

Chapter 02: Early Childhood Education: Early Intervention and Prevention
Test bank the exceptional child inclusion in early childhood education-9e-allen

1. What was the significance of Bloom's (1964) and Hunt's (1961) research studies?
- It indicated that genetic predeterminism was the deciding factor in the distribution of intelligence among individuals.
 - It showed that intelligence was fixed at the time of birth.
 - Instead of intelligence being fixed at the time of birth or solely determined by genetics, intelligence was shown to be greatly influenced by environment and experience.
 - Children did not need to grow up significantly delayed if they were provided with appropriate stimulation early in life.

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

DARDS:

NOTES: Bloom's: Understanding

2. What was the significance of changing the name of the Education for All Handicapped Children Act of 1975 (popularly referred to as The Bill of Rights for Handicapped Children) to the latest title of Individuals with Disabilities Education Improvement Act?
- Reflects changes from 1975 to the current day
 - Name has to be changed every ten years
 - Reflects a focus on people-first terminology
 - Guarantees right to a free and appropriate public education

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

DARDS:

NOTES: Bloom's: Understanding

3. How is it determined whether children with disabilities or developmental delays require test accommodations?
- The teacher decides.
 - The child decides.
 - The school decides.
 - The answer is provided in the children's IEPs.

ANSWER: d

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

DARDS:

NOTES: Bloom's: Understanding

4. What educational reason is cited for the relevance of the *Brown v. Board of Education* case?

- a. Race
- b. Ability
- c. Landmark case for the inclusion of all children
- d. Fourteenth Amendment

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Understanding

5. What are the distinguishing features between traditional and contemporary views of identifying giftedness?

- a. The traditional view of giftedness relies solely on a child's intelligence as measured by IQ tests; the contemporary view builds on theories of multiple intelligence.
- b. The traditional view builds on theories of multiple intelligence; the contemporary view relies solely on a child's intelligence as measured by IQ tests.
- c. There are different levels of interest in identifying giftedness.
- d. States were not required to have special programs for children who are gifted or talented; states are now required to have special programs for children who are gifted or talented.

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.05 - Provide an overview of public policy and gifted children.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Understanding

6. What term applies to the escalation of developmental delays related to a disability?

- a. Developmental delay
- b. Cumulative deficits
- c. Secondary disabilities
- d. Primary disabilities

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Remembering

7. The reevaluation of the institutionalization of young children with disabilities was a result of the recognition of the importance of which of the following?

- a. Compensatory education

- b. Civil rights
- c. Early intervention
- d. Genetic predeterminism

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Understanding

8. Kirk (1972) demonstrated that for some preschool children, their "mental disability" was a result of which of the following?

- a. Genetic predeterminism
- b. Early intervention
- c. Compensatory education
- d. An inadequate learning environment

ANSWER: d

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES:

Bloom's: Understanding

9. Which legislation requires schools that offer preschool to children without disabilities to also offer comparable services to children with disabilities?

- a. Early Education Project for Children with Disabilities
- b. The Developmental Disabilities Act
- c. IDEIA
- d. Head Start Act

ANSWER: b

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Understanding

10. Under the Americans with Disabilities Act (ADA), schools must make reasonable modifications to their policies and practices to include all individuals with disabilities in their program. Which of the following is an exception to this law?

- a. The modification would result in a fundamental alteration of the program.
- b. The modification would serve a child in a wheelchair.
- c. The modification would serve a parent in a wheelchair.
- d. The modification would serve a child who is not toilet trained.

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Understanding

11. No Child Left Behind specifically requires states to do which of the following?

- a. Refer more students to special education
- b. Receive Title I funding
- c. Hire more teachers
- d. Bring all students to the proficient level on state tests

ANSWER: d

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.03 - Identify the components of No Child Left Behind (NCLB) 2001 (PL 107-110), including recent changes made with the enactment of Every Student Succeeds Act (ESSA).

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

DARDS:

NOTES: Bloom's: Understanding

12. Under NCLB, schools and school districts that show little or no growth are at risk of losing which of the following?

- a. Professional development
- b. Federal funding and teachers
- c. Textbooks
- d. Special education programming

ANSWER: b

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.03 - Identify the components of No Child Left Behind (NCLB) 2001 (PL 107-110), including recent changes made with the enactment of Every Student Succeeds Act (ESSA).

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

DARDS:

NOTES: Bloom's: Understanding

13. *Sacramento Unified School District vs. Holland* (1992) did what to determine the feasibility of inclusion?

- a. It placed a nine-year-old girl with Down syndrome in a general education class for 30 days.
- b. It provided a four-part test looking at supports, benefits, the effect on other students, and cost.
- c. It cited the Fourteenth Amendment as a basis for the feasibility of inclusion.
- d. It requested a budget outlining the costs of a placement in general education.

ANSWER: b

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.04 - Highlight the landmark case law for the inclusion of all children.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Understanding

14. According to the text, which of the following is a major challenge in providing services to children who are gifted?
- Providing a curriculum that is adequately challenging
 - Identifying parents to help raise funds for the program
 - Understanding the legislation
 - Identifying children in a way that is free of racial and cultural bias

ANSWER: d

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.05 - Provide an overview of public policy and gifted children.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

NOTES: Bloom's: Understanding

15. Medicaid and the Children's Health Insurance Program provide coverage to more than 36 million children a year. The program covers the majority of the children in the country that need insurance.

- True
- False

ANSWER: False

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.05 - Provide an overview of public policy and gifted children.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

NOTES: Bloom's: Understanding

16. In recent years, much of the federal legislation on behalf of children has been focused on which of the following?
- Identifying and serving children who are gifted
 - Prevention of developmental disabilities only during pregnancy
 - Prevention of secondary disabilities
 - Prevention of developmental disabilities

ANSWER: d

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

NOTES: Bloom's: Understanding

17. Which of the following was an outcome of early research demonstrating that intelligence can be influenced by environment and experience?

- No Child Left Behind
- Head Start
- The Civil Rights Movement
- University Affiliated Facilities

ANSWER: b

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Understanding

18. Which of the following outcomes of the Civil Rights movement had a significant impact on individuals with disabilities?

- a. The idea that intelligence is genetically predetermined
- b. The right to vote
- c. Access to a free and equal education
- d. Equal access to transportation

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

NOTES:

Bloom's: Understanding

19. Which of the following pieces of landmark legislation was responsible for first establishing interdisciplinary team practices related to early intervention services for infants and children with disabilities?

- a. Head Start Act
- b. Individuals with Disabilities Education Improvement Act (IDEIA)
- c. Americans with Disabilities Act (ADA)
- d. University Affiliated Facilities

ANSWER: d

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

NOTES: Bloom's: Understanding

20. Which legislation requires that childcare providers, preschools, and private and public schools not discriminate against children with disabilities?

- a. Early Education Project for Children with Disabilities
- b. No Child Left Behind
- c. American with Disabilities Act (ADA)
- d. Individuals with Disabilities Education Improvement Act (IDEIA)

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.06 - Describe three pieces of legislation designed to prevent developmental disabilities in children.

NATIONAL STANDAR United States - NAEYC.06 - Professionalism as an Early Childhood Educator
DS:

21. The requirement of least restrictive environments is a result of which of the following?

- a. PL 94-142
- b. No Child Left Behind
- c. American with Disabilities Act (ADA)
- d. PL 90-538

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.06 - Describe three pieces of legislation designed to prevent developmental disabilities in children.

NATIONAL STANDAR United States - NAEYC.06 - Professionalism as an Early Childhood Educator
DS:

NOTES: Bloom's: Understanding

22. NCLB has separate requirements for children with disabilities, children with English as a second language, children of Native American or Alaskan descent, children who are at risk or abused, and children of migrant workers.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.03 - Identify the components of No Child Left Behind (NCLB) 2001 (PL 107-110), including recent changes made with the enactment of Every Student Succeeds Act (ESSA).

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator
DARDS:

NOTES: Bloom's: Understanding

23. In 2012, President Obama granted waivers from NCLB requirements to several states. In exchange for flexibility, states developed plans designed to do which of the following?

- a. Refer more students to special education
- b. Require programs for gifted students
- c. Hire more teachers
- d. Increase equity

ANSWER: d

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.03 - Identify the components of No Child Left Behind (NCLB) 2001 (PL 107-110), including recent changes made with the enactment of Every Student Succeeds Act (ESSA).

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
DARDS:

NOTES: Bloom's: Understanding

24. What is case law?

- a. Clarification of existing laws based on judicial rulings

- b. A new law enacted to change a pre-existing law
- c. A summary of a recent case
- d. Another name for legislation

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.03 - Identify the components of No Child Left Behind (NCLB) 2001 (PL 107-110), including recent changes made with the enactment of Every Student Succeeds Act (ESSA).

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

DARDS:

NOTES: Bloom's: Understanding

25. For children with severe disabilities, the ruling in *Oberti v. Board of Education of Clementon School District* (1993) granted the right to an inclusive education, stating which of the following?

- a. "There are non-academic benefits associated with inclusion."
- b. "Inclusion should happen, no matter the cost."
- c. "Inclusion is a right, and not a privilege for a select few."
- d. "Inclusion is not a choice, it's the law."

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

DARDS:

NOTES: Bloom's: Understanding

26. The discretionary federal money provided under the Gifted and Talented Special Education Act can be used for which of the following?

- a. Teaching English to students with limited English proficiency
- b. Providing field trips to enhance the curriculum
- c. Training and professional development for teachers
- d. Purchasing textbooks

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.05 - Provide an overview of public policy and gifted children.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

NOTES: Bloom's: Understanding

27. States are required to have special programs for children who are gifted and talented.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.03 - Identify the components of No Child Left Behind (NCLB) 2001 (PL 107-110), including recent changes made with the enactment of Every Student Succeeds Act (ESSA).
NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator
NOTES: Bloom's: Understanding

28. Which of the following pieces of legislation has resulted in reduced infant mortality, an increase in birth weight, and a reduction in the number of premature infants?

- a. Medicaid and the Children's Health Insurance Program
- b. Early and Periodic Screening, Diagnosis, and Treatment
- c. Vaccines for Children Program
- d. Supplemental Food Program for Women, Infants, and Children

ANSWER: d
POINTS: 1
DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.05 - Provide an overview of public policy and gifted children.
NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator
NOTES: Bloom's: Understanding

29. Which of the following legislative programs was enacted to prevent childhood diseases such as rubella, mumps, measles, diphtheria, tetanus, and pertussis?

- a. Medicaid and the Children's Health Insurance Program
- b. Early and Periodic Screening, Diagnosis, and Treatment
- c. Vaccines for Children Program
- d. Supplemental Food Program for Women, Infants, and Children

ANSWER: c
POINTS: 1
DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.05 - Describe three pieces of legislation designed to prevent developmental disabilities in children.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES: Bloom's: Understanding

30. Which of the following legislative programs provides regular health care for infants and children to prevent and treat health conditions that could interfere with development?

- a. Medicaid and the Children's Health Insurance Program
- b. Early and Periodic Screening, Diagnosis, and Treatment
- c. Vaccines for Children Program
- d. Supplemental Food Program for Women, Infants, and Children

ANSWER: b
POINTS: 1
DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.05 - Describe three pieces of legislation designed to prevent developmental disabilities in children.
NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context
NOTES:

NOTES: Bloom's: Understanding

31. Intelligence is fixed at birth and determined by the genome.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Remembering

32. Many preventive and educational rights are guaranteed by legislation.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

NOTES: Bloom's: Remembering

33. According to Kirk (1972), inadequate learning environments may cause intellectual disabilities in many young children.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

DARDS:

NOTES: Bloom's: Remembering

34. Gifted and talented children are not guaranteed the same rights as those with disabilities under PL 94-142.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.02.05 - Provide an overview of public policy and gifted children.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Remembering

35. Head Start must include all children in their programs regardless of their disability.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.02.03 - Identify the components of No Child Left Behind (NCLB) 2001 (PL 107-110), including recent changes made with the enactment of Every Student Succeeds Act (ESSA).

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

DARDS:

NOTES: Bloom's: Remembering

36. The Developmental Disabilities Act of 1973, reauthorized in 2000 (PL 106-402), ruled that states must offer preschool services to children without disabilities.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.02.04 - Highlight the landmark case law for the inclusion of all children.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Remembering

37. Due process legislation legally allows parents to call a special hearing when they do not agree with the school's educational plan for their child with a disability.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

DARDS:

NOTES: Bloom's: Remembering

38. The Education for All Handicapped Children Act must be reauthorized every three years.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

DARDS:

NOTES: Bloom's: Remembering

39. A low-birth-weight infant may be at risk for a variety of conditions that can persist throughout the developmental years.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.02.04 - Highlight the landmark case law for the inclusion of all children.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Remembering

40. Low-income families have the greatest number of children with disabilities.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTIVES: Allen.ExcChild.15.02.04 - Highlight the landmark case law for the inclusion of all children.

NATIONAL STANDARDS: United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections.

NOTES: Bloom's: Remembering

41. The Bill of Rights for Handicapped Children guaranteed all children, regardless of the severity of their disability, a right to:

- a. free medical and dental care.
- b. choose their school.
- c. a free and appropriate public education.
- d. incentive monies.

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

NOTES: Bloom's: Understanding

42. Due process gives parents a right to:

- a. select any school they want.
- b. examine all records that pertain to their child.
- c. receive funds for sending their child to a special school.
- d. receive copies of all information on the children in their child's class.

ANSWER: b

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.06 - Describe three pieces of legislation designed to prevent developmental disabilities in children.

NATIONAL STANDARDS United States - NAEYC.02 - Family–Teacher Partnerships and Community Connections.
DS:

NOTES: Bloom's: Understanding

43. The purpose of Early Head Start is to:

- a. serve low-income children and very young children.
- b. provide free food to women, infants, and children.
- c. guarantee a free and appropriate public education.
- d. provide ongoing training and consultation to programs.

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

NOTES: Bloom's: Understanding

44. What was the significance of the Education for All Handicapped Children Act (PL 94–142)?

- a. It included provisions never before written into law on behalf of people with disabilities.
- b. It provided an enriched learning environment for young children of lower economic means.
- c. It desegregated public schools to be inclusive of all children, regardless of race.
- d. It transformed the language used when discussing disabilities to be people-first terminology.

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

NOTES: Bloom's: Applying

45. The important changes for infants and toddlers with the 1997 reauthorization of IDEA are in:

- a. funding requirements.
- b. evaluation requirements.
- c. educational benefits.
- d. school requirements.

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES:

Bloom's: Applying

46. According to IDEA, educators are required to deal with challenging behaviors by:

- a. suspending any child regardless of disability who is disruptive.

- b. completing a functional behavioral assessment after the student with disabilities has been expelled.
- c. considering positive behavioral supports as part of a functional assessment when developing an IEP.
- d. suspending the child for up to 10 days.

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with disabilities.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator.

NOTES: Bloom's: Applying

47. Prevention measures for disabilities include:

- a. medical services before, after, and during birth.
- b. remedial and compensatory programs.
- c. Head Start and Early Start programs.
- d. legislative mandates.

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.04 - Highlight the landmark case law for the inclusion of all children.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

48. More than 50 percent of conditions causing disabilities are the result of:

- a. laws that deny a parent's rights to information.
- b. substandard housing.
- c. substandard medical care and nutrition.
- d. inadequate immunizations.

ANSWER: c

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

DARDS:

NOTES: Bloom's: Understanding

49. The *Brown v. Board of Education* ruling reformed schools to include:

- a. all children regardless of race and, therefore, set the stage for the inclusion of children with disabilities.
- b. children of color in separate but equal schools.
- c. children with Down syndrome in public schools.
- d. special programs for all minority children and all children with disabilities.

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.06 - Describe three pieces of legislation designed to prevent developmental disabilities in children.

NATIONAL STANDAR United States - NAEYC.06 - Professionalism as an Early Childhood Educator

DS:

NOTES: Bloom's: Applying

50. The Education of the Handicapped Amendments, PL 99–457, greatly increased the demand for:

- a. special schools for children with disabilities.
- b. Head Start programs.
- c. public school accessibility for infants and toddlers.
- d. early childhood teachers and health care providers.

ANSWER: d

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTI Allen.ExcChild.15.02.06 - Describe three pieces of legislation designed to prevent developmental
VES: disabilities in children.

NATIONAL STANDAR United States - NAEYC.06 - Professionalism as an Early Childhood Educator

DS:

NOTES: Bloom's: Applying

51. Local school systems must provide all children, regardless of their disability, a free education according to which provision of PL 94–142?

- a. Zero reject
- b. Nondiscriminatory evaluation
- c. Least restrictive environment inclusion
- d. Due process

ANSWER: a

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.02 - Explain the impact of landmark legislation for people with
disabilities.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

NOTES: Bloom's: Understanding

52. In the *Brown v. Board of Education* ruling, the courts found that segregated schools violated which amendment to the Constitution?

- a. 1st
- b. 5th
- c. 14th
- d. 25th

ANSWER: c

POINTS: 1

DIFFICULTY: EASY

LEARNING OBJECTI Allen.ExcChild.15.02.06 - Describe three pieces of legislation designed to prevent developmental
VES: disabilities in children.

NATIONAL STANDAR United States - NAEYC.06 - Professionalism as an Early Childhood Educator

DS:

NOTES: Bloom's: Remembering

53. List the three principles of early care and education of children.

ANSWER: prevention, intervention, and early identification

POINTS: 1

DIFFICULTY: DIFFICULT

LEARNING OBJECTIVES: Allen.ExcChild.15.02.01 - Discuss how the early intervention and civil rights movements set the stage for current legislation for individuals with disabilities.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

DARDS:

NOTES: Bloom's: Applying

54. Name three organizations that advocate on behalf of children with disabilities.

ANSWER: (Answers may vary.) Council for Exceptional Children, Division of Early Childhood, American Speech-Language-Hearing Association, American Association on Intellectual and Developmental Disabilities

POINTS: 1

DIFFICULTY: DIFFICULT

LEARNING OBJECTIVES: Allen.ExcChild.15.02.04 - Highlight the landmark case law for the inclusion of all children.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

DARDS:

NOTES: Bloom's: Analyzing

55. Explain why Sankar-DeLeeuw (2002) believed it was important to identify and intervene with gifted and talented children at an early age.

ANSWER: Identifying and intervening improves opportunities for optimal development.

POINTS: 1

DIFFICULTY: MODERATE

LEARNING OBJECTIVES: Allen.ExcChild.15.02.05 - Provide an overview of public policy and gifted children.

NATIONAL STANDARDS: United States - NAEYC.01 - Child Development and Learning in Context

NOTES: Bloom's: Analyzing

56. Summarize three due process rights of parents.

ANSWER: (Answers may vary.) to examine all records pertaining to their child, to be consulted about their child's educational program before it is put into effect, to receive written notice of any proposed changes in their child's classification and placement, and to demand legal representation if there are disagreements between themselves and school personnel

POINTS: 1

DIFFICULTY: DIFFICULT

LEARNING OBJECTIVES: Allen.ExcChild.15.02.04 - Highlight the landmark case law for the inclusion of all children.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

DARDS:

NOTES: Bloom's: Applying

57. List examples of legislative acts designed to prevent developmental disabilities and explain their impact on children and families.

ANSWER: Early and periodic screening, diagnosis, and treatment; childhood immunizations; WIC supplemental food program for women, infants, and children; Medicaid

POINTS: 1

DIFFICULTY: DIFFICULT

LEARNING OBJECTIVES: Allen.ExcChild.15.02.04 - Highlight the landmark case law for the inclusion of all children.

NATIONAL STANDARDS: United States - NAEYC.06 - Professionalism as an Early Childhood Educator

DARDS:

NOTES: Bloom's: Applying