

TEST BANK

Promoting Health and Emotional Well-Being in Your Classroom 6th Edition

File: chap01, Chapter 1

Multiple Choice

1. The story “Cipher in the Snow” is about:

- A. classroom management.
- B. seeing the worth of every student.
- C. effective problem solving.

Ans: B

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2. The middle of the teacher’s pyramid of influence is:

- A. modeling.
- B. teaching.
- C. interacting.

Ans: C

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3. Bill Hall’s Royal Knights chess team is about:

- A. focusing in on your circle of concern.
- B. enlarging your circle of influence.
- C. overcoming ethnocentricity at school.

Ans: B

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4. Frank O'Malley taught at Notre Dame and was known for:

- A. teaching reading, writing, and caring.
- B. his unorthodox teaching methods.
- C. his unethical interactions with female students.

Ans: A

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5. What three key elements of exemplar schools did Bennett identify?

- A. High behavioral expectations, high academic standards, and a climate of connectedness
- B. Sensitivity to diversity and teaching to various learning abilities and learning styles
- C. Adequate funding, teacher training, and parent involvement

Ans: A

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6. Rosenthal and Jacobson's studies demonstrated the importance of:

- A. being proactive.
- B. nonverbal communication.
- C. teacher expectations.

Ans: C

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7. When an established classroom procedure is not followed, the teacher should:

- A. discipline the student.
- B. reteach the procedure.
- C. ask the student to demonstrate the procedure.

Ans: C

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8. Discipline entails:

- A. appropriately applied punishment.

- B. training of self-control.
- C. restrictions.

Ans: B

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9. Which of the following is one of the three F's of discipline?

- A. Frank
- B. Fair
- C. Fear

Ans: B

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10. Which of the following is one of the "Teacher's Ten Commandments"?

- A. Ask "So what?"
- B. Don't get into ruts.
- C. Be on the lookout for problems.

Ans: A

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11. When defining and maintaining classroom rules, it is important to remember that students are a lot like:

- A. cows that like to test the fence.
- B. dogs that need collars.
- C. horses that need to be led.

Ans: A

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12. Teeter-tottering:

- A. helps increase our self-worth.
- B. enlarges our circle of concern.

C. reveals feelings of insecurity.

Ans: C

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13. Reverse teeter-tottering is when we:

- A. put ourselves down and try to raise others.
- B. put other's down to try and raise ourselves.
- C. unknowingly put others down.

Ans: A

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14. Hydraulic-lift experiences:

- A. place people on a pedestal.
- B. raise others and us at the same time.
- C. are driven by a lot of "hot air."

Ans: B

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15. Today about _____ of students in the United States are members of a minority group.

- A. one fourth
- B. one third
- C. one half

Ans: C

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16. Ethnocentricity is:

- A. an attitude that my group/culture is better than others.
- B. an oversimplified judgment of a certain ethnic group.
- C. a negative attitude towards a specific group.

Ans: A
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17. ADHD is believed to:

- A. occur more often in girls.
- B. be correlated with low birth weight.
- C. affect 5% to 10% of all school-age children worldwide.

Ans: C
Page: 15–16

18. Teachers can help students with learning disabilities by:

- A. lowering academic standards for them.
- B. recognizing their problems and referring them to school counselors.
- C. campaigning for their placement in special education classes.

Ans: B
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19. Why are new flu vaccines prepared each year?

- A. The vaccine wears off, so we need a booster.
- B. Microorganisms are constantly mutating.
- C. Our immune system needs a "jump start."

Ans: B
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20. Teachers are most likely to encounter students in their classrooms who have which of the following chronic conditions?

- A. Asthma
- B. Diabetes
- C. Epilepsy

Ans: A
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True or False

21. Students who feel connected to school are less likely to use alcohol and drugs and have sex at an early age.

Ans: True
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22. Rosenthal's study showed that teachers should test students to identify those who are ready to excel academically.

Ans: False
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23. In first grade, girls learn to read more quickly than boys do.

Ans: False
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24. A teacher's body language can convey to a student whether the teacher thinks he or she is stupid.

Ans: True
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25. Learning and problem-solving styles are culturally determined.

Ans: True
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26. Learning disabilities involve problems with linking information from different parts of the brain.

Ans: True

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27. More boys than girls have learning disabilities.

Ans: True

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28. ADHD is believed to affect 20% to 25% of school-age children worldwide.

Ans: False

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29. Some evidence suggests that ADHD is caused by a failure in brain circuitry, with dopamine playing a role.

Ans: True

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30. Ritalin is a popular ADHD medication because it has long-acting properties.

Ans: False

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31. Drug abuse is a real problem with ADHD medications.

Ans: True

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32. Antibiotics help in combating viral infections.

Ans: False

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Short Answer

33. Label the three areas of a teacher's pyramid of influence. Identify one thing you read that exemplifies the importance of the two bottom sections.

Ans: Top = overt teaching; middle = interaction with students; bottom= example.

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34. Identify the key principles behind the circles of concern and influence.

Ans: We become disempowered by focusing on what others should be doing when we spend our time and energy in our circle of concern. However, we become empowered and make a difference when we spend our time and energy in our circle of influence, and that circle naturally grows larger and larger.

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35. What are three key elements of exemplar classrooms?

Ans: The three key elements are high academic expectations, high behavioral expectations, and a warm caring environment.

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36. Identify the "Teacher's 10 Commandments."

Ans: (1) Know student's names. (2) Ask, "So what?" (3) Establish and maintain routines and procedures. (4) Use the three F's of good discipline. (5) Don't expect problems; don't look for them. (6) Handle problems immediately and consistently. (7) Avoid sarcasm, ridicule, and belittling. (8) Correct students in private. (9) Involve students in setting academic goals. (10) Encourage hydraulic lifts.

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37. Explain the teeter-totter syndrome.

Ans: The teeter-totter syndrome is the habit of putting others down in an effort to feel better about yourself.

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38. Explain how you can designate your classroom as a teeter-totter-free zone.

Ans: Explain how and why teeter-tottering doesn't make us feel better for long. Designate the classroom as a teeter-tottering-free zone. Encourage hydraulic-lift experiences in and out of the classroom. Use hand gestures as reminders when someone slips and teeter-totter.

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39. Describe how the team approach works for addressing students' emotional concerns.

Ans: Teachers, counselors, and psychologists meet together regularly and are on the lookout for students in need. One-on-one counseling sessions with students and parents are provided and followed up on.

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40. Describe how teachers can help children with learning disabilities.

Ans: Teachers should recognize students with problems and refer them to the school counselor or special education instructor. Model and teach compassion.

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41. Identify possible side effects of ADHD medications.

Ans: Possible side effects include weight loss, reduced appetite, temporarily slowed growth, problems falling asleep, irritability, agitation, nervousness, periods of sadness, facial tics, and muscle twitching.

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42. What are the CDC's guidelines for precautions against the spread of viruses?

Ans: Avoid close contact. Stay home when you are sick. Cover your mouth and nose. Clean your hands. Avoid touching your eyes, nose, or mouth. Practice other good habits such as getting enough sleep, being active, managing stress, drinking fluids, and eating nutritious foods.

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43. What immunizations does the CDC recommend children receive before entering school?

Ans: The CDC recommends the following vaccines: hepatitis B, rotavirus, DTaP, Hib, IPV, MMR, and varicella. (PCV, hepatitis A, and MCV are recommended for high-risk groups.)

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44. What are some tips for teachers working with students with chronic health conditions?

Ans: Model how you want your students to interact. Know the protocol for possible emergencies. Be sensitive to when not to show concern. Reinforce positive age-appropriate behavior.

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45. Provide examples of teaching activities that can be used to teach empathy for those with learning disabilities.

Ans: Write with your nondominant hand. Write while looking in a mirror. Read a paragraph with certain letters missing. Do math while looking in a mirror.

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