Exceptional Child 9th edition Allen Test Bank

SKU: 9780357630693-TEST-BANK

Chapter 01: An Inclusive Approach to Early Education

1. All children have the right to a free and appropriate public education between the ages of 3 and 21.
    a. True
    b. False

ANSWER:	True
POINTS:	1
DIFFICULTY:	EASY
QUESTION TYPE:	True / False
HAS VARIABLES:	False
LEARNING OBJECTIVES:	Allen.ExcChild.15.01.01 - Provide a definition of inclusion.
NATIONAL STANDARDS:	United States - NAEYC.01 - Child Development and Learning in Context
NOTES:	Bloom's: Remembering
DATE CREATED:	3/24/2021 2:39 AM
DATE MODIFIED:	3/24/2021 2:44 AM

2. The school environment must be the same for all children.
    a. True
    b. False

ANSWER:	False
POINTS:	1
DIFFICULTY:	EASY
QUESTION TYPE:	True / False
HAS VARIABLES:	False
LEARNING OBJECTIVES:	Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS:	United States - NAEYC.01 - Child Development and Learning in Context
NOTES:	Bloom's: Remembering
DATE CREATED:	3/24/2021 2:45 AM
DATE MODIFIED:	3/24/2021 2:47 AM

3. IDEA is the Individuals with Disabilities Education Act and was reauthorized in 2004 as PL 108–446.
    a. True
    b. False

ANSWER:	True
POINTS:	1
DIFFICULTY:	EASY
QUESTION TYPE:	True / False
HAS VARIABLES:	False
LEARNING OBJECTIVES:	Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS:	United States - NAEYC.01 - Child Development and Learning in Context
NOTES:	Bloom's: Remembering
DATE CREATED:	3/24/2021 2:47 AM
DATE MODIFIED:	3/24/2021 2:49 AM

4. Inclusion is not only about a place or a curriculum but also about a sense of belonging and participating successfully.

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

a. True
b. False

ANSWER: True
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 2:50 AM
DATE MODIFIED: 3/31/2021 2:07 AM

5. Educators agree that there is no difference between inclusion, mainstreaming, and integration.
a. True
b. False

ANSWER: False
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 2:51 AM
DATE MODIFIED: 3/24/2021 2:53 AM

6. Most preschool programs include all types of children.
a. True
b. False

ANSWER: False
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.06 - Identify concerns and challenges about inclusion for children with and without disabilities.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 2:54 AM
DATE MODIFIED: 3/24/2021 2:56 AM

7. The emphasis in inclusive education is to provide direct tutoring to the child in a special room.
a. True

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

b. False

ANSWER: False
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 2:56 AM
DATE MODIFIED: 3/24/2021 2:58 AM

8. In inclusive education, children with disabilities are full-time members of the general education classroom.
a. True
b. False

ANSWER: True
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 2:59 AM
DATE MODIFIED: 3/24/2021 3:02 AM

9. Inclusion is not a set of strategies but a plan of action affecting the total environment for the child and family.
a. True
b. False

ANSWER: True
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 3:02 AM
DATE MODIFIED: 3/24/2021 3:03 AM

10. The concept of goodness-of-fit refers to the stage of development of the child.
a. True
b. False

ANSWER: False

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 3:03 AM
DATE MODIFIED: 3/24/2021 3:05 AM

11. Inclusion means that children with disabilities:
    a. can attend public school if it is in their district.
    b. attend preschool, child care, and recreational programs with their typically developing peers.
    c. have special education programs available.
    d. can participate in any and all programs regardless of age, gender, or race.

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 3:05 AM
DATE MODIFIED: 3/24/2021 3:07 AM

12. The Education for All Handicapped Children Act (PL 94–142) guaranteed:
    a. that all children have a right to a special education.
    b. that every child has a specialized classroom according to their disability.
    c. that every child between the ages of 3 and 21 is entitled to a free and appropriate public education.
    d. parents the right to place their child in a private school.

ANSWER: c
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 3:07 AM
DATE MODIFIED: 3/24/2021 3:08 AM

13. A least restrictive environment means children with disabilities should be educated:
    a. in the environment most like the educational environment of their peers who are typically developing.
    b. partially alongside their typically developing peers but with periods of one-on-one specialized care.

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

c. in separate classrooms with extra supports to cover the curriculum of typically developing students.

d. without special restrictions or accommodations.

ANSWER: a
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 3:09 AM
DATE MODIFIED: 3/24/2021 3:11 AM

14. Mainstreaming was an attempt to:

a. include special classes for all types of children.

b. educate special children with disabilities at the same school.

c. allow children with disabilities the opportunity to go on field trips with other classes.

d. educate children with and without disabilities of the same age in the same classroom.

ANSWER: d
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Applying
DATE CREATED: 3/24/2021 3:11 AM
DATE MODIFIED: 3/24/2021 3:12 AM

15. In inclusive education, children with disabilities:

a. are included for at least 50 percent of the day with other children.

b. have the same homeroom but different special education classes.

c. are included in all related activities such as art, music, and physical education if they do not interfere with the class environment.

d. are full-time members of the general education classroom.

ANSWER: d
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Applying
DATE CREATED: 3/24/2021 3:13 AM

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

DATE MODIFIED: 3/24/2021 3:14 AM

16. When children with disabilities are in inclusive programs, they:
    a. no longer receive special education services.
    b. receive their special education and support services in their least restrictive environments.
    c. have to pay more because they need extra services.
    d. must do the same things that other children do.

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 3:14 AM
DATE MODIFIED: 3/24/2021 3:26 AM

17. The best way to view inclusion, according to Ehlers (1993), is through:
    a. beliefs and values.
    b. traditional perspectives.
    c. a political lens.
    d. relationship to the self.

ANSWER: a
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 3:26 AM
DATE MODIFIED: 3/24/2021 3:38 AM

18. How will a family's belief system impact a child's educational setting?
    a. It has nothing to do with the child's educational setting.
    b. It will have a negative impact on the child's ability to succeed.
    c. It will have a direct impact on its views about inclusion.
    d. It will have little impact on the child's interactions with others.

ANSWER: c
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.06 - Identify concerns and challenges about inclusion for children with and without disabilities.

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Applying
DATE CREATED: 3/24/2021 3:39 AM
DATE MODIFIED: 3/31/2021 1:36 AM

19. Providing high-quality care is important for:
    a. all children, regardless of a child's disability.
    b. only children with disabilities.
    c. parents but not for the benefit of important for children.
    d. typical children.

ANSWER: a
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 3:41 AM
DATE MODIFIED: 3/24/2021 3:43 AM

20. The experience of inclusion:
    a. is always positive for children.
    b. varies from child to child and family to family.
    c. is dependent upon the child's type of disability.
    d. is positive only if the parents pay extra.

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.03 - Provide a rationale for inclusion in early childhood education.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Applying
DATE CREATED: 3/24/2021 3:43 AM
DATE MODIFIED: 3/24/2021 3:45 AM

21. Applying the _____ principle considers the uniqueness of every child and family and locates the least restrictive environment.
    a. individualized education
    b. secondary prevention
    c. goodness-of-fit
    d. critical period

ANSWER: c
POINTS: 1
DIFFICULTY: MODERATE

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 3:46 AM
DATE MODIFIED: 3/24/2021 5:03 AM

22. Until recently, for the past 30 years, children with disabilities were not included in _____ educational classrooms.
    a. typical
    b. atypical
    c. specialized
    d. hybrid
ANSWER: a
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: bloom's: remembering
DATE CREATED: 3/24/2021 5:03 AM
DATE MODIFIED: 3/24/2021 5:05 AM

23. Before the passage of PL 94–142, parents were encouraged by doctors and others to _____ infants born with an obvious disability.
    a. support
    b. segregate
    c. integrate
    d. institutionalize
ANSWER: d
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 5:05 AM
DATE MODIFIED: 3/24/2021 5:07 AM

24. What is the name of the law that entitles everyone with a disability, from birth to age 21, to a "free and appropriate public education"?
    a. Individuals with Disabilities Education Act
    b. Americans with Disabilities Act
    c. Individualized Education Program

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

d. Individualized Family Service Plan

ANSWER: a
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 5:07 AM
DATE MODIFIED: 3/24/2021 5:09 AM

25. In some educational settings, children are excluded from attending based on their _____.

a. academic performance
b. behavior in the classroom
c. disability
d. family situation

ANSWER: c
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 5:12 AM
DATE MODIFIED: 3/24/2021 5:14 AM

26. *Oberti v. Board of Education in of Clementon School District* identified inclusion as _____.

a. a new measurement of evaluation
b. placement issues
c. a set of strategies
d. a right, not a privilege for a select few

ANSWER: d
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 5:15 AM
DATE MODIFIED: 3/24/2021 5:17 AM

27. A quality child care program can assist most children in acquiring the developmental skills with _____.

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

a. a specialized curriculum
b. appropriate accommodations
c. a tough love attitude
d. resources from typical classrooms

ANSWER: b
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 5:17 AM
DATE MODIFIED: 3/24/2021 5:19 AM

28. During sensitive or critical periods, children appear to be especially responsive and able to learn from specific kinds of _____.

a. education
b. relationships
c. stimulation
d. beliefs

ANSWER: c
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 5:19 AM
DATE MODIFIED: 3/24/2021 5:21 AM

29. A teacher who does not recognize a child with a disability's sensitive periods for learning is missing an opportunity for developing growth and learning.

a. True
b. False

ANSWER: True
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

DATE CREATED: 3/24/2021 5:21 AM
DATE MODIFIED: 3/24/2021 5:22 AM

30. Only children with severe disabilities will encounter what are known as teachable moments.
    a. True
    b. False
ANSWER: False
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Remembering
DATE CREATED: 3/24/2021 5:23 AM
DATE MODIFIED: 3/24/2021 5:24 AM

31. The desired results of inclusion for all children and their families include a sense of belonging and membership, positive social relationships and friendships, development, and _____.
    a. a joint position statement
    b. goodness of fit
    c. learning to reach their full potential
    d. a shared national definition
ANSWER: c
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 5:24 AM
DATE MODIFIED: 3/24/2021 5:26 AM

32. The underlying assumption of the "include and support" period is that individuals with disabilities should be included as full members of society and be provided with appropriate supports such as:
    a. custodial care.
    b. education and accessible environments.
    c. secondary prevention.
    d. pull-out programs.
ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 5:26 AM
DATE MODIFIED: 3/24/2021 5:27 AM

33. According to Derman-Sparks, the common goal of inclusion is to gain acceptance in our educational system for children with noticeably different cultural, intellectual, or physical characteristics.

a. True
b. False

ANSWER: True
POINTS: 1
DIFFICULTY: EASY
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 5:28 AM
DATE MODIFIED: 3/24/2021 5:29 AM

34. Which statement provides a rationale for the importance of socialization in an inclusive education?

a. Language acquisition is especially tuned to a sensitive period in development.
b. Inclusion promotes awareness.
c. Children who are typically developing learn inappropriate behaviors from children with disabilities.
d. Children with disabilities who only play with other children with disabilities will not learn typical social skills.

ANSWER: d
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 5:29 AM
DATE MODIFIED: 3/24/2021 5:31 AM

35. Why are inclusive education programs an economic alternative to special education programs?

a. They provide a reduced level of specialized service and hire fewer specialists.
b. They take advantage of existing programs rather than creating parallel or duplicate programs.
c. They serve fewer children.
d. They create new programs in the community.

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 5:31 AM
DATE MODIFIED: 3/24/2021 5:34 AM

36. The mere act of placing children with diverse needs together in a classroom does not ensure successful inclusion. Teachers must be able to do which of the following?

a. Go back to school and take classes in special education
b. Structure child-to-child interactions
c. Know everything about each child's disability
d. Convince their co-workers it's the right thing to do

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 5:35 AM
DATE MODIFIED: 3/24/2021 5:38 AM

37. Which of the following allows the teacher to use traditional early childhood activities to address specific goals and objectives across developmental domains?

a. Teachable moments
b. Activity-based approach
c. Deficit model
d. Peer tutoring

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 5:38 AM
DATE MODIFIED: 3/24/2021 5:42 AM

38. Early childhood education teachers who work with a variety of professionals collaboratively to serve children with disabilities in their classes can be described as members of an _____ team.

a. interdependent

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

b. interactive
c. inclusion
d. interdisciplinary

ANSWER: d
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 5:42 AM
DATE MODIFIED: 3/24/2021 5:44 AM

39. Which of the following are identified benefits of inclusive early childhood settings?
a. Lesser demands for appropriate social behavior
b. Use of the deficit model of curriculum
c. Opportunities for observational learning
d. Better quality of teaching

ANSWER: c
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 5:44 AM
DATE MODIFIED: 3/24/2021 5:45 AM

40. Which of the following does Vogelberg (1998) suggest as an outcome of inclusion for children who are typically developing?
a. Those who have the most contact with children with disabilities express more accepting attitudes.
b. They can influence their parents' perspectives on children with disabilities.
c. Those who have the most contact with children with disabilities express no difference in their attitudes of acceptance.
d. They are more likely to become special education teachers when they grow up.

ANSWER: c
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

DATE CREATED: 3/24/2021 5:46 AM
DATE MODIFIED: 3/24/2021 5:48 AM

41. Why is it inappropriate to frame the discussion of inclusion around questions such as “Does inclusion work?” or “Is inclusion right for our program?”

a. There is not enough evidence to state that inclusion works.
b. Inclusion is the law.
c. Parents and professionals do not agree on the answers.
d. Additional federal funds are needed for more research.

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.03 - Provide a rationale for inclusion in early childhood education.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom’s: Understanding
DATE CREATED: 3/24/2021 5:54 AM
DATE MODIFIED: 3/24/2021 5:56 AM

42. In general, teachers’ attitudes are favorable towards inclusion once they have done which of the following?

a. Spoken to their co-workers about inclusion
b. Learned about individualized programming
c. Learned about the benefits of inclusion
d. Worked with children with disabilities in an inclusive setting

ANSWER: d
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.03 - Provide a rationale for inclusion in early childhood education.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom’s: Understanding
DATE CREATED: 3/24/2021 5:56 AM
DATE MODIFIED: 3/24/2021 5:57 AM

43. Many of the concerns regarding inclusion expressed by parents and professionals may be remedied by providing which of the following?

a. Individualized programming for children with disabilities
b. Training to prepare professionals to work together to provide services in inclusive environments
c. An adequate number of parent-teacher conference meetings
d. Websites with information about the benefits of inclusion

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.06 - Identify concerns and challenges about inclusion for children with and without disabilities.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 5:58 AM
DATE MODIFIED: 3/24/2021 6:00 AM

44. According to the text, it is important for the field of early childhood education to have a shared definition of inclusion because without one, what might individual programs do?
    a. Create their own working definitions
    b. Provide support to individual children
    c. Develop IEPS and IFSPs based on federal law
    d. Refuse to serve students with disabilities

ANSWER: a
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.06 - Identify concerns and challenges about inclusion for children with and without disabilities.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 6:00 AM
DATE MODIFIED: 3/24/2021 6:01 AM

45. Based on the text, which of the following is a description of inclusion?
    a. Inclusion is a set of strategies.
    b. Inclusion is a special education placement.
    c. Inclusion is about belonging to a community.
    d. Inclusion is about making a family happy.

ANSWER: c
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 6:01 AM
DATE MODIFIED: 3/24/2021 6:09 AM

46. Political and social activities during the 1960s led to which of the stages described by Caldwell?
    a. Forget and hide
    b. Screen and segregate
    c. Identify and help

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

d. Include and support

ANSWER: c
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 6:09 AM
DATE MODIFIED: 3/24/2021 6:11 AM

47. Why is the following parent's story from the book a rationale for inclusion?

Andrea came back from preschool saying she wanted to invite Katie home for lunch the next day. I could not figure out who Katie was. Andrea tried to describe Katie's hair, then their new jacket, then their paintings. I still couldn't place them. Finally, Andrea said, "Katie's the one who comes with shiny ribbons in their hair," and I knew immediately who Katie was. She was the child in the wheelchair who always had big colorful bows at the ends of her braids! Apparently, using a wheelchair was not one of Katie's outstanding characteristics for my child.

a. Children develop at different rates.

b. Unless otherwise influenced, children at a young age seldom have trouble accepting those who are different.

c. The majority of young children will acquire basic development on their own.

d. Young children with disabilities are entitled to the same experiences as children who are typically developing.

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.03 - Provide a rationale for inclusion in early childhood education.
NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Applying
DATE CREATED: 3/24/2021 6:11 AM
DATE MODIFIED: 3/31/2021 2:14 AM

48. Merely placing children with disabilities in the same settings as their typical peers will not automatically lead to social interactions and acceptance. Teachers must do which of the following to foster social interactions?

a. Step back and observe the children playing

b. Provide an ample amount of play materials

c. Structure the environment to promote social interactions

d. Earn a degree in special education

ANSWER: c
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 6:15 AM
DATE MODIFIED: 3/24/2021 6:18 AM

49. A program that provides afterschool child care.A parent who is looking for a preschool that is inclusive of all children should look for which of the following when visiting preschools?

a. A program located in close proximity to a special education school.
b. A program that provides training and support for its staff to work with all children.
c. A program that emphasizes the importance of all children being able to write their first name.
d. A program that provides afterschool child care.

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 6:18 AM
DATE MODIFIED: 3/31/2021 2:24 AM

50. Children who are typically developing benefit from being peer tutors because it allows them to do which of the following?

a. Learn about acceptable behaviors
b. Increase their own understanding of the skill they are teaching
c. Earn a special certificate from their teacher
d. Provide a well-deserved break for their teachers

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 6:22 AM
DATE MODIFIED: 3/24/2021 6:26 AM

51. According to the text, inclusion appears to have a long-term benefit on society as children who grow up with opportunities to interact with children with disabilities mature into adults who do which of the following?

a. Get involved in raising funds to support special education
b. Become involved in the field of special education
c. Have a greater understanding and respect for those with disabilities
d. Ask questions to learn about disabilities

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

ANSWER: c
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 6:26 AM
DATE MODIFIED: 3/24/2021 6:29 AM

52. Why is the concept of "goodness of fit" considered to be essential when developing inclusive programs?
    a. The family identifies the community to which it belongs and in which the child is to be included.
    b. Goodness of fit takes into account an inclusive program considering the uniqueness of every child and family and how it can address the child's strengths and needs as well as family priorities.
    c. The term implies compatibility.
    d. Inclusion reflects the cultural influences of the family.

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.03 - Provide a rationale for inclusion in early childhood education.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 6:29 AM
DATE MODIFIED: 3/24/2021 6:32 AM

53. What significant children to children outcome was visible in the Devoney study?
    a. When the teacher structured the environment, children with and without disabilities played together.
    b. When children with disabilities played together with typically developing children, they played in a more organized and mature way than had been characteristic of their earlier play.
    c. It demonstrated that children could learn to imitate their peers during small-group activities.
    d. The amount of free time that children with and without disabilities played together in small groups during free-choice time increased.

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 6:32 AM
DATE MODIFIED: 3/24/2021 6:36 AM

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

54. Define inclusion.

ANSWER:	Inclusion means that children with disabilities should be educated with typically developing children to the maximum extent possible while, at the same time, providing for their individual needs.
POINTS:	1
DIFFICULTY:	DIFFICULT
QUESTION TYPE:	Essay
HAS VARIABLES:	False
STUDENT ENTRY MODE:	Basic
LEARNING OBJECTIVES:	Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS:	United States - NAEYC.01 - Child Development and Learning in Context
NOTES:	Bloom's: Remembering
DATE CREATED:	3/24/2021 7:13 AM
DATE MODIFIED:	3/24/2021 7:15 AM

55. Name and briefly describe the four stages of public perception in reference to children with disabilities.

Name and briefly describe the four stages of public perception in reference to children with disabilities.

ANSWER:	The four stages of public perception in reference to children with disabilities are: (1) Forget and Hide: Until the mid-twentieth century, children with disabilities were kept out of sight and often institutionalized; (2) Screen and Segregate: In the 1950s, public schools began custodial care of children with disabilities; (3) Identify and Help: In the 1960s, political and social movements began an attempt to find children with disabilities and provide necessary assistance; (4) Include and Support: In the 1980s and 1990s, there was an increase in case law as well as research to support the inclusion of children with disabilities in their neighborhood classrooms.
POINTS:	1
DIFFICULTY:	DIFFICULT
QUESTION TYPE:	Essay
HAS VARIABLES:	False
STUDENT ENTRY MODE:	Basic
LEARNING OBJECTIVES:	Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS:	United States - NAEYC.01 - Child Development and Learning in Context
NOTES:	Bloom's: Understanding
DATE CREATED:	3/24/2021 7:15 AM
DATE MODIFIED:	3/31/2021 1:48 AM

56. What do inclusion and culturally unbiased curriculum have in common?

ANSWER:	Inclusion and anticultural bias both call for all children (all individuals) to have equal social status and educational rights and privileges appropriate to their individual differences, backgrounds, and experiences.
POINTS:	1
DIFFICULTY:	DIFFICULT
QUESTION TYPE:	Essay
HAS VARIABLES:	False
STUDENT ENTRY MODE:	Basic
LEARNING OBJECTIVES:	Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS:	United States - NAEYC.01 - Child Development and Learning in Context

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

NOTES: Bloom's: Analyzing
DATE CREATED: 3/24/2021 7:17 AM
DATE MODIFIED: 3/24/2021 7:19 AM

57. Define and give an example of a teachable moment.
ANSWER: (Answers will vary) Teachable moments are those brief periods when a child seems especially interested and able to learn a particular skill. Learning to skip is very nearly impossible for most three-year-old children, but somewhere during kindergarten or first grade, most children, all of a sudden, seem to become highly motivated to learn to skip and will practice until the skill is mastered.
POINTS: 1
DIFFICULTY: DIFFICULT
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 7:19 AM
DATE MODIFIED: 3/24/2021 7:23 AM

58. What are three major ways society benefits from inclusion?
ANSWER: Inclusion promotes a better ethical and moral climate by respecting the legal and constitutional rights of all citizens, building a more accepting and tolerant future generation by allowing young children to grow up accepting other young children who are different, and increasing the number of early childhood programs.
POINTS: 1
DIFFICULTY: DIFFICULT
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Analyzing
DATE CREATED: 3/24/2021 7:23 AM
DATE MODIFIED: 3/24/2021 7:25 AM

59. List five responsibilities of the teacher in an inclusive preschool.

List five responsibilities of the teacher in an inclusive preschool.
ANSWER: to individualize children's programs; to avoid labeling children on the basis of their disability (stereotyping); to provide a balance of curriculum activities; to consciously structure interactions between children with disabilities and typically developing children; to reinforce imitation of appropriate behaviors
POINTS: 1
DIFFICULTY: DIFFICULT
QUESTION TYPE: Essay

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Applying
DATE CREATED: 3/24/2021 7:25 AM
DATE MODIFIED: 3/31/2021 1:49 AM

60. List three major concerns that parents and teachers have about inclusion.
ANSWER: Parents and teachers in an integrated classroom sometimes express concern that the special needs of children with disabilities will not be met adequately, that there will not be enough teacher time or attention to go around, and that children may learn maladaptive behaviors through imitation.
POINTS: 1
DIFFICULTY: DIFFICULT
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.
NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 7:27 AM
DATE MODIFIED: 3/24/2021 7:28 AM

61. Explain the difference between inclusion and mainstreaming.
ANSWER: Mainstreaming occurs when children with disabilities are temporarily assigned to a classroom for instruction. Inclusion occurs when a child with a disability is educated in the same environment as other children.
POINTS: 1
DIFFICULTY: DIFFICULT
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Analyzing
DATE CREATED: 3/24/2021 7:29 AM
DATE MODIFIED: 3/24/2021 7:31 AM

62. According to Ehlers (1993), describe three ways to view inclusion.
ANSWER: Through beliefs and values, experiences, and outcomes

Through beliefs and values, experiences, and outcomes
POINTS: 1
DIFFICULTY: DIFFICULT
QUESTION TYPE: Essay

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Applying
DATE CREATED: 3/24/2021 7:31 AM
DATE MODIFIED: 3/31/2021 1:51 AM

63. Explain the concept of goodness-of-fit.
ANSWER: An inclusive program must consider the uniqueness of every child and family and how it can address the child's strengths and needs.
POINTS: 1
DIFFICULTY: DIFFICULT
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 7:33 AM
DATE MODIFIED: 3/24/2021 7:35 AM

64. What are some of the holistic outcomes of inclusive programs?
ANSWER: developmental changes in communication skills, improved motor skills, improved social behaviors, and a general sense of belonging by both the parents and the child
POINTS: 1
DIFFICULTY: DIFFICULT
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Analyzing
DATE CREATED: 3/24/2021 7:35 AM
DATE MODIFIED: 3/24/2021 7:37 AM

65. List the three-domain conceptualization of the outcomes of inclusive education according to Billingsley, Gallucci, Peck, Schwartz, and Staub (1996).
ANSWER: membership, relationships, and development
POINTS: 1
DIFFICULTY: DIFFICULT
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding
DATE CREATED: 3/24/2021 7:37 AM
DATE MODIFIED: 3/24/2021 7:39 AM

66. Describe three benefits of inclusion for children with and without disabilities.
ANSWER: Descriptions may include any three of the following benefits for children with disabilities: more stimulating, varied, and responsive experiences than classrooms composed only of children with disabilities; curriculum activities that build on a child's strengths and preferences rather than a deficit model focused on what is wrong with the child; opportunities to observe, interact with, and imitate children who have acquired higher-level motor, social, language, and cognitive skills; implicit motivation to "try a little harder," in that children without disabilities often expect and encourage improved behaviors on the part of children with disabilities; and opportunities to learn directly from other children.

Descriptions may include any three of the following benefits for typically developing children: developmental progress increases, peer tutoring, and sensitivity to the differences of others.
POINTS: 1
DIFFICULTY: DIFFICULT
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Analyzing
DATE CREATED: 3/24/2021 7:39 AM
DATE MODIFIED: 3/24/2021 7:42 AM

Copyright Cengage Learning. Powered by Cognero.

Exceptional Child 9th edition Allen Test Bank