Exceptional Child 9th edition Allen Solutions Manual

SKU: 9780357630693-SOLUTIONS

Solution and Answer Guide

Allen, The Exceptional Child: Inclusion in Early Childhood Education 2022 ISBN 9780357630693;
Chapter 1: An Inclusive Approach to Early Education

Table of Contents

Content Type 1
Did You Get It? 1
Case Study 3
Student Activities 3
Review Questions 4

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."

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

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

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

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.

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

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:

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

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

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:

   a. promoting a better ethical and moral climate by respecting the legal and constitutional rights of all citizens
   b. building a more accepting and tolerant future generation by allowing young children to grow up accepting other young children who are different
   c. 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

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

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

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

Instructor Manual

Allen, The Exceptional Child: Inclusion in Early Childhood Education 2022 ISBN 9780357630693; Chapter 1: An Inclusive Approach to Early Education

Table of Contents

Purpose and Perspective of the Chapter 2
Cengage Supplements 2
List of Student Downloads 2
Chapter Objectives 2
NAEYC Standards 3
Key Terms 3
What's New in This Chapter 4
Chapter Outline 4
Discussion Topics 5
Additional Activities and Assignments 6
Additional Resources 6
- Cengage Video Resources 6
- Internet Resources 6

Appendix 8
- Generic Rubrics 8
- Standard Writing Rubric 8
- Standard Discussion Rubric 9

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

Purpose and Perspective of the Chapter

This chapter sets the philosophical tone for the entire book. Inclusion is not merely a place, an instructional strategy, or a curriculum; inclusion is about belonging, being valued, and having choices. Inclusion is also about accepting and valuing human diversity and providing the necessary support so all children and their families can participate successfully in the programs of their choice. Furthermore, inclusion is about accepting all children and their families and supporting their participation in the program. This means that programs must be sensitive to and respectful of different cultural values, beliefs, and practices. Program staff need to change their practices to accommodate the cultural beliefs and practices of children and families; these accommodations will result in programs that facilitate belonging and promote optimal child development.

An inclusive approach to early education is imperative for young children because they are developmentally malleable, resilient, and in need of every possible opportunity to learn from children who are typically developing. To speak convincingly about inclusion and its benefits, many instructors find it is helpful to discuss what inclusion is and what inclusion is not. See Cullen's list at the end of Chapter 1 for a list of worst practices in inclusion. Additionally, instructors may want to address the benefits and child outcomes not only for children with disabilities and developmental delays but also for children who are typically developing.

Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing for your course. They are available in the Instructor Resource Center.

- Instructor Manuals
- PowerPoint Presentations
- Test Banks
- Solution and Answer Guides

List of Student Downloads

Students may download the following items from the Student Companion Center:

- Definition of Early Childhood Inclusion
- Basic Developmental Skills
- Teachers' Responsibilities for Effective Inclusion

Chapter Objectives

The following objectives are addressed in this chapter:

01.01 provide a definition of inclusion.

01.02 describe an overview of the history of inclusion.

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

01.03 provide a rationale for inclusion in early childhood education.

01.04 discuss the implications for teachers and their responsibilities to ensure effective inclusion.

01.05 outline the potential benefits of inclusion.

01.06 identify concerns and challenges about inclusion for children with and without disabilities.

NAEYC Standards

The following NAEYC Standards are addressed in this chapter:

Standard 1 Child Development and Learning in Context

Standard 2 Family–Teacher Partnerships and Community Connections

[return to top]

Key Terms

activity-based approach: teachers use dramatic play, art, building with blocks, and other early childhood materials to provide developmentally appropriate learning experiences

deficit model curriculum: focuses on a child's disabilities and delays; tries to remedy what is "wrong" with the child

inclusion: children with disabilities attend preschool, child care, and recreational programs with their typically developing peers

individualized education program (IEP): a document that is mandated for every student with a disability (ages three to twenty-one) by PL 94-142. The IEP is the blueprint for the services the child receives and must be developed every year. It describes the child's current level of functioning and includes short- and long-term goals and objectives. Parents must approve all IEPs.

individualized family service plan (IFSP): similar to an IEP. The IFSP describes services for very young children with disabilities (ages 0–3) and their families. The IFSP is mandated by PL 99-457. The IFSP is written collaboratively and describes the child's current strengths and needs. The IFSP describes what services will be provided and the major expected outcomes. Plans for the transition at age three are also included in the IFSP.

integrated special education: including a few typically developing children in classes where the majority of children have disabilities

integration: children with disabilities and typically developing children enrolled in the same program

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

interdisciplinary team: refers to several different professionals working together on a common problem

least restrictive environment (LRE): the most normalized environment in which the needs of a child with disabilities can be met appropriately; often, the LRE is interpreted as the environment in which typically developing children function

mainstreaming: enrolling children with disabilities in the same classroom with typically developing children

peer tutoring: one child instructing or assisting another

reverse mainstreaming: special education classes that also include some typically developing children

secondary prevention: the early identification of conditions that may cause a disability (or potentially cause a disability) and the provision of appropriate intervention services before the disability progresses or affects other areas of development

sensitive (or critical) period: a time when a child is especially responsive and able to learn a particular skill

sensory disability: a disability impacting one or more of the five senses: vision, hearing, touch, taste, smell

teachable moments: points in time, perhaps associated with critical periods, when a child is highly motivated and better able to acquire a particular skill

[return to top]

What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- An updated review of public policy related to early intervention and descriptions of the benefits and challenges of inclusive early childhood programs.

[return to top]

Chapter Outline

1-1 Inclusion Defined
1-2 Historical Perspective of Inclusion
    1-2a Early Attitudes
1-3 Rationale for Inclusive Early Education
    1-3a The Ethical Issue
    1-3b The Socialization Issue
    1-3c Developmental Issues
    1-3d The Cost Issue

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

1-4 Supporting Inclusion: Implications for Teachers
- 1-4a Structuring Child-to-Child Interactions
- 1-4b Planning Activities
- 1-4c Professional Collaboration

1-5 Benefits of Inclusion
- 1-5a Benefits for Children with Disabilities
- 1-5b Benefits for Typically Developing Children
- 1-5c Benefits for Families
- 1-5d Benefits for Society

1-6 Concerns and Challenges of Inclusion
- 1-6a Will Special Needs Be Served?
- 1-6b Concerns about Inappropriate Behaviors
- 1-6c Will Children with Special Needs Be Teased?
- 1-6d A Final Word about Inclusion

[return to top]

Discussion Topics

You can assign these questions several ways: in a discussion forum in your LMS, as whole-class discussions in person, or as a partner or group activity in class.

1. Discussion: Classroom observation
   a. Select four examples from students' written records made during their observation in an integrated early childhood classroom. Discuss these in terms of particular children, their classroom challenges, their strengths, and the learning opportunities available to them during the observation.

2. Discussion: Haring and McCormick
   a. Haring and McCormick (1994) point out: "separating young children with handicaps from normal experiences creates distance, misunderstanding, and rejection…Moreover, separating these youngsters from the real world means there must be reentry. Reentry problems can be avoided by not removing the child from normal settings" (p. 102).
   b. Probe this statement, drawing from students as many firsthand examples and experiences as possible. To prepare for this discussion, the instructor might want to read Guralnick's (1990) cogent article on the socialization issue (see Selected References below). Promote an open discussion on the pros and cons of inclusion. As arguments against inclusion arise, try to help students determine whether the problems are the failure of inclusion per se or of inadequate or inappropriate classroom practices and support. Refer to Cullen's list at the end of Chapter 1.

3. Discussion: DEC/NAEYC Joint Position Statement on Inclusion

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

a. Discuss the key points from the DEC/NAEYC Joint Position Statement on Inclusion (http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/PositionStatement_Inclusion_Joint_updated_May2009.pdf). Are they feasible? Do the students see these key points in practice in the classrooms they have observed in?

[return to top]

Additional Activities and Assignments

1. **Video Case Study**: **Bobby: Serving a Student with Special Needs in an Inclusive Elementary Classroom:** Watch the video clip, available in the eBook, study the artifacts in the case, and reflect on the following questions:
   a. Bobby is a first grader with Down syndrome who is fully included in general education. He is thriving in this environment and participating in all of the activities. His mother is thankful that he is in a school that has a full-inclusion program. They don't have to fight for Bobby's right to be educated in the least restrictive environment. His parents are part of his educational team and help to establish goals for Bobby's program. This video describes many of the classroom supports and modifications provided by Bobby's classroom teacher and the Learning Support teacher. As you watch the video, pay attention to the working relationships of the team as well as the identified benefits of inclusion.
      i. Lynn White, the Learning Support Teacher, describes her working relationship with Bobby's teacher. What does she say is one of the biggest issues in inclusion?
      ii. Bobby's teacher briefly discusses the benefit of inclusion for both her students with disabilities and regular education students. List two of the benefits that she describes.

[return to top]

Additional Resources

Cengage Video Resources

- eBook Videos: Video Library. These videos can be shown in class and discussed using the video case study provided above or added to an assignment you create in your LMS.

Internet Resources

The Council for Exceptional Children (CEC) http://www.cec.sped.org

CEC publishes Exceptional Children and Teaching Exceptional Children. Of particular interest to early childhood education is one of CEC's affiliate groups, the Division for Early Childhood Education. (A number of other divisions also focus to some extent on issues related to young children.)

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

The Division for Early Childhood (DEC) **http://www.DEC-sped.org**

DEC is a division of the Council for Exceptional Children. Their website contains position statements on a variety of issues, ranging from inclusion to interventions for challenging behaviors. The site also includes resources that can be searched by audience, setting, and age.

Kids Together, Inc. **http://www.kidstogether.org/index.htm**

The goal of Kids Together, Inc. is to remove barriers that exclude people with disabilities. The website includes links to resources on such topics as IEPs, inclusion, assistive technology, and building communities.

[return to top]

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

Appendix

Generic Rubrics

Providing students with rubrics helps them understand the expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students' work through timely and detailed feedback.

Customize this rubric template as you wish. Both the writing rubric and the discussion rubric indicate 30 points.

Standard Writing Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete
Content	The assignment clearly and comprehensively addresses all of the questions in the assignment. 15 points	The assignment partially addresses some or all of the questions in the assignment. 8 points	The assignment does not address the questions in the assignment. 0 points
Organization and Clarity	The assignment presents ideas in a clear manner and with strong organizational structure. Coverage of facts, arguments, and conclusions is logically related and consistent. 10 points	The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. Coverage of facts, arguments, and conclusions is mostly logically related and consistent. 7 points	The assignment does not present ideas in a clear manner and with strong organizational structure. Coverage of facts, arguments, and conclusions is not logically related and consistent. 0 points
Grammar and Spelling	The assignment has two or fewer grammatical and spelling errors. 5 points	The assignment has three to five grammatical and spelling errors. 3 points	The assignment is incomplete or unintelligible. 0 points

[return to top]

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual

Standard Discussion Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete
Participation	Submits to or participates in the discussion by the posted deadlines. Follows all assignment instructions for initial posts and responses. 5 points	Does not participate in or submit to the discussion by the posted deadlines. Does not follow instructions for initial posts and responses. 3 points	Does not participate in the discussion. 0 points
Contribution Quality	Comments stay on task. Comments add value to the discussion topic. Comments motivate other students to respond. 20 points	Comments may not stay on task. Comments may not add value to the discussion topic. Comments may not motivate other students to respond. 10 points	Does not participate in the discussion. 0 points
Etiquette	Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback. 5 points	Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback. 3 points	Does not participate in the discussion. 0 points

[return to top]

© 2022 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exceptional Child 9th edition Allen Solutions Manual