

True / False

1. Ignoring newborns trains them not to cry.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Understanding

2. Infants whose caregivers are the most responsive in the first six months cry the least later.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.02 - Articulate how attachment is a foundation for relationships.

KEYWORDS: Bloom's: Remembering

3. Infants develop the capacity for social interaction after the first year.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.06 - Discuss the early development of children's peer relationships

KEYWORDS: Bloom's: Understanding

4. The difference between performance and competence is a measure of intelligence.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Remembering

5. Preferred objects are used by infants in their attempts at self-regulation.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.07 - Tell how early self-regulation contributes to social learning.

KEYWORDS: Bloom's: Understanding

6. Crying is done for the purpose of communicating a need and drawing an adult near for assistance.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Remembering

7. Temperamental differences are indicators of artistic talents.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom's: Remembering

8. Temperamental differences are thought to be biologically based.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom's: Remembering

9. Individuation and socialization are closely linked processes that go on together.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.08.02.04 - Explain how infants and toddlers become their "own person" through individuation and separation.

KEYWORDS: Bloom's: Remembering

10. Prompt responses to infant signals help infants learn the association between their own behavior and the adult's.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Remembering

11. Babies' vocalizations are unaffected by adult speech.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Remembering

12. The earliest vocabulary may not be real words.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Remembering

13. Skills of an early childhood educator can be applied to babies with special needs in day-to-day interactions.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.08 - Identify ways to support infants and toddlers with special needs.

KEYWORDS: Bloom's: Understanding

14. A self-identity is formed within the social context of human relationships that begins in infancy.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.02 - Articulate how attachment is a foundation for relationships.

KEYWORDS: Bloom's: Remembering

15. Temperament characteristics remain stable over time, but are described differently in later childhood and adulthood.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom's: Remembering

16. Babies begin to learn the patterns of social engagement at the same time that they learn to speak.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Remembering

17. Between 9 and 15 months, babies develop the ability to deliberately initiate communication to influence the behavior of their caregivers.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Remembering

18. Ideally, infants and toddlers should develop a complete sense of trust in their world.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.02 - Articulate how attachment is a foundation for relationships.

KEYWORDS: Bloom's: Understanding

19. Answering texts while feeding a 4-month-old is perfectly okay as long as there is no problem with the other children.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVE: GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Understanding

Multiple Choice

20. In which state does an infant move vigorously and clench his or her fists?

- a. regular sleep
- b. waking activity
- c. irregular sleep
- d. crying

ANSWER: d

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom's: Understanding

21. In which state is the infant most likely to learn about the environment?

- a. waking activity
- b. drowsiness
- c. alert inactivity
- d. periodic sleep

ANSWER: c

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom's: Remembering

22. How long should the adult wait to pick up the newborn infant after it begins to cry?

- a. Pick up the baby immediately.
- b. Put the bottle on to warm, then pick up the infant.
- c. Five to ten minutes, depending on age.
- d. After the baby's face turns red.

ANSWER: a

LEARNING OBJECTIVES GCSDAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom's: Understanding

23. What adult behaviors enable self-regulation in very young children?

- a. following predictable routines
- b. allowing them to solve developmentally appropriate problems on their own
- c. attending and talking to them about what is happening, step by step
- d. breaking down difficult or complex tasks so the child can succeed in some parts
- e. All of the above

ANSWER: e

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.07 - Tell how early self-regulation contributes to social learning.

KEYWORDS: Bloom's: Understanding

24. What is the first strategy for soothing an infant?

- a. talking or singing to the infant
- b. picking the baby up immediately
- c. wrapping the infant in a blanket
- d. putting a ticking clock in the crib

ANSWER: b

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Understanding

25. What is being discussed when we speak of temperamental differences in infants?

- a. differences in the degree or intensity of emotional behavior and the timing and duration of the child's responses
- b. differences in the mood of the child such as depression or inflation of the child at a moment in time
- c. differences in the internal, private experiences of the child such as pleasure, contentment, pain, or frustration
- d. differences in the observable display of expressions and feelings

ANSWER: a

LEARNING OBJECTIVES GCSDAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom's: Remembering

26. What is not a known fact about attachment?

- a. Attachment occurs between mother and child, but also can occur between father and child and caregiver and child.
- b. Children can attach to up to four caring, sensitive adults.
- c. It takes 7 months to truly establish attachment behaviors between parent and child or caregiver and child.
- d. Attachment begins at birth.

ANSWER: c

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.02 - Articulate how attachment is a foundation for relationships.

KEYWORDS: Bloom's: Remembering

27. Which of the following is the best strategy for establishing a positive relationship with infant and toddlers?

- a. Using warm, kind, spontaneous touches
- b. Being genuinely honest and sincere with their parents
- c. Respecting the culture of the children and their families
- d. Using warmth, respect, empathy, genuineness, and acceptance

ANSWER: d

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Remembering

28. What would be the BEST strategy to support toddler social interactions and friendships?

- a. provide enough age appropriate toys
- b. set up opportunities for the same children to interact
- c. describe toddler behavior intentions and emotions aloud
- d. call children by name and sit nearby while they are playing

ANSWER: c

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.06 - Discuss the early development of children's peer relationships

KEYWORDS: Bloom's: Remembering

29. When a young infant is overstimulated, what behavior would you be likely to see?

- a. sober expression with face-to-face gazing
- b. short glances away
- c. laughter
- d. head lowered or body limp

ANSWER: d

LEARNING OBJECTIVES GCSDAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom's: Remembering

30. What does it mean when a nine-month-old shifts his body away from the adult to look at a truck?

- a. The baby does not like the adult.
- b. The baby is bored with the game being played.
- c. The baby is focusing attention on the truck.
- d. The baby is tired.

ANSWER: c

LEARNING OBJECTIVES GCSDAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom's: Understanding

31. Which of the following characteristics is not considered a function of temperament?

- a. talent
- b. activity
- c. sociability
- d. distractibility

ANSWER: a

LEARNING OBJECTIVES GCSDAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom's: Understanding

32. Why is the goodness-of-fit between the caregiver and the infant or toddler an important dimension in the child's social development?

- a. Children behave better.
- b. Adults find relationships satisfying.
- c. The pattern of interaction over time influences behavior.
- d. Babies are happier with active, intense adults.

ANSWER: c

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Remembering

33. What is the individuation process?

- a. cooperation in a group
- b. getting along with others
- c. development of a personal identity
- d. independent actions

ANSWER: c

LEARNING OBJECTIVES GCSDAL.KOSTELNIK.08.02.04 - Explain how infants and toddlers become their "own person" through individuation and separation.

KEYWORDS: Bloom's: Remembering

34. Why should infants be allowed to explore the environment when they are able to do so?

- a. contributes to the development of self-control
- b. contributes to learning opportunities
- c. allows them to leave the primary caregiver on their own
- d. All of these.

ANSWER: d

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.07 - Tell how early self-regulation contributes to social learning.

KEYWORDS: Bloom's: Remembering

35. When should adults begin to converse with children?
- a. as soon they are born
 - b. between birth and 2 months
 - c. between 4 and 8 months
 - d. between 9 and 12 months

ANSWER: a

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Understanding

36. When Mrs. Glee went to Miranda, squatted down to look into her eyes and invited her to read a story, what relationship building strategies was she consciously using?

- a. gentleness
- b. reasonableness
- c. empathy
- d. respect

ANSWER: d

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Understanding

37. Which statement is inaccurate regarding peer interaction in the first two years?

- a. Toddlers are not capable of forming friendships.
- b. Experience with age mates enables babies and toddlers to engage more successfully.
- c. Play episodes in young toddlers are short, full of vocalizations and irritations.
- d. Toys bring babies together but may also distract them from social interaction.

ANSWER: a

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.06 - Discuss the early development of children's peer relationships

KEYWORDS: Bloom's: Understanding

38. What is the best choice for a parent who must leave a nine-month-old infant in someone else's care?

- a. Sneak out when the baby isn't looking.
- b. Start to go and come back if the baby cries.
- c. Cling to the baby and then ask a caregiver to take the baby.
- d. Tell the child that you must go, offer a toy, and leave quickly.

ANSWER: d

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Understanding

39. What is a realistic expectation of peer relations in the first year?

- a. Babies will show interest in each other and will initiate contact, but little prolonged play will result.
- b. Toys will increase the time babies focus on each other.
- c. Infants are unable to interact with peers.
- d. Sharing of materials between infants is typical.

ANSWER: a

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.06 - Discuss the early development of children's peer relationships

KEYWORDS: Bloom's: Understanding

40. At what age do children begin to convey emotional content in their communication?

- a. newborn
- b. six months
- c. one year
- d. eighteen months

ANSWER: a

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Understanding

41. Which of the following is not an indicator that a toddler is developing self-awareness?

- a. asserts, "Mine!"
- b. uses personal pronouns
- c. says "I want..."
- d. takes the feelings of others into account

ANSWER: d

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.08.02.04 - Explain how infants and toddlers become their "own person" through individuation and separation.

KEYWORDS: Bloom's: Understanding

42. Which of the following is an example of social referencing?

- a. One 9-month-old smiles at another child of the same age.
- b. The infant sees a rabbit, looks at her mother, who is smiling, then smiles.
- c. A 7-month-old cries when an unfamiliar adult approaches.
- d. A 12-month-old imitates a sound an adult made.

ANSWER: b

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Understanding

43. Lizbet is a predictable, friendly baby, and adjusts in a few minutes when left with a caregiver, but cries when the vacuum is run. How would you describe her temperament?

- a. slow to warm up
- b. easy
- c. difficult
- d. does not fit any group

ANSWER: b

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom's: Understanding

44. Mr. Wortham has telephoned the child care center and asked for detailed observational materials about Danny, who has Down syndrome. What should you do?

- a. Determine whether the parents have given permission for you to share information with others and then telephone Mr. Wortham.
- b. Simply return the call and provide the information.
- c. Phone the parents and tell them to communicate with Mr. Wortham.
- d. Ignore the phone call.

ANSWER: a

LEARNING OBJECTIVES GCSDAL.KOSTELNIK.08.02.08 - Identify ways to support infants and toddlers with special needs.

KEYWORDS: Bloom's: Understanding

45. What is the role of the general practitioner when the infant or toddler has special needs?

- a. Accurately describe the condition or behavior of the child in order to refer the child for further assessment.
- b. Seek permission from the parents to refer the child to a specialist.
- c. Cooperate in the implementation of the IFSP.
- d. All of the above

ANSWER: d

LEARNING OBJECTIVES GCSDAL.KOSTELNIK.08.02.08 - Identify ways to support infants and toddlers with special needs.

KEYWORDS: Bloom's: Remembering

46. When an 18-month-old ignores your request, what should you do?

- a. Nothing if he is playing quietly.
- b. Repeat the request and show him what you want him to do.
- c. Take him gently by the arm and ensure he complies.
- d. Scold him and tell him in a loud voice that he has to mind you.

ANSWER: b

LEARNING OBJECTIVES GCSDAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Understanding

Subjective Short Answer

47. Billy, who is three months old, seems to cry all the time. He is difficult to comfort and sleeps only a short time. He is crying once again this afternoon. What should the caregiver do?

ANSWER: Pick him up and check for wetness, gas, hunger, or other sources of discomfort. Soothe him.

LEARNING OBJECTIVE GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Understanding

48. Sharon is two months old, and you are gazing into her eyes and talking to her. An older lady comments that babies that age can't talk. What would you do? What reply might you make?

ANSWER: Continue the interaction with the baby. Explain that babies look and move to the sound of your voice and enjoy your attention.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Applying

49. Derek is 12 months old. He wiggles, squirms, and stiffens during diaper changes. How could he be involved in the process?

ANSWER: He can participate by lying down, moving his legs, shifting his weight, and otherwise helping in the procedure to make it faster and easier for both of you.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.07 - Tell how early self-regulation contributes to social learning.

KEYWORDS: Bloom's: Applying

50. Briana points to a ball that she cannot reach, turns to look at you, and says "Ugh" while pointing. What should you say?

ANSWER: "Oh, you want the ball" or "Ball?" The object should be named, and preferably the name used with a verb. "I'll get the ball" or, better yet, "I'll reach for the ball."

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Applying

51. The pitcher of milk is empty. You have told Michael that it is all gone and have offered the pitcher to him to see. What do you do next?

ANSWER: Wait until he looks or give another verbal cue and wait.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Applying

52. Children learning to walk frequently plop down. When this happens, they sometimes look to the adult before they cry. How should you respond?

ANSWER: In a matter of fact way. Either a sober expression or a calm one is best, with a comment something like "You fell down" or "Did you sit hard?" and give appropriate assistance if necessary. Don't ignore the child or overreact.

LEARNING OBJECTIVE: GCSDAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

S:

KEYWORDS: Bloom's: Applying

53. Why should you demonstrate a new toy to a toddler?

ANSWER: Toddlers have no way of knowing what to do and are more likely to use the toy effectively if someone shows them how.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.07 - Tell how early self-regulation contributes to social learning.

KEYWORDS: Bloom's: Applying

54. Francisco is running away from you, and the gate is open. What should you do?

ANSWER: Catch him and pick him up to stop him, then tell him about the open gate.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.05 - Talk about how children's emerging communication skills influence their social competence.

KEYWORDS: Bloom's: Applying

55. Why is it important to have a consistent caregiver for infants and toddlers?

ANSWER: Very young children build notions of what is expected behavior through day-to-day interactions with their caregivers. Frequent changes make this less likely to occur.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.02 - Articulate how attachment is a foundation for relationships.

KEYWORDS: Bloom's: Understanding

56. What tasks might you be asked to do for a child with special needs that you would not do for a typically developing child?

ANSWER: Read or participate in the individualized family service plan, participate in special training as necessary, communicate with parents and other professionals, implement your part in that plan, make necessary adjustments in the program and environment to safeguard and support the child.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.08 - Identify ways to support infants and toddlers with special needs.

KEYWORDS:

Bloom's: Understanding

DS:

Essay

57. What does being available mean? Why is it important to the development of infants?

ANSWER: Answers will vary.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Understanding

58. Discuss the role of basic care in the development of children in the first two years.

ANSWER: Answers will vary.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.04 - Explain how infants and toddlers become their "own person" through individuation and separation.

KEYWORDS: Bloom's: Understanding

59. Why must every child have at least one adult who is responsive and sensitive?

ANSWER: Answers will vary.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.02 - Articulate how attachment is a foundation for relationships.

KEYWORDS: Bloom's: Understanding

60. What are the main ways you can work to build a strong positive relationship with children and why is this important?

ANSWER: Answers will vary.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom's: Understanding

61. List the sequence of the individuation process and typical social infant behaviors and supportive adult behaviors for each phase.

ANSWER: Answers will vary.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.04 - Explain how infants and toddlers become their “own person” through individuation and separation.

KEYWORDS: Bloom’s: Understanding

62. Name and briefly describe the three behavioral states that infants exhibit. Why is it important for helping professionals to be able to distinguish these behavioral states in infants?

ANSWER: Answers will vary.

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.08.02.03 - Describe cues children send that influence relationship building.

KEYWORDS: Bloom’s: Understanding

63. Explain why it is important to check with family members about key child rearing beliefs and practices.

ANSWER: Answers will vary.

LEARNING OBJECTIVE: GCSDAL.KOSTELNIK.08.02.01 - Recognize the essential elements of positive adult-child relationships.

KEYWORDS: Bloom’s: Understanding