

Chapter 1: A Theory-Based Approach to Family Involvement in Early Childhood Education

MULTIPLE CHOICE

1. A key to understanding the establishment of successful relationships among families, schools, and communities is the idea of
 - a. developmental assets.
 - b. partnership.
 - c. hierarchical patterns.
 - d. all of the above

ANS: B

PTS: 1

KEY: WWW

2. External developmental assets are those that
 - a. come from families and communities.
 - b. come from the child's strengths, such as intelligence, interests, and motivation.
 - c. are related to children's biological determinants.
 - d. none of the above

ANS: A

PTS: 1

KEY: WWW

3. Which of the following items are identified as internal developmental assets for children?
 - a. social competencies
 - b. commitment to learning
 - c. positive values and identity
 - d. all of the above

ANS: D

PTS: 1

KEY: WWW

4. The idea known as "irreducible needs" comes from the work of
 - a. Bronfenbrenner.
 - b. Mead.
 - c. Brazelton and Greenspan.
 - d. Carter and McGoldrick.

ANS: C

PTS: 1

5. This theoretical model consists of five concentric circles, representing various systems that influence human development.
 - a. Vygotsky's sociocultural theory
 - b. Olson's family systems theory
 - c. Lerner's developmental contextualist theory
 - d. Bronfenbrenner's bioecological theory

ANS: D

PTS: 1

KEY: WWW

6. Bronfenbrenner's system that supports the importance of families and schools working together to influence children's development is known as
 - a. microsystem.
 - b. macrosystem.
 - c. exosystem.
 - d. none of the above

ANS: D PTS: 1

7. The theorist who posed the premise that human knowledge derives from culture is
- Vygotsky.
 - Bronfenbrenner.
 - Brazelton.
 - Greenspan.

ANS: A PTS: 1 KEY: WWW

8. According to Vygotsky, the mechanism by which human development occurs is known as
- the zone of proximal development.
 - the difference between what a learner can do independently and with assistance from another person.
 - the importance of collaborative learning.
 - all of the above

ANS: D PTS: 1

9. Which of the following models are included in family systems theory perspectives?
- developmental contextualism, circumplex, family life cycle
 - bioecological, developmental contextualism, circumplex
 - sociocultural, family life cycle, bioecological
 - family life cycle, sociocultural, developmental contextualism

ANS: A PTS: 1

10. An endeavor to connect human development theory with family sociology led to which of the following theoretical perspectives?
- family life cycle
 - circumplex
 - developmental contextualism
 - cognitive developmental

ANS: C PTS: 1 KEY: WWW

11. Anything that happens to one family member affects all other family members is a premise of which of the following theories?
- sociocultural
 - bioecological
 - cognitive developmental
 - family systems

ANS: D PTS: 1 KEY: WWW

12. According to the circumplex model of family systems, categories of unbalanced families are
- enmeshed and disengaged.
 - rigid and chaotic.
 - both of these answers are correct.
 - none of these answers are correct

ANS: C PTS: 1

13. According to the circumplex model of family systems theory, families who are balanced on one characteristic and extreme on another are referred to as
- semi-balanced.
 - semi-extreme.
 - midrange.
 - flexible.

ANS: C PTS: 1

14. According to a family life cycle model, challenges that occur over time are known as
- horizontal stressors.
 - vertical stressors.
 - coping patterns.
 - patterns embedded in families' relationships.

ANS: A PTS: 1

15. Early childhood programs that enroll children with identified disabilities and children who are typically developing are known as
- early childhood special education.
 - inclusive.
 - early intervention.
 - exceptional.

ANS: B PTS: 1 KEY: WWW

16. Early settlement house programs aimed to
- connect families to their existing cultures.
 - encourage families to be involved in their children's education.
 - strengthen families for life in the United States.
 - Both B and C

ANS: D PTS: 1

17. The nursery school movement of the 1920s
- came about partly as a result of the growth of the field of psychology.
 - intended to remove children's education from families.
 - emphasized father involvement.
 - occurred to provide quality care for children as mothers entered the work force.

ANS: A PTS: 1

18. Family involvement during the nursery school movement
- was discouraged.
 - included mothers increasing their understanding of child development.
 - was viewed as undermining the work of professional educators.
 - emphasized multigenerational partnerships.

ANS: B PTS: 1

19. The co-founders of Head Start are widely recognized as
- Zigler and Bronfenbrenner.
 - Brazelton and Bronfenbrenner.
 - Brazelton and Greenspan.

d. Bronfenbrenner and Greenspan.

ANS: A PTS: 1

20. A precursor to the national PTA was founded
- a. to advocate for children with special needs.
 - b. to support children of well-educated families.
 - c. to resist the presence of classroom volunteers.
 - d. to connect families and schools in an effort to defeat the institutionalization of professional teachers and parents being divided.

ANS: D PTS: 1

21. Family involvement in children's education
- a. has always been seen as essential.
 - b. has evolved over time.
 - c. was not seen as essential until the 1990s.
 - d. is still being questioned as to whether effects are positive or negative.

ANS: B PTS: 1 KEY: WWW

22. Having families participate in program decisions about their child's care and education is viewed as
- a. developmentally appropriate practice.
 - b. optional based on program goals.
 - c. developmentally inappropriate.
 - d. a basis for unnecessary conflict.

ANS: A PTS: 1

23. Staff members for inclusive early education programs
- a. must know about planning for children with special needs.
 - b. must understand typical developmental and behavioral milestones.
 - c. must provide the same daily schedule for all children in the program.
 - d. all of the above

ANS: D PTS: 1

24. _____ is defined as including children under the age of 3 years.
- a. Early childhood special education
 - b. Inclusive preschool
 - c. Early intervention
 - d. Exceptional family

ANS: C PTS: 1

25. _____ is defined as including children from 3 through 5 years of age.
- a. Early childhood special education
 - b. Inclusive preschool
 - c. Early intervention
 - d. None of the above.

ANS: A PTS: 1

26. Best practices for educating young children with special needs involve

- a. individualizing, flexibility, and responsive to family characteristics.
- b. maintenance of the same high standards for all children.
- c. family accommodation to existing school and community supports.
- d. all of the above

ANS: A PTS: 1 KEY: WWW

27. The family support movement begun in the 1970s is a clear application of which of the following theories?
- a. cognitive developmental
 - b. bioecological
 - c. circumplex
 - d. sociocultural

ANS: B PTS: 1

28. Since young children gain their identity and sense of self from families, recognition of _____ leads to both children and families doing better.
- a. families' needs
 - b. families' strengths
 - c. parental levels of education
 - d. community resources

ANS: B PTS: 1

29. According to national accreditation guidelines, program orientation provides staff with
- a. skills and knowledge to work with diverse families.
 - b. a manual for dealing with families.
 - c. resources for communicating with parents.
 - d. policies for containing levels of family involvement.

ANS: A PTS: 1

30. Early childhood literature and practice assumes that _____ is/are essential for children's optimal achievement.
- a. high intelligence scores
 - b. practice on standardized assessments
 - c. parents volunteering in classrooms
 - d. continuity

ANS: D PTS: 1 KEY: WWW

31. What movement in the early twentieth century focused on urban poverty?
- a. nursery school
 - b. kindergarten
 - c. settlement house
 - d. family support

ANS: C PTS: 1 KEY: WWW

32. Which of the following initiatives did not support family involvement in children's education?
- a. settlement house
 - b. public school

- c. nursery school
- d. Head Start

ANS: B

PTS: 1

KEY: WWW

33. Classroom or school-wide celebrations are most developmentally appropriate when:
- a. traditions are upheld.
 - b. teachers lead them as mainstream events.
 - c. they are responsive to each child and family.
 - d. they become a curricular focus.

ANS: C

PTS: 1

KEY: WWW

34. The circumplex model of family systems theory indicates that:
- a. families remain consistent over time.
 - b. families change to meet their own needs over time.
 - c. communication is relatively unimportant.
 - d. there is no such thing as too much togetherness.

ANS: B

PTS: 1

KEY: WWW

35. In the family life cycle approach:
- a. relationships among family members are more important than family functions.
 - b. family functions are more important than family structure.
 - c. family functions are more important than relationships among family members.
 - d. relationships among family members and family functions are equally important.

ANS: A

PTS: 1

KEY: WWW

36. Two key features for early intervention and early childhood special education programs have been identified as:
- a. professionals must ensure that families have resources and supports and families must commit to working collaboratively.
 - b. families must commit to working collaboratively and professionals must consider not only what is done with family engagement, but also how it is done.
 - c. professionals must ensure that families have resources and supports and must consider not only what is done, but also how it is done.
 - d. families must commit to working collaboratively and must follow through with all medical and therapeutic recommendations.

ANS: C

PTS: 1

KEY: WWW

37. Community-building is at the heart of:
- a. developmentally appropriate practices.
 - b. family systems theory.
 - c. DEC recommended practices.
 - d. family support movement.

ANS: D

PTS: 1

KEY: WWW

38. Two authors and early childhood experts who emphasize a need that young families have for support from sources outside of the immediate family in order to nurture their children are:
- a. Olson and McGoldrick.

- b. Mead and Bredekamp.
- c. Brazelton and Greenspan.
- d. Brazelton and Bredekamp.

ANS: C

PTS: 1

KEY: WWW

MATCHING

Match the numbered questions with the corresponding letter answer.

a	cohesion	f.	chronosystem
b	flexibility	g	zone of proximal development
c	communication	h	developmentally appropriate practice
d	“pressure-cooker”	i.	early intervention
e	microsystem	j.	early childhood special education

1. education programs for children with disabilities, ages 3 to 5 years
2. togetherness
3. sociohistorical context
4. method by which development occurs, according to Vygotsky
5. includes listening, speaking, clarity, respectfulness, concern for others
6. education programs for children with disabilities under age three years
7. family life cycle stage for families with young children
8. the near environment
9. ability of family members to change roles and amounts of power
10. derive from deep knowledge of individual children

- | | |
|------------|--------|
| 1. ANS: J | PTS: 1 |
| 2. ANS: A | PTS: 1 |
| 3. ANS: F | PTS: 1 |
| 4. ANS: G | PTS: 1 |
| 5. ANS: C | PTS: 1 |
| 6. ANS: I | PTS: 1 |
| 7. ANS: D | PTS: 1 |
| 8. ANS: E | PTS: 1 |
| 9. ANS: B | PTS: 1 |
| 10. ANS: H | PTS: 1 |

ESSAY

1. Describe aspects of the NAEYC national voluntary accreditation of early childhood programs that relate specifically to family and community involvement. Select one of the standards from either “families” or “communities” and explain why you believe it is the most important one.

ANS:

Families Standard

- Knowing and understanding program's families
- Sharing information between staff and families
- Nurturing families as advocates for their children

Communities Standard

- Linking with the community
- Assessing community resources
- Acting as a citizen in the neighborhood and the early childhood community

PTS: 1

2. Use at least two of the following theories to explain ways in which early childhood educators can better understand families in order to build strong partnerships:
- Bronfenbrenner's bioecological theory
 - Vygotsky's sociocultural theory
 - Olson's circumplex model
 - Family life cycle theory

ANS:

- Bronfenbrenner—importance of all five systems influencing human development
- Vygotsky—influence of culture on knowledge, thinking, family values
- Olson—dynamic nature of families, communication, cohesion, flexibility
- Family life cycle—horizontal and vertical stressors

PTS: 1

3. Summarize the history of family involvement in their children's education as described in Chapter 1 of the textbook. Select a time period and at least one event that you believe ensured the rise of the importance of family engagement.

ANS:

- ☐ Public schools in colonial times
- ☐ Shift in thinking of children as property to seeing them as individuals
- ☐ 1880s settlement house movement
- ☐ 1920s nursery school movement
- ☐ Bureaucratization of public schools
- ☐ 1960s Head Start
- ☐ 1970s increase in early childhood education programs
- ☐ current emphasis on the importance of partnerships

PTS: 1

4. Describe how you would implement Bronfenbrenner's bioecological theory in an early childhood setting.

ANS:

- ☐ Consider all systems: microsystem, mesosystem, exosystem, macrosystem, chronosystem
- ☐ Emphasis on interaction of nature and nurture

PTS: 1

5. Differentiate main points of bioecological and circumplex theory.

ANS:

- ☐ Bioecological: 5 systems, nature and nurture interactions, process/person/context/time
- ☐ Circumplex: cohesion, flexibility, communication, types of families: balanced, midrange, extreme, families are dynamic

PTS: 1

6. Identify the seven Developmentally Appropriate Practice guidelines found in Chapter 1 and design a way to assist families in understanding them.

ANS:

- ☐ 7 practices: reciprocal relationships, two-way communication, multiple ways to participate, sensitivity to family preferences, support of family decision-making, families are a source of information, and linking families with appropriate services
- ☐ method of assisting families: examples include newsletter, video, workshop, etc.

PTS: 1

7. Identify and describe the four categories of family based practices as created by the Division for Early Childhood of the Council on Exceptional Children.

ANS:

- ☐ sharing responsibility and working collaboratively
- ☐ strengthening family functioning
- ☐ individualized and flexible practices
- ☐ practices are strengths and assets based

PTS: 1