

**CHAPTER 18**

# Inclusion of Children with Special Needs

## Study Guide

**Directions** Fill in the blanks as you read the section in the textbook or listen to lectures and view demonstrations.

### Development and Care

Sensitive early care and education professionals plan activities so \_\_\_\_\_

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### Defining Special Needs

Special needs: \_\_\_\_\_

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It is important to think of children with special needs as \_\_\_\_\_

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### Laws Impacting Special Needs

Individuals with Disabilities Education Act (IDEA): \_\_\_\_\_

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Americans with Disabilities Act (ADA): \_\_\_\_\_

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Rehabilitation Act, Section 504: \_\_\_\_\_

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## **Chapter 18 Inclusion of Children with Special Needs** (continued)

### **Specific Disabilities**

Accommodations: \_\_\_\_\_

\_\_\_\_\_

### **Hearing Impairments**

Hearing problems interfere with \_\_\_\_\_

Social relationships can be \_\_\_\_\_

\_\_\_\_\_

Ways that children with hearing impairments communicate include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **Vision Impairments**

Children with severe vision impairments need \_\_\_\_\_

\_\_\_\_\_

Suggestions for physical arrangements include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Vision impairments interfere with \_\_\_\_\_

Child care professionals must use \_\_\_\_\_

\_\_\_\_\_

To adapt activities, use \_\_\_\_\_

\_\_\_\_\_

## **Chapter 18 Inclusion of Children with Special Needs** (continued)

### **Physical and Motor Impairments**

The first step in making accommodations is \_\_\_\_\_

Remember that the goal is \_\_\_\_\_

### **Cognitive Impairments**

Children who are cognitively challenged \_\_\_\_\_

\_\_\_\_\_

These children respond well when given \_\_\_\_\_

### **Learning Disabilities**

Learning disability: \_\_\_\_\_

Some examples of learning disabilities include:

• Speech and written language disorders: \_\_\_\_\_

\_\_\_\_\_

• Reading disorders: \_\_\_\_\_

\_\_\_\_\_

• Math disorders: \_\_\_\_\_

\_\_\_\_\_

• Reasoning and memory disorders: \_\_\_\_\_

\_\_\_\_\_

### **Mental Retardation**

Mental retardation may be characterized by \_\_\_\_\_

\_\_\_\_\_

Mental retardation is a \_\_\_\_\_ condition.

Learning specialists: \_\_\_\_\_

## **Chapter 18 Inclusion of Children with Special Needs** (continued)

### **Behavioral and Emotional Disorders**

With some children, emotional or behavioral problems are \_\_\_\_\_

Children with behavioral and emotional disorders require \_\_\_\_\_

The classroom atmosphere should be \_\_\_\_\_

Teachers should also make sure they understand \_\_\_\_\_

#### **Attention Deficit Hyperactivity Disorder**

Attention deficit hyperactivity disorder: \_\_\_\_\_

Some children with ADHD have difficulty \_\_\_\_\_

Others are \_\_\_\_\_

Children with ADHD can \_\_\_\_\_

#### **Autism Spectrum Disorder**

Autism spectrum disorder: \_\_\_\_\_

Children with autism can \_\_\_\_\_

Early intervention and special education can help autistic children \_\_\_\_\_

### **Health Conditions**

Health conditions that may affect how children participate in activities can include \_\_\_\_\_

When medications are administered, teachers should \_\_\_\_\_

## **Chapter 18 Inclusion of Children with Special Needs** (continued)

### **Accommodating Health Conditions**

Accommodation may require a teacher to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Gifted and Talented Children**

Gifted children are those who \_\_\_\_\_  
\_\_\_\_\_

Signs indicating giftedness include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Care staff can respond to gifted children by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Because they pay close attention to detail, gifted children often \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Chapter 18 Inclusion of Children with Special Needs (continued)**

### **Inclusive Programs**

Research shows that children with special needs learn best when \_\_\_\_\_

\_\_\_\_\_

Inclusion: \_\_\_\_\_

### **Supportive Early Childhood Professionals**

Successful inclusion begins with \_\_\_\_\_

Effective early childhood educators focus on \_\_\_\_\_

\_\_\_\_\_

### **Acceptance and Understanding**

Early childhood staff can help minimize natural fearful reactions to children with special needs by \_\_\_\_\_

In addition to learning about disabilities, children need to see \_\_\_\_\_

\_\_\_\_\_

Ways to help children learn about disabilities include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **Benefits of Inclusion**

With inclusion, children learn \_\_\_\_\_

\_\_\_\_\_

Inclusion helps prevent children from \_\_\_\_\_

By attending regular classes, children with special needs learn to \_\_\_\_\_

\_\_\_\_\_

## **Chapter 18 Inclusion of Children with Special Needs (continued)**

### **Managing Inclusive Programs**

In the past, children with special needs were \_\_\_\_\_

\_\_\_\_\_

People are recognizing the value of \_\_\_\_\_

### **Goals of Inclusive Programs**

Goals of inclusive programs should:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **Staffing and Group Size**

The number of children in the classroom may be fewer because:

- \_\_\_\_\_
- \_\_\_\_\_

It is the primary caregiver's responsibility to \_\_\_\_\_

\_\_\_\_\_

### **Working with Parents**

Parents can provide specific information about \_\_\_\_\_

\_\_\_\_\_

## Chapter 18 Inclusion of Children with Special Needs (continued)

In return, classroom teachers must \_\_\_\_\_

Parents have a right to \_\_\_\_\_

Sensitive child care staff are \_\_\_\_\_ as they listen and respond to parents' concerns. They also refer parents to \_\_\_\_\_

### Serving Children with Special Needs

Individualized Family Service Plan (IFSP): \_\_\_\_\_

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Individualized Education Program (IEP): \_\_\_\_\_

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An Individualized Education Program must include information on:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## **Chapter 18 Inclusion of Children with Special Needs** (continued)

### **Adapting the Environment**

Accessible: \_\_\_\_\_

\_\_\_\_\_

Teachers, children, parents, and others should work together to \_\_\_\_\_

\_\_\_\_\_

### **Adapting the Curriculum**

To make sure children are not isolated, avoid \_\_\_\_\_

\_\_\_\_\_

To accommodate individual children, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Adapting Schedules and Routines**

Allow for extra time for \_\_\_\_\_ when  
planning the schedule.

Child care staff should request \_\_\_\_\_

\_\_\_\_\_