1. Legally recognized categories of exceptionality are defined by

a. the Individuals with Disabilities Education Improvement Act (IDEA). b. the laws of individual states.

c. No Child Left Behind (NCLB).

d. the Council for Exceptional Children (CEC).

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Remembering

2. Which of the following exceptionalities does NOT have its own defined category under IDEA, 2004?

a. Autism b. ADHD

c. Traumatic Brain Injury d. Emotional Disturbance

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Understanding

3. Children with are the only exceptional children not covered under federal legislation.

*ANSWER:* special gifts and talents

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Remembering

4. From an educator's point of view, identification of a student as exceptional is necessary when the student a. has an obvious interindividual difference.

b. has an obvious intraindividual difference.

c. requires special adaptations in the educational program. d. has a parent who wants services.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Child With Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Understanding

5. In defining the term *children with exceptionalities*, which characteristic is most central?

a. The child deviates from the normal population in intellectual ability. b. The child is from a lower socioeconomic background.

c. The child shows evidence of multiple disabilities.

d. The child's deviation is extensive enough to warrant modification of educational services or practices.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Understanding

6. Intraindividual differences

a. consider how a child compares to other children.

b. are not useful in developing individual plans of instruction. c. are the differences in abilities within the same child.

d. are stable as the child ages.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Understanding

7. Shannon, who is 10 years old, has the intelligence of a 12-year-old and the social behavior of a 8-year-old. This discrepancy is referred to by the authors of your text as an

a. aberration. b. anomaly.

c. interindividual difference. d. intraindividual difference.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Understanding

8. Interindividual differences are differences that exist a. between a child and other children.

b. between a child and his or her environment. c. but are not observable in a child.

d. between different areas of a single child's development.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Remembering

9. Contrast interindividual differences and intraindividual differences and explain how cultural context influences our perception of these differences.

*ANSWER:* Interindividual differences are substantial differences between people. These differences are often in academic performance, physical development, or social development. It is important to consider cultural factors when interpreting interindividual differences. Variations among individuals may be more of an expression of differences in attitudes, values, customs, and language related to heritage and cultural patterns than a deviation from normal development. Intraindividual differences are differences within a single child. They can show up in any area: intellectual, psychological, physical, or social. The uneven development of specific characteristics may also be affected by family culture. Both inter- and intraindividual differences should be considered in educational planning for the student.

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Applying

10. Educators use

to address the intraindividual differences that require adjustments to

the educational program for a child with exceptionalities.

*ANSWER:* individualized education programs (IEPs)

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Remembering

11. When looking at the historical perspective of services for children with exceptionalities, the 1950s saw a. the passage of new legislation requiring schools to serve these children.

b. the beginning of many preschool programs for these children. c. the Council for Exceptional Children being founded.

d. the beginning of special programs in some states for these children.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Understanding

12. Although children with exceptionalities were not legally guaranteed a free and appropriate education until the 1970s, most children with exceptionalities have received specialized education services for well over 100 years.

a. True

b. False

*ANSWER:* False

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Understanding

13. Why have education professionals replaced medical professionals as the primary professionals to address the needs of exceptional children?

*ANSWER:* Even though exceptionalities often have a medical cause and may require medical monitoring, educators spend more time with children with exceptionalities and are in a better position to influence developmental patterns through their intervention.

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Applying

14. Using tiers to deliver different intensity of instruction and intervention is an example of a. Differential Instruction Methods (DIM).

b. Least Restrictive Environment (LRE). c. Response to Intervention (RtI)

d. Formal Appropriate Education (FAE).

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Applying

15. Response to Intervention is

a. based only on the use of special education instructional methods.

b. a multilevel approach of academic intervention used to provide early, effective assistance to children before referral to special education and identification.

c. a variety of materials and techniques for an “independence” curriculum that is totally community­based.

d. based upon the extensive use of assistive technology.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Understanding

16. The RtI three-tier model is designed to

a. move children with disabilities quickly into special classes. b. modify the concept of inclusion.

c. provide interventions before and after formal identification.

d. serve only the children who have been diagnosed with certain disabilities.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Understanding

17. Why is RtI an important educational strategy? Consider in particular the needs of students from diverse backgrounds.

*ANSWER:* RtI allows for intervention for students not yet identified as having exceptionalities or who do not qualify for special services. Students from diverse backgrounds may be over- or under-identified as having exceptionalities. RtI acts as a safety net for students who may be overlooked or who fall just outside of the level of exceptionality needed for legal recognition. RtI also maximizes the amount of time students with exceptionalities can spend in the regular classroom by meeting their needs in place if possible.

*POINTS:* 1

*REFERENCES:* Prevalence

The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

EDUC.KIRK.14.01.04 - How many children with exceptionalities are there?

*KEYWORDS:* Blooms: Applying

18. The Information Processing Model

a. is a new service delivery model for children with exceptionalities. b. is a model for understanding the complex way children learn.

c. is the most useful for early intervention programs.

d. can not be used in conjunction with the Response to Intervention Model.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Understanding

19. The Information Processing Model includes all BUT which of the following components?

a. Executive function b. Emotional context

c. Genetic predisposition

d. Visual input of information

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Understanding

20. The part of the Information Processing Model that is the decision-making aspect is the a. input function.

b. output function.

c. executive function. d. emotional context.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Remembering

21. Use the language of the Information Processing Model to describe how a student handles being given an assignment to do a research project in school.

*ANSWER:* Answer should be similar to the example of Gloria given in Box 1.1 (p.9).

*POINTS:* 1

*REFERENCES:* The Child with Exceptionalities: An Overview

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

*KEYWORDS:* Blooms: Applying

22. Describe how the perspectives on identifying and treating individuals with exceptionalities have changed over the years.

*ANSWER:* Answers should reflect the following trends:

(1) the shift from a medical orientation to an ecological or environmental orientation; (2) the shift from defining exceptionalities in terms of individual student traits to describing the interaction of individual characteristics and environmental demands;

(3) the shift in intervention focus from school age to the inclusion of early intervention and adult services;

(4) the shift from emphasis on treating the child to empowering the family; and (5) the shift from localizing intervention in special schools or treatment centers to providing services in the regular classroom and community.

*POINTS:* 1

*REFERENCES:* Early Identification of Children with Exceptionalities

The Child with Exceptionalities: An Overview

The Family System and the Exceptional Child

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.01 - Who is the child with exceptionalities?

EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Applying

23. Identifying children with exceptionalities only becomes important as children enter elementary school. a. True

b. False

*ANSWER:* False

*POINTS:* 1

*REFERENCES:* Early Identification of Children with Exceptionalities

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.02 - Why is early identification of children with exceptionalities so important?

*KEYWORDS:* Blooms: Understanding

24. Earlier intervention for a child with exceptionalities leads to better positive outcomes for the child with less effort. a. True

b. False

*ANSWER:* True

*POINTS:* 1

*REFERENCES:* Early Identification of Children with Exceptionalities

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.02 - Why is early identification of children with exceptionalities so important?

*KEYWORDS:* Blooms: Understanding

25. Why is early identification of children with exceptionalities important? How is early identification connected to an ecological model of exceptionality?

*ANSWER:* Answer should address: ecological approach considers child in interaction with environment; early identification allows for modifications to the environment at the stage when the brain is most rapidly developing (brains develop in interaction with the environment); what happens in the early years has major impacts on a child's future development; early identification allows for better support for families learning to best help a child with exceptionalities

*POINTS:* 1

*REFERENCES:* Early Identification of Children with Exceptionalities

The Family System and the Exceptional Child

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.02 - Why is early identification of children with exceptionalities so important?

EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Applying

26. Historically, the disabling condition of any student was perceived as

a. the result of an interaction between the student and the environment. b. residing exclusively in the student.

c. residing in the student's environment.

d. dependent on the family of the student.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* Causation of Exceptionalities

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.03 - What are some of the major causes of exceptionalities?

*KEYWORDS:* Blooms: Understanding

27. Most professionals now view disabilities as a. an environmental problem.

b. a problem with the child's genetic makeup.

c. the result of interactions between the child and the environment. d. the fault of the parents.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* Causation of Exceptionalities

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.03 - What are some of the major causes of exceptionalities?

*KEYWORDS:* Blooms: Understanding

28. When considering the interaction of heredity and environment, it is important for teachers to understand that a. changing a child's environment can have little effect on hereditary influences.

b. present educational viewpoints place most of their emphasis on the role of heredity. c. present educational viewpoints ascribe to a medical model of exceptionalities.

d. changing the environmental conditions of early childhood can result in behavior changes.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* Causation of Exceptionalities

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.03 - What are some of the major causes of exceptionalities?

*KEYWORDS:* Blooms: Understanding

29. Intelligence is strictly genetic and cannot be altered by environmental influences. a. True

b. False

*ANSWER:* False

*POINTS:* 1

*REFERENCES:* Causation of Exceptionalities

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.03 - What are some of the major causes of exceptionalities?

*KEYWORDS:* Blooms: Understanding

30. In most cases, the influence of an individual's genetic makeup a. guarantees a certain outcome (e.g., alcoholism).

b. directly determines the development of specific behaviors.

c. can only increase or decrease the probability of a certain outcome occurring. d. overrides any environmental influences that may occur.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* Causation of Exceptionalities

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.03 - What are some of the major causes of exceptionalities?

*KEYWORDS:* Blooms: Understanding

31. A reasonable estimate is that more than categories of children with exceptionalities.

*ANSWER:* 6 million

Six million

6,000,000

*POINTS:* 1

*REFERENCES:* Prevalence

children in the United States can be classified among the

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.04 - How many children with exceptionalities are there?

*KEYWORDS:* Blooms: Remembering

32. Prevalence is difficult to measure because

a. parents over-disclose that their child has an exceptionality.

b. differing criteria may be used to identify children with exceptionalities. c. incidence numbers are so similar professionals use them instead.

d. child count is not conducted in most areas.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* Prevalence

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.04 - How many children with exceptionalities are there?

*KEYWORDS:* Blooms: Understanding

33. One area of exceptionalities where prevalence seems to be increasing rapidly is a. developmental disabilities.

b. autism.

c. learning disabilities. d. hearing impairment.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* Prevalence

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.04 - How many children with exceptionalities are there?

*KEYWORDS:* Blooms: Understanding

34. The category of exceptionality with the largest number of children is a. Intellectual and Developmental Disabilities.

b. Attention Deficit Hyperactivity Disorder. c. Other Health Impaired.

d. Learning Disabilities.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* Prevalence

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.04 - How many children with exceptionalities are there?

*KEYWORDS:* Blooms: Remembering

35. Which of the following is NOT a high-incidence disability?

a. Hearing impairment b. Learning disabilities

c. Intellectual or developmental disorder d. Emotional and behavior disorder

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* Prevalence

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.04 - How many children with exceptionalities are there?

*KEYWORDS:* Blooms: Remembering

36. Which of the following is NOT a low-incidence disability?

a. Visual impairment b. Multiple disabilities c. Speech impairment

d. Orthopedic impairment

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* Prevalence

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.04 - How many children with exceptionalities are there?

*KEYWORDS:* Blooms: Remembering

37. Changes in definitions of certain categories will likely result in a. changes in prevalence of certain disabilities.

b. the use of census data instead of school counts. c. better counting procedures.

d. the cross-checking of school counts by auditing teams.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* Prevalence

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.04 - How many children with exceptionalities are there?

*KEYWORDS:* Blooms: Understanding

38. Why are culturally and linguistically diverse students often over-represented in special education programs?

*ANSWER:* Answer should reflect that racial discrimination may play a role but that achievement gap (the difference in performance on standardized tests between white and minority students) may also be at work. Because black and Hispanic students are more likely to score below passing on standardized tests, they are therefore more likely to be referred for special education consideration. Clearly, there is an overall failing within schools to adequately address the educational needs of diverse students.

*POINTS:* 1

*REFERENCES:* Prevalence

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.04 - How many children with exceptionalities are there?

*KEYWORDS:* Blooms: Applying

39. With the recognition of the role of the environment, the field moved from a(n) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** model of exceptionality, which assumes that the physical condition or disease exists within the patient, to a(n) **\_\_\_\_\_\_\_\_\_\_\_\_** model**,** in which we see the child with exceptionalities in complex interaction with many environmental forces.

*ANSWER:* medical, ecological

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

40. The shift away from the medical model of defining exceptionality is the result of a. increasing recognition of the influence of the environment.

b. increasing use of technology.

c. increasing emphasis on parent advocacy. d. increasing concern regarding cultural bias.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

41. The ecological approach to intervention focuses on a. direct remediation of developmental delays.

b. the creation of family support services.

c. modification of the "environment" around the child. d. altering community expectations.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

42. Education intervention based on an ecological model would involve a. looking for the medical causes of the disability.

b. treating the medical condition causing the disability.

c. examining the interaction of the individual's characteristics with the environment's demands. d. attempting to change the environment without reference to the individual.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

43. An ecological approach is used

a. only as a medical model of understanding exceptionality and the child's limitations.

b. to incorporate the child’s family, school, and community into his/her learning environment.

c. mainly with children with behavior problems to modify the environment.

d. to determine which component of the IPM works the best with certain exceptionalities.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

44. How does the ecological approach to understanding exceptionality shape the interventions we develop for a child with exceptionalities?

*ANSWER:* Answer should indicate that the ecological approach takes into account a child's interaction with his/her environment, including the school, family, and community. Answer should explain how school, family, and community each can influence outcomes for a child.

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Applying

45. Identify five common sources of stress for families with children who are exceptional. For each source of stress, cite ways the field of special education has changed to support families.

*ANSWER:*

|  |  |
| --- | --- |
| Source of stress: | Response: |
| 1. The stigma of having an exceptional child | Concept of normalization, emphasis on individual strengths rather than deviation from norm |
| 2. Decisions about education and living arrangements for the child | Transition planning, family- centered planning ADA |
| 3. Economic concerns | Transition planning, family- centered planning |
| 4. Concern for other children in the family | Family-centered planning |
| 5. The child's behavior and social responsiveness | Transition planning, family- centered planning, emphasis on inclusion of students in mainstream of society |
| 6. Concern for the support of other family members | Family-centered planning, family support services |
| 7. Concern for the marital relationship | Family-centered planning, family support services |
| 8. The time and energy required to meet the needs of the exceptional child and other members of the family | Family-centered planning, family support services |

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Applying

46. Which of the following is NOT a goal of the family-focused approach?

a. To help families become more autonomous

b. To help families form their own support networks

c. To allow families to be responsible for how to raise their child

d. To identify elements of the family's lifestyle that have caused the child's exceptionality

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

47. The family-centered model focuses on a. the etiology of the disability.

b. the parents delivering the intervention. c. the strengths in the child and family.

d. the parental supportive system.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

48. The major goal for the family-focused approach is to

a. give the parents the financial support that they need to provide for their child. b. help parents become more autonomous and less dependent on professionals. c. tell the family how to raise their child.

d. give parents respite care when needed.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

49. The increasing interest in the family as a focus for intervention is based on which of the following assumptions?

a. Intervention for young children with exceptionalities should not be the concern of the public schools.

b. Families are capable of providing the supports needed by children with exceptionalities until they reach school age.

c. Involving and supporting families is likely to be a more powerful intervention than focusing exclusively on the child.

d. Only minimal intervention is needed for young children with exceptionalities until they are school age.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

50. The movement toward an early intervention model makes which of the following more important?

a. The family environment b. The medical model

c. The theoretical model

d. Response to intervention

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

51. Most of the interventions with children aged 3 through 5 is directed toward generating more constructive

interactions. a. parent-child

b. physician-child c. interchild

d. psychologist-child

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

52. Why is it important to understand special education as a "family affair?" What principles regarding families are important to consider?

*ANSWER:* Answer should acknowledge: families are systems - what impacts one family member affects all family members; families include any person who is directly involved in the child's life; intervention that includes families is more likely to have positive outcomes than intervention focused just on the child; family members should have choice and autonomy in decision making regarding their engagement in a child's interventions; professionals should be attentive to family priorities for goals and services, even if they differ from their professional opinion; a family's cultural background is important to consider and influences a family's response to their child's situation and suggested interventions; family strengths should be at the center of any intervention plan

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Applying

53. Which of the following is NOT true of parents' roles as collaborative members of their child's multidisciplinary team?

a. They can provide professionals with important information about their child. b. They can take an active role in teaching their child outside the classroom.

c. They can reinforce learning that has taken place in the classroom. d. They can complete assignments on behalf of their child.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

54. Which of these emotions do parents usually experience first when their child is diagnosed with a serious disability?

a. Anger b. Guilt

c. Shock

d. Frustration

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

55. One of the assumptions of the family-focused approach is that

a. professionals should counsel parents as to an appropriate level of involvement in their child's program.

b. involving and supporting families is likely to be less effective than just treating the child, but it is more cost- effective when parents are not adversarial.

c. professionals should attend to family priorities for goals and services, even when those priorities differ substantially from professional priorities.

d. while intervention and support of families has little influence on the child with a disability, it is important to educate families and encourage parent advocacy.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

56. The following factors influence how well a family adapts to the presence of a child with disabilities:

a. the nature of the stressor event, the family's resources, and the perception of the situation. b. the degree of disability, the prognosis for the child, and the level of care required.

c. income, social status, and marital status.

d. the knowledge level of the parents, the number of siblings, and the income level.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

57. Which of the following is an appropriate role for special education personnel working with families?

a. To direct and evaluate program services

b. To facilitate the identification and procurement of services

c. To prescribe and direct the provision of appropriate services d. To diagnose family needs and identify appropriate services

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

58. When a child is diagnosed with a serious disability, their parents usually experience the emotion of last. a. anger

b. frustration c. acceptance d. guilt

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

59. A family-centered model has a orientation towards the disability. a. pathology

b. strengths c. options

d. fixed

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

60. The recognition that society and schools have a responsibility for exceptional students stemmed in large part from the activities of

a. educational diagnosticians. b. the children's parents.

c. regular education teachers. d. school counselors.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* Culturally and Linguistically Diverse Families

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.06 - How do cultural differences in families affect children with exceptionalities?

*KEYWORDS:* Blooms: Understanding

61. Sibshops are workshops designed for which population?

a. Special Educators

b. Children with ADHD

c. Siblings of children with special needs d. Parents of children with special needs

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Remembering

62. Siblings of children with disabilities

a. spend considerably less time with their parents than does the child with a disability. b. typically have many unverbalized questions about the child with a disability.

c. tend to need professional help to cope with the lack of parental attention.

d. tend to be "spoiled" since parents of children with disabilities tend to overcompensate with their nondisabled children.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Understanding

63. The FQLS developed by Turnbull and Turnbull

a. measures improvement in the child's behavior. b. defines and measures a family’s quality of life. c. measures the child’s progress in school.

d. evaluates the quality of the child’s teacher.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* The Family System and Exceptional Children

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.05 - How does the child with exceptionalities affect the immediate

family—the parents and the siblings?

*KEYWORDS:* Blooms: Remembering

64. One of the most important things that teachers can do for children from diverse cultures is to

a. make sure that the child understands and conforms to the predominant cultural expectations represented in the classroom.

b. be aware of the factors that shape their own cultural views.

c. minimize differences because culture does not play a significant role in the way that children ultimately learn. d. emphasize that English is the language of the classroom.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* Culturally and Linguistically Diverse Families

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.06 - How do cultural differences in families affect children with exceptionalities?

*KEYWORDS:* Blooms: Understanding

65. The attitudes, values, customs, and language that form an identifiable pattern or heritage is called a. the ecological model.

b. culture.

c. cultural reciprocity. d. the context of child.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* Culturally and Linguistically Diverse Families

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.06 - How do cultural differences in families affect children with exceptionalities?

*KEYWORDS:* Blooms: Remembering

66. As a child grows older, the influence of peers diminishes. a. True

b. False

*ANSWER:* False

*POINTS:* 1

*REFERENCES:* Transition to Community

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.07 - What challenges do students with exceptionalities face as they transition to life beyond school?

*KEYWORDS:* Blooms: Understanding

67. What is the purpose of transition planning? What sorts of issues might be addressed in a student's transition plan?

*ANSWER:* Answers should address: transition planning helps students move from school to as independent a life as possible; moving away from the structured supports of school - how will students cope with that independence; identifying community resources that may assist in independent living

*POINTS:* 1

*REFERENCES:* Transition to Community

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.07 - What challenges do students with exceptionalities face as they transition to life beyond school?

*KEYWORDS:* Blooms: Applying

68. Legislation requires that students with exceptionalities receive assistance with which of the following at age 16?

a. Planning for their transition to independent living in the community b. Finding and securing appropriate post-school employment

c. Getting a drivers license

d. Moving out of their parents' home

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* Transition to Community

*LEARNING OBJECTIVES:* EDUC.KIRK.14.01.07 - What challenges do students with exceptionalities face as they transition to life beyond school?

*KEYWORDS:* Blooms: Understanding