

5. Under what circumstances should teachers consciously consider cultural appropriateness of activities?
 - a. In a group of children composed of children from different races.
 - b. In a group of children composed of children from different economic circumstances.
 - c. In any group of children, regardless of group composition.
 - d. In a group of children where some children have special needs.
6. Which statement best describes how the concept of learning through experience, multi-sensory, or hands-on learning has evolved over time?
 - a. Hands-on learning was popular once, but is now known to be ineffective in meeting current learning standards.
 - b. Hands-on learning was first proposed as part of the traditional nursery school, which evolved slowly after World War I.
 - c. Hands-on learning began in Head Start, which was developed in the mid-1960s.
 - d. Hands-on learning has been developing since the 17th century and has been implemented in a variety of ways thereafter.
7. A four year old with cerebral palsy is enrolled in your classroom. The child's IEP is shared with you. IEP stands for:
 - a. Inclusive Environmental Plan
 - b. Individualized Educational Plan
 - c. Integrated Educational Program
 - d. Inclusive Educational Play
8. An IEP for a child with a disability includes all of the following EXCEPT:
 - a. A description of the child's strengths, needs, and goals.
 - b. Program modifications.
 - c. A list of activities the child will not be able to participate in.
 - d. Special education services to be provided.
9. In the Reggio Emilia approach, which of the following experiences is NOT emphasized?
 - a. Teachers carefully observe children to learn about their interests and understandings.
 - b. Children investigate projects that may last several weeks.
 - c. Children often work with a specialist trained in the visual arts.
 - d. Children are encouraged to work independent of one another.
10. In the Reggio Emilia approach, which of the following methods are used to assess children's learning?
 - a. Portfolios, memory books, and children's constructions
 - b. Portfolios, checklists, and diagnostic evaluations
 - c. Memory books and certain standardized assessments agreed on by teachers and parents
 - d. Digital records and paper pencil tests
11. In the "Plan-Do-Review" process, adults do which of the following?
 - a. Review children's work and make suggestions for what children can do to improve.

- b. Have children describe what they want to do, encourage them to do it, then help children reflect on what they did.
 - c. Assess children's learning and then provide each child with an individualized learning plan which children then carry out.
 - d. None of the above
12. In which of the following programs was it found that children who had a high quality preschool experience were more likely to graduate from high school than children from the same neighborhood who had no preschool experience?
- a. Montessori
 - b. Reggio Emilia
 - c. High/Scope
 - d. The Project Approach
13. The *gift of time* is most associated with which early childhood philosophy?
- a. A maturational perspective
 - b. A mental health perspective
 - c. A behavioral perspective
 - d. A constructionist perspective
14. Which of the following is NOT a research finding associated with developmentally appropriate practice?
- a. Children's creativity is enhanced.
 - b. Children's problem-solving skills improve.
 - c. Children demonstrate increased attachment to parents and grandparents.
 - d. Children's reading skills improve.
15. Which of the following elements do NOT characterize developmentally appropriate practice?
- a. Expecting children to learn most things through listening.
 - b. Giving children choices about what and how they learn.
 - c. Relying on play as a primary means for learning.
 - d. Establishing partnerships with parents.
16. What children benefit from Developmentally Appropriate Programs?
- a. White middle class children benefit from DAP, but poor children of color do not because they need more control from the adults.
 - b. Children who have special needs may have their social needs met in a DAP classroom but don't learn what they need to learn there.
 - c. Girls from poor families tend to do much better than boys do because boys are so active they don't pay attention.
 - d. DAP is applicable broadly for males and females, for advantaged and impoverished children, for the talented and gifted as well as children having special needs.
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18. The NAEYC guidelines for involving family's calls for establishing reciprocal relationships with families. What is the most significant implication of such relationships?
- a. Schedules for parent conferences are made available to parents well in advance.
 - b. More opportunities for teachers and families to share responsibility and decision making about children's education.
 - c. More chances for parents to donate materials to the classroom.
 - d. Quicker information provided to families about children's conflicts at school.
19. Who wrote the first kindergarten manual and also wrote the *Happy Birthday* song?
- a. Patty Hill Smith
 - b. Maria Montessori
 - c. Jean Piaget
 - d. Lev Vygotsky
20. Individual appropriateness means that a teacher planning for a three-year-old classroom should consider which of the following?
- a. The individual knowledge, experiences, and skills of each child in the group.
 - b. Ways in which this group of three-year-olds is the same as last year's group.
 - c. A list of appropriate materials for three-year-olds.
 - d. Typical milestones for three-year-olds.

Short Answer Questions

Give a short, concise answer to each statement.

21. Identify the 3 sources of knowledge that make up developmentally appropriate practice and give an example of each.
22. Select three historic figures in early childhood and give a brief description of their contribution to the field.
23. What are three challenges facing early childhood education today?
24. Name 2 trends that prompted DAP to come into being.
25. Identify 3 practices that run counter to DAP.