

Module 4. Management

Interactive test

What is this document about?

This document is a test to **assess**
your knowledge of module 4.

In this test you will be asked about
the **contents** of module 4.

If you don't remember or don't know the answer,
go back to module 4 and read it again.

Now you are going to read 14 questions.

Choose the correct answer for each question.

You will find the solutions at the end of this document.

Something **interactive** allows
the exchange of information
between a person
and a computer,
as if they were talking.

Assessing is to evaluate
someone's work
and knowledge.

The **content** of a document is
the given information.



Question 1

What is Universal Design for Learning?

- A. Teaching students different subjects.
- B. Making education accessible with a flexible **curriculum** adapted to each person.
- C. Making education accessible with a curriculum adapted to each disability.
This means that people with the same disability should have the same curriculum.
- D. Using only one way to teach to all students with or without disability.

A **curriculum** is all the knowledge that students must learn.



Question 2

There are different **theoretical approaches** to assist people with disability.

There is one theoretical approach that says we should let people with disability make decisions about their lives.

What is the name of this approach?

- A. Functional diversity model.
- B. Capability approach.
- C. Person-centred approach.
- D. All the answers are incorrect.

A **theoretical approach** is the point of view we use to analyse what we want to study.



Question 3

An organisation has created a cultural workshop on **disadvantage** and diversity.

A **disadvantage** is a situation in which one person or thing ~~is less well~~ less supported than another.

This cultural workshop teaches that disadvantaged people deserve rights and should actively participate in their personal change and in the change of society.

This workshop also gives each disadvantaged person the possibility to value themselves and to integrate into society.

What is the name of the organisation that created the workshop?

- A. Disability and Human Rights Observatory
- B. Centro Documentazione Handicap.
- C. Trinity Centre for People with Intellectual Disabilities.
- D. Balcão IncluíES.



Question 4

Which area is little studied in studies of intellectual disability and higher education?

- A. Personalisation.**
- B. Leisure activities.
- C. Psychosocial support.**
- D. Private life.

Higher education is education after completing secondary school.

To **personalise** means to adapt a thing or its characteristics to a person's taste or needs.

Psychosocial support is a type of support given to people.
It consists of psychological, emotional and social help.
For example: psychologists and social workers give psychosocial support.



Question 5

What do universities need to be inclusive?

- A. Goodwill.
- B. Inclusive culture and policies.
- C. All answers are correct.



Question 6

The Relational Model says the **context** can make accessibility easier or more difficult.

- A. True.
- B. False.

The **context** is the set of situations in which an event occurs.



Question 7

University administration and services staff must:

- A. **Prevent the exclusion of students with intellectual disability.**
- B. Evaluate inclusive actions.
- C. Take into account the needs of the students with intellectual disability.
- D. No answer is correct.
- E. All answers are correct.

Prevention is about trying to avoid harm or discomfort before it occurs.



Question 8

Planning an accessible curriculum ~~depending on~~ that meets the needs of each student is very important for inclusive management at university.

- A. True.
- B. False.



Question 9

Teachers spend a lot of time with students with disabilities.

This is why inclusion training is only necessary

for university teachers.

A. True.

B. False.



Question 10

The competences on inclusion
of administrative and services staff are:

- A. Make accessible buildings and places.
- B. To raise awareness about disability at university.
- C. Administrative and services staff **does** not have competences on inclusion.
- D. The first and the second answers are correct.

Raising awareness is about making a person have feelings of closeness, compassion or humanity for something or someone.



Question 11

Intellectual disability affects perception and comprehension.

This is why universities es ~~y~~ should use
cognitive accessibility resources.

A. True.

B. False.

Cognitive accessibility is
the characteristic of
things, spaces or
texts that make them
understood by all people.



Question 12

There are coordinated inclusion protocols.

These protocols explain the strategies that administrative and service staff from European universities must follow.

A. True.

B. False.

A **protocol** is a document that details the instructions a professional must follow in a situation.



Question 13

Read the following options and choose which ones are good examples of inclusive actions of the university's administration and services.

- A. To adapt buildings and places.
- B. To adapt schedules.
- C. To use cognitive accessibility resources to communicate.
- D. To adapt the curriculum.
- E. All answers are correct.
- F. No answer is correct.



Question 14

Administrative and service staff must have disability training.

A. True.

B. False.



Solutions

Question 1

B. Making education accessible with a flexible curriculum adapted to each person.

Question 2

B. Capability approach.

Question 3

B. Centro Documentazione Handicap.

Question 4

D. Private life.

Question 5

B. Inclusive culture and policies.

Question 6

A. True.



Question 7

E. All answers are correct.

Question 8

A. True.

Question 9

B. False.

Question 10

D. The first and the second answers are correct.

Question 11

A. True.

Question 12

B False.



Question 13

E. All answers are correct.

Question 14

A. True.

