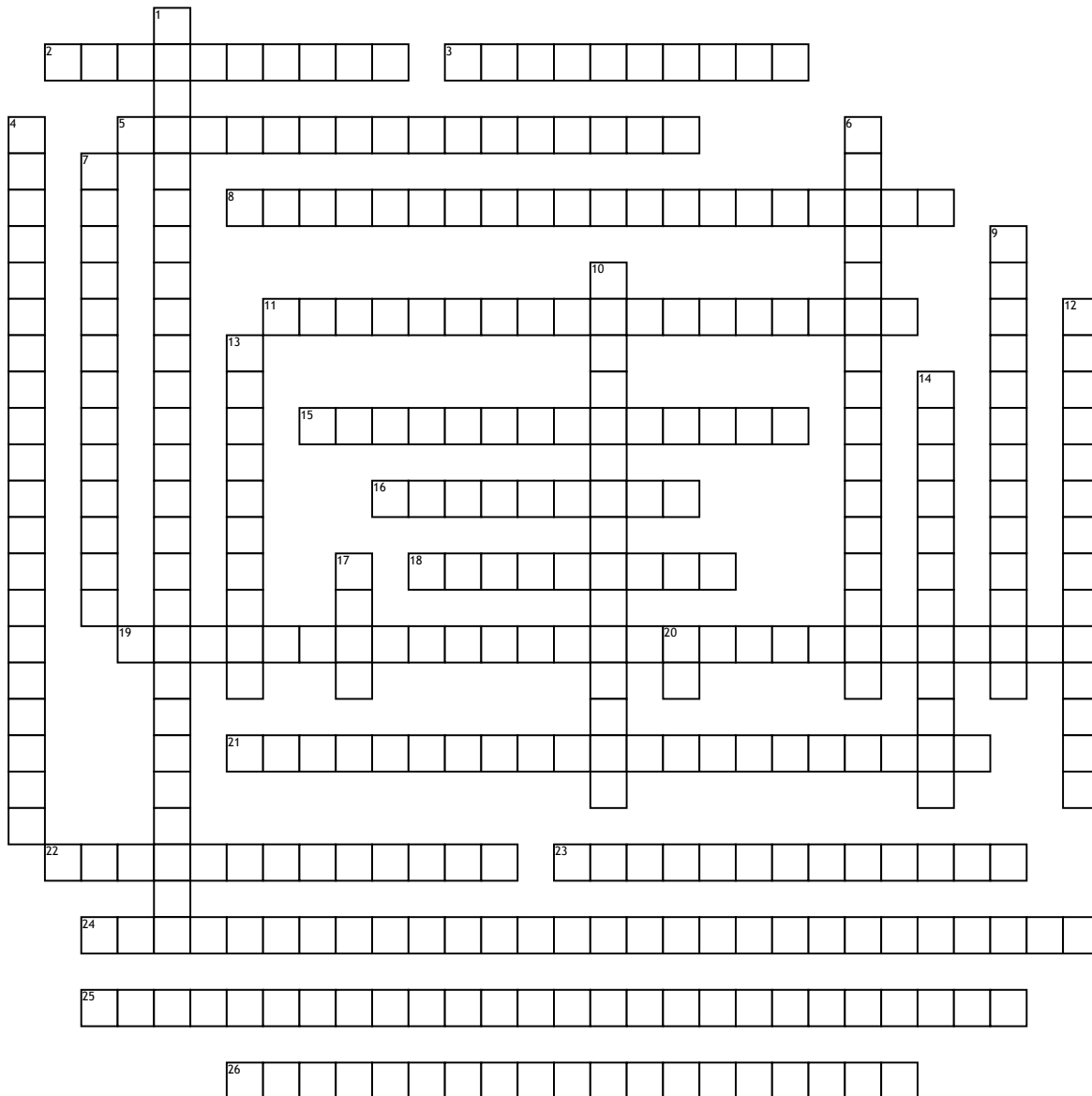


Chapter 2 Crossword



Across

2. Stanford professor, who describes intelligence not as a fixed, predetermined entity, but as a malleable, something we can control, at least in part.
3. Asserts that every child with special needs must receive a free, appropriate public education.
5. Programs that offers college-level courses for high achieving high schoolers.
8. Upholds the rights of students with disabilities to protest a school's decision about their education.
11. Elementary, Middle, and High Schools which provide college programs for gifted students, allowing them to skip grade levels or receive college credit early.
15. An aspect of the affective domain either external or internal.
16. A more comprehensive assessment, which includes student artifacts (papers, projects, etc.) that offer tangible examples of student learning.
18. Reflects an even stronger commitment to educate each student in a least-restrictive environment while meeting their special needs.
19. Protects children with disabilities from being inappropriately segregated
21. Gardner's theory of eight kinds of intelligences which more accurately capture the diverse nature of human capability.

22. Psychologist who suggests that EQ taps into the heart, as well as the head, and may be a better predictor of success in life.
23. Suggest that rather than being fixed at birth, intelligence can be developed through life, if we exert the effort.
24. Janet Hyde at the University of Wisconsin-Madison, meta-analytical statistical procedure to review many studies on gender differences and similarities.
25. Internationally recognized program that includes rigorous science, math, and foreign language requirements along with diverse cultural studies.
26. Students with a great range of abilities, such as students reading years behind a grade level to students reading years ahead.

Down

1. Based on the 5th and 14th Amendments of the U.S. Constitution, mandates that children with disabilities be fairly assessed so that they can be protected from inappropriate classification and tracking.
4. Children have the right to an education involving the accurate diagnosis of individual needs, as well as responsive programs targeted to those needs.
6. Educational opportunities for children with disabilities.
7. Placing special needs students in a regular classroom setting for at least part of the day.

9. Harvard professor who defined intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural settings.
10. When a brain is challenged, it can grow by developing new neuro pathways.
12. Diverse ways of learning, comprehending, and using information.
13. Traditional giftedness includes those with an IQ of 130 or higher, to others an IQ of 160 or higher, ranging from artistic and creative talents, intellectual and academic abilities, and leadership skills.
14. Views intelligence as ability-focused, finite, and determined at birth.
17. Law which requires that each child with disabilities have access to programs best suited to that child's special needs which is as close as possible to a normal child's educational program. (Acronym)
20. A type of social intelligence that involves the ability to monitor one's own and others emotion, to discriminate among them, and use the information to guide ones thinking action. (Abbreviation)