

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

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1b - Knowing and understanding the multiple influences on early development and learning.

NOTES: Bloom's: Remembering

2. The school environment must be the same for all children.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

NOTES: Bloom's: Remembering

3. IDEA is the Individuals with Disabilities Education Act and was reauthorized in 2004—PL 108–446.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE6b - Knowing about and upholding ethical standards and other professional guidelines.

NOTES: Bloom's: Remembering

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

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE3d - Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

NOTES: Bloom's: Remembering

5. Educators agree that there is no difference between inclusion, mainstreaming, and integration.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE2a - Knowing about and understanding diverse family and community characteristics.

NOTES: Bloom's: Remembering

6. Most preschool programs include all types of children.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.06 - Identify concerns and challenges about inclusion for children with and without disabilities.

NATIONAL STANDARDS: United States - NAEYC.KE1b - Knowing and understanding the multiple influences on early development and learning.

NOTES: Bloom's: Remembering

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

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

NOTES: Bloom's: Remembering

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

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

NOTES: Bloom's: Remembering

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

LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

NOTES: Bloom's: Remembering

10. The concept of goodness-of-fit refers to the stage of the child.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.

NOTES: Bloom's: Remembering

11. Inclusion means that children with special needs:

- 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

LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.

NOTES: Bloom's: Understanding

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 his disability
- c. that every child between the ages of 3 and 21 is entitled to a free and appropriate public education
- d. parents a right to place their child in private school

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE6b - Knowing about and upholding ethical standards and other professional guidelines.

NOTES: Bloom's: Understanding

13. A least restrictive environment means:

- a. children with disabilities should be educated in the environment most like the educational environment of their peers who are typically developing
- b. that schools can no longer restrict a child's education
- c. separate but equal classrooms
- d. that special restrictions are not allowed for children with disabilities

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

NOTES: Bloom's: Understanding

14. Mainstreaming was an attempt to:

- a. include special classes for all types of children
- b. educate special children at the same school
- c. allow atypical children the opportunity to go on field trips with other classes
- d. educate typical and atypical children of the same age in the same classroom

ANSWER: d

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

NOTES: Bloom's: Applying

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 don't interfere with the class environment
- d. are full-time members of the general education classroom

ANSWER: d

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.

NOTES: Bloom's: Applying

16. When atypical children are in inclusive programs, they:
- no longer receive special education services
 - receive their special education and support services in their least restrictive environments
 - have to pay more because they need extra services
 - must do the same thing that other children do

ANSWER: b

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

NOTES: Bloom's: Understanding

17. The best way to view inclusion according to Ehlers (1993) is:
- through beliefs and values
 - through experiences
 - through outcomes
 - “through beliefs and values,” “through experiences,” and “through outcomes”
 - “through beliefs and values” and “through experiences”

ANSWER: d

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE6b - Knowing about and upholding ethical standards and other professional guidelines.

NOTES: Bloom's: Understanding

18. A family's belief system:
- has little to do with the child's educational setting
 - will have a negative impact on the child's ability to succeed
 - will have a direct impact on its views about inclusion
 - must be in line with the school for goodness-of-fit

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.01.06 - Identify concerns and challenges about inclusion for children with and without disabilities.

NATIONAL STANDARDS: United States - NAEYC.KE2b - Supporting and engaging families and communities through respectful, reciprocal relationships.

NOTES: Bloom's: Applying

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

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

NOTES: Bloom's: Understanding

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 type of disability of the child
 - d. is positive only if the parents pay extra

ANSWER: b

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.01.03 - Provide a rationale for inclusion in early childhood education.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

NOTES: Bloom's: Applying

21. Applying the _____ principle considers the uniqueness of every child and family and locates the least restrictive environment.

ANSWER: goodness-of-fit

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.

NOTES: Bloom's: Remembering

22. Until recently, within the past 30 years, children with disabilities were not included in _____ educational classrooms.

ANSWER: regular
typical

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE6b - Knowing about and upholding ethical standards and other professional guidelines.

NOTES: Bloom's: Remembering

23. Before passage of PL 94–142, parents were encouraged by doctors and others to _____ infants born with an obvious disability.

ANSWER: institutionalize

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE6b - Knowing about and upholding ethical standards and other professional guidelines.

NOTES: Bloom's: Remembering

24. The name of the law that entitles everyone with a disability, from birth to age 21, to a “free and appropriate public education” is _____.

ANSWER: Individuals with Disabilities Education Act
IDEA

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE6b - Knowing about and upholding ethical standards and other professional guidelines.

NOTES: Bloom's: Remembering

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

ANSWER: disability

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.

NOTES: Bloom's: Remembering

26. Children with developmental disabilities are entitled to the same kind of enriching early experiences as _____ children.

ANSWER: typically developing

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.

NOTES: Bloom's: Remembering

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

ANSWER: accommodations

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

NOTES: Bloom's: Remembering

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

ANSWER: stimulation

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.05 - Outline the potential benefits of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.

NOTES: Bloom's: Remembering

29. A teacher who does not recognize an atypical child's _____ for learning is missing an opportunity for developing growth and learning.

ANSWER: critical periods

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1b - Knowing and understanding the multiple influences on early development and learning.

NOTES: Bloom's: Remembering

30. All children, including those with severe disabilities, have many _____
_____ every day.

ANSWER: teachable moments

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children.

NOTES: Bloom's: Remebering

31. Explain is the difference between inclusion and mainstreaming?

ANSWER: Mainstreaming occurs when atypical children are temporarily assigned to a classroom for instruction. Inclusion occurs when the atypical child is educated in the same natural environment as typical children.

POINTS: 1

DIFFICULTY: DIFFICULT

LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.

NOTES: Bloom's: Analyzing

32. According to Ehlers (1993), describe three ways to view inclusion.

ANSWER: through beliefs and values, experiences, and outcomes

POINTS: 1

DIFFICULTY: DIFFICULT

LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE6b - Knowing about and upholding ethical standards and other professional guidelines.

NOTES: Bloom's: Analyzing

33. 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

LEARNING OBJECTIVES: Allen.ExcChild.15.01.01 - Provide a definition of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.

NOTES: Bloom's: Analyzing

34. 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 parents and child

POINTS: 1

DIFFICULTY: DIFFICULT

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE1b - Knowing and understanding the multiple influences on early development and learning.

NOTES: Bloom's: Analyzing

35. 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

LEARNING OBJECTIVES: Allen.ExcChild.15.01.02 - Describe an overview of the history of inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE6b - Knowing about and upholding ethical standards and other professional guidelines.

NOTES: Bloom's: Analyzing

36. Describe 3 benefits of inclusion for children with disabilities and typically developing children.

ANSWER: Descriptions may include any three of the following benefits for children with disabilities:

- More stimulating, varied, and responsive experiences than special classrooms composed of children with limited skills
- 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 less skilled children
- 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
- Sensitivity to others differences

POINTS: 1

DIFFICULTY: DIFFICULT

LEARNING OBJECTIVES: Allen.ExcChild.15.01.04 - Discuss the implications for teachers and their responsibilities to ensure effective inclusion.

NATIONAL STANDARDS: United States - NAEYC.KE4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children.

NOTES: Bloom's: Analyzing