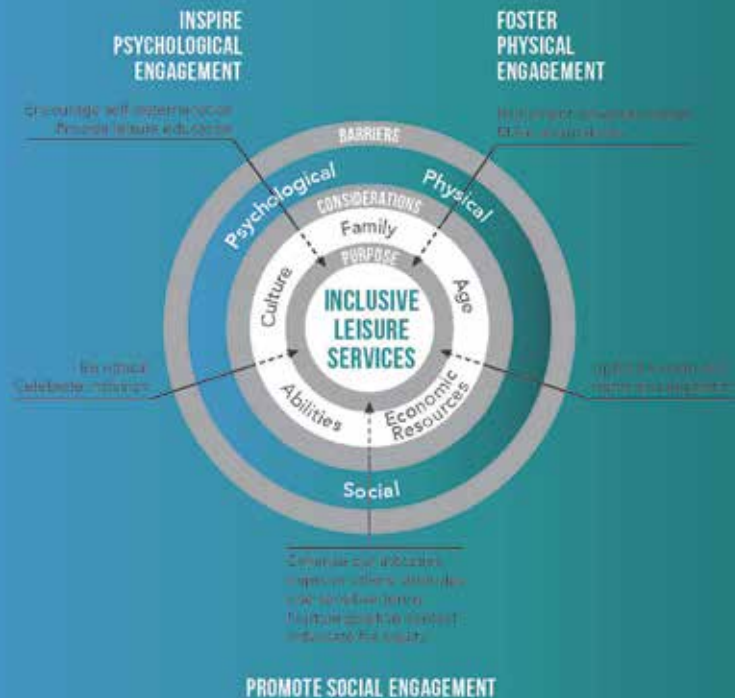


TEST BANK

INCLUSIVE LEISURE SERVICES 4TH EDITION

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1

Be Ethical

1. Ethics are **not**:
 - a. Ideas of what is morally right or wrong
 - b. Guidelines that help us act respectfully
 - c. Ideas that help us consider implications of our behaviors beyond ourselves
 - d. **Laws enforced by a country (p. 9)**
 - e. Rules of behavior or conduct
2. A condition of a society in which numerous distinct ethnic, religious, or cultural groups coexist:
 - a. Globalization
 - b. Individuality
 - c. **Pluralism (p. 19)**
 - d. Relatedness
 - e. Tolerance
3. The ability and commitment to recognize, respect, engage, and negotiate differences while believing humans are diverse and have rights:
 - a. Diversity
 - b. **Embracement (pp. 20-21)**
 - c. Paternalism
 - d. Pluralism
 - e. Tolerance
4. When one clarifies the meaning and significance of what is being presented to determine if there is sufficient explanation to accept the information as being true:
 - a. Constructive processing
 - b. Clarification
 - c. Collaborative action
 - d. **Critical thinking (p. 24)**
 - e. Intersectionality
5. The **most** significant challenge for people who have been oppressed is:
 - a. **Ignorance (pp. 5-7)**
 - b. Inadequate housing
 - c. Lack of services
 - d. Paternalism
 - e. Pluralism

2

Celebrate Inclusive Leisure

1. The difference between inclusion and integration is:
 - a. Inclusion is a legal requirement; integration is a voluntary best practice
 - b. **Inclusion makes everyone a part from the start; integration implies someone has been excluded (pp. 39-40)**
 - c. Inclusion refers to disability; integration refers to race
 - d. Inclusion means everyone is welcome, integration means that diverse people participate equally
 - e. Nothing, these two terms mean the same thing
2. The following is **not** a characteristic of inclusion:
 - a. Creating options and choices so people feel welcome and supported
 - b. **Developing special services for people experiencing oppression (p. 42)**
 - c. Recognizing we are one yet different
 - d. Supporting participation so everyone takes part in an activity
 - e. Valuing each person and diversity
3. When people actively take part in an activity or event:
 - a. Diversity
 - b. Inclusion
 - c. Integration
 - d. **Participation (p. 42)**
 - e. Pluralism
4. The following is the **best** example of an inclusive program:
 - a. A cooking class that has people donate the cooked food to people living in poverty
 - b. **A dance class in which diverse individuals learn how to do line dances together**
 - c. A play where an acting troupe whose members are of a particular religion perform for the public
 - d. A tae kwon do class designed specifically for people of Hispanic descent
 - e. An art class in which a person without a disability is partnered to help an individual with a disability
5. The **best** inclusive activity that a nature specialist might lead is:
 - a. A canoeing class that pairs people from diverse backgrounds so those who have the highest incomes can do most of the work
 - b. A ropes course in which all participate in the low ropes course and only those without disabilities experience the high ropes course
 - c. **An outdoor first-aid class that includes everyone from diverse backgrounds from the beginning**
 - d. A camping trip planned by suburban residents who then invite inner-city residents to attend
 - e. Teach a course for older adults covering problems they may face while hiking
6. Activity that may or may not be fun:
 - a. **Recreation (p. 35)**
 - b. Free time
 - c. Leisure

7. Consistently associated with intrinsic motivation:
 - a. Recreation
 - b. Free time
 - c. **Leisure (pp. 35-36)**
8. The occurrence of this depends on person's perceptions about if an experience is enjoyable:
 - a. Recreation
 - b. Free time
 - c. **Leisure (pp. 35-36)**
9. This reflects periods in the absence of work:
 - a. Recreation
 - b. **Free time (p. 35)**
 - c. Leisure
10. Activities within a particular society that are designed to be fun:
 - a. **Recreation (p. 35)**
 - b. Free time
 - c. Leisure

3

Understand Sociological Barriers

1. A learned tendency to respond to an object, person, or idea in a consistent manner that can be either positive or negative:
 - a. Antecedent
 - b. Belief
 - c. **Attitude (pp. 55–57)**
 - d. Intention
 - e. Stigma
2. A standardized mental picture that represents an oversimplified opinion, attitude, or judgment of members of a group:
 - a. Discrimination
 - b. Segregation
 - c. Self-fulfilling prophecy
 - d. Spread phenomenon
 - e. **Stereotype (pp. 59–61)**
3. When one person makes a distinction categorically rather than individually about another and then acts differently toward that person:
 - a. **Discrimination (pp. 61–63)**
 - b. Segregation
 - c. Self-fulfilling prophecy
 - d. Spread phenomenon
 - e. Stereotype
4. An undesired differentness that separates the person from others in society that deeply discredits a person's moral character:
 - a. Antecedent
 - b. Attitude
 - c. Internalized oppression
 - d. Overjustification assumption
 - e. **Stigma (pp. 58–59)**
5. When one person's expectation of another person becomes an accurate prediction of that other person's behaviors simply because the prediction exists:
 - a. Antecedent
 - b. Internalized oppression
 - c. Overexaggeration assumption
 - d. **Self-fulfilling prophecy (pp. 66–67)**
 - e. Spread phenomenon

6. Security personnel discriminate against Giovanni, who has a severe facial deformity, by not allowing him to sit with his wife and children at the music festival. This is an example of:
 - a. **Segregation (p. 63)**
 - b. Self-fulfilling prophecy
 - c. Spread phenomenon
 - d. Stereotype
 - e. Stigma
7. A vendor ignores Tia who uses a motorized wheelchair. He assumes she must have an intellectual disability. This is called:
 - a. Internalized oppression
 - b. Segregation
 - c. Self-fulfilling prophecy
 - d. **Spread phenomenon (p. 68)**
 - e. Stigma
8. A roller coaster operator does not allow Maria, who is wearing a hijab, on the ride. This is an example of:
 - a. **Discrimination (pp. 61–63)**
 - b. Segregation
 - c. Self-fulfilling prophecy
 - d. Spread phenomenon
 - e. Stereotype
9. An employee assumes that since Carl does not have a home and lives on the streets, he must be lazy. This is an example of:
 - a. Discrimination
 - b. Segregation
 - c. Self-fulfilling prophecy
 - d. Spread phenomenon
 - e. **Stereotype (p. 59)**
10. A man told Marci, who is a young Black woman, that she will fail if she tries to play a game. Marci stopped trying since she believed the man. This is an example of:
 - a. Discrimination
 - b. Segregation
 - c. **Self-fulfilling prophecy (pp. 66–67)**
 - d. Spread phenomenon
 - e. Stereotype

4

Consider Psychological and Physical Barriers

1. If unable to gain control after repeated attempts, people assume the outcome is uncontrollable. This is called:
 - a. Competitive boredom
 - b. **Learned helplessness (pp. 76–79)**
 - c. Overjustification
 - d. Negative feedback
 - e. Reactance
2. ____ occurs when a person's behaviors or options are eliminated or threatened:
 - a. Overjustification
 - b. Learned helplessness
 - c. Negative feedback
 - d. **Reactance (pp. 75–76)**
 - e. Unresponsive environment
3. People experience this type of competition when they compete against themselves, trying to surpass their standards:
 - a. Cooperative
 - b. Group
 - c. **Indirect (p. 83)**
 - d. One-on-one
 - e. Reactive
4. When rewards are withdrawn, participants show less interest in an activity than they did before rewards were offered. This is known as:
 - a. Direct competition
 - b. Learned helplessness
 - c. Negative feedback
 - d. **Overjustification (p. 80)**
 - e. Reactance
5. The following is **not** a characteristic of learned helplessness:
 - a. Emotional disturbances, depression, or anxiety
 - b. Belief that responses are futile and events are uncontrollable
 - c. Inability to gain control after repeated attempts
 - d. Lack of motivation
 - e. **Increased productivity when rewards are presented (pp. 76–77)**

6. This is **not** a way to address youth demonstrating reactance to being required to play inside due to rain:
 - a. Identify and lead indoor activities that children do not typically do
 - b. Give them a choice between typical games (e.g., basketball) and novel games (e.g., crab soccer)
 - c. Provide many choices within the activity to help them regain a sense of control
 - d. **Provide rewards so they do not experience feelings of helplessness (pp. 79–80)**
 - e. Provide options that are not usually available to the participants during the activity time
7. Turner attributes his failures to his low ability, not persisting on tasks, experiencing limited enjoyment, and having trouble problem solving. This is:
 - a. Boredom
 - b. **Learned helplessness (pp. 76–77)**
 - c. Overjustification
 - d. Psychological reactance
 - e. Unresponsive environment
8. Vanessa is struggling to learn to play basketball. The recreation leader provides general, nonspecific praise and criticism. This is called:
 - a. Boredom
 - b. Learned helplessness
 - c. Mismatch of skill and challenge level
 - d. Psychological reactance
 - e. **Unresponsive environment (p. 81)**
9. When Lucia shares that she is having difficulty playing horseshoes because the little kid's post is "too easy" and the big kid's post is "too difficult," she is demonstrating:
 - a. A controlling environment
 - b. An unresponsive environment
 - c. Learned helplessness
 - d. **A mismatch in skill and level challenge (p. 85)**
 - e. Reactance
10. Moji is told to solve puzzles faster than other children and be the winner. When he loses motivation to solve puzzles, it is called:
 - a. **Direct competition (pp. 82–83)**
 - b. Learned helplessness
 - c. Negative feedback
 - d. Reactance
 - e. Unresponsive environment

5

Uphold Human and Civil Rights

1. Protections allowed to citizens from their government for fair and equal treatment under the law:
 - a. Citizenship rights
 - b. **Civil rights (p. 91)**
 - c. Human rights
 - d. Protected rights
 - e. Universal rights
2. Global advances in human rights are represented by:
 - a. Bill of Rights
 - b. *Brown v. Board of Education*
 - c. Civil Rights Act
 - d. Emancipation Proclamation
 - e. **Universal Declaration of Human Rights (p. 95)**
3. In 1863, President Lincoln signed this executive order declaring freedom for all U.S. slaves. This reversed the legal precedent determining slaves were “so far inferior that they had no rights which the white man was bound to respect” set by *Dred Scott v. Sandford* (1857).
 - a. Bill of Rights
 - b. Civil Rights Act
 - c. **Emancipation Proclamation (p. 94)**
 - d. Equal Opportunity in Education Act
 - e. Universal Declaration of Human Rights
4. When established in 1964, the U.S. Civil Rights Act enforced equal rights for all protected classes, **except**:
 - a. Color
 - b. **Disability (p. 103)**
 - c. National origin
 - d. Religion
 - e. Sex
5. This lawyer was head council for the NAACP, represented *Brown v. Board of Education*, and later became a U.S. Supreme Court Justice:
 - a. Martin Luther King, Jr.
 - b. Nelson Mandela
 - c. Patsy T. Mink
 - d. Ruth Bader Ginsburg
 - e. **Thurgood Marshall (p. 98)**

6

Follow the Americans With Disabilities Act

1. The ADA stipulates that reasonable accommodations be given to people to participate in leisure services if they meet these considerations: capacity, fees, rules of conduct, safety, skill, age, and residence. These considerations are identified as:
 - a. **Essential eligibility requirements (p. 119)**
 - b. Existence of undue burden
 - c. Legislative titles
 - d. Responsive adaptations
 - e. Self-analysis attributes
2. According to the ADA, an agency does not need to make an accommodation if doing so creates an economic, administrative, or programmatic hardship. This is called:
 - a. Barrier to participation
 - b. Compliance violation
 - c. Inclusion obstruction
 - d. Legislative loophole
 - e. **Undue burden (p. 116)**
3. When needed, the ADA stipulates the need to provide the following resources, **except**:
 - a. Conduct in-service training for personnel
 - b. Conduct in-service training for volunteers
 - c. **Construct new, more expensive facilities (pp. 131–132)**
 - d. Make auxiliary aids available
 - e. Provide additional personnel as needed
4. Which is **not** considered a reasonable accommodation by the ADA:
 - a. Modify services, rules, policies, or practices
 - b. Adapt equipment
 - c. Reassign programs to an accessible site
 - d. **Require all to participate in the same way (p. 127)**
5. The **least** effective way for a leisure service department to respond to ADA suggestions is:
 - a. Adopt a procedure for handling complaints
 - b. **Develop some form of segregated services (pp. 122–126)**
 - c. Implement inclusive registration procedures
 - d. Include a compliance statement in brochures
 - e. Make advertisements accessible

6. The following person would **not** be covered by the Americans With Disabilities Act (ADA):
 - a. Bomi, who has clinical depression
 - b. Frank, who has a facial deformity and is perceived to have a disability
 - c. Jack, who is HIV positive
 - d. Julio, who has a history of alcoholism
 - e. **Latonya, who wears corrective glasses (p. 113)**
7. The following person **would** be covered by the ADA if discrimination occurred:
 - a. Yeganeh, who would like to participate in a rock climbing class
 - b. Malcolm, who has insufficient money to play in a golf tournament
 - c. Preethi, who speaks English as a second language and wants to do arts and crafts
 - d. **Ruth, who has been deaf from birth, knows sign language, and wants to play soccer (p. 113)**
 - e. Zeke, who works so much he has little free time to play in a softball league
8. A person who has difficulty walking wants to raft down a river in a park, but the path to the river is not usable for this visitor. The **best** way to meet all visitors' needs is:
 - a. Close the river to rafting
 - b. **Maintain the path with a firm surface (pp. 130-131)**
 - c. Pave the path completely with cement.
 - d. Purchase a shuttle to transport visitors.
 - e. Rent durable wheelchairs.
9. People with mild intellectual disabilities have difficulty staying on the correct hiking trail since directions on the trailhead map are complex. The **best** accommodation for them is:
 - a. Create separate, easy-to-follow trails
 - b. Forewarn individuals with intellectual disabilities that they hike at their own risk
 - c. **Prepare portable trail maps with pictures and symbols (p. 131)**
 - d. Provide a required "helper" to hike with them
10. People with hearing impairments are having difficulty understanding an audio-visual orientation. The **best** accommodation is:
 - a. Exempt them from the orientation session
 - b. Provide a separate video using sign language
 - c. Provide a separate room for orientation
 - d. Provide a transcript to read along
 - e. **Activate closed-captioning on the video (p. 130)**

7

Enhance Our Attitude

1. The following strategies cultivate professional competence with inclusion, **except**:
 - a. Attend presentations and discussions
 - b. Develop awareness of personal attitudes
 - c. Make indirect contact via media
 - d. Make structured direct contact
 - e. **Participate in segregated programs (pp. 139–148)**
2. Talking with an older woman about her life and her free-time interests is an example of:
 - a. Attending presentations and discussions
 - b. Creating stereotypes
 - c. Developing awareness of personal attitudes
 - d. **Making direct contact (pp. 143–146)**
 - e. Participating in simulations
3. Yahim collects duplicate cooking utensils and gives each participant one. He instructs participants to share a cooking story with the person who has the matching utensil. This is an example of the following experience:
 - a. Competence
 - b. Empathetic
 - c. Indirect
 - d. **Structured (p. 143)**
 - e. Vicarious
4. The following is **least** important for someone to consider when preparing and participating in a simulation:
 - a. Be honest when discussing your condition
 - b. **Be spontaneous (pp. 149–150)**
 - c. Describe assignment in advance to friends
 - d. Preplan all experiences
 - e. Remain in the chair as much as possible
5. Allport's contact theory suggests that to reduce prejudice and discrimination, people from different groups do the following, **except**:
 - a. **Acknowledge differences (p. 144)**
 - b. Be interdependent
 - c. Have equal status
 - d. Receive support from an authority figure
 - e. Share common goals

8

Improve Others' Attitudes

1. Which is **not** a characteristic of humanness as proposed by Bogdan and Taylor. Every person:
 - a. Has the ability to think
 - b. Is entitled to a social place
 - c. **Has differences on which to focus (p. 162)**
 - d. Is an individual
 - e. Has the capacity to reciprocate
2. You are a leisure service provider committed to inclusion. What strategy would be most helpful in forming natural proportions:
 - a. Arrange participants according to natural abilities
 - b. Create groups that include members similar in age and ability
 - c. **Develop groups of people resembling demographics of society (p. 169)**
 - d. Encourage the spread phenomenon
 - e. Put "natural" groups together such as those with similar skills and competencies
3. The following refers to participants assuming roles that result in similar degrees of respect from others:
 - a. **Equal status (p. 167)**
 - b. Individualized instruction
 - c. Natural proportions
 - d. Personal contact
 - e. Recognize personal differences
4. When leading an inclusive fishing trip, do **not**:
 - a. Allow friends to remain together
 - b. Consider group dynamics within the boats
 - c. Consider natural proportions
 - d. **Cluster people with disabilities together (p. 169)**
 - e. Permit families to stay together
5. Which example is the **best** example to foster cooperative interdependence:
 - a. Develop a camping program in which each person has his or her own equipment
 - b. Partner people with similar characteristics together to play miniature golf
 - c. Have people from a particular race in one canoe
 - d. **Develop a cooking activity in which each participant completes a step to prepare a meal (p. 167)**
 - e. Give a reward to the first person to reach the mountain top

9

Use Sensitive Terms

1. The following is **not** a guideline for the use of sensitive terminology:
 - a. Consider the person first
 - b. Emphasize abilities
 - c. **Focus on people's differences (p. 179)**
 - d. Consider the perspective of privilege
 - e. Use terms in a consistent manner
2. Which phrase uses the **most** appropriate terminology:
 - a. Citizens who are normal
 - b. Nondisabled individuals
 - c. **People without disabilities (pp. 188–189)**
 - d. Persons who are able-bodied
 - e. Temporarily able-bodied
3. Select the statement that is **most** correct:
 - a. Consider person first, say “the homeless woman”
 - b. Emphasize abilities, say “Kantar is wheelchair bound”
 - c. Focus on similarities, say “Chris is special”
 - d. Show respect by focusing on a person's “mental age”
 - e. **Use consistent terms, say “a person's sexual orientation” (pp. 179–185)**
4. The participant description that uses the most sensitive terminology is:
 - a. **Clara has an intellectual disability (pp. 189–191)**
 - b. Clara has mental retardation
 - c. Clara is deaf and dumb
 - d. Clara is differently-abled
 - e. Clara is handi-capable
5. This type of term is derogatory and shows contempt or disapproval, a lack of respect, and negativity. It results in a person being disparaged:
 - a. Handicapped
 - b. **Pejorative (p. 186)**
 - c. Politically incorrect
 - d. Privileged
 - e. Stereotypical

10

Nurture Positive Contact

1. This word describes those who have been deprived of certain privileges or rights:
 - a. **Disenfranchised (p. 200)**
 - b. Overexaggerated
 - c. Stereotyped
 - d. Stigmatized
 - e. Socially rejected
2. The following strategies prepare people to foster social interactions and develop friendships, **except**:
 - a. Be aware of isolation
 - b. Include people in planning and decisions
 - c. Learn about the benefits of friendships
 - d. **Promote opportunities for solitude (p. 204)**
 - e. Teach leisure service providers
3. Research on social isolation indicates that people tend to do all of the following, **except**:
 - a. Avoid people who are different from them
 - b. Listen to people similar to them
 - c. Make friends with people similar to them
 - d. **Sit next to people different from them (p. 204)**
 - e. Talk with people similar to them
4. The following strategy does **not** encourage social interactions and develop friendships:
 - a. Increase chances for active participation
 - b. **Design competitive activities (pp. 206–210)**
 - c. Select interactive materials and equipment
 - d. Structure experiences
 - e. Teach social skills
5. You are designing an activity to facilitate positive contact between individuals and groups. The three considerations that guide you are:
 - a. After school, home, drama
 - b. Autonomy, competence, relatedness
 - c. Gender, age, family
 - d. **Proximity, familiarity, interdependence (p. 207)**
 - e. Minority status, ethnicity, race
6. This strategy does **not** effectively include all participants:
 - a. Allow interaction with campers who have similar interests
 - b. Plan activities that pair people who have different characteristics together
 - c. Plan cooperative games that allow people to work together on a common task
 - d. Place campers in activities in which they are interested
 - e. **Modify game rules only for specific people (pp. 208–209)**

7. This activity would be **best** used at the beginning of an outdoor recreation program to promote social interaction and inclusion:
 - a. 50-yard dash with ribbons to the first three finishers
 - b. 50-yard dash with ribbons to all participants
 - c. **Activity in which each child collects and shares items for a collage (p. 209)**
 - d. Activity in which each child collects meaningful items to take home
 - e. Art activity in which each child makes and displays a clay bowl during camp
8. Tony does not know any of the children at camp and spends most of his time alone. The **best** action you can take to promote social interaction is:
 - a. Give Tony a chance to talk to the entire large group about himself
 - b. Have an adult spend time with Tony and play cooperative games with him
 - c. **Learn about Tony's interests and then introduce him to children with similar interests (p. 210)**
 - d. In a large group meeting, introduce Tony to all the children at camp
 - e. Provide Tony with a list of activities from which to choose to participate
9. Quasi has just joined the arts and crafts group. The following person would be **best** to promote inclusion and social interaction:
 - a. Quasi's mother, who has volunteered
 - b. **A child with different characteristics who is the same age (p. 208)**
 - c. A child who can act as her "big sister"
 - d. A special assistant trained to work with children similar to Quasi
 - e. The junior counselor who helps with arts
10. Cedrick has chosen to participate in flag football. You know that he feels anxious since he does not yet possess all the skills needed to participate. What should you do?
 - a. Appoint Cedrick as the manager, rather than a player, for his cabin's team. This way he can be involved with his peers without the risk of failure.
 - b. Assign Cedrick to a younger cabin's team to keep the ability level more equal. This way he has a greater chance of being successful.
 - c. **Have Cedrick participate as a player on his cabin's team and make modifications to the game rules for everyone, to increase the chance of his success. (p. 208)**

11

Be an Advocate and Ally for Equity

1. The process of speaking up and working for changes in policies, opportunities, and attitudes:
 - a. **Advocacy (p. 217)**
 - b. Competence
 - c. Empowerment
 - d. Inclusion
 - e. Professionalism
2. The following technique is **not** a suggestion for being an advocate or ally:
 - a. **Avoid risk (p. 221)**
 - b. Be clear
 - c. Be ethical
 - d. Be tactful
 - e. Use humor effectively
3. Convictions, trust, competence, character, awareness, and courage are components of the following model:
 - a. **ACCCCT Right (pp. 223–225)**
 - b. Advocacy First
 - c. Community IN-CLUSION
 - d. Empowerment NOW!
 - e. Self-Advocacy
4. This technique is **not** a suggestion for evaluating a professional's advocacy efforts:
 - a. Analyze informational content
 - b. **Demonstrate self-advocacy (pp. 225–227)**
 - c. Examine the advocacy process
 - d. Identify successful advocacy attempts
5. A highly regarded diplomat from Ghana, the Seventh Secretary-General of the United Nations from 1997–2006, and recipient of the 2001 Nobel Peace Prize and the Profile in Courage Award:
 - a. Gregory Clay
 - b. **Kofi Annan (p. 230)**
 - c. Leibe Geft
 - d. Nelson Mandela
 - e. Thurgood Marshall
6. You see an angry customer yelling at Tim, a new employee who recently immigrated to the U.S. The **best** action to be an ally for Tim is:
 - a. Look away and then later offer Tim words of encouragement
 - b. Angrily explain to the customer about Tim's difficulties and demand an apology
 - c. **Approach them, ask if you can help resolve the problem, and then listen to them (pp. 220–221)**
 - d. Find another patron and explain that a customer is abusing an employee
 - e. Pretend you do not know Tim and that you did not see the incident

7. A customer becomes nervous when a man with a visual impairment and his guide dog enter the coffee shop. The **best** way to be an ally is to:
 - a. Approach the man and tell him how brave you feel he is
 - b. Explain to the man that dogs are not allowed on the premises
 - c. **Explain to the customer the role of the dog and that service animals are permitted**
 - d. Pat the dog on the head and offer to provide it with some food
 - e. Talk to the man and lead him by the elbow to the counter
8. You notice visitors from China are having difficulty ordering, appearing to speak little English. The **best** course of action to take to be an ally to them:
 - a. **Approach the group and offer to assist them**
 - b. Focus your attention on the people with whom you are socializing
 - c. Suggest to your server they hire an employee of Asian descent
9. A woman using a wheelchair is unable to join her friends in the seating area since there are steps and no ramp. The **best** action of an advocate is:
 - a. Ask the woman if she would like for you set up a table in an accessible area
 - b. **Describe the problem to the manager and discuss actions to take to resolve the situation**
 - c. Offer to help carry the woman down the steps

12

Encourage Self-Determination

1. The desire to engage in experiences that are interesting and satisfying for the purpose of feeling positive emotions associated with participation:
 - a. Autonomy
 - b. Competence
 - c. Relatedness
 - d. **Intrinsic motivation (p. 240)**
 - e. Concentration
2. Csikszentmihalyi and other researchers suggest that to facilitate enjoyment, leisure service providers promote all of these, **except**:
 - a. Absorption
 - b. Concentration
 - c. **Diversion (p. 242)**
 - d. Effort
 - e. Perception of manageable challenge
3. Fosters leisure engagement through adaptations and assistance regardless of skill level:
 - a. Cooperative learning
 - b. Natural proportions
 - c. **Partial participation (p. 247)**
 - d. Reciprocity
 - e. Task analysis
4. When transferring control over values, decisions, choices, and directions to participants, service providers are facilitating:
 - a. Choice making
 - b. Competence
 - c. **Empowerment (p. 247)**
 - d. Intrinsic motivation
 - e. Interdependence
5. When people compare their performance to internal standards (not using social comparison) and feel satisfied with their performance, it is called:
 - a. Interpersonal constraints
 - b. Leisure repertoire
 - c. Preference
 - d. **Psychological comfort (p. 248)**
 - e. Reciprocal interaction

6. Though the recreation center offers many activities, Saalima chooses to play card games every day. She complains that she feels she does not have the skills to do other activities. How could you **best** increase her self-determination?
 - a. **Increase her perceived competence (pp. 248–249)**
 - b. Foster participation using a directive approach
 - c. Respect her choice of playing cards
 - d. Respond to her preferences
 - e. Reward her efforts of playing cards
7. Francis would like to swim with his peers and is given flotation devices. Your adaptation encourages a degree of involvement regardless of his skill level. This is called:
 - a. Cooperative learning
 - b. Natural proportions
 - c. **Partial participation (p. 247)**
 - d. Reciprocity
 - e. Task analysis
8. Dawn has difficulty communicating and is self-conscious about her speech. The **best** strategy to encourage her to communicate her preferences is:
 - a. **Ask Dawn what her preferences are and allow her plenty of time to respond (p. 246)**
 - b. Do not pressure Dawn to participate; allow her to be alone to make her own decisions
 - c. Provide her with a list of individual activities, to limit socializing with peers
 - d. Suggest she join an art class, because that is where most of the participants will be
 - e. Suggest that Dawn play basketball with her friend
9. Clarence attends your recreation program. He has difficulty reading and communicating his preferences. Which strategy would **best** allow you to respond to his preferences:
 - a. Allow him to only participate in the activities suggested by his family
 - b. Ask him to individually complete an extensive written recreation assessment
 - c. Have him participate in the most popular activities at the center
 - d. Have a “buddy” select activities they feel he might enjoy
 - e. **Provide him with different choices each day and observe his responses (p. 246)**
10. When people set personal goals, these goals should be all of the following, **except**:
 - a. **Fixed**
 - b. Measurable
 - c. Realistic
 - d. Specific
 - e. Time-based

13

Provide Leisure Education

1. When people move past self-interest to sharing and celebrating goodness in others and the natural world, they:
 - a. Are self-determined
 - b. Become mindful
 - c. Experience leisure
 - d. Feel happiness
 - e. **Flourish (p. 258)**
2. Asking participants Where can I participate? With whom can I participate? and How much does participation cost? addresses which aspect of leisure education?
 - a. Be self-determined
 - b. Become self-aware in leisure
 - c. Develop a leisure ethic
 - d. **Explore opportunities for leisure (p. 263)**
 - e. Manage challenges to leisure
3. Describes a range of skills, techniques, abilities, or knowledge that a person has relative to an identified topic:
 - a. Decision making
 - b. Diversity
 - c. Heterogeneity
 - d. Partial participation
 - e. **Repertoire (p. 265)**
4. Leisure education involves teaching people to balance all of the following, **except**:
 - a. **Happiness and flourishing (pp. 268–269)**
 - b. Leisure repertoire and core pursuits
 - c. Noticing kindness and creating kindness
 - d. Pleasure and enjoyment
 - e. Serious leisure and casual leisure
5. Working with participants involved in community leisure experiences, the leisure coach does the following, **except**:
 - a. Assess participant skills
 - b. **Continue ongoing intensive assistance (pp. 272–273)**
 - c. Determine activity requirements
 - d. Identify supportive services
 - e. Identify needed accommodations

14 Implement Universal Design

1. When you are selecting signs for bathrooms maintained by your agency, it is recommended that you:
 - a. Develop “catchy” phrases that can easily be remembered
 - b. Place signs at eye level, about 6 feet high
 - c. Use brightly colored words
 - d. Use different colors to represent males and females
 - e. **Use universal icons depicting a man or woman (p. 280)**
2. The word describing when a person is able to get to, enter, and use a building or surrounding area is:
 - a. Access
 - b. **Accessibility (p. 281)**
 - c. Handicapped accessible
 - d. International Symbol of Access
 - e. Universal design
3. Which is **not** a characteristic of the International Symbol of Access?
 - a. **Background uses the three primary colors (p. 285)**
 - b. Colors are in sharp contrast
 - c. Used only in approved design and proportions
 - d. Used in informational materials
 - e. Used to mark facilities accessible to those with mobility restrictions
4. The following generally includes a platform and series of steps to help a person move from their mobility device to access a play structure:
 - a. Access method
 - b. Accessible route
 - c. Elevated play component
 - d. Equitable structure
 - e. **Transfer system (p. 294)**
5. The requirement “for every inch that a ramp rises above the ground, 12 inches of ramp length should be installed” is associated with:
 - a. **Accessible routes (p. 294)**
 - b. Elevated play structures
 - c. Ground surfaces
 - d. Self-contained play structures
 - e. Transfer systems

15

Make Adaptations

1. As discussed in the book, the following are major areas for making adaptations, **except**:
 - a. Activities
 - b. **Agency (p. 303)**
 - c. Environment
 - d. Instruction
 - e. Materials
2. When we establish objectives, develop teaching steps, include prompts, provide positive reinforcement, and consider personnel, we are focusing on adapting:
 - a. Activities
 - b. Environment
 - c. **Instruction (p. 312)**
 - d. Materials
 - e. Participants
3. Segmenting an activity into components to teach separately and then sequence together to facilitate participation is called:
 - a. Activity scrutiny
 - b. Objective establishment
 - c. **Task analysis (p. 313)**
 - d. Partial participation
 - e. Ready-state preparation
4. As a leader, you place table games in a highly visible area to encourage people to participate. This prompt is:
 - a. **Environmental (p. 314)**
 - b. Hand-over-hand physical guidance
 - c. Modeling
 - d. Verbal
 - e. Visual
5. To increase the likelihood of a desired behavior recurring, the leader gives an item, activity, object, or social contact. This is called:
 - a. Adaptation option
 - b. Instructional adaptation
 - c. **Positive reinforcement (p. 314)**
 - d. Prompting strategy
 - e. Self-determined behavior

16

Endorse Culture

1. A pattern of beliefs, values, and behaviors socially transmitted from generation to generation through spoken and written words, use of objects, customs, and traditions:
 - a. Assimilation
 - b. **Culture (p. 322)**
 - c. Diversity
 - d. Ethnicity
 - e. Minority
2. Use of this term is problematic because a person can be a member of such a group in one culture but not a member in another culture. Also, the proportion of people within different cultures can change over time:
 - a. Acculturation
 - b. Assimilation
 - c. Ethnicity
 - d. **Minority (p. 324)**
 - e. Race
3. A process by which the culture of a group or person becomes culturally dominated by another society evolving to resemble the dominant society is called cultural:
 - a. **Assimilation (p. 329)**
 - b. Cooperation
 - c. Discrimination
 - d. Immigration
 - e. Integration
4. The following is **not** one of the top strategies for encouraging positive social interaction among diverse participants:
 - a. Create inclusive leisure spaces
 - b. Implement leisure education
 - c. Increase cultural competence of personnel
 - d. Provide culturally diverse leisure experiences
 - e. **Teach participants to focus on differences (pp. 336–341)**
5. The following is **not** reported to be a result of leisure services that promote interaction between diverse people:
 - a. Change perspective of the world
 - b. Develop diverse friendships
 - c. **Increase ethnic differences (p. 342)**
 - d. Improve attitudes and behaviors
 - e. Learn about one another

17

Embrace People's Abilities

1. The word describing diversity and difference existing within a category, group, or condition that applies to people who have been oppressed, including people with disabilities, is:
 - a. **Heterogeneity (p. 355)**
 - b. Interdependence
 - c. Prejudice
 - d. Prognosis
 - e. Transitional
2. Kennedy and Lewin suggested that to be responsive to the needs of people with disabilities, leisure service providers shift from all of the following, **except**:
 - a. Controlling people to empowering them
 - b. **Offering structured programs to providing segregated options (p. 360)**
 - c. Providing agency-controlled services to supporting person-directed services
 - d. Seeing people as having limitations to seeing them as valuable citizens
 - e. Seeing people as service recipients to seeing them as individuals with rights
3. When we build on abilities, individualize accommodations, and match the activity challenge with a person's skills, we are:
 - a. Determining need for access
 - b. **Emphasizing the person first (pp. 360-361)**
 - c. Involving participants
 - d. Limiting discrimination
 - e. Reducing ignorance
4. The following are ways to encourage autonomy, **except**:
 - a. Determine necessity of accommodation
 - b. Facilitate independence
 - c. **Identify limitations and focus on them (pp. 361-362)**
 - d. Promote interdependence
 - e. View accommodations as transitional
5. Accommodations **would** be covered by the ADA for the following participant:
 - a. A child with a brain injury is not permitted to go on a rafting trip because he is too young
 - b. **A woman who uses a golf cart due to her arthritis is denied access to a tournament (pp. 363-365)**
 - c. A man is not allowed to join a country club because of his race
 - d. A teenager is not permitted to participate in holiday activities because of her religion
 - e. An adolescent with cystic fibrosis is not allowed to join a karate class because it reached capacity

18

Sustain Healthy Aging

1. Physiological changes due to aging include the following, **except**:
 - a. Less efficient respiratory system
 - b. Less proficient cardiovascular system
 - c. Reduced bone mass
 - d. Reduced sensory abilities
 - e. **Reduced muscle stiffness (p. 375)**
2. Socioemotional selectivity theory postulates that as people age, they:
 - a. **Reduce the number of people with whom they regularly interact (p. 376)**
 - b. Seek to experience leisure that fulfills specific needs or desires
 - c. Experience health-related barriers that cause physical limitations, pain, fear of pain, and falling
 - d. Are more likely to experience reduced functioning and disability because of inactivity
 - e. Continue to desire novel experiences that come with trying new activities
3. The following is **not** a common constraint to leisure for many older adults:
 - a. **Excessive free time (pp. 378-381)**
 - b. Fears and safety concerns
 - c. Financial constraints
 - d. Health impairments
 - e. Transportation challenges
4. Leisure services that create opportunities for adults to participate in activities they enjoyed when they were younger address the need for:
 - a. Autonomy
 - b. Challenge
 - c. **Continuity (pp. 386-387)**
 - d. Mental engagement
 - e. Novelty
5. When we help older adults make the most of a situation by focusing on effort, new skills, practice, and modeling to accomplish goals and attain desired outcomes, we focus on:
 - a. Adherence
 - b. **Optimization (p. 391)**
 - c. Self-expression
 - d. Senescence
 - e. Socioemotional selectivity

19

Address Economic Resources

1. A categorization of people as a result of ranking them based on wealth, income, occupation, social status, or power:
 - a. Exploitation
 - b. Social constraint
 - c. Opportunity hoarding
 - d. Poverty
 - e. **Social stratification (p. 401)**
2. Many people with low income are dependent on social welfare services for food and clothing, shelter, counseling, and medical care. Receiving public assistance often results in them experiencing:
 - a. Anger
 - b. Disability
 - c. Privacy
 - d. **Stigma (p. 406)**
 - e. Taxes
3. People who worry about safety, violence, and crime, and feel unwelcome and/or isolated are experiencing the following type of leisure constraint:
 - a. Behavioral
 - b. **Interpersonal (p. 407)**
 - c. Emotional
 - d. Programmatic
 - e. Structural
4. The following strategy does **not** lessen constraints to leisure for people with low income:
 - a. Engage in advocacy
 - b. Improve safety
 - c. Facilitate access
 - d. **Generate revenue through program fees (p. 411)**
 - e. Provide leisure education
5. Some YMCAs use the following needs-based scholarship that encourages a person or family to identify what they feel they are able to pay for a membership or program:
 - a. Elasticity Project
 - b. On Your Terms Payment Plan
 - c. Member Scholarship
 - d. **Personal Pricing Program (pp. 414–415)**
 - e. Possibility Plan for All

20

Support Families

1. When life events cause substantial psychological change resulting in a person adopting a better way of living:
 - a. Cross-cultural competence
 - b. Disequilibrium
 - c. Family balancing act
 - d. Leisure facilitators
 - e. **Transformation (p. 430)**
2. Solomon (2012) recognized the following occurs when people have a trait (different genetics, values, or preferences) foreign to their parents that may reflect values not shared with other family member:
 - a. Disequilibrium
 - b. Family stress
 - c. Financial and time constraints
 - d. **Horizontal identities (p. 431)**
 - e. Overprotection
3. The following strategy is **least** helpful when trying to involve family members in inclusive leisure services:
 - a. Communicate with family members
 - b. Create family-centered leisure services
 - c. **Express your preferences from your cultural perspective (p. 433)**
 - d. Provide leisure services that reduce stress and fatigue
 - e. Be aware of overprotection
4. For family-centered services, which phrase emphasizes personal interactions that lead a person to feel cared for, valued, and included in mutually dependent relationships?
 - a. Leisure education
 - b. Peer tutoring
 - c. **Social support (p. 433)**
 - d. Supported leisure
 - e. Therapeutic recreation
5. Based on research of Scorgie and Sobsey (2000), parents report the following benefits of having a family member with a disability:
 - a. Their sensitivity to older adults has increased
 - b. They can manage their family funds more efficiently
 - c. They become more connected to the people in their community
 - d. They have become creative in ways to relieve stress
 - e. **They have been transformed and have a new perspective on life (p. 430)**