

Chapter 2: The Children

Test Bank

Multiple Choice

1. According to the research of Arnold Gesell, children _____.

- a. spend development in a continual state of disequilibrium
- b. spend development in a continual state of balance
- c. develop in unpredictable stages
- d. go through predictable stages of development

Ans: D

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Age-Related Commonalities Among Children

Difficulty Level: Medium

2. The foundation of developmentally appropriate practice is based on _____.

- a. a large survey of child caregivers
- b. the work of Arnold Gesell
- c. a large survey of parents
- d. the work of Deborah Leong and Elena Bedrova

Ans: B

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Age-Related Commonalities Among Children

Difficulty Level: Medium

3. Judging from the actions of the children below, which child is *most likely* a newborn?

- a. Arman, who reflexively throws his hands up when startled
- b. Katelyn, who picks up small objects with her thumb and forefinger
- c. Louise, who smiles when she wants attention from a caregiver
- d. Jordan, who kicks a toy to make it play music

Ans: A

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Analysis

Answer Location: Infants

Difficulty Level: Hard

4. Lloyd is a normal, healthy six-month-old. Which of the following skills has he probably just mastered?

- a. holding objects with the thumb and forefinger
- b. saying four or five words
- c. walking
- d. rolling over

Ans: D

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Application

Answer Location: Infants

Difficulty Level: Hard

5. Infants are *most likely* to signal recognition of _____.

- a. peers
- b. parents
- c. shapes
- d. colors

Ans: B

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Infants

Difficulty Level: Medium

6. During the second year, a child's vocabulary can grow to _____ words.

- a. 10
- b. 50
- c. 300
- d. 4,000

Ans: C

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Knowledge

Answer Location: One-Year-Olds

Difficulty Level: Easy

7. Toddlers are _____.

- a. incapable of displaying empathy
- b. obsessed with their physical safety
- c. likely to engage in interactive play
- d. likely to imitate people while playing

Ans: D

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: One-Year-Olds

Difficulty Level: Medium

8. The two skills that most clearly differentiate babyhood from childhood are _____.

- a. potty training and cooperative play
- b. language and motor control
- c. reading and writing
- d. walking and crawling

Ans: B

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Two-Year-Olds

Difficulty Level: Medium

9. Suppose that you are going to observe a room full of two-year-olds. Which behavior are you *most likely* to see?

- a. two children working together to build a puzzle
- b. a group of children taking turns sharing a pair of binoculars
- c. a child repeatedly trying to stack two boxes on top of one another
- d. a child waiting until the caregiver is done talking to grab a toy

Ans: C

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Application

Answer Location: Two-Year-Olds

Difficulty Level: Hard

10. In which age group do the skills and appearance of children first demonstrate that they should no longer be considered babies?

- a. two-year olds
- b. three-year-olds
- c. four-year-olds
- d. six-to-eight-year-olds

Ans: B

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Three-Year-Olds

Difficulty Level: Medium

11. The social interactions of four-year-olds _____.

- a. focus on physical action with limited language use
- b. consist mainly of solitary and parallel play
- c. are greatly increased due to improved language skills
- d. are marked by increased reluctance to cooperate with peers

Ans: C

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Four-Year-Olds

Difficulty Level: Medium

12. Compared to younger children, five-year-olds are _____.

- a. better at judging their own ability
- b. more likely to do activities for the enjoyment of doing them
- c. less likely to collaborate in their play
- d. less inclined to take responsibilities seriously

Ans: A

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Five-Year-Olds

Difficulty Level: Medium

13. You are observing a classroom of five-year-olds. What are you *most likely* to see?

- a. children using simple sentences with poor articulation
- b. children trying to perform physical feats beyond their capabilities
- c. group play sessions that can be quite imaginative
- d. an absence of sharing or turn-taking during play

Ans: C

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Analysis

Answer Location: Five-Year-Olds

Difficulty Level: Hard

14. Maria is a teacher in a classroom of five-year-olds. In her classroom, Maria should avoid _____.

- a. putting responsibility on the children
- b. assigning group projects
- c. placing limitations or rules on the children
- d. limiting group play to short time periods

Ans: D

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Application

Answer Location: Five-Year-Olds

Difficulty Level: Hard

15. Before- and after-school programs were created mainly for _____.

- a. children at low intellectual levels
- b. children at high intellectual levels
- c. young elementary students from the working class
- d. preschool students from wealthy families

Ans: C

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Six-to Eight-Year-Olds

Difficulty Level: Medium

16. The close friendships of six-to eight-year-olds are *most likely* to be with _____.

- a. adult caregivers
- b. same-sex peers
- c. opposite-sex peers
- d. younger children

Ans: B

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Six-to Eight-Year-Olds

Difficulty Level: Medium

17. Young children are most likely to mirror their _____.

- a. primary environment
- b. secondary environment
- c. teachers
- d. peers

Ans: A

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Comprehension

Answer Location: Culture and Child Development

Difficulty Level: Medium

18. The primary environment of children refers to their _____.

- a. home and family
- b. school and teachers
- c. school and peers
- d. town and neighbors

Ans: A

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Knowledge

Answer Location: Culture and Child Development

Difficulty Level: Easy

19. Teachers must make an effort to _____.

- a. promote what children experience at home
- b. avoid speaking negatively about what children experience at home
- c. call out the negative things children experience at home
- d. avoid discussing or acknowledging what children experience at home

Ans: B

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Comprehension

Answer Location: Culture and Child Development

Difficulty Level: Medium

20. Most child development experts agree that play _____.

- a. delays development of social skills
- b. is a major way in which children learn
- c. should be free of rules from adults
- d. is unnecessary once a child begins school

Ans: B

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Comprehension

Answer Location: Play and Child Development

Difficulty Level: Medium

21. Many researchers say that as a result of societal changes, _____.

- a. schools should provide more opportunities for play
- b. most play should be done through virtual reality
- c. play is not as beneficial for children as once thought
- d. children now spend too much time engaged in play

Ans: A

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Comprehension

Answer Location: Play and Child Development

Difficulty Level: Medium

22. Experts believe that play _____.

- a. greatly affects a young child's readiness for school
- b. has no effect on a young child's readiness for school
- c. can eliminate a young child's need to attend school
- d. lowers the age at which a young child must start to attend school

Ans: A

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Comprehension

Answer Location: Play and Child Development

Difficulty Level: Medium

23. In 1932, Mildred Parten carried out a landmark study of children's _____.

- a. different abilities
- b. language
- c. play
- d. intelligence testing

Ans: C

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Knowledge

Answer Location: Stages of Play

Difficulty Level: Easy

24. Adair walks around the classroom and watches some other kids bouncing a ball. Then he goes and looks at the playhouse, but he does not climb on it. After that, he looks at the pretend kitchen without touching any of the plastic food or utensils. Adair is engaged in _____.

- a. associative play
- b. unoccupied behavior
- c. parallel play
- d. cooperative play

Ans: B

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Application

Answer Location: Stages of Play

Difficulty Level: Hard

25. Yael is a two-year-old who stands right behind a group of children playing with race cars. She smiles and seems interested, but she does not join them. What type of play is Yael engaging in?

- a. solitary
- b. associative
- c. parallel
- d. onlooker

Ans: D

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Application

Answer Location: Stages of Play

Difficulty Level: Hard

26. Ben and Gus see a cluster of bushes on the playground. They decide they will build a fort out of it. They decide together that Ben will find something to make a door to close a gap, and Gus will make a bridge over an imaginary river. When they are done, they will take turns guarding the door and driving across the bridge. What type of play are they engaging in?

- a. cooperative
- b. associative
- c. parallel
- d. onlooker

Ans: A

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Application

Answer Location: Stages of Play

Difficulty Level: Hard

27. If you were assigned the task of determining whether or not a group of children was engaged in associative play, what would you look for?

- a. focus on a common goal and communicate about activity
- b. lack of direct interaction as each use similar materials
- c. sharing of materials but no engagement in a common activity
- d. use of similar toys but lack of interaction with each other

Ans: C

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Application

Answer Location: Stages of Play

Difficulty Level: Hard

28. As you watch a group of children beginning to play, Alejandro begins walking with a limp and talking in a deep voice to mimic the character he is representing. Which element of play does this represent?

- a. roles
- b. props
- c. scenario
- d. plan

Ans: A

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Application

Answer Location: Stages of Play

Difficulty Level: Hard

29. In a classroom, Kareem gathers some empty paper towel tubes and makes them into a fence, and then he uses a trash can to build a car. Which element of play does this represent?

- a. roles
- b. props
- c. scenario
- d. plan

Ans: B

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Application

Answer Location: Stages of Play

Difficulty Level: Hard

30. Which type of play should be avoided by young children?

- a. self-selected
- b. open-ended
- c. highly competitive
- d. organized games

Ans: C

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Comprehension

Answer Location: Stages of Play

Difficulty Level: Medium

31. Which of the following students is using the most advanced stage of language in their play?

- a. Alan, who uses language to describe actions
- b. Jasmine, who speaks few words
- c. Ursula, who describes roles and actions
- d. Jackson, who delineates scenarios, roles, and actions

Ans: D

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Analysis

Answer Location: Stages of Play

Difficulty Level: Hard

32. How can brain development during infancy be described?

- a. very fast
- b. very slow
- c. moderate
- d. stagnant

Ans: A

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Comprehension

Answer Location: The Brain and Child Development

Difficulty Level: Medium

33. Which of the following statements about brain development is true?

- a. All parts of the brain are used for all types of activities.
- b. The most complex parts of the brain are only used in infancy.
- c. Different parts of the brain are used at different stages of development.
- d. Primitive parts of the brain are not activated until puberty.

Ans: C

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Comprehension

Answer Location: The Brain and Child Development

Difficulty Level: Medium

34. What do we call children's evaluation of their worth in positive or negative terms?

- a. self-esteem
- b. self-concept
- c. personal control
- d. temperament

Ans: A

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Knowledge

Answer Location: Self-Esteem and Child Development

Difficulty Level: Easy

35. Perceived competence is _____.

- a. the feeling of having the power to make things happen or to stop things from happening
- b. children's evaluation of their worth in positive or negative terms
- c. perceptions and feelings children have about themselves gathered largely from the responses of the important people in their world
- d. the child's belief in his or her ability to succeed in a given task

Ans: D

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Knowledge

Answer Location: Self-Esteem and Child Development

Difficulty Level: Easy

36. Shania is a young child who feels she can determine whether or not she has a good day and what will happen to her each day. Shania is displaying _____.

- a. self-concept
- b. developmental delay
- c. personal control
- d. perceived competence

Ans: C

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Application

Answer Location: Self-Esteem and Child Development

Difficulty Level: Hard

37. A student will have heightened self-concept if the values at the home and school are _____.

- a. contradictory
- b. the same
- c. different
- d. relaxed

Ans: B

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Comprehension

Answer Location: Self-Esteem and Child Development

Difficulty Level: Medium

38. A problem in development, usually organic, resulting in below-normal performance is known as _____.

- a. fragile X syndrome
- b. a developmental delay
- c. an inclusion
- d. a deficit

Ans: D

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Different Abilities

Difficulty Level: Easy

39. Which law was passed to guarantee a “free and appropriate public education” for all children with disabilities between the ages of 3 and 21?

- a. Education for All Handicapped Children Act
- b. Americans with Disabilities Act
- c. Public Law 99-457
- d. Public Law 101-336

Ans: A

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Different Abilities

Difficulty Level: Easy

40. What term means that children accomplish tasks in one or more developmental areas at a considerably later age than their peers?

- a. attention deficit disorder
- b. autism spectrum disorder
- c. developmental delay
- d. learning disability

Ans: C

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Different Abilities

Difficulty Level: Easy

41. Which of the following laws was passed first?

- a. Individuals with Disabilities Education Act
- b. Education of the Handicapped Act Amendments
- c. Americans with Disabilities Act
- d. Education for All Handicapped Children Act

Ans: D

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Different Abilities

Difficulty Level: Easy

42. Programs that are as close as possible to settings designed for children without disabilities, while remaining appropriate for their unique needs, are referred to as _____.

- a. high-ability settings
- b. Head Start programs
- c. the least restrictive environment

d. developmentally at-risk programs

Ans: C

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Different Abilities

Difficulty Level: Easy

43. The integration of children with special challenges into regular programs is known as _____.

- a. personal control
- b. inclusion
- c. perceived competence
- d. individualized family service

Ans: B

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Different Abilities

Difficulty Level: Easy

44. Cerebral palsy is primarily classified as a(n) _____ challenge.

- a. learning

- b. physical
- c. verbal
- d. auditory

Ans: B

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Comprehension

Answer Location: Children with Physical Challenges

Difficulty Level: Medium

45. Which student would be *most* helped by a teacher placing materials at a low height and spacing desks in wide rows?

- a. Tommy, a hearing-impaired student
- b. Max, a student with cerebral palsy
- c. Megan, a student with vision impairment
- d. Flint, an intellectually gifted student

Ans: B

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Application

Answer Location: Children with Physical Challenges

Difficulty Level: Hard

46. Which student would be *most* helped by a teacher using tactile learning aids, placing objects that make distinct sounds in different parts of the room, and storing materials in the same place in a clutter-free manner?

- a. Tommy, a hearing-impaired student
- b. Max, a student with cerebral palsy
- c. Megan, a student with vision impairment
- d. Flint, an intellectually gifted student

Ans: C

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Application

Answer Location: Children with Visual Challenges

Difficulty Level: Hard

47. Which student would be *most* helped by a teacher using lots of visual aids, turning off a loud fan, and labeling items around the classroom?

- a. Tommy, a hearing-impaired student
- b. Max, a student with cerebral palsy
- c. Megan, a student with vision impairment
- d. Flint, an intellectually gifted student

Ans: A

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Application

Answer Location: Children with Auditory Challenges

Difficulty Level: Hard

48. Orion is a student who trails behind his classmates in language use and cognitive ability. He is not very tall, and he has a noticeably round head and slanted eyes. Orion *most likely* has _____.

- a. Down syndrome
- b. fragile X syndrome
- c. attention deficit disorder
- d. autism spectrum disorder

Ans: A

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Analysis

Answer Location: Children with Intellectual Challenges

Difficulty Level: Hard

49. Sophia has a small head, is hyperactive and easily distracted, and has poor impulse control. Her condition was most likely caused by _____.

- a. lack of close attachment in infancy
- b. a severe ear infection
- c. her mother's alcohol consumption
- d. a lack of oxygen to the brain

Ans: C

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Analysis

Answer Location: Children with Intellectual Challenges

Difficulty Level: Hard

50. In children with hearing impairments, using a combination of methods such as sign language, speech reading, and hearing aids is known as _____.

- a. a total communication approach
- b. an individualized education plan
- c. the least restrictive environment
- d. an individualized family service plan

Ans: A

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Intellectual Challenges

Difficulty Level: Easy

51. A socioemotional disorder of unknown origin in which the child's social, language, and other behaviors are inappropriate and often bizarre is known as _____.

- a. fragile X syndrome
- b. autism spectrum disorder
- c. fetal alcohol syndrome

d. Down syndrome

Ans: B

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Different Abilities

Difficulty Level: Easy

52. Children whose IQs fall between 35–40 and 50–55 are considered to have _____ intellectual delays.

- a. mild
- b. moderate
- c. severe
- d. profound

Ans: B

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Intellectual Challenges

Difficulty Level: Easy

53. Gifted children are those who _____.

- a. have developmental and language delays, poor impulse control, difficulty in grasping abstract concepts, hyperactivity, distractibility, and sensory/perceptual problems

- b. have very short attention spans, undue restlessness, poor impulse control, inability to concentrate, and great distractibility
- c. exhibit a variety of inappropriate behaviors that indicate an inability to read and respond to everyday social cues
- d. perform significantly above average in intellectual and creative areas

Ans: D

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children Who Are Gifted

Difficulty Level: Easy

54. Which of the following statements about students' families is true?

- a. Families of normal children rarely wonder if their child is abnormal.
- b. Families of normal children often wonder if their child is abnormal.
- c. Families of children with abnormalities rarely wonder if their child is abnormal.
- d. Families of most children do not wonder if their child is abnormal.

Ans: B

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Comprehension

Answer Location: Working with Families of Young Children

Difficulty Level: Medium

55. If a family comes to an early childhood teacher with concerns about their child's development, the teacher should _____.

- a. dismiss their concerns and assure them that developmental issues are rare
- b. refer them to an expert or reassure them, based on their experiences
- c. explain to them that they cannot legally get involved
- d. immediately refer them to a social worker

Ans: B

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Comprehension

Answer Location: Working with Families of Young Children

Difficulty Level: Medium

56. Families of children with special issues _____.

- a. face lower financial burdens
- b. face a variety of extra stresses
- c. rarely want to admit their children into early education programs
- d. are seldom allowed to enroll their children in early childhood programs

Ans: B

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Comprehension

Answer Location: Working with Families of Young Children

Difficulty Level: Medium

57. In general, families of children with special issues _____.

- a. deal with the situation best if they are left alone
- b. follow one of three possible approaches to deal with the situation
- c. deal with things differently depending upon their circumstances
- d. all follow the same pattern of dealing with the issues

Ans: C

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Comprehension

Answer Location: Working with Families of Young Children

Difficulty Level: Medium

58. Astute teachers realize that families who have children with special challenges _____.

- a. should be treated like every other family
- b. must make major adjustments
- c. do not want or need their advice
- d. are incapable of making sound decisions

Ans: B

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families.

REF: Cognitive Domain: Comprehension

Answer Location: Working with Families of Young Children

Difficulty Level: Medium

59. The legal ability of the family to influence the education of special needs students has _____.

- a. always been part of the educational system
- b. yet to be granted
- c. only come about in recent times
- d. been granted and denied in a repeated cycle

Ans: C

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Comprehension

Answer Location: Working with Families of Young Children

Difficulty Level: Medium

60. Development of an Individualized Education Plan for preschoolers and an Individualized Family Service Plan for children under the age of three both _____.

- a. are created by a panel of outside experts
- b. involve the teacher and the parents
- c. leave the teacher out of the process
- d. apply only to private educational facilities

Ans: B

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Comprehension

Answer Location: Working with Families of Young Children

Difficulty Level: Medium

True/False

1. Infants are less than one year old.

Ans: T

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Knowledge

Answer Location: Infants

Difficulty Level: Easy

2. One-year-olds are called toddlers.

Ans: T

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Knowledge

Answer Location: One-Year-Olds

Difficulty Level: Easy

3. All early childhood programs place two-year-olds in preschool groups.

Ans: F

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Knowledge

Answer Location: Two-Year-Olds

Difficulty Level: Easy

4. Two-year-olds usually engage in activities with a goal in mind.

Ans: F

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Two-Year-Olds

Difficulty Level: Medium

5. Five-year-olds tend to avoid responsibility.

Ans: F

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Five-Year-Olds

Difficulty Level: Medium

6. In parallel play, children use similar materials or toys in similar ways but do not interact with each other.

Ans: T

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Knowledge

Answer Location: Stages of Play

Difficulty Level: Easy

7. In associative play, a child stands nearby watching others at play, without joining in.

Ans: F

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Knowledge

Answer Location: Stages of Play

Difficulty Level: Easy

8. Adults rarely confuse rough-and-tumble play with fighting.

Ans: F

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Knowledge

Answer Location: Stages of Play

Difficulty Level: Easy

9. Perceived competence refers to children's evaluation of their worth in positive or negative terms.

Ans: F

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Knowledge

Answer Location: Self-Esteem and Child Development

Difficulty Level: Easy

10. An easygoing temperament involves having a moderate activity level, predictable

schedule of sleeping and eating, and a positive attitude toward and curiosity in new experiences.

Ans: T

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Knowledge

Answer Location: Temperament and Child Development

Difficulty Level: Easy

11. A developmental delay involves development that is in some way different from that of most children.

Ans: F

KEY: Learning Objective: KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Different Abilities

Difficulty Level: Easy

12. Public Law 94-142 (Education for All Handicapped Children Act) was passed in 2005.

Ans: F

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Different Abilities

Difficulty Level: Easy

13. Programs that are as close as possible to settings designed for children without disabilities, while remaining appropriate for the unique needs of children with disabilities, constitute the least restrictive environment.

Ans: T

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Inclusion

Difficulty Level: Easy

14. Mild intellectual delays involve an IQ in the range between 70–75 and 100.

Ans: F

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Intellectual Challenges

Difficulty Level: Easy

15. Fragile X syndrome is more common in girls than in boys.

Ans: F

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Knowledge

Answer Location: Children with Intellectual Challenges

Difficulty Level: Easy

16. Families often compare the development of different children.

Ans: T

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Comprehension

Answer Location: Working with Families of Young Children

Difficulty Level: Medium

17. Each family reacts differently to having a special needs child.

Ans: T

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Comprehension

Answer Location: Working with Families of Young Children

Difficulty Level: Easy

18. Individualized Family Service Plans apply to children under three.

Ans: T

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Knowledge

Answer Location: Working with Families of Young Children

Difficulty Level: Easy

19. Individualized Education Plans are developed exclusively by parents.

Ans: F

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Knowledge

Answer Location: Working with Families of Young Children

Difficulty Level: Easy

20. Teachers should help families focus more on the disability and differences between their child and other children.

Ans: F

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Comprehension

Answer Location: Working with Families of Young Children

Difficulty Level: Medium

Short Answer

1. Briefly explain how caregivers should approach the care of infants.

Ans: Infants need responsive adults who recognize and meet their individual needs in a consistent, nurturing, respectful manner. Caregivers of infants must be extremely sensitive to the importance of establishing a stable relationship through which trust and

security are generated. They provide daily routines that are tailored to each child's individual rhythm and needs for care, food, sleep, play, and social interaction. Later, when babies begin to be mobile, caregivers must provide appropriate space for crawling and beginning walking.

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Infants

Difficulty Level: Medium

2. Briefly explain how caregivers should approach the care of three-year-olds.

Ans: Teachers of three-year-olds need to respect the growing skills and competencies of their charges without forgetting just how recently they acquired them. It is important to maintain patience and good humor, remembering that the enthusiasm with which threes use these skills is not always matched by their accuracy and speed of performance. Because three-year-olds enjoy helping as well as practicing self-help skills, such behaviors should be promoted and valued. The emerging social skills of three-year-olds should be encouraged in an atmosphere in which social exploration is safe and where playing alone or not having to give up a favorite toy is also acceptable.

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Three-Year-Olds

Difficulty Level: Medium

3. Briefly explain the role of caregivers for six-to eight-year-olds.

Ans: Adults who work with six- to eight-year-olds in before and after-school programs must provide a safe, nurturing climate. Caregivers should provide materials appropriate for the expanding interests of this group and allow children enough independence to

pursue these in their own way. At the same time, adults should be available as a resource and to provide guidance and limits. Particularly after school, children also need opportunities to expend energy through large motor activity and games, which adults can arrange.

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Comprehension

Answer Location: Six-to Eight-Year-Olds

Difficulty Level: Hard

4. Briefly explain how brain development is similar to motor development.

Ans: There is a sequence of optimal experience tied to brain development that controls the mastery of skills in childhood. Babies follow a specific sequence of motor development, first crawling, then standing, walking, running, jumping, and so forth. Brain research has pinpointed the areas of the brain that develop to facilitate learning in motor areas and also in language, cognitive, social, and emotional areas. In addition, different areas of the brain are primarily involved at different ages; the more primitive parts of the brain are dominant during prenatal and early infant development, while increasingly more integrative parts of the brain, such as the cortex and frontal cortex, are involved as the child becomes more mature.

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Analysis

Answer Location: The Brain and Child Development

Difficulty Level: Hard

5. Briefly explain how temperament influences perceptions.

Ans: Some children are born with an easygoing temperament; for instance, they have a moderate activity level, predictable schedules, and a positive attitude. Other children have more difficult temperaments and, for example, are more irritable, unpredictable,

and more difficult to calm down. Such temperamental characteristics gradually tend to affect the adults around them so that families and teachers may begin to think of children as “difficult” or “easy” and expect and reinforce their behavioral traits. On the other hand, such traits also can be considerably modified by guidance practices. In turn, then, adults’ perceptions of children contribute to children’s self-perceptions.

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Analysis

Answer Location: Temperament and Child Development

Difficulty Level: Hard

6. Explain the relationship between self-concept and self-esteem.

Ans: Young children are beginning to form a self-concept, perceptions and feelings about themselves gathered largely from how the important people in their world respond to them. One aspect of self-concept is self-esteem, children’s evaluation of their worth in positive or negative terms

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Analysis

Answer Location: Self-esteem and Child Development

Difficulty Level: Medium

7. Briefly explain how different degrees of intellectual challenges are classified.

Ans: Mild intellectual delays are classified as having IQs between 50–55 and 70–75. Children whose IQs fall between 35–40 and 50–55 are considered to have moderate intellectual delays. Severe intellectual delays are classified as having IQs ranging from 20–25 to 35–40. Finally, profound intellectual delays are classified as having IQs fall below 20–25.

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally

restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Comprehension

Answer Location: Children with Intellectual Challenges

Difficulty Level: Medium

8. Suppose that you are a teacher with a student diagnosed with ADHD who is on medication. Briefly describe your role in this situation.

Ans: If a child in your class has been diagnosed by a physician as having ADHD and is now taking medication, it is important that you carefully observe how the medication affects the child and report this to the family. Particularly for children who spend many hours a day in a child care setting, the teacher's reports can be invaluable.

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Application

Answer Location: Children with Learning Challenges

Difficulty Level: Hard

9. Briefly explain how the early childhood education setting influences parental concerns about the development of their children, and how the teacher can assist them with these concerns.

Ans: Many families have serious questions about their children's development and may share their fears about some aspect of their child's abilities or behavior, questioning whether it is "normal." Families may also use their participation in an early childhood program as a basis for comparison, wondering why some of the children in the class have mastered a specific developmental task while their child has not yet reached that milestone. Early childhood teachers are in a good position to calm the family's fears or, if appropriate, to refer the family to a community professional for further assessment.

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should

consider in their interactions with families

REF: Cognitive Domain: Analysis

Answer Location: Working with Families of Young Children

Difficulty Level: Hard

10. What are some challenges to adjustment facing families of special needs children?

Ans: Many variables influence the family's adjustment, including personal characteristics of all family members, stresses associated with having a child with special needs, effective coping skills of the family members, extra demands placed on the family by the child, added expenses of medical treatment, crises associated with the child's disability, fatigue, and many others.

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families

REF: Cognitive Domain: Analysis

Answer Location: Working with Families of Young Children

Difficulty Level: Medium

Essay

1. Discuss the difference in the language skills of typical one-year-olds and typical three-year-olds.

Ans: Language blossoms during the second year, becoming increasingly more intelligible and varied. Vocabulary grows from a few words to an impressive mastery of up to 300 words, and single words soon become two-word sentences. By three, children's speech is intelligible most of the time and consists of longer sentences. Language becomes much more of a social and cognitive tool. Three-year-olds engage in more extensive conversations, talking with and not just to people, and answering as well as asking questions. In fact, three-year-olds are usually full of questions, constantly asking "Why?" or "What for?" or "How come?" Vocabulary continues to increase

dramatically, and grammar becomes more accurate. This greater language facility helps increase peer interaction among this age group.

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Analysis

Answer Location: One-Year-Olds | Three-Year-Olds

Difficulty Level: Hard

2. Discuss the differences in peer relationships of typical three-year-olds and typical six- to eight-year olds.

Ans: Three-year-olds are much more socially aware than younger children, and their make-believe play, which began in the previous year by imitating simple personal and home routines, at times includes two or three children. Short-lived friendships begin to form, and children will play with each other as well as near each other. Social problem-solving skills are just beginning to emerge. With guidance, threes may share and take turns, but they still find such behaviors difficult. Six- to eight-year-olds exercise considerable independence and are able to follow rules and standards without the need for constant monitoring; yet they certainly still need the nurturance and security of caring adults. They also need the world of peers, within which they often form close friendships. Such friendships are, in most instances, with same-sex peers. For school-age children, play is still an important activity. It is more complex and organized than at earlier ages, incorporating both formal and informal games with rules. At this age, children enjoy projects they can initiate, implement, and carry through to completion, exercising their sense of industry.

KEY: Learning Objective: 2.1: Distinguish the developmental characteristics that describe children of different ages.

REF: Cognitive Domain: Analysis

Answer Location: Three-Year-Olds | Six-to Eight-Year-Olds

Difficulty Level: Hard

3. Identify and explain Parten's categories of social play

Ans: Unoccupied behavior occurs when the child moves about the classroom going from one area to another, observing but not getting involved. Solitary play occurs when the child plays alone, uninvolved with other children nearby. Children at all ages engage in this type of play, although older children's solitary play is more complex. Onlooker play is quite common among two-year-olds, a child stands nearby watching others at play, without joining in. Parallel play occurs when children use similar materials or toys in similar ways but do not interact with each other. Associative play is increasingly evident as preschoolers get older; children interact and even share some of their materials, but they are not engaged in a common activity. Finally, cooperative play is typical of older preschoolers; this is the most social form of play and involves children playing together in a shared activity.

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Analysis

Answer Location: Stages of Play

Difficulty Level: Hard

4. Explain some ways teachers can provide appropriate settings and materials for play to be used by children of different ages.

Ans: It is important for teachers to be aware of the different types of play and to recognize that children develop increasing social and cognitive skills as they progress. In particular, this awareness helps set appropriate expectations for young children. For instance, infants need appropriate objects, space, and time for observation, manipulation, and exploration, which helps them learn about the properties of their environment. Toddlers need the kind of toys and props that help them use and integrate their growing ability to mentally represent experiences. Preschoolers need sizable blocks of time to engage in self-selected play and many open-ended materials that lend themselves to exploration and mastery (for instance, clay, blocks, sand and water, and Legos®).

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Analysis

Answer Location: Stages of Play

Difficulty Level: Hard

5. Explain the concept of perceived competence, and explain how teachers can increase it in their students.

Ans: Perceived competence reflects the child's belief in his or her ability to succeed in a given task. Successful experiences result in self-confidence that, in turn, boosts self-esteem. Thus, many appropriate yet challenging experiences help the child feel successful, confident, and capable. A key to the development of competence in young children is to provide them with meaningful tasks. Students can be given "Big Jobs"; such jobs are useful, helpful tasks that require the cooperation of several people working together. The relevance and usefulness of the tasks give children motivation to solve problems they may encounter and to see the job to its completion. Some examples of Big Jobs include working in the school's garden, moving animal cages to a shady spot, shoveling snow to clear paths, sponging off tables and easels, filling the water table, assembling new furniture, and tightening loose bolts and screws.

KEY: Learning Objective: 2.2: Explain the factors that influence child development.

REF: Cognitive Domain: Application

Answer Location: Self-Esteem and Child Development

Difficulty Level: Hard

6. Describe how laws dealing with children with disabilities have changed over time.

Ans: In 1975, Public Law 94-142 (Education for All Handicapped Children Act) was passed to ensure a "free and appropriate public education" for all children with disabilities between the ages of 3 and 21. As part of this law, programs are required to seek the input and involvement of parents, in part articulated through an Individualized Education Plan (IEP). The IEP is developed by a team that includes professionals and the parents. A decade later, in 1986, Public Law 99-457 (the Education of the Handicapped Act Amendments) added provisions for children from birth to age five. Specifically, what was referred to as Part H of this law addresses the needs of infants and toddlers with disabilities. It calls for services for children under three who are

experiencing or are at risk for developmental delays and requires an Individualized Family Service Plan for the child and family, developed by a transdisciplinary team. Public Law 101-476, the Individuals with Disabilities Education Act, was passed in 1990, reauthorizing the earlier laws but reflecting a change in philosophy away from labeling children as “handicapped” and referring to them instead as “individuals with disabilities.” In 1997, this law was further amended to provide comprehensive services for infants and toddlers (Part C) and preschoolers (Part B). Finally, Public Law 101-336, the Americans with Disabilities Act, was passed in 1990, assuring all individuals with disabilities, including children, full civil rights, including appropriate accommodations in child care and preschool programs. These laws came into being because of the commitment, dedication, and hard work of parents and professionals whose advocacy eventually led to legal remedies for the plight of children with disabilities who, too often, were excluded from the educational system.

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Analysis

Answer Location: Children with Different Abilities

Difficulty Level: Hard

7. Explain how motor problems can be corrected or compensated for.

Ans: Some motor problems can be corrected surgically or with orthopedic aids such as casts, while many others can be improved through systematic physical therapy. For some children, improved functioning can be facilitated through adaptive equipment; for instance, a special chair that supports weak muscles or a wheeled board on which the child can scoot to get around. Generally, specialists make determinations about corrective measures, although early childhood teachers will be able to carry out special procedures or help children adapt to new equipment. It is important to help children feel as independent and involved as possible. Some ways of encouraging independence and involvement include placing materials within their reach, keeping paths accessible to children in wheelchairs or using crutches, and adapting ongoing activities to facilitate as much participation as possible.

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young

children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Application

Answer Location: Children with Physical Challenges

Difficulty Level: Hard

8. Explain how teachers can deal with the memory and attention problems experienced by children with intellectual deficits.

Ans: The problems with memory and attention experienced by children with intellectual deficits have implications for the expectations and for strategies used by the teacher. For instance, providing ample opportunity for repetition, many activities that use more than one sensory modality, numerous motor activities that reinforce concepts with action, and an environment that is not overly stimulating and distracting can help children with intellectual challenges focus on activities. Because children with these deficits are usually less mature than their peers, they may need help in joining in the social play of the class. The teacher's assistance can be helpful by modeling appropriate social behaviors to the child and by encouraging other children to be accepting.

KEY: Learning Objective: 2.3: Discuss legislation that ensures the rights of young children with different abilities to participate in educational settings that are minimally restrictive, as well as the characteristics of children with various abilities.

REF: Cognitive Domain: Application

Answer Location: Children with Intellectual Challenges

Difficulty Level: Hard

9. Explain how Public Laws 94-142 and 99-457 are similar in how they grant rights to children with special needs and develop plans to help them.

Ans: Both Public Laws 94-142 and 99-457 are very specific in outlining the rights and roles of parents in determining the kinds of educational and therapeutic services their children will receive in programs in which public funding is provided for young children

with disabilities. Specifically, these laws outline guidelines for development of an Individualized Education Plan (IEP) for preschoolers and an Individualized Family Service Plan for children under the age of three. Both processes require thorough involvement of families and teachers.

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families.

REF: Cognitive Domain: Analysis

Answer Location: Working with Families of Young Children

Difficulty Level: Hard

10. Explain ways that schools can help children with special needs beyond the legally mandated requirements.

Ans: In addition to legally mandated involvement of families of children with special needs, families should be included and supported in many other ways. Exchange of relevant information between teachers and families will help both to better understand and work with the child. The school's philosophy of focusing on commonalities rather than on differences among children should also provide support for families. Sometimes families of children with special needs are so centered on the disability that they do not have a clear perspective on the other aspects of the child's development; families can be helped to see just how similar their child is to other children. By recognizing the unique strengths and needs of each family, teachers can be the best possible resource by listening sensitively and openly, offering practical recommendations and support, and helping to maximize each child's potential.

KEY: Learning Objective: 2.4: Describe what factors teachers of young children should consider in their interactions with families.

REF: Cognitive Domain: Application

Answer Location: Working with Families of Young Children

Difficulty Level: Hard