

Chapter 2: The Context of Early Childhood Special Education

MULTIPLE CHOICE

1. This inclusive term generally refers to individuals who differ from societal or community standards of normalcy.
- | | |
|---------------------------------------|-----------------------------|
| a. Gifted children | c. Exceptional children |
| b. Children with developmental delays | d. Children who are special |

ANS: C REF: p. 24

2. When professionals talk about a disability, they are referring to _____.
- | |
|---|
| a. a group of children in special education settings |
| b. cognitive delays of children |
| c. the inability of an individual to do something a certain way |
| d. the ability to do something differently |

ANS: C REF: p. 24

3. The Individuals with Disabilities Education Improvement Act Amendment of 2004 (IDEA) defines a student with a disability according to how many distinct categories?
- | | |
|-------------|---------|
| a. Seven | c. Ten |
| b. Thirteen | d. Nine |

ANS: B REF: p. 27

4. It is imperative that teachers focus on the _____ and not the impairment.
- | | |
|------------------|----------|
| a. parent | c. child |
| b. professionals | d. IEP |

ANS: C REF: p. 28

5. When professionals talk about children being at-risk, they are speaking about children who _____.
- a. have been formally diagnosed with a disability
 - b. have been formally tested by a specialist
 - c. have not been formally identified as having a disability
 - d. have been informally identified as having a disability

ANS: C REF: p. 26

6. Children with a diagnosed medical disorder of known etiology and predictable prognosis or outcome are considered to manifest a(n) _____.
- a. established risk
 - b. biological risk
 - c. developmental risk
 - d. risk at birth

ANS: A REF: p. 26

7. Children with exceptionalities are to be educated to the maximum extent appropriate, with typical students.
- a. Free and Appropriate Public Education
 - b. Least Restrictive Environment
 - c. Individualized Education Program
 - d. Procedural due process

ANS: B REF: p. 28

8. What public law is viewed as a “Bill of Rights” for children with exceptionalities and their families?
- a. PL 101-476
 - b. PL 94-142
 - c. PL 105-17
 - d. IDEA 2004

ANS: B REF: p. 28

9. The right to a free appropriate public education (FAPE) is for _____.
- a. children with disabilities
 - b. children who are at-risk
 - c. all children
 - d. diagnosed children

ANS: C REF: p. 28

10. The preschool provision of PL 99-457 is _____.
a. Part A
b. Part B
c. Part C
d. Part D

ANS: B REF: p. 31

11. Which component of the PL 99-457 created the Handicapped Infants and Toddlers Program, a new provision aimed at children from birth through age two with developmental delays or disabilities?
a. Part C
b. Part B
c. Part D
d. all of the above

ANS: A REF: p. 33

12. An individualized family service plan (IFSP) is similar to a(n) _____.
a. assessment plan
b. statement of services
c. individual education program
d. statement of goals and objectives

ANS: C REF: p. 34

13. The focus of the IFSP is on the _____.
a. family
b. child
c. school
d. environment

ANS: A REF: 34

14. An IFSP must be reviewed every _____ to assess its continual appropriateness.
a. year
b. three months
c. three years
d. six months

ANS: D REF: 34

15. PL 108-446 requires that _____ students participate in all state- and district-wide assessments.
a. 50%
b. 80%
c. all
d. none of the above

ANS: C REF: p. 37

16. The number of young children with special needs receiving services has increased dramatically over the past several years due to _____.
- a. legislative enactments
 - b. greater awareness of the benefits of Early Intervention
 - c. litigation
 - d. all of the above

ANS: D REF: p. 39

17. A _____ of eligibility for special education may not occur more than once per year, unless agreed to by the school district and parent.
- a. review
 - b. rewrite
 - c. reevaluation
 - d. report

ANS: C REF: p. 37

18. PL 93-112, the Rehabilitation Act of 1973, is a _____ law.
- a. disability
 - b. civil rights
 - c. parent rights
 - d. federal and state

ANS: B REF: p. 46

19. The centerpiece of our nation's efforts on behalf of vulnerable children and their families is _____.
- a. early intervention
 - b. parent-driven assessments
 - c. federal law
 - d. IEP

ANS: A REF: p. 40

20. _____ remains as one of the few truly longitudinal studies of intervention effectiveness.
- a. Kirk
 - b. Skeels and Dye
 - c. Guralnick
 - d. Hanson and Lynch

ANS: B REF: p. 43

21. A comprehensive statistical integration approach known as _____ incorporates a range of experimental designs in an attempt to detect global statistical patterns.
- a. metacognition
 - b. meta-analysis
 - c. standardized charting
 - d. non-standardized documentation

ANS: B REF: p. 44

22. _____ looks at the interrelationships and interactions of individuals within the environment.
- a. Etiology
 - b. Biology
 - c. Ecology
 - d. Community studies

ANS: C REF: p. 45

23. The _____ is one of Bronfenbrenner's four environments and identifies the relationships between various microsystems.
- a. macrosystem
 - b. exosystem
 - c. mesosystem
 - d. chronosystem

ANS: C REF: p. 46

24. According to Bronfenbrenner and Morris, the interaction and influence of historical time on the four systems supporting a child is called the _____.
- a. chronosystem
 - b. microsystem
 - c. exosystem
 - d. mesosystem

ANS: A REF: p. 47

25. Successful program planning and intervention must take into consideration the fact that the child is part of a system that interacts within his or her _____.
- a. family
 - b. community
 - c. environment
 - d. school

ANS: C REF: p. 47

26. This document is an individually tailored statement describing an educational plan for each learner with exceptionalities.
- a. IFSP
 - b. Report card
 - c. IEP
 - d. none of the above

ANS: C REF: p. 28

27. School districts will be required to determine the eligibility of a student to receive a special education and the educational needs of the child within a _____ time frame.
- a. 30-day
 - b. 60-day
 - c. 6-month
 - d. 15-day

ANS: B REF: p. 37

28. Part C of PL 99-457 is for _____.
- a. infants and toddlers
 - b. children between birth and 5 years
 - c. children between birth and 21 years
 - d. children between birth and 18 years

ANS: A REF: p. 31

29. PL 102-119 changed the terminology from case management to_____.
- a. service coordinator
 - b. special education
 - c. service coordination
 - d. the IEP

ANS: C REF: 34

30. PL 102-119 permit states to use a _____ label when identifying preschoolers with special needs.
- a. categorical
 - b. categorical and noncategorical
 - c. noncategorical
 - d. none of the above

ANS: C REF: p. 35

TRUE/FALSE

1. The inability of an individual to do something in a certain way is called a handicap.

ANS: F

2. Exceptional children will not require early intervention or an educational program customized to their unique needs.

ANS: F

3. Early childhood special education is typically used when talking about the provision of customized services uniquely crafted to meet the individual needs of young children.

ANS: T

4. Down syndrome is one of the thirteen distinct categories of students with disabilities.

ANS: F

5. Many professionals believe that the use of a categorical disability label for most children is of questionable value, and unfairly stigmatizes children.

ANS: T

6. A delay expressed in terms of language is one of the various criteria used by states when qualifying a developmental delay.

ANS: F

7. When professionals discuss children who have not been formally identified as having disabilities, but who may be developing conditions that will limit their success in school, they are referring to children being below percentile.

ANS: F

8. Section 504 is a law that protects children with physical impairments only.

ANS: F

9. Within Section 504, there is a mandate to educate pupils with special needs with their typical peers to the maximum extent possible.

ANS: T

10. Over the past several years, because of medical technology combined with advanced education and research, the number of infants and toddlers receiving early intervention services has steadily declined.

ANS: F

SHORT ANSWER

1. How would you define a child being at risk?

ANS:

Children who have not been formally identified as having a disability but who may be developing conditions that will limit their success in school or lead to disabilities is a child at risk.

2. What are the thirteen distinct categories of 2004 (IDEA) (PL 108-446)?

ANS:

See Table 2-1 on page 29 for a list of the 13 categories.

3. Why did Congress not establish a national definition of developmental delay?

ANS:

Because of the tremendous diversity of criteria found in the various meaning of the term.

4. Describe the term environmental risk.

ANS:

Life experiences and/or environmental conditions like extreme poverty, child abuse, absence of adequate shelter and medical care, parental substance abuse and limited opportunities for nurturance and social stimulation.

5. Identify one landmark legislation example that has dramatically affected the educational opportunities for infants, toddlers, preschool children, and school-age children with special needs.

ANS:

See Table 2-4 on pages 33-36.

6. In terms of family rights, what significantly changed in the service delivery for infants and toddlers with the passage of PL 99-457?

ANS:

Families had no recourse for complaints prior to the passage of PL 99-457. Currently, procedural safeguards are in place.

7. As promulgated in PL 99-457, what components must be in the IFSP?

ANS:

Listed components are on page 34.

8. Give two examples of “reasonable accommodations” under the requirements of Section 504.

ANS:

May include behavior management plan, assignment of an aide, related services such as occupational therapy, physical therapy, or speech and language therapy.

9. What is the purpose of early intervention?

ANS:

The purpose of early intervention is to positively affect the overall development of the child’s social, emotional, physical, and intellectual well-being.

10. Enumerate and briefly describe the four environments in which people develop according to Bronfenbrenner.

ANS:

Microsystem – immediate environment

Mesosystem – relationships between various microsystems

Exosystems – social structures that impacts individual development

Macrosystems – cultural and institutional contexts in which the preceding systems are embedded

ESSAY

1. Discuss several advantages in using the term developmental delay rather than using a specific category in identifying young children with disabilities.

ANS:

Answer should include placement, services, and program/services delivery to meet individual needs, and the issue of misidentification.

2. Why is it important to intervene early?

ANS:

Answer should include answers on Table 2-8 and listed rationale on page 41.