

Solution and Answer Guide

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Chapter 1: An Inclusive Approach to Early Education

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Content Type

Did You Get It?

1. Why is the concept of “goodness of fit” considered 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 is the concept of an inclusive program that considers the uniqueness of every child and family and considers 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

Feedback: The concept of “goodness of fit” (Thomas & Chess, 1977) is essential when developing inclusive programs. An inclusive program must consider the uniqueness of every child and family and how it can address the child’s strengths and needs as well as family priorities.

2. What created the period of “identify-and-help,” as identified by Caldwell?
 - a. President John F. Kennedy’s family’s acceptance of disabilities
 - b. Custodial care of the first special education classes
 - c. Report by Madeline Will
 - d. Political and social activities

Answer: d

Feedback: The identify-and-help period came about during the 1960s as a result of political and social activities. Caldwell summed up this period thus: “We have not abandoned concern with screening, with trying to find children who need help...We now try to make the search earlier in hopes of affording early remediation or more accurately, secondary prevention.”

3. What issue is raised by Haring and McCormick regarding the separation of children with disabilities?
 - a. Awareness will be minimized.
 - b. Healthy development by playing with typically developing children is required.
 - c. Separating young people from the real world means that reentry is required, and reentry problems can be avoided by not removing the child from normal settings.

- d. Children who are typically developing need to get to know children with disabilities.

Answer: b

Feedback: As Haring and McCormick (1994) point out, “separating young children with handicaps [disabilities] from normal experiences creates distance, misunderstanding, and rejection. . . . Moreover, separating these youngsters from the real world means that there must be reentry. Reentry problems can be avoided by not removing the child from normal settings.”

- 4. What significant children to children outcome was visible in the Devoney study?
 - a. When the teacher structured the environment, the children with and without disabilities played together.
 - b. When the children with disabilities played 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 can learn to imitate their peers during small-group activities.
 - d. The amount of time that children with and without disabilities played together in small groups during free-choice time increased.

Answer: b

Feedback: An interesting sidenote in the Devoney study was that children with disabilities who were playing with children who are typically developing played in a more organized and mature way than had been characteristic of their earlier play.

- 5. What implicit attitude displayed by typically developing children toward children with disabilities results in an increased learning benefit?
 - a. Motivation to “try a little harder”
 - b. More stimulating and varied experience
 - c. Curriculum activities focusing on strengths
 - d. Imitation of skills

Answer: a

Feedback: Children with developmental problems are likely to benefit from a quality inclusive preschool experience because these programs feature an implicit motivation to “try a little harder” because children who are typically developing often expect and encourage improved behaviors from children with disabilities.

- 6. In addition to caring about the values and beliefs of each child in an inclusive setting, what is essential to provide?
 - a. Adequate support to succeed
 - b. Fun
 - c. Insistence on inclusion at all costs
 - d. Physical presence

Answer: a

Feedback: Inclusion is about values and beliefs, but it also must be about what works best for each child. Care must be taken to ensure that when a child is placed in an inclusive setting, the child is also provided with adequate support to succeed. When a child is not able to learn in an inclusive setting, it is because planning and support were not provided.

Case Study

- 1. **How much to share?** One of the challenges faced by parents of children with special needs is how much information to share about their child with potential early childhood

programs. Some parents have faced rejection from care providers when they hear the child has special needs, often before the care providers have even met the child. On the other hand, once parents have found a program, it is critical that the staff have the information needed to provide proper care and effective teaching. Think about how you would approach this issue as a parent.

- a. What types of questions could you ask a program to determine whether it is a good fit?

Answers may vary: Successful inclusion can look different for each child. One child might be able to learn in a neighborhood preschool without extra support or specialized services, while another might require the assistance of a shadow aide or paraprofessional for all or part of the day. Ask questions specific to your child's need. Will an aide be available? What accessibility accommodations do they have for children that use mobility aids?

- b. What are the potential problems, if any, of not sharing enough information or sharing too much information?

Answers may vary: If information regarding the child and their disability is not clearly presented to the educators, there could be many severe consequences. Most significantly, the program will not be equipped to adequately educate the child, resulting in further issues.

Student Activities

Refer to the Standard Writing Rubric at the end of the Instructor Manual for assessment of these activities.

1. Arrange a panel discussion on the pros and cons of inclusion. What are your beliefs and values concerning the law of inclusion? Do you think there are situations where inclusion might not be the best option? If so, identify some examples.
2. Talk with a teacher in an infant center or early childhood center. Ask about the types and numbers of children with disabilities in the program. What accommodations have they made for these students?
3. Observe an early childhood setting. Record any episodes of a child learning through observing, imitating, or peer tutoring.
4. Set up a simulated parent conference with three other students. Two of you play the child's parents and two the child's teachers. The parents' concern is that their typically developing three-year-old may not get enough attention because a child who is blind is scheduled to be included in the program. Role-play a discussion of the situation.
5. Review the DEC/NAEYC Joint Position Statement on Inclusion. How do you think this statement can be used to encourage the development of quality inclusive programs?
6. Do some research to determine the possible services that could play a part in supporting a child with special needs in an inclusive environment. Determine whether any of these services are being provided by your local school district.

Review Questions

Part 1. Brief responses to the following items

1. 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 special needs.

2. What are some possible outcomes of inclusion?

Answer: Some of the possible outcomes of inclusion include growth in the areas of relationships, membership, and development as a result of more active participation in the rituals and routines of the classroom.

3. Name and briefly describe the four stages of public perception regarding children with disabilities.

Answer: The four stages of public perception regarding children with disabilities are:

- Forget and Hide: Until the mid-twentieth century, children with disabilities were kept out of sight and often institutionalized.
- Screen and Segregate: In the 1950s, public schools began custodial care of children with disabilities.
- Identify and Help: In the 1960s, political and social movements began an attempt to find children with disabilities and provide necessary assistance.
- 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.

4. What do inclusion and culturally unbiased curricula have in common?

Answer: Inclusion and anticultural bias both call for all children (all individuals) to have equal social status, educational rights, and privileges appropriate to their individual differences, backgrounds, and experiences.

5. Define and give an example of a teachable moment.

Answer: Teachable moments are those brief periods when a child seems especially interested and able to learn a particular skill. Learning to skip is nearly impossible for most three-year-olds, but somewhere during kindergarten or first grade, most children suddenly seem to become highly motivated to learn to skip and will practice indefatigably until the skill is mastered.

6. What is peer tutoring?

Answer: Peer tutoring is one child teaching another; it can be spontaneous, as when a child says, "I can show you how it works," or it can be teacher planned and initiated (but always with the interest and consent of the child who will serve as a tutor and the child with disabilities).

7. Of what benefit to society is inclusion?

Answer: Inclusion in early childhood serves society in three major ways:

- promoting 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
- increasing the number of early childhood programs: there is no mandate to provide early education for typically developing children as there is for children with developmental problems who are to be served in an inclusive setting; hence, there could be many more preschool slots available for all children as PL 99-457 comes into full implementation.

Part 2. Responses to the following items in the list (Other correct answers are possible, many of which are both explicit and implicit in the text.)

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

Answer: Teacher responsibilities in an inclusive preschool:

- a. to individualize children's programs
 - b. to avoid labeling children on the basis of their disability (stereotyping)
 - c. to provide a balance of curriculum activities
 - d. to consciously structure interactions between children with developmental disabilities and typically developing children
 - e. to reinforce imitation of appropriate behaviors
2. List three major concerns that parents and teachers have about inclusion.

Answer: Parents and teachers in an integrated classroom sometimes express concern that

- a. the special needs of children with disabilities will not be met adequately
 - b. there will not be enough teacher time or attention to go around
 - c. children may learn maladaptive behaviors through imitation
3. List five arguments in favor of inclusion for young children with developmental problems.

Answer: Arguments in favor of the inclusion for children with developmental disabilities include

- a. more stimulating and responsive learning environment
 - b. developmental curriculum model in contrast to a deficit model
 - c. opportunities to work and play with typically developing children who provide good models for basic developmental skills
 - d. motivation to try a little harder
 - e. opportunities to learn from children who are closer in skill levels and motor dexterity than adult teachers