## FINAL EXAMINATION
### AUTUMN SESSION 2005

**SCHOOL OF EDUCATION AND EARLY CHILDHOOD STUDIES**

<table>
<thead>
<tr>
<th><strong>Student Name:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Number:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Unit Name (In Full):** Children with Additional Needs and their Families  
**Unit Number:** 100321  
**Time Allowed:** Three hours (3) plus ten (10) minutes reading time.  
**Number of Questions:** Ten (10)  
**Total Number of Pages:** Three (3)  
**Lecturer’s Name:** Associate Professor Christine Johnston

### INSTRUCTIONS

**PLEASE READ CAREFULLY BEFORE PROCEEDING**

1. Write your name and student number on the top of this examination paper and on each answer booklet that you use.
2. This is a closed book examination.
3. Answer all questions on the examination paper itself or in the Answer Booklet provided.
4. Each question is worth five (5) marks. The total mark for the examination is fifty (50).
5. Answer all ten (10) questions.

**DO NOT TAKE THIS PAPER FROM THE EXAMINATION ROOM**
QUESTION ONE
What rationale can be put forward to support an increased focus on early childhood intervention and working with young children with disabilities and their families?

QUESTION TWO
Hanson and Lynch (1995) have talked about the professional competencies that are needed to work with young children with disabilities and their families. What are these competencies and why are they so important?

QUESTION THREE
You are asked to advise on the setting up of a new early childhood intervention service. The management committee have decided that they will follow a professional-centred approach. You tell them that this contradicts recommended practice in the field. What arguments can you put forward to convince them that they should not follow this approach?

QUESTION FOUR
The ecocultural paradigm allows us to consider the impact that a disability has, not just on the child, but also on family functioning. Suggest the domains or areas of family life that are likely to be affected if a child has a severe disability such as spastic quadriplegia.

QUESTION FIVE
At age 2 years and six months, Kylie used no words. She also had some behaviour problems that her mother found very difficult. When Kylie’s mother took her to the doctor she was told that Kylie was “mentally retarded” (the doctor’s words). She was very upset about this and began to punish Kylie severely for not responding when told to stop what she was doing. Through a DOCS referral, Kylie was enrolled in a Friday afternoon preschool program for under-threes. The staff team observed that Kylie played in the home corner, patting the dolls, putting them in the pram and walking the pram around the room. She removed, then replaced correctly, the 5 pieces of an inset puzzle. She sat turning the pages of a picture book, but did not look up when children knocked over the blocks behind her. In the outdoor play area she watched the other children intently and then followed what they did on the climbing frame. She smiled at the teacher who offered her a piece of apple.

The teacher decided to set up a meeting with Kylie’s mother to discuss further assessment.

What professional knowledge and understanding led the teacher to conclude that she should speak to Kylie’s mother and suggest further assessment? Further assessment for Kylie might take some time. What support should the staff offer to Kylie and her mother until the assessment can take place?
QUESTION SIX
You have just enrolled a new child in your community preschool. Her name is Camilla Park and she has spina bifida. She mostly uses a wheelchair and is catheterized. You know that you will need some additional staffing to support her inclusion. What sources of funding are available to you and how could such funding be used?

QUESTION SEVEN
You are an early childhood special educator and have been working with Daniela and her family since she was 6 months old (she is now 3 years old). Daniela has a severe global developmental delay and is about to start attending her local preschool. She will be the first child with a disability to ever be enrolled there. Her mother has asked that facilitate Camilla’s starting there. What would you do? What processes could you put in place to ensure that the experience is a happy one for Daniela, her family and the preschool staff and children?

QUESTION EIGHT
Sandall, Schwartz and Joseph’s (2001) model sees explicit learning instruction as the fourth and final building block in ensuring that the inclusion of young children with disabilities will be successful. When is explicit learning instruction appropriate and how does this model fit with current views of following the child’s interests?

QUESTION NINE
Salman, aged 4 years 8 months, has a number of challenging behaviours which are causing some difficulties both at home and in his preschool. This mostly involves his pushing and spitting at other children. You decide, as his preschool teacher, that something needs to be done. Set out the process you would go through to address this behaviour.

QUESTION TEN
You are assisting a family to find a school for their child who has a physical disability. Their local school is reluctant to take the child as they believe they do not have sufficient resources to make the inclusion successful. What arguments could you put forward that might persuade them that they should have the child at their school?

END OF EXAMINATION PAPER