

## True / False

1. Most injuries to children are preventable.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

LEARNING OBJECTIVES: SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARDS: United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

KEYWORDS: Bloom's: Understanding

2. Children who spend time in nonparental care where safety is an essential component and a basis for quality are more likely to have a healthier development than children whose quality of child care is low.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

LEARNING OBJECTIVES: SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

NATIONAL STANDARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

3. Multi-use facilities do not pose any more safety risk to children than a child care education center does.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.1 - Define and discuss safety policies and their use as tools for safety, risk prevention, protection, and promotion.

NATIONAL STANDARDS: United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

KEYWORDS: Bloom's: Remembering; Understanding

4. The first part of the process in designing a safety policy is to understand what safety hazards are in the early childhood education environment.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

LEARNING OBJECTIVES: SNHE.ROBE.16.2.1 - Define and discuss safety policies and their use as tools for safety, risk prevention, protection, and promotion.

NATIONAL STANDARDS: United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

KEYWORDS: Bloom's: Remembering; Understanding

5. Putting a baby down to sleep on his back will lower the risk for SIDS.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

LEARNING OBJECTIVES: SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

NATIONAL STANDARDS: United States - APA/APHA 9.2.1 - Policies overview

ARDS:

KEYWORDS: Bloom's: Understanding

6. Cephalocaudal motor development allows children to become more agile when using their arms, hands, and fingers to reach for things.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Hard

LEARNING OBJECTIVES: SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARDS: United States - NAEYC 1c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

7. As babies develop cognitively, they may be at more risk for safety issues.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARDS: United States - NAEYC 1c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

8. Climbing is a fine motor skill.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

LEARNING OBJECTIVES: SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARDS: United States - NAEYC 1c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

9. Children who are in the preoperational stage respond well to role-modeling and education.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

*NATIONAL STANDARDS:* United States - NAEYC 1c - Developmental knowledge to create healthy environments for young children

*KEYWORDS:* Bloom's: Understanding

10. School-age children are much more prone to indoor safety hazards than are younger children.

- a. True
- b. False

*ANSWER:* False

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

*NATIONAL STANDARDS:* United States - NAEYC 1c - Developmental knowledge to create healthy environments for young children

*KEYWORDS:* Bloom's: Understanding

11. Early childhood experiences can affect the development of the brain.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

*NATIONAL STANDARDS:* United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

*KEYWORDS:* Bloom's: Understanding

12. Painting is a gross motor skill.

- a. True
- b. False

*ANSWER:* False

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

*NATIONAL STANDARDS:* United States - NAEYC 1c - Developmental knowledge to create healthy environments for young children

*KEYWORDS:* Bloom's: Understanding

13. According to the ADA, you must always accommodate a child with disabilities and other special needs into early childhood education environments.

- a. True
- b. False

**ANSWER:** False

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

**NATIONAL STANDARD S:** United States - APA/APHA 5.3.22-5.2.23 - Special adaptive equipment

United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

**KEYWORDS:** Bloom's: Understanding

14. Policies are an educational environment's interpretation of the laws and regulations and how that particular program intends to implement and enforce them.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.1 - Define and discuss safety policies and their use as tools for safety, risk prevention, protection, and promotion.

**NATIONAL STANDARD S:** United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

**KEYWORDS:**

Bloom's: Understanding

15. In order to keep children in early education environments safe, the teacher should have knowledge of developmental levels.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

**NATIONAL STANDARD S:** United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

**KEYWORDS:** Bloom's: Understanding

16. The type of early childhood education environment setting will determine who is responsible for carrying out a safety policy.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

**NATIONAL STANDARD S:** United States - APA/APHA 9.2.1 - Policies overview

**KEYWORDS:**

Bloom's: Understanding

17. A child with disabilities and special needs has the same needs for safety and injury prevention as does a child who has no disabilities or special needs

- a. True
- b. False

*ANSWER:* False

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

*NATIONAL STANDARD S:* United States - APA/APHA 5.3.22-5.2.23 - Special adaptive equipment

United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

*KEYWORDS:* Bloom's: Understanding

18. Sudden infant death syndrome describes the sudden unexplained death of a child between one month and one year of age.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

*NATIONAL STANDARDS:* United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

*KEYWORDS:* Bloom's: Understanding

19. Cigarette smoke is considered to be a significant risk factor for SIDS.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

*NATIONAL STANDARDS:* United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

*KEYWORDS:* Bloom's: Understanding

20. Early education environments on elementary school campuses rarely pose challenges for safety for the younger children who attend preschool there.

- a. True
- b. False

**ANSWER:** False

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

**NATIONAL STANDARDS:** United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children  
United States - NAEYC 0.2a - Know about and understanding diverse family and community characteristics

**KEYWORDS:** Bloom's: Understanding

21. Some cultural practices may put children at risk for safety issues.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.5 - Apply strategies to engage diverse families and practice cultural competence.

**NATIONAL STANDARDS:** United States - NAEYC 0.2a - Know about and understanding diverse family and community characteristics  
United States - NAEYC.02c - Demonstrate cultural competence and effective collaboration to involve families

**KEYWORDS:** Bloom's: Applying

22. Statistics for SIDS deaths in child care have not changed much because significant numbers of teachers are still putting babies to sleep on their stomachs.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

**NATIONAL STANDARDS:** United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children  
United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

**KEYWORDS:** Bloom's: Understanding

23. SIDS deaths have been cut in half by placing babies on their backs while sleeping.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

**NATIONAL STANDARDS:** United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children  
United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

**KEYWORDS:** Bloom's: Understanding

24. Family child care homes are more likely to be able to control safety than are elementary school sites and child care centers.

- a. True
- b. False

**ANSWER:** False

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

**NATIONAL STANDARDS:** United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

**KEYWORDS:** Bloom's: Understanding

25. The first step in determining if a child with disabilities and other special needs can be accommodated into an early childhood education environment is whether or not the child's condition poses a direct threat to the early childhood education environment.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

**NATIONAL STANDARDS:** United States - APA/APHA 5.3.22-5.2.23 - Special adaptive equipment  
United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas  
United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

26. Having knowledge of the neighborhood and the liabilities within it is essential.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

*NATIONAL STANDARDS:* United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8  
United States - NAEYC 0.2a - Know about and understanding diverse family and community characteristics

*KEYWORDS:* Bloom's: Understanding

27. A child in in-home or nanny care is in the safest possible environment for a child.

- a. True
- b. False

*ANSWER:* False

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

*NATIONAL STANDARDS:* United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children  
United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

*KEYWORDS:* Bloom's: Understanding

### Multiple Choice

28. The first step in creating a safety policy in child care is

- a. giving the policy a title, such as "Biting," that describes what the policy will cover and defines the issue.
- b. making a brief statement of the necessity of the policy.
- c. explaining the intent of the policy—to comply with law or as a result of an incident that needs a future response.
- d. providing background on why the policy was developed.
- e. providing the effective date—when the policy will be effective.

*ANSWER:* a

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.1 - Define and discuss safety policies and their use as tools for safety, risk prevention, protection, and promotion.

*NATIONAL STANDARDS:* United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

*KEYWORDS:* Bloom's: Understanding

29. \_\_\_\_\_ are second-level needs on Maslow's hierarchy of needs.

- a. Food, shelter, and clothing
- b. Safety and security
- c. Love and belonging
- d. Self-esteem and self-efficacy

ANSWER: b

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

NATIONAL STANDARD S: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

30. AAP recommendations for prevention of SIDS do *not* include which of the following?

- a. Take off a bib before putting a baby to sleep.
- b. Breast feed until 6 months.
- c. Rely on a monitor to deter SIDS risk.
- d. A baby should not share a "family" bed.
- e. Do not put a baby to sleep on his or her side.

ANSWER: c

DIFFICULTY: Medium

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NATIONAL STANDARDS: United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas  
United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children  
United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

KEYWORDS: Bloom's: Understanding

31. Secure relationships that are warm, caring, and responsive can provide

- a. a buffer against adverse conditions in a child's life.
- b. protection for children from stress.
- c. a great sense of safety and security that helps a child's brain development.
- d. the foundation for emotional development.
- e. all of these.

ANSWER: e

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

NATIONAL STANDARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children  
United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

KEYWORDS: Bloom's: Understanding

32. Feedback, modeling, and practice drills are examples of

- a. anticipation.
- b. adaptation.
- c. modification.
- d. monitoring.

ANSWER: c

DIFFICULTY: Hard

LEARNING OBJECTIVE SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARD United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

DS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

33. Children who spend more time in nonparental care such as early education environments have \_\_\_\_\_ risk for unintentional injury.

- a. a higher
- b. a slightly higher
- c. the same
- d. a slightly lower

ANSWER: d

DIFFICULTY: Hard

LEARNING OBJECTIVE SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARD United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

DS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

34. The beginning step of the process of reasonable accommodation outlined in the Americans with Disabilities Act is which of the following?

- a. Identifying how a child's needs might be accommodated
- b. Examining whether the child might pose a threat to the environment
- c. Identifying barriers to be removed
- d. Modifying policies and procedures to accommodate the child

ANSWER: b

DIFFICULTY: Hard

LEARNING OBJECTIVE SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

NATIONAL STANDARD United States - APA/APHA 5.3.22-5.2.23 - Special adaptive equipment

S: United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

35. \_\_\_\_\_ development occurs from the head down to the feet.

- a. Proximodistal
- b. Sensorimotor
- c. Cephalocaudal
- d. Fine motor

ANSWER: c

DIFFICULTY: Hard

LEARNING OBJECTIVES: SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

NATIONAL STANDARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

KEYWORDS: Bloom's: Understanding

36. In relation to brain development, a baby can identify him- or herself and his or her body parts at age \_\_\_\_\_ months.

- a. 4 to 6
- b. 6 to 8
- c. 8 to 12
- d. 12 to 18

ANSWER: c

DIFFICULTY: Medium

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NATIONAL STANDARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

KEYWORDS: Bloom's: Understanding

37. An example of a child who might not have his or her needs met at Maslow's second basic level of needs might be a(n)

- a. child with disabilities and other special needs.
- b. child who is fearful due to violence in the home.
- c. immigrant child.
- d. all of these.

ANSWER: b

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARDS: United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

DS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

38. Experiments to find new and different ways to solve problems or reach goals are typical of Piaget's \_\_\_\_\_ stage of sensorimotor development.

- a. second
- b. fourth
- c. fifth
- d. sixth

ANSWER: c

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

NATIONAL STANDARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

KEYWORDS: Bloom's: Understanding

39. When Piaget talked of limitations of the preoperational stage, he referred to all of the following *except*

- a. animism.
- b. deductive reasoning.
- c. egocentrism.
- d. fantasy.

ANSWER: b

DIFFICULTY: Hard

LEARNING OBJECTIVES: SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

NATIONAL STANDARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

KEYWORDS: Bloom's: Understanding

40. According to the text, a safety checklist is most likely to be used in

- a. anticipating risk.
- b. modifying the environment.
- c. monitoring the environment.
- d. all of these.
- e. both anticipating risk and modifying the environment.

ANSWER: d

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

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United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

41. At the elementary level, the \_\_\_\_\_ dictates what safety policies should be in place.
- a. school
  - b. school district
  - c. state
  - d. all of these

ANSWER: d

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

NATIONAL STANDARDS: United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

ARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children  
United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

KEYWORDS: Bloom's: Understanding

42. \_\_\_\_\_ on the part of the teacher can be the contributing factor to lack of active supervision, lack of communication, and lack of understanding as to whether danger exists.
- a. Inaction
  - b. Inattention
  - c. Stress
  - d. Eagerness

ANSWER: a

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARDS: United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

ARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

43. SIDS is *not* likely result from
- a. sleeping on the stomach in the prone position.
  - b. pre- and postnatal exposure to cigarette smoke.
  - c. overheating of the baby.
  - d. a runny nose.

ANSWER: d

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

NATIONAL STANDARDS: United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

ARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

44. Children are more likely to get injured in the
- early morning.
  - late morning.
  - early afternoon.
  - late afternoon.
  - late morning and late afternoon.

**ANSWER:** e

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

**NATIONAL STANDARDS:** United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas  
United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

**KEYWORDS:** Bloom's: Understanding

### **Numeric Response**

Match each of the following needs to the level of Maslow's hierarchy of needs it represents.

- self-actualization
- social
- self-esteem
- safety and security
- food, shelter, and clothing

45. First level

**ANSWER:** e

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

**NATIONAL STANDARDS:** United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

**KEYWORDS:** Bloom's: Understanding

46. Second level

**ANSWER:** d

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

**NATIONAL STANDARDS:** United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

**KEYWORDS:** Bloom's: Understanding

47. Third level

**ANSWER:** b

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

**NATIONAL STANDARDS:** United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

**KEYWORDS:** Bloom's: Understanding

48. Fourth level

ANSWER: c

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

NATIONAL STANDARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

49. Fifth level

ANSWER: a

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

NATIONAL STANDARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

Match each of the following words to the phrase that best fits.

- a. synergy
- b. monitoring
- c. modification
- d. anticipation
- e. active supervision

50. Can minimize harm from an injury

ANSWER: e

DIFFICULTY: Hard

LEARNING OBJECTIVES: SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARDS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children  
United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

KEYWORDS: Bloom's: Understanding

51. Works well when it is applied to circumstances

ANSWER: c

DIFFICULTY: Hard

LEARNING OBJECTIVES: SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARDS: United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas  
United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

KEYWORDS: Bloom's: Understanding

52. Inspection for safety risk with checklist

ANSWER: d

DIFFICULTY: Medium

LEARNING OBJECTIVE SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARD United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

DS:

KEYWORDS: Bloom's: Understanding

53. Is an ongoing process

ANSWER: b

DIFFICULTY: Medium

LEARNING OBJECTIVE SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARD United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

DS:

KEYWORDS: Bloom's: Understanding

54. More than individual effort

ANSWER: a

DIFFICULTY: Easy

LEARNING OBJECTIVE SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARD United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

DS:

KEYWORDS: Bloom's: Understanding

### Completion

55. \_\_\_\_\_ is the leading cause of death in childhood.

ANSWER: Unintentional injury; Injury

DIFFICULTY: Easy

LEARNING OBJECTIVE SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARD United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

DS:

KEYWORDS: Bloom's: Understanding

56. \_\_\_\_\_ safety checklists are important tools to manage an environment for risk to safety.

ANSWER: Developmental-level; Age-appropriate

DIFFICULTY: Medium

LEARNING OBJECTIVE SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

NATIONAL STANDARD United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

DS: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Bloom's: Understanding

57. Careful observation and ---\_\_\_\_\_ supervision are the foremost activities of monitoring the environment for safety risk.

*ANSWER:* active

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

*NATIONAL STANDARDS:* United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

*S:*

*KEYWORDS:* Bloom's: Understanding

58. Knowledge of \_\_\_\_\_ will help the teacher to create the specific safety policies needed for the early childhood education environment.

*ANSWER:* environmental hazards

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.1 - Define and discuss safety policies and their use as tools for safety, risk prevention, protection, and promotion.

*NATIONAL STANDARDS:* United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

*RDS:*

*KEYWORDS:* Bloom's: Understanding

59. The \_\_\_\_\_ direction of development occurs from the head down to the foot.

*ANSWER:* cephalocaudal

*DIFFICULTY:* Hard

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

*NATIONAL STANDARDS:* United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

*KEYWORDS:* Bloom's: Understanding

60. Greater manipulative abilities are due to \_\_\_\_\_ development.

*ANSWER:* fine motor

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

*NATIONAL STANDARDS:* United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

*ARDS:* United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

*KEYWORDS:* Bloom's: Understanding

61. The Americans with Disabilities Act discusses \_\_\_\_\_ accommodations.

**ANSWER:** public

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

**NATIONAL STANDARD S:** United States - APA/APHA 5.3.22-5.2.23 - Special adaptive equipment

United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

**KEYWORDS:** Bloom's: Understanding

62. \_\_\_\_\_ are the leading cause of injuries to children of all ages.

**ANSWER:** Falls

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

**NATIONAL STANDARD DS:** United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

**KEYWORDS:** Bloom's: Understanding

63. \_\_\_\_\_ is a safety risk factor that may be found in the home environment of some children.

**ANSWER:** Violence

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

**NATIONAL STANDARD DS:** United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

**KEYWORDS:** Bloom's: Understanding

64. Even in the safest environment, \_\_\_\_\_ do happen.

**ANSWER:** injuries; accidents

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

**NATIONAL STANDARD DS:** United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

**KEYWORDS:** Bloom's: Understanding

65. If a teacher does not actively supervise, it can lead to the legal issue of \_\_\_\_\_.

**ANSWER:** negligence

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

**NATIONAL STANDARD DS:** United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

**KEYWORDS:** Bloom's: Understanding

66. Babies should be put to sleep on their \_\_\_\_\_.

**ANSWER:** backs

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

**NATIONAL STANDARD:** United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

**ARDS:** United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

**KEYWORDS:** Bloom's: Understanding

67. Knowing that a child \_\_\_\_\_ and reacts in response to the environment makes planning for safety especially crucial.

**ANSWER:** acts; behaves

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

**NATIONAL STANDARD:** United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

**S:** United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

**KEYWORDS:** Bloom's: Understanding

68. A(n) \_\_\_\_\_ helps to reduce SIDS risk.

**ANSWER:** pacifier

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

**NATIONAL STANDARD:** United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

**ARDS:** United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

**KEYWORDS:** Bloom's: Understanding

69. To best meet the safety needs of the children, teachers must consider the factors of \_\_\_\_\_ abilities, community, and family.

**ANSWER:** age; developmental level

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

**NATIONAL STANDARD:** United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

**S:** United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

United States - NAEYC 0.2a - Know about and understanding diverse family and community characteristics

**KEYWORDS:** Bloom's: Understanding

70. The three most important teaching tools for promoting behavior change to ensure safety are modeling, role playing through practice drills, and \_\_\_\_\_.

**ANSWER:** feedback

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

**NATIONAL STANDARDS:** United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

**KEYWORDS:** Bloom's: Understanding

71. Feedback about safety can include positive reinforcement for safety behavior practices and \_\_\_\_\_ away from unsafe practices and situations.

**ANSWER:** diversion

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

**NATIONAL STANDARDS:** United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

S:

**KEYWORDS:** Bloom's: Understanding

72. Cultural \_\_\_\_\_ can occur if cultural competence is not practiced.

**ANSWER:** disconnection; barriers

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.5 - Apply strategies to engage diverse families and practice cultural competence.

**NATIONAL STANDARDS:** United States - DAP .05 - Establishing reciprocal relationships with families

United States - NAEYC .02 a - Know about and understanding diverse family and community characteristics

United States - NAEYC.02b - Supporting and engaging families and communities through respectful, reciprocal relationships.

United States - NAEYC.02c - Demonstrate cultural competence and effective collaboration to involve families

**KEYWORDS:** Bloom's: Applying

73. More than one in four elementary schools report that \_\_\_\_\_ is a daily issue.

**ANSWER:** bullying

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.1 - Define and discuss safety policies and their use as tools for safety, risk prevention, protection, and promotion.

**NATIONAL STANDARDS:** United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC 0.2a - Know about and understanding diverse family and community characteristics

**KEYWORDS:** Bloom's: Understanding

74. A community center that is used for after-school care in the afternoons and as a senior activity center in the mornings or evenings is referred to as a(n) \_\_\_\_\_.

*ANSWER:* shared space

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

*NATIONAL STANDARDS:* United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC 0.2a - Know about and understanding diverse family and community characteristics

*KEYWORDS:* Bloom's: Understanding

### **Subjective Short Answer**

75. Compare how the different types of early childhood education environments impact safety.

*ANSWER:* A family home child care environment will have different hazards and risks than a center-based care situation. If it is a multi-use, shared facility, then hazards and risks will be even greater and different than those in the other types of care.

*DIFFICULTY:* Medium

*Y:*

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

*S:*

*NATIONAL STANDARDS:* United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

*S:*

*KEYWORDS:* Bloom's: Understanding

:

76. Relate how the age of children in early childhood education environments can impact safety.

*ANSWER:* Age equates to developmental levels. Hazards and risks for children of age two will be different than those for infants or children of age four or five. The developmental level of the child will determine what the greatest risk is for that child.

*DIFFICULTY:* Medium

*Y:*

*LEARNING OBJECTIVES:* SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

*S:*

*NATIONAL STANDARDS:* United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

*S:* United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

*KEYWORDS:* Bloom's: Understanding

:

77. Describe how the greater community surrounding early childhood education environments might impact safety.

*ANSWE* If the area surrounding the early childhood education environment is a safe, relatively risk-free environment

*R:* there would be little impact on the early childhood education environment. However, if the early childhood education environment is in an area where drive-by shootings, drug use, violence, and other hazards are present, it would take a greater effort to make sure the early childhood education environment would be safe.

*DIFFIC* Hard

*ULTY:*

*LEARNI* SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury

*NG OBJ* prevention.

*ECTIVE*

*S:*

*NATION* United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

*AL STA* United States - NAEYC 0.2a - Know about and understanding diverse family and community characteristics

*NDARD*

*S:*

*KEYWO* Bloom's: Understanding

*RDS:*

78. Describe how the child's family environment may impact safety in early childhood education environments.

*ANSWE* A child from a home where safety is not a priority may be used to being in an unsafe situation and may not

*R:* realize that there are hazards that pose risk. This type of child may have to be taught about what safety is and how one tries to ensure that it is available to the child. The teacher may have to help the child to be safe wherever he or she is.

*DIFFIC* Hard

*ULTY:*

*LEARNI* SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury

*NG OBJ* prevention.

*ECTIVE*

*S:*

*NATION* United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

*AL STAN* United States - NAEYC 0.2a - Know about and understanding diverse family and community characteristics

*DARDS:*

*KEYWO* Bloom's: Understanding

*RDS:*

79. Discuss how checklists can be used for reducing risk in anticipation, modification, and monitoring of the environment for safety.

**ANSWER:** Anticipation uses checklists for indoor inspection and an overall outdoor inspection for safety. These checklists apply to the type of early childhood education setting, the ages of the children present, the surrounding community, and the family environments of the children represent. The use of checklists for modifying the environment can help teachers to carefully screen for hazards, removing the hazards, and placing safety devices. Checklists can be used to monitor the environment to evaluate changes and check for hazards.

**DIFFICULTY:** Hard

**ULTY:**

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

**OBJECTIVES:**

**UNIT:** United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

**STATE:**

**STANDARD:**

**S:**

**KEYWORDS:** Bloom's: Understanding

**REVISIONS:**

80. Complete the pyramid reflecting Maslow's hierarchy of human needs.

**ANSWER:** Level one—food, shelter, clothing ; Level two—safety and security; Level three—social; Level four—self-esteem; Level five—self-actualization.

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.4 - Explain the development of a safety plan for an early childhood education environment.

**NATIONAL STANDARDS:** United States - AAP/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

**STANDARDS:** United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

**KEYWORDS:** Bloom's: Understanding

81. Explain why children take risks.

**ANSWER:** Risk-taking behavior may be dependent on a number of factors, such as gender, socioeconomic status, ethnicity, and developmental level.

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.3 - Discuss the factors involved in childhood injury and describe strategies for use in injury prevention.

**NATIONAL STANDARDS:** United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

**KEYWORDS:** Bloom's: Understanding

82. Discuss how cultural disconnection may occur.

**ANSWER:** Cultural disconnection can occur if cultural competency is not practiced. Cultural barriers may exist that, if not broken down, will not allow a connection between teacher, child, and family. An example of a barrier would be language; if there is no ability to communicate effectively, disconnection occurs.

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:**

LEARNIN SNHE.ROBE.16.2.5 - Apply strategies to engage diverse families and practice cultural competence.

**GOALS:**

**OBJECTIVES:**

NATIONAL United States - DAP .05 - Establishing reciprocal relationships with families

LEARNING STANDARDS United States - NAEYC .02 a- - Know about and understanding diverse family and community characteristics

LEARNING OBJECTIVES: United States - NAEYC.02b - Supporting and engaging families and communities through respectful, reciprocal relationships.

United States - NAEYC.02c - Demonstrate cultural competence and effective collaboration to involve families

**KEYWORDS:** Bloom's: Applying

**TERMS:**

83. List four things a teacher can do to eliminate the risk of SIDS.

**ANSWER:** Put a baby to sleep on his or her back; eliminate soft pillows, blankets, and toys in the crib; use a pacifier; and keep the baby from being overheated. (Banning cigarette smoke is an alternative item.)

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.2.2 - Discuss the importance of safe environments and describe a safe environment for all types of early childhood education.

NATIONAL STANDARDS United States - APA/APHA 9.2.6 - Safety policies for indoor and outdoor play areas

LEARNING OBJECTIVES: United States - NAEYC .01c - Developmental knowledge to create healthy environments for young children

United States - NAEYC 0.1a - Knows and understands children's characteristics and needs birth through age 8

**KEYWORDS:** Bloom's: Understanding

84. How can teachers help families provide a safer home environment?

**ANSWER:** They can model safe behaviors and provide feedback to both children and their families. Teachers can provide take-home safety information and provide a home safety checklist, if possible, in the families' native languages. They can practice cultural competence to know what cultural behaviors that pose risk for children may be present in the home.

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:**

LEARNIN SNHE.ROBE.16.2.5 - Apply strategies to engage diverse families and practice cultural competence.

**GOALS:**

**OBJECTIVES:**

**LEARNING OBJECTIVES:**

NATIONAL United States - DAP .05 - Establishing reciprocal relationships with families

LEARNING STANDARDS United States - NAEYC 0.2a - Know about and understanding diverse family and community characteristics

LEARNING OBJECTIVES: United States - NAEYC.02b - Supporting and engaging families and communities through respectful, reciprocal relationships.

United States - NAEYC.02c - Demonstrate cultural competence and effective collaboration to involve families

**KEYWORDS:** Bloom's: Applying

**TERMS:**