Disability - A Diversity Model Approach in Human Service Practice 4th edition Mackelprang Test Bank

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Chapter 2

Test Bank

1. Jean Piaget's cognitive theory is an example of a(n) _____ approach to human behavior in the social environment.

    a. developmental*
    b. categorical
    c. economic
    d. systems

2. Fowler's theory of human behavior addresses individuals '_____development.

    a. emotional
    b. spiritual*
    c. economic
    d. systems

3. Which is true of traditional approaches to human development?

    a. They are inclusive of disabled people's experiences.
    b. They reject the view of normal development.
    c. They outline typical development to which others are compared. *
    d. They are multicultural and relevant to most all populations.

4. Erik Erikson's ego psychological theory is an example of a(n) _____ approach to human behavior in the social environment.

    a. developmental*
    b. categorical
    c. economic
    d. systems

5. Which of the following is a tenet of eugenics?

    a. Genetics and the environment are of equal importance.
    b. Societal resources should be directed to help people born in disadvantaged circumstances
    c. Differences within races are greater than between races
    d. Genetically defective people should be stopped from reproducing.*

6. The explanation that being born with a disability is a 'curse from deity' is an example of which model of disability?

    a. Medical
    b. Social

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c. Moral*
d. Psychological

7. Karl Marx and the Communist Manifesto is an example of a(n) _____ approach to human behavior in the social environment.

a. developmental
b. evolutionary
c. economic*
d. psychosocial

8. The text address complications in development of infants and toddlers with disabilities. Which is not one of them?

a. High parental expectations*
b. Greater risk of unpleasant touch or interactions with care providers
c. Lack of recognition of needs by nondisabled caregivers
d. Overprotectiveness

9. Which of the following points does the text make relative to disabled children?

a. Disabled children should primarily associate with others with similar disabilities.
b. The Individuals with Disabilities Education Act has reduced mainstreaming.
c. Expanding the environment is especially important at this age.*
d. It is important that children are exposed to “ableist” role models.

10. Which best describes the term “internalized ableism?”

a. Positive self-worth and ability by disabled persons
b. Integration of positive feelings by parents and loved ones toward an individual with a disability
c. Self-assessment of limitations and capabilities
d. Feelings of negativity about one’s having a disability*

11. Which of the following is discussed in the text as a significant risk in the transition from childhood to adulthood for youths with disabilities?

a. Parents and families tend to withdraw from youths.
b. Laws and policies no longer mandate services/ investment.*
c. Isolated settings that protect children with disabilities are often lost.
d. Lack of supervision and judgment leads to increased risk taking and criminal behavior.

12. In contrast to other diverse groups, which of the following developmental experiences are disabled youth and LGTB youth likely to experience?

a. Lack of disabled and LGTB role models growing up*

b. Hate based treatment from peers and adults
c. Mainstreamed schooling
d. Specialized programs and supports

13. Vygotsky, the Russian developmentalist, emphasized which of the following?

a. Biology is the primary determinant of healthy development.
b. Distorted development is best measured objectively.
c. Access to tools is a primary factor in determining quality of life for disabled children.*
d. Disabled children are generally less developed than nondisabled children.

14. Which is an element of Vygotsky's developmental approach?

a. Physical and psychological tools are important factors in human development.*
b. Disability is defined similarly in diverse cultures.
c. Physical manifestations of disabilities and impairments are primary determinants of the quality of life.
d. Distorted development is a cross-cultural phenomenon.

15. Traditional theories of adjustment to disability have focused on;
a. Finding meaning in living with disability.
b. Differences between disability from birth vs. acquired disabilities.
c. Coping with the negative aspects of disability.
d. Cultural influences on perceptions of disability.*

16. In addressing developmental theory in the context of disability the text emphasizes which of the following?
a. The need for nurturing that accounts for a child's impairments and capabilities.*
b. The need for strong parental protectiveness.
c. The importance of medical interventions.
d. The value of physically corrective therapies,

17. Which is the most accurate statement relative to people who acquire disabilities in mid to late adulthood?
a. They identify with the d/Disability community.
b. They have been instrumental in the fight for d/Disability rights.
c. They typically maintain their nondisability identity.*
d. They have high suicide rates.

18. Which of the following is *not* a tenet of critical theory?
a. Financial status and individual capability are directly tied together.*
b. Devalued groups are omitted from research to understand human development.
c. Discrimination is the basis for problems faced by minorities.
d. Systematic racism and sexism are manifest similarly.

19. Which of the following does critical race theory emphasize?

a. Biology of racial differences.
b. Unequal treatment based on race.*
c. Racial similarities
d. Connection between race and culture

20. Which of the following is most true of early feminists' approach to disability?

a. They embraced disabled people as a similarly oppressed group.
b. They viewed disability as an main outcome of corrupt policies.*
c. They made little connection between women's rights and disability.
d. They enlisted disabled people in the suffrage movement.

21. Theories of development based on identity and identity groups have typically treated d/Disability:
a. Equally with other identity groups.
b. As a group that has been subjected to extra discrimination.
c. As partners in the struggle for rights.
d. From a deficiency perspective*

Short Answer Questions

1. How did the Russian psychologist Lev Vygotsky's approach to disability differ from traditional western theorists of the time?
Sample Answer: He saw disability from a more holistic perspective recognizing differences in experiences and the value of tools increasing access.

2. Discuss commonalties among developmental theorists such as Erikson and Piaget in their approaches to development for people with disabilities.
Sample Answer: They opined about normal development addressing impairments and disabilities as hampering normal development

2. Compare and contrast traditional developmental theorists' approach with the authors' approach to explaining lifespan development with a disability.
Sample Answer: The text does not address disability as pathology and non-disability as the standard.

3. How did early theorists frame disability from a feminist approach?
Sample Answer: They saw disability as arising from sexual discrimination and something to be prevented.

4. Identify two similarities between LGBTQ and d/Disabled children and youth raised in straight and nondisabled families respectively.
Sample Answer: Typically raised in families that are nondisabled/ straight. Do not typically have communities of support like other diverse groups. Do not have ready

access to role models. Families and loved ones may carry ableist/ heterosexist altitudes.

5. List one tenet each from PICK ONE (racial/ethnic, feminist, and LGBTQ)identity approaches and apply to d/Disabled people.
   Sample Answer: Racial-power differences held my majority are a primary problem. Feminist-intersectionality. LGBTQ- Openness or coming out can be a process.