special treatment.
- b) Because their disability may open them to becoming the focus of bullying or teasing and this is unacceptable.
- c) Because their parents require this.

Q9. Despite their different names, do the roles of monitors, attendants, aides or assistants differ in any way?

- a) No, the tasks required are exactly the same, just referred to by different names.
- b) Yes, they all have different roles.
- c) Sometimes, it depends on the district.

Q10. If a monitor has a problem in dealing with a situation, what should they do?

- a) Call dispatch.
- b) Call the police.
- c) Consult with the driver. If they cannot safely handle the situation themselves.

Q11. What do good communication skills require?

- a) That you pay close attention to who is speaking.
- b) Active listening skills, speaking skills, attention skills and facial expression skills.
- c) That you smile while talking.

Q12. Why is your attitude so important?

- a) It affects how you feel.
- b) It makes the day go faster.
- c) Your attitude affects the childrens attitude.

Q13. Why do we always put the person before any disability?

- a) The disability is only a small part of their make-up. They are not defined by it.
- b) So we are not confused.
- c) May be more than one person with that disability.

Q14. Why is communication so important?

- a) So, the student knows what to do.
- b) Reduces any anxiety for the child by knowing exactly what is happening.
- c) So, the student knows what you are going to do.

Q15. What can you do to prevent bullying or teasing?

- a) At the start of the year, instruct the students that this will not be allowed.
- b) Watch and listen to what is happening and take action if you even suspect there is an issue.
- c) If you suspect there is an issue, ask other students who sit near the students who are not involved.
- d) All of the above.

Q16. Under what circumstances can you share information about a student's disability?

- a) Only with close friends of the student.
- b) When there is a legitimate reason to do so in an emergency with police, paramedics or doctors.
- c) Only with other drivers.

Q17. Why is following the same routine helpful to a student with special needs?

- a) They will know what to do.
- b) All other students will know the practices.
- c) Reduces anxiety as they will know exactly what is happening or about to happen.

Q18. Why is it important to tell the student what you are going to do, before you do it?

- a) So they know what they should do.
- b) So they can help with the loading.
- c) So they understand what is happening, are more comfortable and less anxious.

Q19. Should you ever wheel the chair onto the ramp facing forwards towards the bus?

- a) No, never.
- b) Only if the student asks to be wheeled on facing forwards.
- c) In bad weather to help protect the student.

Q20. If a student insists, should you allow them to use power when the chair is above ground level?

- a) Yes, they have a right to do so.
- b) No, never.
- c) Yes, if the chair or scooter is heavy to move.

Q21. Why do we require chairs to be backed onto the lifts?

- a) There is less likelihood the chair will tip backwards off the lift.
- b) So students' feet cannot be trapped between the chair and the lift.
- c) Both of the above.

Q22. What is the lap belt used for?

- a) Securing the student to the chair.
- b) Securing the student to the lift.
- c) Securing the student and the chair to the lift.

Q23. When there is a monitor and a driver, what should they do?

- a) Take turns at being inside the bus and outside the bus.
- b) Do whichever task they are best at.
- c) Know about each other's roles so they know who is doing what at all times.

Q24. To better secure the wheelchair, the straps should be crossed.

- a) Only for larger wheelchairs.
- b) Yes, always.
- c) No, never.

Q25. Why do we secure assistive devices?

- a) So we know where they are.
- b) So they do not move around and injure someone during a hard stop or an accident.
- c) To prevent them being stolen.

Q26. If there is no acceptable fastening point to the mobility device, what should you do?

- a) Attach the strap to the wheels.
- b) Use a loop strap.
- c) Wrap the belt around the device.

Q27. Once you have secured the chair, how can you check that it is secure?

- a) Rock it side to side.
- b) Try to lift it.
- c) Gently shake the chair back & forth to make sure it will not move.

Q28. Should a student stay on their scooter during transportation?

- a) No, if possible, they should be helped to a fixed bus seat.
- b) Yes, this is OK.
- c) Only if they feel comfortable doing so.

Q29. When should you use a safety vest?

- a) When a child is disruptive.
- b) When it is an IEP team approved decision.
- c) When you don't have a car seat.

Q30. What should you pay close attention to on an integrated bus serving children with and without disabilities?

- a) That the students are randomly located.
- b) That no one is teasing or bullying any student with special needs.
- c) That students with special needs are seated near the front of the bus.

Q31. Having to load one or more wheelchairs affects all the students in what way?

- a) It reduces the number of available seats.
- b) It shows favoritism.
- c) It lengthens the time to get to and from school.

Q32. Can a student with special needs be disciplined the same as all students?

- a) No, the Individuals with Disabilities Education Act (IDEA) defines the actions you can take.
- b) Yes, they are all to be treated the same.
- c) Sometimes, depending on the issue.

Q33. If there is no monitor, only the driver, how can this create possible issues?

- a) It takes extra time for the driver to load the chair.
- b) While the driver is focusing all their attention on loading the chair and securing it, no one is monitoring the other students' actions.
- c) No one is in the driver's seat.

Q34. If you notice that some students are teasing a student with special needs, what should you do?

- a) Take immediate action to stop this behavior.
- b) Keep a close eye on what is going on.
- c) Tell your supervisor.

Q35. If you are unsure how to deal with an issue involving a student with special needs, what should you do?

- a) Try a number of ways to deal with the issue.
- b) Ask other students to help.
- c) Discuss the issue with your supervisor and obtain their direction.

Q36. When should you evacuate the bus?

- a) After any accident.
- b) Only if the bus is in danger from a fire, water or other traffic.
- c) When you know a replacement bus is on the way.

Q37. What is the primary reason for creating a written evacuation plan?

- a) So, a replacement driver could use it.
- b) So, you can share it with your supervisor.
- c) It forces you to think through all the steps by writing them down and is a help to regularly review it.

Q38. When should you call dispatch in an emergency?

- a) As soon as you have identified there is no immediate danger.
- b) Immediately after an accident.
- c) Once you know the students are all ok.

Q39. How do you decide the safest exit door to use in an emergency?

- a) Depends where the students are located.
- b) The door furthest from the danger.
- c) The biggest door.

Q40. What information do you provide to dispatch in an emergency?

- a) Where you are, the injuries to students and what you need.
- b) Who you are, where you are, who caused the accident and what you need.
- c) Who you are, your bus number, where you are, what has happened and what help you need.

Q41. How can you help the students stay calm in an emergency situation?

- a) By staying calm yourself.
- b) By comforting them.
- c) By telling them not to panic.

Q42. Why is routine important for many children with autism?

- a) Children with autism prefer repetition and consistency.
- b) So, they know what to do.
- c) So, will be same with different drivers.

Q43. How can you best help a child with ADD or ADHD?

- a) Patience, with clear, simple directions.
- b) Consistency.
- c) Assigned seats.
- d) All the above.

Q44. If a child is being teased because of a speech or language impairment, what should you do?

- a) Ask others to ignore the way they talk.
- b) Just accept it.
- c) Address the problem immediately.

Q45. If a child has a temper tantrum on the bus, what should you do?

- a) Wait until they calm down.
- b) Show empathy and compassion and talk to them in a calm voice, until they calm down.
- c) Speak loudly, until they settle down.

Q46. If you are unable to safely manage the behavior of a child, what should you do?

- a) Make them sit in the seat nearest to you.
- b) Discuss with your supervisor.
- c) Seek help from dispatch.

Q47. Other students on the bus are laughing at the behavior of a student with a special need. What should you do?

- a) Move the student with the special need away from the other students.
- b) Explain to the other students that this is inappropriate behavior.
- c) Both the above.

Q48. When helping a child who is emotionally disturbed, what is important?

- a) Never get an attitude, it is not personal.
- b) Patience and compassion.
- c) Use their name and show you care.
- d) All the above.

Q49. How can you find out what to do for students with medical conditions?

- a) Ask the child.
- b) Review these students needs with your supervisor or the school nurse.
- c) Ask the parent.

Q50. What is most important in communicating with a child who has special needs?

- a) You speak loudly & clearly.
- b) You treat them with respect and as normally as possible.
- c) You repeat any directions, until they are followed.