

Chapter 1: Understanding Disabilities and Vulnerabilities

1. Which of the following best describes the "medical approach" to disability?
 - A. Disability is a consequence of social discrimination.
 - B. Disability is a pathology to be "treated" or "made more normal"
 - C. Disability is caused solely by environmental restrictions.
 - D. Disability is a result of lack of social support.
2. According to the UNCRPD (2006) definition, disability is conceptualized as an interaction between:
 - A. Genetic abnormalities and poverty.
 - B. Impairments and various barriers that hinder full participation.
 - C. Medical diagnosis and labeling.
 - D. Unscientific beliefs and scientific causes.
3. In the context of visual impairment, "low vision" specifically refers to:
 - A. Total inability to see due to optic nerve disease.
 - B. Vision loss that is only correctable with specialized surgery.
 - C. Moderately impaired vision that may affect central or peripheral areas.
 - D. The inability to communicate using sign language.
4. Which term is used for a hearing impairment that is not included under the definition of "deaf" but adversely affects educational performance?
 - A. Total blindness.
 - B. Hard of Hearing.
 - C. Specific learning disability.
 - D. Phonological disorder.
5. Dyscalculia is a type of specific learning disability that affects a student's ability to:
 - A. Read and spell correctly.
 - B. Perform mathematical calculation
 - C. Speak with proper articulation.
 - D. Use sign language effectively.

6. Which speech impairment is characterized by rapid-fire repetitions of consonants or vowel sounds?

- A. Cluttering.
- B. Articulation disorder.
- C. Stuttering
- D. Voice disorder.

7. What is a "phonological disorder"?

- A. Difficulty with morphological inflections on nouns and verbs.
- B. Abnormal organization of the phonological system or deficit in speech perception.
- C. Inability to comprehend word meanings.
- D. Excessive use of nonspecific terms like "thing" and "stuff."

8. Autism is generally evident before what age?

- A. Age five.
- B. Age three.
- C. Age seven.
- D. Birth.

9. An IQ test score of approximately _____ or below indicates a limitation in intellectual functioning.

- A. 90.
- B. 85.
- C. 70 to 75
- D. 100.

10. "Adaptive skills" in intellectual disability include which of the following areas?

- A. Conceptual, social, and practical skills.
- B. Only memory retention strategies.
- C. Only physical and motor capabilities.
- D. Only genetic inheritance.

11. Which level of support for intellectual disability is described as "lifelong"?

- A. Intermittent.
- B. Limited.
- C. Extensive.
- D. Pervasive.

12. Which of the following is a "neurological system" related physical disability?

- A. Muscular dystrophy.
- B. Arthritis.
- C. Cerebral palsy
- D. Amputation.

13. Which condition is a hereditary disease affecting the lungs and pancreas?

- A. Asthma.
- B. Cystic fibrosis
- C. Leukemia.
- D. Nephritis.

14. Vulnerability can be caused by "social exclusion," which includes:

- A. Genetic inheritance of Down syndrome.
- B. Limited access to facilities like transportation and schools
- C. Impaired articulation in speech.
- D. Abnormal production of vocal pitch.

15. Which model of disability emphasizes that the "child is valued" and "barriers are identified"?

- A. Medical model.
- B. Social model.
- C. Religious model.
- D. Charity model.

16. In Ethiopia, what percentage of children who are out of school have disabilities?

- A. 10%.
- B. 15%.

C. 90%.

D. 96%.

17. Which of the following is considered a "scientific" cause of impairment?

A. God's displeasure.

B. Evil spirit.

C. Civil conflict and disease

D. Punishment for sins.

18. Articulation disorders like "omissions" are exemplified by:

A. Saying "wabbit" for "rabbit."

B. Saying "bo" for "boat".

C. Hesitating before speaking.

D. Speaking excessively fast.

19. "Apraxia of speech" is a specific type of:

A. Semantic disorder.

B. Phonological disorder

C. Syntactic deficit.

D. Pragmatic difficulty.

20. Which language impairment involves difficulty with the rules that govern word order?

A. Morphological disorder.

B. Semantic disorder.

C. Syntactic deficit.

D. Pragmatic difficulty.

21. Externalizing behaviors in Emotional and Behavioral Disorders include:

A. Anxiety and shyness.

B. Depression and guilt.

C. Disobedience and fighting.

D. Social withdrawal.

22. What is the most common genetic condition causing intellectual disability in some countries?

- A. Marfan syndrome.
- B. Down syndrome.
- C. Muscular dystrophy.
- D. Spinal bifida.

23. "Musculoskeletal system" disabilities include:

- A. Epilepsy.
- B. Spinal cord injury.
- C. Muscular dystrophy and arthritis
- D. Traumatic brain injury.

24. Which condition is a viral disease that invades the brain and causes severe paralysis?

- A. Polio
- B. Asthma.
- C. Diabetes.
- D. Tuberculosis.

25. "Pragmatic difficulties" in language are characterized by problems in:

- A. Understanding word meanings.
- B. Using language in different social contexts
- C. Subject-verb agreement.
- D. Producing speech sounds.

26. Which health impairment is characterized by inadequate secretion or use of insulin?

- A. Hemophilia.
- B. Diabetes
- C. Nephrosis.
- D. Cancer.

27. "Socialized aggression" is a characteristic associated with:

- A. Intellectual disability.

- B. Autism.
- C. Emotional and Behavioral Disorders
- D. Visual impairment

28. What is the approximate total number of persons with disabilities in Ethiopia based on recent estimates?

- A. 2 million.
- B. 5 million.
- C. 10 million.
- D. More than 17.6 million

29. Which type of seizure is often referred to as "petit mal"?

- A. A type of arthritis.
- B. A type of epilepsy
- C. A musculoskeletal disorder.
- D. A specific learning disability.

30. "Omissions," "Substitutions," and "Distortions" are classifications of:

- A. Fluency disorders.
- B. Voice disorders.
- C. Articulation disorders
- D. Semantic disorders.

Chapter 2: Concept of Inclusion

1. Inclusion is defined as an "ongoing process" aimed at offering quality services for all while:

- A. Segregating those with severe disabilities.
- B. Respecting diversity and eliminating discrimination.
- C. Focusing only on formal schooling.
- D. Treating learners as individual objects to be changed.

2. Which of the following is the component of "Concepts about learners" in inclusion?

- A. Learning begins at age six.

- B. Only some children have the right to education.
 - C. Everyone can learn.
 - D. Education is a privilege for the gifted.
3. In an inclusive education system, diversity is viewed as:
- A. A problem to be solved.
 - B. A resource.
 - C. A reason for exclusion.
 - D. A burden on teachers.
4. Inclusion includes the requirement that each student is placed in:
- A. A special school for their specific disability.
 - B. An age-appropriate general education classroom[cite: 406].
 - C. A separate wing of the school.
 - D. A classroom with only other students with disabilities.
5. Which of the following is NOT what inclusion means?
- A. Providing special educational support within general classrooms.
 - B. Placing students without careful planning and support.
 - C. Addressing individual needs.
 - D. School-based problem solving.
6. "Presence" in the context of inclusion principles refers to:
- A. Test and exam results.
 - B. The quality of experience.
 - C. Where the people are provided and how punctually they attend
 - D. The views of the learners.
7. The "Social Foundation" rationale for inclusion argues that segregation:
- A. Is more cost-effective.
 - B. Teaches individuals to be fearful and breed's prejudice

- C. Improves academic achievement for all.
 - D. Is required by law.
8. According to the "Economic Foundation," inclusive education is:
- A. More expensive than special schools.
 - B. More cost-effective than creating special schools across the country
 - C. Only beneficial for the wealthy.
 - D. Dependent on international aid only.
9. Which major driver of inclusion involves the "Salamanca Statement"?
- A. Community-based programs.
 - B. The Special educational needs movement
 - C. Globalization.
 - D. Political instability.
10. A benefit for students **without** special needs in an inclusive setting is:
- A. Reduced achievement of IEP goals.
 - B. Gaining knowledge about tolerance and individual difference
 - C. Slower instruction.
 - D. Less interaction with peers.
11. The ultimate goal of inclusive education is to create:
- A. Specialized centers for excellence.
 - B. Schools where everyone belongs
 - C. Competitive market environments.
 - D. Homogeneous communities.
12. Inclusion involves identifying and removing "barriers," which is part of its nature as a:
- A. Static state.
 - B. Process
 - C. Policy mandated by a single government.

D. Financial strategy.

13. Which document is cited as a positive influence enabling schools to respond to diversity?

A. The World Bank report.

B. The Salamanca Statement

C. The Medical Model handbook.

D. The National Literacy Act.

14. "Participation" in inclusion relates to:

A. Punctual attendance.

B. The quality of experiences and views of learners

C. Graduation rates only.

D. Physical location of the student.

15. The "Legal Foundation" for inclusion states that:

A. Inclusion is optional for most schools.

B. Human beings shouldn't be devalued or discriminated against by being excluded

C. Only students with mild disabilities have a right to inclusion.

D. Segregation is legally required for safety.

16. Which "concept about resources" is emphasized in inclusion?

A. Only using expensive imported technology.

B. Perceiving people (parents, teachers, etc.) as key resources.

C. Limiting resources to special education classrooms.

D. Using a one-size-fits-all curriculum.

17. Inclusive education extends beyond disabilities to include marginalization based on:

A. Only gender.

B. Only poverty.

C. Gender, poverty, language, and ethnicity

D. Only geographic isolation.

18. A "Social Foundation" of inclusion is that it has the potential to:

- A. Increase dropouts.
- B. Build friendship, respect, and understanding
- C. Create fear in the community.
- D. Reduce teacher competency.

19. Effective transitions from segregated to inclusive systems require:

- A. No structural changes.
- B. Careful planning and structural changes
- C. Immediate closure of all special supports.
- D. Exclusion of parents from the process.

20. "Achievement" in the inclusive sense is about:

- A. Only test and exam results.
- B. Outcomes of learning across the curriculum
- C. Matching the fastest student in class.
- D. Winning sports competitions.

21. One benefit for teachers in inclusive schools is:

- A. Working in isolation.
- B. Developing skills to meet diverse student needs
- C. Having less responsibility for students with SEN.
- D. Teaching only a standard curriculum.

22. The "Concepts about the education system" inclusion state that it is:

- A. Limited to formal schooling.
- B. Broader than formal schooling and flexible.
- C. Rigid and unchanging.
- D. Only for urban areas.

23. Which group of people are seen as "key resources" in the inclusive process?

- A. Only government officials.
- B. Children, parents, and members of marginalized groups

- C. Only international donors.
- D. Only specialized medical doctors.

24. Inclusion principles state that "Differences" should be seen as:

- A. A stimulus for fostering learning
- B. A reason for lower expectations.
- C. An obstacle to overcome.
- D. A sign of system failure.

25. "Inclusion growth" results from an inclusive society that:

- A. Levels the playing field for opportunity
- B. Excludes those who cannot compete.
- C. Focuses on individual excellence over cooperation.
- D. Ignores the needs of the poor.

26. Which foundation highlights that children do better "academically, psychologically and socially"?

- A. Legal Foundations.
- B. Educational Foundations[
- C. Economic Foundations.
- D. Building Inclusive Society.

27. "Activists and advocates" contribute to inclusion by:

- A. Providing medical treatments.
- B. Combining voices of primary stakeholders to oppose exclusion
- C. Creating separate curricula for minorities.
- D. Funding only segregated services.

28. One of the "concepts about processes" is that inclusion involves:

- A. Passive learning.
- B. Collaborative enquiry and action research

- C. Standardized testing for all.
 - D. Reducing stakeholder participation.
29. Which is a "benefit for students with special needs" in inclusive settings?
- A. Isolation from peer role models.
 - B. Improved friendships with the social environment
 - C. Lack of access to general curriculum.
 - D. Decreased IEP goal achievement.
30. Inclusion is concerned with the identification and removal of:
- A. High-achieving students.
 - B. Barriers that hinder development
 - C. Diversity in the classroom.
 - D. Local resources.

Answers for Chapter 1: Understanding Disabilities and Vulnerabilities

1. **B.** The medical model views disability as a physical or mental deficiency that needs to be "cured" or fixed by professionals.
2. **B.** The UNCRPD shifts the focus to how an individual's impairment interacts with social and environmental barriers.
3. **C.** Low vision refers to a significant visual impairment that cannot be fully corrected but leaves some usable vision.
4. **B.** "Hard of Hearing" refers to those with permanent or fluctuating hearing loss who can still use their hearing for communication (usually with aids).
5. **B.** Dyscalculia is specifically related to difficulties in learning or comprehending arithmetic and numbers.
6. **C.** Stuttering involves repetitions, prolongations, or blocks that interrupt the flow of speech.
7. **B.** Phonological disorders involve a child failing to understand the sound system and rules of language correctly.
8. **B.** Autism Spectrum Disorder is a developmental disorder typically diagnosed in early childhood, usually before age three.

9. **C.** A score below 70-75, combined with adaptive behavior deficits, generally meets the criteria for Intellectual Disability.
10. **A.** Adaptive skills are the practical, everyday skills needed to function in life, grouped into conceptual, social, and practical domains.
11. **D.** Pervasive support is high-intensity, constant, and provided across all environments for the individual's entire life.
12. **C.** Cerebral palsy is a group of disorders affecting movement and muscle tone caused by damage to the developing brain (neurological).
13. **B.** Cystic fibrosis is a genetic disorder that causes thick, sticky mucus to build up in the lungs and digestive tract.
14. **B.** Vulnerability is often an environmental or social construct; lack of access to basic infrastructure excludes people from society.
15. **B.** The social model focuses on removing environmental barriers and valuing the child as they are, rather than trying to "fix" them.
16. **D.** Statistics in the text highlight a massive gap in education, with 96% of children with disabilities in Ethiopia being out of school.
17. **C.** Unlike traditional myths (spirits/sins), science identifies conflict, disease, and malnutrition as primary causes of impairment.
18. **B.** Omission occurs when a child leaves out a sound in a word (e.g., "bo" instead of "boat").
19. **B.** Apraxia is a motor speech disorder where the brain has problems planning the movement of the lips/tongue for speech sounds.
20. **C.** Syntax refers to the rules of grammar and word order in sentences.
21. **C.** Externalizing behaviors are "acting out" behaviors like aggression and defiance that are visible to others.
22. **B.** Down syndrome is the most common chromosomal cause of intellectual disability.
23. **C.** Musculoskeletal disorders involve the muscles, bones, and joints (like arthritis), rather than the brain or nerves.
24. **A.** Polio (poliomyelitis) is a viral infection that can lead to irreversible paralysis.
25. **B.** Pragmatics is the social use of language—knowing what to say, how to say it, and when to say it.

26. **B.** Diabetes is a chronic health condition where the body cannot properly regulate blood sugar via insulin.
27. **C.** Socialized aggression is a sub-classification of EBD involving rule-breaking behavior in the company of others (e.g., gangs).
28. **D.** Estimates indicate a high prevalence, with over 17.6 million people living with some form of disability in Ethiopia.
29. **B.** Absence seizures (Petit Mal) are brief, sudden lapses of consciousness, common in children with epilepsy.
30. **C.** These are the three primary ways speech sounds are produced incorrectly in an articulation disorder.

Answers for Chapter 2: Concept of Inclusion

1. **B.** Inclusion is a continuous process of system-wide reform to embrace diversity and remove all forms of exclusion.
2. **C.** A core tenet of inclusion is the belief that every child, regardless of ability, has the potential to learn.
3. **B.** In an inclusive mindset, diversity is not a problem but an asset that enriches the learning environment for everyone.
4. **B.** Inclusion advocates for students to be in the same classrooms they would attend if they didn't have a disability.
5. **B.** Inclusion is not "dumping"—it requires planned support, modifications, and specialized resources within the general class.
6. **C.** Presence is the most basic level of inclusion—ensuring the student is physically there and attending regularly.
7. **B.** This rationale argues that segregated settings increase stigma and prevent people from learning how to live together.
8. **B.** It is more efficient to fund one inclusive school system than to run a dual system of regular and special schools.
9. **B.** The "Special Educational Needs" movement, culminating in the 1994 Salamanca Statement, is a primary driver for global inclusion.
10. **B.** Research shows that typical students in inclusive classes develop better social skills, empathy, and tolerance.

11. **B.** The broad goal is social cohesion—creating a world where every individual feels they belong to the community.
12. **B.** Inclusion is never "finished"; it is an ongoing process of identifying and removing new barriers as they arise.
13. **B.** The Salamanca Statement (UNESCO, 1994) is the most influential international document promoting inclusive education.
14. **B.** Participation goes beyond being "present"—it means the student is actively engaged and their voice is heard.
15. **B.** The legal foundation is rooted in human rights; no person should be denied their rights based on their characteristics.
16. **B.** While money is important, the most vital resources in inclusion are the people involved (peers, parents, and teachers).
17. **C.** Inclusion is a "broad umbrella" that covers anyone at risk of exclusion, including those marginalized by poverty or language.
18. **B.** By bringing different people together, inclusion breaks down stereotypes and builds social bonds.
19. **B.** Moving from segregation to inclusion isn't instant; it requires changing the mindset, the building, and the curriculum.
20. **B.** In an inclusive system, "success" is measured by individual progress across the whole curriculum, not just a single test score.
21. **B.** Inclusive teachers become more versatile and effective because they learn to adapt their styles to various needs.
22. **B.** Inclusion recognizes that education happens everywhere (home, community, work), not just inside a school building.
23. **B.** True inclusion is "bottom-up," meaning the people most affected must be the ones driving the change.
24. **A.** Differences provide opportunities for students to learn from each other and for teachers to innovate.
25. **A.** An inclusive society ensures everyone has the same starting opportunities regardless of their background.
26. **B.** The educational foundation focuses on the fact that most children learn more effectively in a diverse, peer-rich environment.

27. **B.** Inclusion requires political pressure from those who are excluded to demand their right to participate.
28. **B.** Inclusion relies on teachers and staff constantly researching and collaborating to find what works best for their students.
29. **B.** Students with disabilities benefit from increased social interaction and the high expectations of the general curriculum.
30. **B.** The focus of inclusion is always on fixing the "system" (removing barriers) rather than fixing the "person."