

Chapter 02 Infant-Toddler Education

Multiple Choice Questions

1. (p. 26-28) Infant-toddler education is the same as _____.
- A. infant stimulation
 - B. a modified preschool program
 - C. baby sitting
 - D.** None of these answers is correct.

For a program to be educational, it must have a curriculum—that is, a plan for learning. The environment, adult-child interactions, and caregiving routines are all important components of a plan for learning.

2. (p. 28-41) The role of adults in the infant-toddler curriculum is to _____.
- A. be receptive to initiations from a child
 - B. facilitate problem-solving skills
 - C. be responsive observers
 - D.** All of these answers are correct.

When caregivers observe, facilitate problem solving, and are receptive to initiations from a child, this creates an optimal environment for the child's development. However, caregivers often lapse into a more controlling, directive role. This does not give the child an opportunity to be part of the interactive process.

3. (p. 32) There are two types of caregiver presence mentioned in Chapter 2. They are
- A. active and receptive.
 - B. receiving and neutral.
 - C. retracting and directive.
 - D. active and permissive.

Being receptive to initiations from the children, and following their lead is optimal for development. The active presence is more directive and is appropriate when intervention is necessary or during caregiving activities.

4. (p. 37) When giving feedback to children, your message is most useful when _____.
- A. using a honeyed voice
 - B. exerting power
 - C. giving a clear message that matches your emotion
 - D. making light of the situation

Being clear and honest is the best way to communicate feedback. Matching emotional expression and voice keeps the caregiver from sending double messages.

5. (p. 30-39) The adult role in infant-toddler education involves _____.
- A. allowing an appropriate degree of stress when a child is problem-solving
 - B. responding appropriately to demands for attention
 - C. modeling desirable behavior
 - D. All of these answers are correct.

Adults can learn how to take a supportive role in infant-toddler education. Following these guidelines will help build a good foundation.

6. (p. 33) How do you decide what is enough stress for an infant or toddler?

- A. watch the child's actions
- B. be empathetic
- C. remain calm
- D.** All of these answers are correct.

The caregiver can help a child determine an appropriate level of stress by observing, feeling what the child is feeling, and remaining calm in the face of emotional displays. Only then can the caregiver determine how to respond to a child's needs.

7. (p. 35) How do children learn to get attention from others?

- A. by being shy
- B. by being outgoing
- C. by being helpless
- D.** All of these answers are correct.

Children learn early on that there are many different ways to get attention from others. Some of these ways serve children better than others.

8. (p. 38-39) The most effective way to help a child learn new behavior is to _____.

- A. teach it
- B.** model it
- C. read books about it
- D. show videos with positive role models

We model and respond to behavior every day. Just as we learned from others' behavior when we were growing up, so will the children in our care.

9. (p. 26-27) Respectful and responsive infant/toddler curriculum is based primarily on
A. relationships.
B. sensory stimulation.
C. a NAEYC-approved set of lesson plans.
D. different activities.

Optimum infant/toddler curriculum recognizes the importance of relationships within the context of planned and everyday experiences.

10. (p. 37) Which of the following statements acknowledges a child's inner delight?
A. "Good job!"
B. "You must feel good about washing your hands by yourself!"
C. "You are amazing!"
D. None of these answers is correct.

Many activities are rewarding on their own. Through the use of thoughtful comments, caregivers can help children recognize and respond to inner delight.

True / False Questions

11. (p. 26) Infants and toddlers need to know they can influence the people and things around them.
TRUE

It is important for infants and toddlers to feel they can have an effect on their environment. This makes them feel powerful and involved.

12. (p. 34) Stress and frustration are an important part of infant-toddler education.
TRUE

Part of learning how to problem-solve is experiencing stress and frustration. The caregiver's job is to determine the optimum level of stress so the child doesn't get overly frustrated and give up.

13. (p. 36) Children thrive on constant praise.

FALSE

Over-praising children helps create a need for extrinsic motivation and as a result children may lose touch with their own motives and feelings.

14. (p. 38) Standing back and observing children's abilities to figure something out is a way of allowing them to gain feedback on their own without adult input.

TRUE

Being an aware observer allows the adult to know if the child is getting feedback without adult help or deciding if it would be better to put words to the situation.

15. (p. 38-39) Teaching behavior is always more effective than modeling it.

FALSE

Children often copy behavior that they observe. They can learn mannerisms and interaction styles by modeling the behavior of their caregivers, even when caregivers are trying to teach the opposite.

16. (p. 24) Some infant group care programs would actually benefit from reducing environmental stimulation.

TRUE

In group care for infants, overstimulation and sensory input from too many sights and sounds may actually be counterproductive. Of primary importance are relationships, not just objects.

17. (p. 27) A curriculum based on relationships is simple, basic, and unexciting.

FALSE

A curriculum based on relationships can be very comprehensive and may even include training materials such as manuals, videos, and guides.

18. (p. 29) Caregivers should take good records, so that they can see an emerging developmental profile from each child they work with.

TRUE

Because here is a wide range of typical development, teachers should aim to make their instruction as individualized as possible. These efforts include gathering information about interests and needs for the child and goals of the family.

Matching Questions

19. (p. 28) Match the following goals to the appropriate developmental domains.

- | | | |
|---------------------|----------------------------|----------|
| 1. cognitive | domain related to the body | <u>2</u> |
| 2. physical | domain related to feelings | <u>3</u> |
| 3. social-emotional | domain related to the mind | <u>1</u> |

20. (p. 29) Match the following methods of observation to the appropriate descriptions.

- | | | |
|------------------------|---|----------|
| 1. daily logs | brief records of incidents or behaviors that capture your attention | <u>2</u> |
| 2. anecdotal records | incorporates various caregiving activities so parents can receive a detailed report | <u>1</u> |
| 3. formal observations | objective observations noting everything that happens as it happens | <u>3</u> |

21. (p. 33) Match the following:

- | | | |
|------------------------|--|----------|
| 1. providing feedback | meeting children's needs without manipulative motives | <u>3</u> |
| | giving clear statements to help children learn the consequences of their actions | <u>1</u> |
| 2. modeling | | |
| 3. providing attention | setting good examples for infants and toddlers | <u>2</u> |

Essay Questions

22. (p. 24-27) How might infant stimulation be different from infant education?

Answers may vary

23. (p. 26-28) What does "responsive relationship-based curriculum" mean to you? What does this curriculum look like in the infant-toddler environment? Describe caregiver behaviors that reflect this type of curriculum.

Answers may vary

24. (p. 33-39) Describe the four skills used by adults as they direct and respond to infant-toddler problem solving. Provide an example that illustrates each of these skills.

Answers may vary

25. (p. 35-36) Explain and give examples of how to provide the right kind of attention to infants and toddlers. Include evidence from the text to support your examples.

Answers may vary

26. (p. 28-30) Why is it important for infant caregivers to learn observation skills?

Answers may vary