

Chapter 2: Theories and Models for Family Engagement in Schools

Test Bank

Multiple Choice

1. Difficulties occur when definitions of family are _____ legal terms.

- A. legislated as
- B. broadened beyond
- C. restricted to
- D. no longer

Ans: B

Learning Objective: 2-1: How is a family defined—beyond the legal definition?

Cognitive Domain: Comprehension

Answer Location: Defining Family

Difficulty Level: Medium

2. A family is like a system in that its members _____.

- A. are related
- B. have individual identities
- C. are interconnected and influence one another
- D. are emotionally connected

Ans: C

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: Family Systems Conceptual Framework

Difficulty Level: Medium

3. Using family systems thinking, teachers view children in the _____ of their families.

- A. context
- B. evaluation
- C. discussion
- D. identity

Ans: A

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Knowledge

Answer Location: Family Systems Conceptual Framework

Difficulty Level: Easy

4. To what does the “principle of wholeness” refer?

- A. Children can function well only as members of a whole, intact family.

- B. Families create their own rules to govern how they interact with each other.
- C. Families develop strategies to meet the needs of their individual members.
- D. The family as a whole is greater than the sum of its individual family members.

Ans: D

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: The Whole Is Greater Than the Sum of Its Parts

Difficulty Level: Medium

5. Children living in _____ families are shared by two families with biological parents and stepparents.

- A. extended
- B. binuclear
- C. blended
- D. multiple

Ans: B

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Knowledge

Answer Location: The Whole Is Greater Than the Sum of Its Parts

Difficulty Level: Easy

6. A well-functioning family system will have a balance between _____.

- A. its worldview and other familiar perspectives
- B. rituals and goals
- C. family roles and the macrosystem
- D. open and closed boundaries

Ans: D

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: A System Has Boundaries or Limits

Difficulty Level: Medium

7. A family's values, beliefs, and lifestyle reflect its _____.

- A. boundaries
- B. system
- C. worldview
- D. hierarchical structure

Ans: C

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Knowledge

Answer Location: A System Has Boundaries or Limits

Difficulty Level: Easy

8. Families read together, eat meals together, and go on vacation together as ways to increase their _____.

- A. bonds
- B. boundaries
- C. family roles
- D. hierarchical structures

Ans: A

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: A System Has a Balance of Bonding and Buffering

Difficulty Level: Medium

9. What are the characteristics of enmeshed families?

- A. disengaged and overregulated
- B. overbonded and underbuffered
- C. disengaged and cutoff
- D. inflexible and dysfunctional

Ans: B

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Analysis

Answer Location: A System Has a Balance of Bonding and Buffering

Difficulty Level: Hard

10. After a huge argument at Susan's wedding, Susan has not spoken to her parents or sisters in 5 years. Susan's family is _____.

- A. cutoff
- B. dissolved
- C. disengaged
- D. bonded

Ans: A

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: A System Has a Balance of Bonding and Buffering

Difficulty Level: Medium

11. Singing in the car on the car ride to school is an example of a family's _____.

- A. buffering
- B. homeostasis
- C. rituals
- D. worldview

Ans: C

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Application

Answer Location: Rituals and Traditions Affect the Bonding Process

Difficulty Level: Medium

12. Taking your shoes off before entering the house or being expected to finish all the food on your plate are examples of _____ rules.

- A. implicit
- B. overregulated
- C. explicit
- D. traditional

Ans: A

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Application

Answer Location: Systems Are Rule Governed

Difficulty Level: Medium

13. A family's hierarchical structure can be defined by how _____ is/are shared among members.

- A. time
- B. resources
- C. space
- D. power

Ans: D

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: A System Is Hierarchically Organized

Difficulty Level: Medium

14. Helen's new role as a caregiver due to her mother's illness requires her to _____ her relationship with her mother.

- A. buffer
- B. cutoff
- C. parentify
- D. morphogenicize

Ans: C

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Application

Answer Location: A System Is Hierarchically Organized

Difficulty Level: Medium

15. Emma's parents are divorced and they use Emma to communicate with each other. Emma's mother is very bitter about the divorce and uses Emma to deliver angry messages to her father. Emma typically sides with her mother in these disagreements. Emma's family dynamic represents a _____.

- A. classic disengagement
- B. perverse triangle
- C. detouring coalition
- D. morphostasis

Ans: B

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Application

Answer Location: A System Is Hierarchically Organized

Difficulty Level: Medium

16. In some cultures, it is customary for a mother to encourage her married son to join her in berating and complaining about the son's wife. This mother-son relationship exemplifies a _____.

- A. morphogenesis
- B. parentified child
- C. perverse triangle
- D. detouring coalition

Ans: D

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Application

Answer Location: A System Is Hierarchically Organized

Difficulty Level: Medium

17. Parents who divorce but agree to keep the children in the family home with the adults moving in and out on the weekends are attempting to create a sense of _____ in the family.

- A. morphostasis
- B. disequilibrium
- C. morphogenesis
- D. boundaries

Ans: A

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Application

Answer Location: A System Is Dynamically Changing

Difficulty Level: Medium

18. The goals for a family system are established by _____.

- A. researchers
- B. school officials

- C. family members
- D. social norms

Ans: C

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: A System Has Goals

Difficulty Level: Medium

19. Families in constant conflict have difficulty _____.

- A. establishing symbolic boundaries
- B. establishing emotional connectedness
- C. identifying goals
- D. attaining homeostasis

Ans: D

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: A System Is Self-Regulating

Difficulty Level: Medium

20. In the Family Systems Theory, an individual part of a system cannot be isolated but must be studied in the context of the system's wholeness because, in Bronfenbrenner's _____, the different contexts influence each other.

- A. Family Empowerment Model
- B. Ecological Systems Theory
- C. Family–School Partnerships Framework
- D. School Development Program

Ans: B

Learning Objective: 2-3: How do the home, the community, the society, the culture, and the time in which children live influence their learning and development?

Cognitive Domain: Comprehension

Answer Location: Ecological Systems Theory: Urie Bronfenbrenner

Difficulty Level: Medium

21. The _____ includes the influences of all the relationships that exist in the _____.

- A. mesosystem; microsystem
- B. exosystem; chronosystem
- C. macrosystem; mesosystem
- D. chronosystem; exosystem

Ans: A

Learning Objective: 2-3: How do the home, the community, the society, the culture, and the time in which children live influence their learning and development?

Cognitive Domain: Analysis

Answer Location: Ecological Systems Theory: Urie Bronfenbrenner

Difficulty Level: Hard

22. A parent's workplace is an example of the _____ and a family's religion is an example of the _____.

- A. macrosystem; microsystem
- B. exosystem; macrosystem
- C. microsystem; chronosystem
- D. mesosystem; exosystem

Ans: B

Learning Objective: 2-3: How do the home, the community, the society, the culture, and the time in which children live influence their learning and development?

Cognitive Domain: Comprehension

Answer Location: Ecological Systems Theory: Urie Bronfenbrenner

Difficulty Level: Medium

23. Following Dunst's model of _____ practices, Jamal's teachers asked his family to join their curriculum planning team to help create appropriate accommodations for meeting Jamal's needs in the classroom.

- A. authentic
- B. home-based
- C. school-based
- D. family-centered

Ans: D

Learning Objective: 2-4: What are different ways to recognize and incorporate in my teaching the strengths, knowledge, and skills that families offer children in their learning and development?

Cognitive Domain: Comprehension

Answer Location: Family Empowerment Models: Carl Dunst

Difficulty Level: Medium

24. By applying the family empowerment model, the faculty at Garrison Middle School included a parent training and access initiative in their new technology program. This strategy reflects one of the core circles of the model by offering _____ to empower and engage families.

- A. career development services
- B. Temporary Assistance for Needy Families
- C. parenting supports
- D. community supports

Ans: C

Learning Objective: 2-4: What are different ways to recognize and incorporate in my teaching the strengths, knowledge, and skills that families offer children in their learning and development?

Cognitive Domain: Comprehension

Answer Location: Family Empowerment Models: Carl Dunst

Difficulty Level: Medium

25. Some teachers at an urban Title I school shared their beliefs that low achievement was a direct result of a lack of family support and limited role models in their students' homes. The belief reflects a/an _____ model of thinking.

- A. funds of knowledge
- B. deficit
- C. parentified
- D. enmeshed

Ans: B

Learning Objective: 2-4: What are different ways to recognize and incorporate in my teaching the strengths, knowledge, and skills that families offer children in their learning and development?

Cognitive Domain: Comprehension

Answer Location: The Funds of Knowledge: Luis Moll

Difficulty Level: Medium

26. When a class of first graders wanted to build a bird feeder for the schoolyard as a culminating project for their science unit, the teacher asked two of the students' grandfathers who have woodworking experience to help lead the class in completing the project. The teacher tapped into the _____ of her students' families.

- A. funds of knowledge
- B. hierarchical structure
- C. rituals
- D. exosystem

Ans: A

Learning Objective: 2-4: What are different ways to recognize and incorporate in my teaching the strengths, knowledge, and skills that families offer children in their learning and development?

Cognitive Domain: Comprehension

Answer Location: The Funds of Knowledge: Luis Moll

Difficulty Level: Medium

27. Schools that provide interpreters for meetings with families who speak limited English support which type of Epstein's family involvement?

- A. Type 6: Collaborating with community
- B. Type 1: Parenting
- C. Type 4: Learning at home
- D. Type 2: Communicating

Ans: D

Learning Objective: 2-5: What are some examples of how I can organize my classroom and family-school engagement practices into a successful program?

Cognitive Domain: Comprehension

Answer Location: Family-School Partnerships Framework: Joyce Epstein

Difficulty Level: Medium

28. Research has shown that participation in _____ has a number of positive effects, including increased attendance, decreased behavior issues, and improved academic achievement.

- A. National Association of Professional Development Schools
- B. National Network of Partnership Schools
- C. Center on School, Family, and Community Partnerships
- D. School Development Programs

Ans: B

Learning Objective: 2-5: What are some examples of how I can organize my classroom and family–school engagement practices into a successful program?

Cognitive Domain: Comprehension

Answer Location: Family–School Partnerships Framework: Joyce Epstein

Difficulty Level: Medium

29. Creating positions for families on the school’s curriculum committee reflects which of Epstein’s family involvement activities?

- A. Type 5: Decision-making
- B. Type 1: Parenting
- C. Type 2: Communicating
- D. Type 3: Volunteering

Ans: A

Learning Objective: 2-5: What are some examples of how I can organize my classroom and family–school engagement practices into a successful program?

Cognitive Domain: Comprehension

Answer Location: Family–School Partnerships Framework: Joyce Epstein

Difficulty Level: Medium

30. By applying _____ of Epstein’s framework, preschool teachers began to create home learning activities that encouraged parent–child interactions instead of parental supervision of their children’s independent play.

- A. Type 3: Volunteering
- B. Type 6: Collaborating with community
- C. Type 4: Learning at home
- D. Type 5: Decision-making

Ans: C

Learning Objective: 2-5: What are some examples of how I can organize my classroom and family–school engagement practices into a successful program?

Cognitive Domain: Comprehension

Answer Location: Family–School Partnerships Framework: Joyce Epstein

Difficulty Level: Medium

31. Comer’s program is aimed at influencing _____ family involvement practices.

- A. teachers’
- B. parents’
- C. school districts’
- D. communities’

Ans: C

Learning Objective: 2-5: What are some examples of how I can organize my classroom and family–school engagement practices into a successful program?

Cognitive Domain: Comprehension

Answer Location: School Development Program: James Comer

Difficulty Level: Medium

32. A school district asks families to participate in a survey to gather their perspectives on several important issues related to their children’s education. Which of Comer’s School Development Program principles is this district practicing?

A. include feedback from stakeholders outside the school such as community members

B. make decisions based on a consensus about what is good for children

C. focus on problem-solving rather than placing blame

D. collaboration between administrations, teachers, staff, families, and students

Ans: B

Learning Objective: 2-5: What are some examples of how I can organize my classroom and family–school engagement practices into a successful program?

Cognitive Domain: Comprehension

Answer Location: School Development Program: James Comer

Difficulty Level: Medium

33. What is a foundational belief of the school development program?

A. Policy makers are responsible for creating learning environments that support students’ development.

B. Children are a product of the interactions among their contexts.

C. Schools are obligated to help build families and communities.

D. All children’s needs must be met before they can learn and succeed.

Ans: D

Learning Objective: 2-5: What are some examples of how I can organize my classroom and family–school engagement practices into a successful program?

Cognitive Domain: Comprehension

Answer Location: School Development Program: James Comer

Difficulty Level: Medium

34. The school development program focuses on _____.

A. the needs of all members of the family system

B. the cultural context of the community

C. the total developmental needs of the child

D. strengthening interactions between community and school

Ans: C

Learning Objective: 2-5: What are some examples of how I can organize my classroom and family–school engagement practices into a successful program?

Cognitive Domain: Comprehension

Answer Location: School Development Program: James Comer

Difficulty Level: Medium

True/False

1. A family can be defined both legally and emotionally.

Ans: T

Learning Objective: 2-1: How is a family defined—beyond the legal definition?

Cognitive Domain: Comprehension

Answer Location: Defining Family

Difficulty Level: Medium

2. In a well-functioning family system, buffering typically decreases as children age.

Ans: F

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: A System Has a Balance of Bonding and Buffering

Difficulty Level: Medium

3. Cultural norms influence healthy family boundaries.

Ans: T

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: A System Has a Balance of Bonding and Buffering

Difficulty Level: Medium

4. A change that occurs to one member of the system can change the entire family system.

Ans: T

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: A System Is Dynamically Changing

Difficulty Level: Medium

5. Well-functioning families establish and protect their identities by resisting change whenever possible.

Ans: F

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: A System Is Dynamically Changing

Difficulty Level: Medium

6. Children frequently play out their family roles in school.

Ans: T

Learning Objective: 2-2: How does a family operate as a system? What are some implications of this family systems theory in my family engagement practices?

Cognitive Domain: Comprehension

Answer Location: Members of a System Have Roles

Difficulty Level: Medium

7. According to Dunst, community engagement is necessary for children's optimal learning and development.

Ans: T

Learning Objective: 2-4: What are different ways to recognize and incorporate in my teaching the strengths, knowledge, and skills that families offer children in their learning and development?

Cognitive Domain: Comprehension

Answer Location: Family Empowerment Models: Carl Dunst

Difficulty Level: Medium

8. The family empowerment model requires teachers to hand decision-making power over to families.

Ans: F

Learning Objective: 2-4: What are different ways to recognize and incorporate in my teaching the strengths, knowledge, and skills that families offer children in their learning and development?

Cognitive Domain: Comprehension

Answer Location: Family Empowerment Models: Carl Dunst

Difficulty Level: Medium

9. Teachers who consider families in poverty from a funds of knowledge viewpoint tend to overlook the information and expertise these families have to offer.

Ans: F

Learning Objective: 2-4: What are different ways to recognize and incorporate in my teaching the strengths, knowledge, and skills that families offer children in their learning and development?

Cognitive Domain: Comprehension

Answer Location: The Funds of Knowledge: Luis Moll

Difficulty Level: Medium

10. Epstein's framework describes strategies for family-school engagement without noting the role communities play in family-school partnerships.

Ans: F

Learning Objective: 2-5: What are some examples of how I can organize my classroom and family-school engagement practices into a successful program?

Cognitive Domain: Comprehension

Answer Location: Family-School Partnerships Framework: Joyce Epstein

Difficulty Level: Medium

Essay

1. How can teachers incorporate family systems thinking into their teaching?

Ans: Teachers first recognize that, like systems, family members are interconnected.

A change affecting one member of a family affects all other members and the family unit as a whole.

Teachers must consider children and their behaviors and needs within the context of their families to better understand children and their behaviors inside/outside of school.

The more complex the family systems or the more families that children belong to the more contexts teachers must get to know and understand.

Learning Objective: 2-4: What are different ways to recognize and incorporate in my teaching the strengths, knowledge, and skills that families offer children in their learning and development?

Cognitive Domain: Application

Answer Location: Family Systems Conceptual Framework

Difficulty Level: Medium

2. Why would governments attempt to define the term *family*?

Ans: Family relationships are often intertwined with legal rights and responsibilities, including health and death benefits and property, zoning, and custodial rights.

Learning Objective: 2-1: How is a family defined—beyond the legal definition?

Cognitive Domain: Comprehension

Answer Location: Defining Family

Difficulty Level: Medium

3. How can a family's faith influence the way it functions?

Ans: by framing the family's worldview

by influencing the family's goals

by increasing family bonding and family members' ability to spend time together and form secure attachments

by providing predictable routines for children, which helps develop stability and trust

by helping the family develop coping strategies to adjust to change and family crises

Learning Objective: 2-3: How do the home, the community, the society, the culture, and the time in which children live influence their learning and development?

Cognitive Domain: Application

Answer Location: Ecological Systems Theory: Urie Bronfenbrenner

Difficulty Level: Medium

4. Why would a teacher recommend families of young children establish rituals, such as reading a story before bedtime?

Ans: It increases family bonding and family members' ability to spend time together and form secure attachments.

It provides predictable routines for children, which helps develop stability and trust.

Learning Objective: 2-3: How do the home, the community, the society, the culture, and the time in which children live influence their learning and development?

Cognitive Domain: Comprehension

Answer Location: Family Empowerment Models: Carl Dunst
Difficulty Level: Medium

5. What is the difference between *family support* and *family empowerment*?

Ans: *Family support* emphasizes one-way communication (from school to family) and other school-centric practices.

Family empowerment focuses on school-family partnerships in which families are engaged in making decisions about their child's education.

Family empowerment uses practices that focus on the strengths of families and are respectful of their culture and background.

Learning Objective: 2-4: What are different ways to recognize and incorporate in my teaching the strengths, knowledge, and skills that families offer children in their learning and development?

Cognitive Domain: Comprehension

Answer Location: Family Empowerment Models: Carl Dunst

Difficulty Level: Medium

6. How can applying the third principle of Comer's School Development Program—*focus on problem solving rather than placing blame*—change the dynamics of school–family interactions?

Ans: Applying this principle can help teachers and families focus on meeting the needs of children by working together to find solutions to problems rather than wasting time/energy on blame or fault-finding.

Fault-finding may create a barrier of hostility between home and school and prevent the development of respectful relationships/partnerships.

Blaming students, particularly those living in low-income or poverty households, follows a “deficit” view that focuses on what children/families don't have rather than looking at strengths and resources they do have. It also fails to consider the role of the families, schools, and communities in the educational success of all children.

Learning Objective: 2-5: What are some examples of how I can organize my classroom and family-school engagement practices into a successful program?

Cognitive Domain: Analysis

Answer Location: School Development Program: James Comer

Difficulty Level: Hard

7. Empowerment efforts are guided by a certain set of philosophical beliefs. What are some basic beliefs about children, families, and family involvement that teachers must hold before they can effectively apply a family empowerment approach?

Ans: All families have strengths.

Outcomes are best when families have both the informal and formal resources they need to function well.

School efforts to support child learning are significantly enhanced when families are involved.

Families must be treated with respect in order to develop partnering relationships with them.

Families have the right and capacity to make decisions about their child's education.

Families must be active participants in their child's learning and development.

Learning Objective: 2-4: What are different ways to recognize and incorporate in my teaching the strengths, knowledge, and skills that families offer children in their learning and development?

Cognitive Domain: Comprehension

Answer Location: Family Empowerment Models: Carl Dunst

Difficulty Level: Medium