

Test Bank - Guiding Children's Social Development and Learning Theory and Skills - 9e - Kostelnik

1. Children's social competence is measured primarily by how well they have learned to say "please" and "thank you."

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-1 Social Competence Defined

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.09.01.01 - Define social competence, and explain how it affects children's lives.

NATIONAL STANDARDS United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Understanding

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2. Children's social development cannot be separated from cognitive and physical development.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-2 What Early Childhood Professionals Need to Know About Children's Development and Social Competence

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.09.01.02 - Describe how child development influences social competence.

NATIONAL STANDARD United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Remembering

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3. Social learning happens slowly over time.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-2 What Early Childhood Professionals Need to Know About Children's Development and Social Competence

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.09.01.02 - Describe how child development influences social competence.

NATIONAL STANDARD United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Remembering

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4. All children learn social skills in exactly the same way.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-3 Learning and Social Competence

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.03 - Explain the role of learning in achieving social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Understanding

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5. Adults can predict how long it will take for children to learn basic social skills, such as how to share or how to resist temptation.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 1-5 Your Role in Fostering Children's Social Competence

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.09.01.05 - Talk about your professional role in supporting children's social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Understanding

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6. You need to consider how well you know a person and the time and place in which you are operating in order to determine what behaviors would be considered polite or impolite.

- a. True
- b. False

ANSWER: True

POINTS: 1
DIFFICULTY: Medium
REFERENCES: 1-4 The Social Environment
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.04 - Identify factors influencing the social environment.
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
KEYWORDS: Bloom's: Understanding
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7. Qualities defined as socially competent in one culture will be considered competent in other cultures as well.

- a. True
- b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Easy
REFERENCES: 1-4 The Social Environment
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.04 - Identify factors influencing the social environment.
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
KEYWORDS: Bloom's: Understanding
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8. Given enough time, all children will eventually become socially competent.

- a. True
- b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Easy
REFERENCES: 1-2 What Early Childhood Professionals Need to Know About Children's Development and Social Competence
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.02 - Describe how child development influences social competence.
NATIONAL STANDARD S: United States - NAEYC.SI.1 - Promoting Child Development and Learning
KEYWORDS: Bloom's: Understanding
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9. By the time a child is 10 years old, negative behavior patterns are so entrenched that they cannot be changed.

- a. True

b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Easy
REFERENCES: 1-2 What Early Childhood Professionals Need to Know About Children's Development and Social Competence
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.02 - Describe how child development influences social competence.
NATIONAL STANDARD S: United States - NAEYC.SI.1 - Promoting Child Development and Learning
KEYWORDS: Bloom's: Understanding
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10. Social competence is so important that it has become part of the formal learning standards for Head Start and many preprimary programs in the United States.

a. True
b. False

ANSWER: True
POINTS: 1
DIFFICULTY: Easy
REFERENCES: 1-1 Social Competence Defined
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVE S: GCSDAL.KOSTELNIK.09.01.01 - Define social competence, and explain how it affects children's lives.
NATIONAL STANDARDS : United States - NAEYC.SI.1 - Promoting Child Development and Learning
KEYWORDS: Bloom's: Remembering
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11. Families who share the same cultural background are pretty much the same.

a. True
b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Easy
REFERENCES: 1-4 The Social Environment
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.04 - Identify factors influencing the social environment.
NATIONAL STANDARDS: United States - NAEYC.SI.2 - Building Family and Community Relationships
KEYWORDS: Bloom's: Understanding

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12. Families are no longer as important to children as they once were.

a. True

b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-4 The Social Environment

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.04 - Identify factors influencing the social environment.

NATIONAL STANDARDS: United States - NAEYC.SI.2 - Building Family and Community Relationships

KEYWORDS: Bloom's: Understanding

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13. Baking a pie is an example of a skill, as defined in this course.

a. True

b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 1-3 Learning and Social Competence

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.03 - Explain the role of learning in achieving social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.5 - Using Content Knowledge to Build Meaningful Curriculum

KEYWORDS: Bloom's: Understanding

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14. The NAEYC Professional Code of Ethics tells you whom to contact in your state in case you suspect that a child has been abused.

a. True

b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-5 Your Role in Fostering Children's Social Competence

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVE: GCSDAL.KOSTELNIK.09.01.05 - Talk about your professional role in supporting children's social competence.

NATIONAL STANDAR United States - NAEYC.SI.6 - Becoming a professional
DS:

KEYWORDS: Bloom's: Understanding

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15. Your textbook supports the idea that people who have worked with children for years have little need for formal training.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-5 Your Role in Fostering Children's Social Competence

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIV GCSDAL.KOSTELNIK.09.01.05 - Talk about your professional role in supporting children's
ES: social competence.

NATIONAL STANDAR United States - NAEYC.SI.6 - Becoming a professional
DS:

KEYWORDS: Bloom's: Understanding

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16. The major difference between helping professionals and laypersons is in the amount of salary they receive.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-5 Your Role in Fostering Children's Social Competence

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIV GCSDAL.KOSTELNIK.09.01.05 - Talk about your professional role in supporting children's
ES: social competence.

NATIONAL STANDAR United States - NAEYC.SI.6 - Becoming a professional
DS:

KEYWORDS: Bloom's: Understanding

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17. Your personal moral standards will be sufficient to guide your work as a helping professional.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-5 Your Role in Fostering Children's Social Competence
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVE ES: GCSDAL.KOSTELNIK.09.01.05 - Talk about your professional role in supporting children's social competence.
NATIONAL STANDARDS: United States - NAEYC.SI.6 - Becoming a professional
KEYWORDS: Bloom's: Understanding
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18. Social competence is exactly the same from one culture to the next.

- a. True
- b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Easy
REFERENCES: 1-4 The Social Environment
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.04 - Identify factors influencing the social environment.
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
KEYWORDS: Bloom's: Understanding
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19. Children who are socially competent also tend to do better academically.

- a. True
- b. False

ANSWER: True
POINTS: 1
DIFFICULTY: Easy
REFERENCES: 1-1 Social Competence Defined
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVE S: GCSDAL.KOSTELNIK.03.01.01 - Define social competence, and explain how it affects children's lives.
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
KEYWORDS: Bloom's: Remembering
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20. Teaching a child how to make friends is an example of Phase 1 of the Social Support Pyramid.

- a. True
- b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Medium
REFERENCES: 1-7 A Framework for Guiding Children's Social Development and Learning
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.07 - Describe a framework for guiding children's social development and learning.
NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using Developmentally Effective Approaches
KEYWORDS: Bloom's: Understanding
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21. When the teacher gives Carmen a verbal script for expressing her emotions, the teacher is operating within Phase 2 of the Social Support Pyramid.

- a. True
- b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Medium
REFERENCES: 1-7 A Framework for Guiding Children's Social Development and Learning
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.07 - Describe a framework for guiding children's social development and learning.
NATIONAL STANDARDS: United States - NAEYC.SI.5 - Using Content Knowledge to Build Meaningful Curriculum
KEYWORDS: Bloom's: Remembering
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22. Phase 4 of the Social Support Pyramid is applicable to all children.

- a. True
- b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Medium
REFERENCES: 1-7 A Framework for Guiding Children's Social Development and Learning
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.07 - Describe a framework for guiding children's social development and learning.
NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using Developmentally Effective Approaches
KEYWORDS: Bloom's: Remembering

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23. Teaching a child how to offer help to another child is an example of Phase 3 of the Social Support Pyramid.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 1-7 A Framework for Guiding Children's Social Development and Learning

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.07 - Describe a framework for guiding children's social development and learning.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using Developmentally Effective Approaches

KEYWORDS: Bloom's: Understanding

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24. Differentiating one's expectations based on children's abilities is an example of culturally appropriate practice.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-6 Developmentally Appropriate Practices and Social Competence

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.06 - Discuss how developmentally appropriate practices support the development of social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.2 - Building Family and Community Relationships

KEYWORDS: Bloom's: Remembering

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25. Developmentally appropriate practice is determined primarily by the age of the children.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-6 Developmentally Appropriate Practices and Social Competence

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.06 - Discuss how developmentally appropriate practices support the development of social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Understanding

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Multiple Choice

26. Which of the following combinations of characteristics describes a socially competent person in our society?

- a. intelligent, polite, wealthy
- b. good looking, religious, upwardly mobile
- c. responsible, cooperative, self-controlled
- d. hostile, aimless, impulsive

ANSWER: c

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-1 Social Competence Defined

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: GCSDAL.KOSTELNIK.09.01.01 - Define social competence, and explain how it affects children's lives.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Remembering

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27. According to the research cited in your book, children who have strong social emotional skills also tend to display what other characteristics?

- a. greater academic motivation, fewer absences from school
- b. greater wealth as adults, better job-seeking skills
- c. higher math achievement, higher reading scores
- d. greater academic motivation, fewer absences from school, higher math achievement, higher reading scores

ANSWER: d

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 1-1 Social Competence Defined

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: GCSDAL.KOSTELNIK.09.01.01 - Define social competence, and explain how it affects children's lives.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Remembering

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28. Daryn and Marco are both three years old. Daryn seems more coordinated than Marco, and Marco's speech is more advanced than Daryn's. What principle of development does this represent?

- a. All areas of development are interrelated.
- b. There are optimal periods of growth and development.
- c. Development has cumulative and delayed effects.
- d. Rates of development vary.
- e. There are developmental tasks throughout life.

ANSWER: d

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 1-6 Developmentally Appropriate Practices and Social Competence

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.06 - Discuss how developmentally appropriate practices support the development of social competence.

NATIONAL STANDARD ARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Understanding

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29. Children develop their predominant sense of self-worth by the time they are eight years old. What principle of social development does the period from birth to eight years represent?

- a. All areas of development are interrelated.
- b. There are optimal periods of growth and development.
- c. Development has cumulative and delayed effects.
- d. Rates of development vary.
- e. There are developmental tasks throughout life.

ANSWER: b

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 1-2 What Early Childhood Professionals Need to Know About Children's Development and Social Competence

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.02 - Describe how child development influences social competence.

NATIONAL STANDARD S: United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Remembering

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30. Which of the following statements is true about social learning?

- a. Social learning happens at an even pace throughout childhood.

- b. Social learning is mostly a result of age.
- c. Most six-year-olds can't share.
- d. Some aspects of social learning become evident only after numerous experiences.

ANSWER: d

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-1 Social Competence Defined

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.09.01.01 - Define social competence, and explain how it affects children's lives.

NATIONAL STANDARDS United States - NAEYC.SI.1 - Promoting Child Development and Learning :

KEYWORDS: Bloom's: Understanding

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31. Which of the following would be the best strategy for helping a child develop self-regulation?

- a. Consistently talk to the child about her actions.
- b. Quickly tell the child "no!" when she misbehaves.
- c. Ignore negative behavior until she outgrows it.
- d. Tell the child repeatedly that she needs to follow the rules.

ANSWER: a

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 1-1 Social Competence Defined

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.09.01.01 - Define social competence, and explain how it affects children's lives.

NATIONAL STANDARDS United States - NAEYC.SI.4 - Using Developmentally Effective Approaches :

KEYWORDS: Bloom's: Understanding

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32. Mrs. McNamara provides various opportunities for children in her first grade classroom to learn about helping. What might explain her decision to use varied strategies?

- a. Children may have different learning styles.
- b. Children may have more or less experience with helping than their peers.
- c. Providing numerous opportunities increases the likelihood children will learn about helping.
- d. Helping may be defined in many ways.

ANSWER: a

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: 1-6 Developmentally Appropriate Practices and Social Competence

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.06 - Discuss how developmentally appropriate practices support the development of social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using Developmentally Effective Approaches

KEYWORDS: Bloom's: Understanding

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33. Why is it important to communicate with family members or other adults important to children's lives?

- a. to inform the adults about how to help their child be successful at school
- b. to gain a more complete understanding of each child and his or her social context
- c. to share school expectations and approaches with the adults
- d. to recruit classroom volunteers

ANSWER: b

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 1-4 The Social Environment

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.04 - Identify factors influencing the social environment.

NATIONAL STANDARDS: United States - NAEYC.SI.2 - Building Family and Community Relationships

KEYWORDS: Bloom's: Understanding

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34. Which of the following statements is true about the role of culture in social learning?

- a. Behaviors that define social competence are the same across all cultures.
- b. Culture is determined by geography.
- c. Adults in the culture pass along their ideas of what constitutes social competence.
- d. Culture is all about having a common language.

ANSWER: c

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-4 The Social Environment

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.04 - Identify factors influencing the social environment.

NATIONAL STANDARDS: United States - NAEYC.SI.2 - Building Family and Community Relationships

KEYWORDS: Bloom's: Understanding

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35. What is the first phase of the Social Support Pyramid?

- a. teaching and coaching

- b. supportive environments
- c. positive relationships
- d. intensive individualized interventions

ANSWER: c

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-7 A Framework for Guiding Children's Social Development and Learning

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.07 - Describe a framework for guiding children's social development and learning.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using Developmentally Effective Approaches

KEYWORDS: Bloom's: Remembering

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36. Which of the following characteristics does NOT differentiate helping professionals from nonprofessionals?

- a. demonstrated competence
- b. specialized knowledge
- c. standards of practice
- d. salary and seniority

ANSWER: d

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 1-5 Your Role in Fostering Children's Social Competence

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.05 - Talk about your professional role in supporting children's social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.6 - Becoming a professional

KEYWORDS: Bloom's: Remembering

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37. Which of the following teacher behaviors illustrates Phase 2 of the Social Support Pyramid?

- a. The teacher provides a visual chart depicting the steps for proper hand washing near the sink in the children's bathroom.
- b. The teacher convenes a support team consisting of herself, a speech pathologist, and Suzy's mom to discuss Suzy's difficulties communicating to others.
- c. The teacher gives Suzy step-by-step instructions for buttoning her coat.
- d. The teacher demonstrates how to feed the gerbil.

ANSWER: a

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 1-7 A Framework for Guiding Children's Social Development and Learning
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.07 - Describe a framework for guiding children's social development and learning.
NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using Developmentally Effective Approaches
KEYWORDS: Bloom's: Understanding
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38. Which of the following teacher behaviors illustrates Phase Four of the Social Support Pyramid?
- a. The teacher offers Marcy a choice of mashed potatoes or french fries at lunch.
 - b. The teacher provides a visual chart depicting the steps for proper hand washing near the sink in the children's bathroom.
 - c. The teacher encourages Marcy to figure out her own way to share the crackers at snack.
 - d. The teacher convenes a support team consisting of herself, a speech pathologist, and Suzy's mom to discuss Suzy's difficulties communicating to others.
 - e. The teacher gives Suzy step-by-step instructions for buttoning her coat.

ANSWER: d
POINTS: 1
DIFFICULTY: Medium
REFERENCES: 1-7 A Framework for Guiding Children's Social Development and Learning
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.07 - Describe a framework for guiding children's social development and learning.
NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using Developmentally Effective Approaches
KEYWORDS: Bloom's: Understanding
DATE CREATED: 9/11/2016 5:31 AM
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39. Which of the following teacher behaviors illustrates individually appropriate practices?
- a. The teacher asks each child to find her own nametag.
 - b. The teacher asks Ronda to tell the class about herself.
 - c. The teacher asks all the children to make a self-portrait.
 - d. The teacher expects Jeff to wash his hands completely and Jane to at least turn the water on, based on the children's past performance.

ANSWER: d
POINTS: 1
DIFFICULTY: Medium
REFERENCES: 1-6 Developmentally Appropriate Practices and Social Competence
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.06 - Discuss how developmentally appropriate practices support the development of social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Understanding

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40. Which one of the following actions is NOT a skill as defined in this textbook?

- a. repairing a motorcycle
- b. telling a story to children
- c. having perfect pitch (in the musical sense)
- d. reading a map
- e. playing the piano

ANSWER: c

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-3 Learning and Social Competence

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.09.01.03 - Explain the role of learning in achieving social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.5 - Using Content Knowledge to Build Meaningful Curriculum

KEYWORDS: Bloom's: Understanding

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41. Which of the following characteristics distinguishes a professional from a nonprofessional?

- a. Professionals follow an agreed upon code of ethics.
- b. Professionals read certain books relevant to their field.
- c. Professionals have formal job titles and specific job descriptions.
- d. Professionals have a staff they must supervise.

ANSWER: a

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 1-5 Your Role in Fostering Children's Social Competence

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.09.01.05 - Talk about your professional role in supporting children's social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.6 - Becoming a professional

KEYWORDS: Bloom's: Understanding

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Essay

42. What is meant by social competence?

ANSWER: Social competence involves the personal knowledge and skills children develop to deal with the many choices, challenges, and opportunities they face in life. Typical categories of behavior associated with social competence include: adopting social values; developing a sense of personal identity; acquiring interpersonal skills; learning how to regulate personal behavior in accordance with societal expectations (self-regulation); planning, organizing, and decision making; and developing cultural competence.

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 1-1 Social Competence Defined

QUESTION TYPE: Essay

HAS VARIABLES: False

STUDENT ENTRY MODE: Basic

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.01 - Define social competence, and explain how it affects children's lives.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Remembering

DATE CREATED: 9/15/2016 12:46 AM

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43. Describe the benefits of viewing children within a contextual framework.

ANSWER: One sees children in context, recognizes the importance of communication among settings, and appreciates the unique circumstances experienced by each child.

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: 1-4 The Social Environment

QUESTION TYPE: Essay

HAS VARIABLES: False

STUDENT ENTRY MODE: Basic

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.04 - Identify factors influencing the social environment.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Remembering

DATE CREATED: 9/15/2016 12:48 AM

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44. Discuss the differences between professionals and laypersons who work with children. Give an example from one setting.

ANSWER: Answers will vary.

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: 1-5 Your Role in Fostering Children's Social Competence

QUESTION TYPE: Essay

HAS VARIABLES: False

STUDENT ENTRY MO Basic

DE:

LEARNING OBJECTIV GCSDAL.KOSTELNIK.09.01.05 - Talk about your professional role in supporting children's
ES: social competence.

NATIONAL STANDAR United States - NAEYC.SI.6 - Becoming a professional

DS:

KEYWORDS: Bloom's: Applying

DATE CREATED: 9/15/2016 12:50 AM

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45. Define the four phases of the Social Support Pyramid. Briefly describe how these phases relate to each other.

ANSWER: Answers will vary.

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: 1-7 A Framework for Guiding Children's Social Development and Learning

QUESTION TYPE: Essay

HAS VARIABLES: False

STUDENT ENTRY MO Basic

DE:

LEARNING OBJECTIV GCSDAL.KOSTELNIK.09.01.07 - Describe a framework for guiding children's social
ES: development and learning.

NATIONAL STANDAR United States - NAEYC.SI.4 - Using Developmentally Effective Approaches

DS:

KEYWORDS: Bloom's: Understanding

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46. Define the three components of developmentally appropriate practices and discuss why they are important. Then talk about the role of such practices in guiding children's social development.

ANSWER: Answers will vary.

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: 1-6 Developmentally Appropriate Practices and Social Competence

QUESTION TYPE: Essay

HAS VARIABLES: False

STUDENT ENTRY Basic

MODE:

LEARNING OBJEC GCSDAL.KOSTELNIK.09.01.06 - Discuss how developmentally appropriate practices support the
TIVES: development of social competence.

NATIONAL STAND United States - NAEYC.SI.1 - Promoting Child Development and Learning

ARDS:

KEYWORDS: Bloom's: Understanding

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47. What are the functions of family? How do professionals complement family members in relation to their children?

ANSWER: Answers will vary.

POINTS: 1
DIFFICULTY: Difficult
REFERENCES: 1-4 The Social Environment
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.04 - Identify factors influencing the social environment.
NATIONAL STANDARDS: United States - NAEYC.SI.2 - Building Family and Community Relationships
KEYWORDS: Bloom's: Understanding
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48. Discuss the role of an ethical code in the lives of helping professionals.

ANSWER: Answers will vary.
POINTS: 1
DIFFICULTY: Medium
REFERENCES: 1-5 Your Role in Fostering Children's Social Competence
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.05 - Talk about your professional role in supporting children's social competence.
NATIONAL STANDARDS: United States - NAEYC.SI.6 - Becoming a professional
KEYWORDS: Bloom's: Understanding
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49. Refer to Figure 1–1 (The Elements of Social Competence) in your textbook. Give an example of child behavior to illustrate each category of social competence.

ANSWER: Answers will vary.
POINTS: 1
DIFFICULTY: Medium
REFERENCES: 1-1 Social Competence Defined
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.01.01 - Define social competence, and explain how it affects children's lives.
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
KEYWORDS: Bloom's: Applying
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