

## Unit 2: Inclusive Education Knowledge Challenge!

This Challenge contains ten questions.

Question 1 for 1 point: To be included successfully in general education classes students with disabilities:

Congratulations, it is the right answer! This answer is correct because students with disabilities should have individually appropriate learning outcomes and supports in order to be successfully included in general classes.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on page 44 of the manual as well as the following links:

<http://www.circleofinclusion.org/> or <http://www.includeme.org> or <http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

Question 2 for 1 point: In part, inclusive education means that:

Congratulations, it is the right answer! This answer is correct because in inclusive education the first placement consideration for students with disabilities is the general education classroom where they can interact with the general education population while receiving necessary supports and accommodations.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on page 44 of the manual as well as the following links:

<http://www.circleofinclusion.org/>  
<http://www.includeme.org>  
<http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

Question 3 for 1 point: Including students with disabilities in general education classes has a number of benefits for:

Your response was d. a and b only

Sorry, although your answer is partially correct, it is not the best answer.

The correct answer is (e). This answer is correct because including students with disabilities in general education classes has a number of benefits for (a) students with disabilities, (b) students without disabilities, and (c) general education teachers.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on page 45 of the manual as well as the following links:

<http://www.circleofinclusion.org/> or

<http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

The right answer was e. a, b, and c

Explanation of correct answer:

This answer is correct because, including students with disabilities in general education classes has benefits for students with disabilities, students without disabilities, and general education teachers.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on page 45 of the manual as well as the following links:

<http://www.circleofinclusion.org/> or

<http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

Question 4 for 1 point: A laboratory group of four students is assembling a model of the human heart. Three of the students have learning outcomes to "identify the parts of the heart and to "describe their functions." The fourth student has learning outcomes to "follow basic instructions, take turns, and learn new vocabulary words."

This is an example of:

Congratulations, it is the right answer! This answer is correct because the scenario reflects a situation where a student with disabilities and his or her nondisabled peers participate in a shared activity and have individually appropriate learning outcomes but from different curriculum areas.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on page 47 of the manual as well as the following links:

<http://www.circleofinclusion.org/> or <http://www.includeme.org> or

<http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

Question 5 for 1 point: Three students are playing a math game together. Each student has different set of game cards with individually appropriate math questions. One student has double-digit addition questions, the second student has single-digit multiplication questions, and the third student has questions regarding single-digit subtraction. This is an example of:

Congratulations, it is the right answer! This answer is correct because the scenario reflects multi-level curriculum/instruction which occurs when a student with disabilities and his or her nondisabled peers participate in a shared activity and have individually appropriate learning outcomes at multiple levels within the same curriculum area.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on page 46-47 of the manual as well as the following links:

<http://www.circleofinclusion.org/> or <http://www.includeme.org> or

<http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

Question 6 for 1 point: School personnel pursuing inclusive education for their students can modify:

Your response was d. a and b

The right answer was d. a and b

Explanation of correct answer:

This answer is correct because school personnel can modify their own attitudes and expectations as well as curriculum content.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on page 45-46 of the manual as well as the following links:

<http://www.circleofinclusion.org/> or <http://www.includeme.org> or

<http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

Question 7 for 1 point: Which of these are potential problems resulting from excessive proximity of paraeducators to students with disabilities?

Your response was e. b and c only

Sorry, although your answer is partially correct, it is not the best answer.

The correct answer is (d). This answer is correct because excessive proximity of paraeducators to students with disabilities (a) may interfere with peer interactions, and (b) may cause dependence on adults.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on page 49-50 of the manual as well as the following links:

<http://www.circleofinclusion.org/> or <http://www.includeme.org> or <http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

The right answer was d. a and b only

Explanation of correct answer:

This answer is correct because excessive proximity of paraeducators to students with disabilities (a) may interfere with peer interactions, and (b) may cause dependence on adults.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on page 49-50 of the manual as well as the following links:

<http://www.circleofinclusion.org/> or <http://www.includeme.org> or <http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

Question 8 for 1 point: A paraeducator assigned full-time to a student with a disability:

Congratulations, it is the right answer! That answer is correct because assigning a paraeducator full-time to one student may be necessary for a very small number of students and may interfere with ownership and responsibility of general educators for educating students with disabilities.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on pages 48-50 of the

manual as well as the following links: <http://www.circleofinclusion.org/> or <http://www.includeme.org> or <http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

Question 9 for 1 point: Paraeducators can promote friendships among students by:

Congratulations, it is the right answer! This answer is correct because identifying opportunities for students to work and interact together is one way that paraeducators can promote friendships among students.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on pages 48-50 of the manual as well as the following links:

<http://www.circleofinclusion.org/> or <http://www.includeme.org> or <http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

Question 10 for 1 point: To enhance inclusion of students with disabilities, it is important for paraeducators to:

Congratulations, it is the right answer! That answer is correct because (b) paraeducators can help to build a sense of classroom community by modeling accepting behaviors, and (c) interacting with students in age-appropriate ways models acceptance.

For more information please refer to the Paraeducator Entry-Level Training Participant Manual on pages 49-50 of the manual as well as the following links:

<http://www.circleofinclusion.org/> or <http://www.includeme.org> or <http://www.uni.edu/coe/inclusion/index.html> or see the Slide Show on Inclusive Education.

Your score: 7/10

Thank you for taking the quiz