

True / False

1. Ignoring newborns trains them not to cry.
 - a. True
 - b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-2 Attachment as a Foundation of Relationships

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.02 - Articulate how attachment is a foundation for relationships.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Applying

2. Infants whose caregivers are the most responsive in the first six months cry the least later.
 - a. True
 - b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Remembering

3. Infants develop the capacity for social interaction after the first year.
 - a. True
 - b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-6 Friendliness

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.06 - Discuss the early development of children's peer relationships.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

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

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-5 Fostering Children's Competence in Communicating

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.05 - Talk about how children's emerging communication skills influence their social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.3 - Observing, documenting, and assessing to support young children and families

KEYWORDS: Bloom's: Remembering

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

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2-7 Fostering Self-Regulation

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.07 - Tell how early self-regulation contributes to social learning.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and 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

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Understanding

7. Temperamental differences are indicators of artistic talents.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

8. Temperamental differences are thought to be biologically based.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Remembering

9. Individuation and socialization are closely linked processes that happen together.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2-4 Supporting Individuation and Socialization

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.04 - Explain how infants and toddlers become their "own person" through individuation and separation.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

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

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues
Providing Prompt Basic Care

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Remembering

11. Babies' vocalizations are unaffected by adult speech.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-5 Fostering Children's Competence in Communicating

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.09.02.05 - Talk about how children's emerging communication skills influence their social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.5 - Using content knowledge to build meaningful curriculum

KEYWORDS: Bloom's: Remembering

12. The earliest vocabulary may not be real words.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2-5 Fostering Children's Competence in Communicating

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.09.02.05 - Talk about how children's emerging communication skills influence their social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

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

DIFFICULTY: Easy

REFERENCES: 2-8 Relating to Infants and Toddlers with Special Needs

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.09.02.08 - Identify ways to support infants and toddlers with special needs.

NATIONAL STANDARDS: United States - NAEYC.SI.5 - Using content knowledge to build meaningful curriculum

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

DIFFICULTY: Easy

REFERENCES: 2-4 Supporting Individuation and Socialization

LEARNING OBJECTIVES: GCS DAL.KOSTELNIK.09.02.04 - Explain how infants and toddlers become their "own person" through individuation and separation.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

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

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

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

DIFFICULTY: Medium

REFERENCES: 2-2 Attachment as a Foundation of Relationships
2-5 Fostering Children's Competence in Communicating

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.02 - Articulate how attachment is a foundation for relationships.
GCSDAL.KOSTELNIK.09.02.05 - Talk about how children's emerging communication skills influence their social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

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

DIFFICULTY: EASY

REFERENCES: 2-5 Fostering Children's Competence in Communicating

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.05 - Talk about how children's emerging communication skills influence their social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

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

DIFFICULTY: Easy

REFERENCES: 2-4 Supporting Individuation and Socialization

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.04 - Explain how infants and toddlers become their “own person” through individuation and separation.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom’s: Understanding

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

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-1 Essentials of All Positive Adult–Child Relationships
Being Available to Interact with Infants and Toddlers

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.01 - Recognize the essential elements of positive adult-child relationships.

GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom’s: Understanding

20. Infants under six months old just cry to annoy their caregivers.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Difficult

REFERENCES: Pitfalls to Avoid

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.10 - Outline pitfalls to avoid in interacting with infants, toddlers, and their families.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom’s: Remembering

Multiple Choice

21. In which state does an infant move vigorously and clench his or her fists?
- regular sleep
 - waking activity
 - irregular sleep
 - crying

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

22. In which state is an infant most likely to learn about the environment?
- waking activity
 - drowsiness
 - alert inactivity
 - periodic sleep

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Remembering

23. After an infant begins to cry, an adult should pick the baby up:
- immediately.
 - once the bottle has been put on to warm.
 - after five to ten minutes, depending on the infant's age.
 - once the baby's face turns red.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Clues
Providing Prompt Basic Care

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

24. What adult behaviors enable self-regulation in very young children?
- following predictable routines
 - helping them to solve developmentally appropriate problems regularly
 - keeping the changing table clean and the area orderly while diapering
 - telling them how to behave and what to do bit by bit during the day

ANSWER: a

DIFFICULTY: Medium

REFERENCES: 2-7 Fostering Self-Regulation

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.07 - Tell how early self-regulation contributes to social learning.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning
United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Understanding

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

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

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

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

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

ANSWER: a

DIFFICULTY: Medium

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Remembering

27. What is NOT a known fact about attachment?
- Attachment always occurs between mother and child, but also can occur between father and child and caregiver and child.
 - Children can attach to up to four caring, sensitive adults.
 - It takes seven months to truly establish attachment behaviors between parent and child or caregiver and child.
 - Attachment begins at birth.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 2-2 Attachment as a Foundation of Relationships

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.02 - Articulate how attachment is a foundation for relationships.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Remembering

28. Which of the following is the best strategy for establishing a positive relationship with infant and toddlers?
- using warm, kind, spontaneous touches
 - being genuinely honest and sincere with their parents
 - respecting the culture of the children and their families
 - using warmth, respect, empathy, genuineness, and acceptance

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 2-1 Essentials of All Positive Adult–Child Relationships

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.01 - Recognize the essential elements of positive adult-child relationships.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Remembering

29. What would be the best strategy to support toddler social interactions and friendships?
- provide enough age appropriate toys
 - set up opportunities for the same children to interact
 - describe toddler behavior intentions and emotions aloud
 - call children by name and sit nearby while they are playing

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 2-6 Friendliness

Supporting the Beginnings of Peer Relationships and Friendships

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.06 - Discuss the early development of children's peer relationships.

GCSDAL.KOSTELNIK.09.05.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Analyzing

30. 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

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Remembering

31. What does it mean when a nine-month-old shifts his body away from an 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

DIFFICULTY: Medium

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Understanding

32. Which of the following characteristics is NOT considered a function of temperament?
- a. talent
 - b. activity
 - c. sociability
 - d. distractibility

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

33. 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's behavior is 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

DIFFICULTY: Medium

REFERENCES: 2-2 Attachment as a Foundation of Relationships

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.02 - Articulate how attachment is a foundation for relationships.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Understanding

34. 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

DIFFICULTY: Easy

REFERENCES: 2-4 Supporting Individuation and Socialization

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.04 - Explain how infants and toddlers become their "own person" through individuation and separation.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Remembering

35. Why should infants be allowed to explore the environment when they are able to do so?
- a. because it contributes to the development of self-control and learning
 - b. because it provides for physical exercise
 - c. so that caregivers have an opportunity to pay attention to other infants
 - d. so that caregivers can clean the environment

ANSWER: a

DIFFICULTY: Medium

REFERENCES: 2-7 Fostering Self-Regulation

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.07 - Tell how early self-regulation contributes to social learning.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

36. 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

DIFFICULTY: Medium

REFERENCES: 2-5 Fostering Children's Competence in Communicating
Establishing and Maintaining Effective Communication

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.05 - Talk about how children's emerging communication skills influence their social competence.
GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.5 - Using content knowledge to build meaningful curriculum

KEYWORDS: Bloom's: Understanding

37. 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

DIFFICULTY: Easy

REFERENCES: 2-1 Essentials of All Positive Adult-Child Relationships

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.01 - Recognize the essential elements of positive adult-child relationships.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Understanding

38. Which statement is inaccurate regarding peer interaction in the first two years of life?
- 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, and full of vocalizations and irritations.
 - d. Toys bring babies together but may also distract them from social interaction.

ANSWER: a

DIFFICULTY: Medium

REFERENCES: 2-6 Friendliness
Supporting the Beginnings of Peer Relationships and Friendships

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.06 - Discuss the early development of children's peer relationships.
GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Evaluating

39. 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

DIFFICULTY: Medium

REFERENCES: 2-4 Supporting Individuation and Socialization

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.04 - Explain how infants and toddlers become their "own person" through individuation and separation.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Understanding

40. What is a realistic expectation of peer relations in the first year of life?
- Babies will show interest in each other and will initiate contact, but little prolonged play will result.
 - Toys will increase the time that babies focus on each other.
 - Infants are unable to interact with peers.
 - Sharing of materials between infants is typical.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2-5 Fostering Children's Competence in Communicating
Supporting the Beginnings of Peer Relationships and Friendships
2-6 Friendliness

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.05 - Talk about how children's emerging communication skills influence their social competence.
GCSDAL.KOSTELNIK.09.02.06 - Discuss the early development of children's peer relationships.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

41. At what age do children begin to convey emotional content in their communication?
- newborn
 - six months
 - one year
 - eighteen months

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2-5 Fostering Children's Competence in Communicating

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.05 - Talk about how children's emerging communication skills influence their social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's Remembering

42. Which of the following is not an indicator that a toddler is developing self-awareness?
- asserting "Mine!"
 - using personal pronouns
 - saying "I want . . ."
 - taking the feelings of others into account

ANSWER: d

DIFFICULTY: Medium

REFERENCES: 2-4 Supporting Individuation and Socialization

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.04 - Explain how infants and toddlers become their "own person" through individuation and separation.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

43. Which of the following is an example of social referencing?
- One 9-month-old smiles at another child of the same age.
 - The infant sees a rabbit, looks at her mother, who is smiling, then smiles.
 - A 7-month-old cries when an unfamiliar adult approaches.
 - A 12-month-old imitates a sound an adult made.

ANSWER: b

DIFFICULTY: Medium

REFERENCES: 2-5 Fostering Children's Competence in Communicating

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.05 - Talk about how children's emerging communication skills influence their social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

44. 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?
- slow to warm up
 - easy
 - difficult
 - does not fit any group

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

45. Mr. Wortham has telephoned the child care center and asked for detailed observational materials about Danny, who has Down syndrome. What should you do?
- Determine whether the parents have given permission for you to share information with others and then telephone Mr. Wortham.
 - Simply return the call and provide the information.
 - Phone the parents and tell them to communicate with Mr. Wortham.
 - Ignore the phone call.

ANSWER: a

DIFFICULTY: Medium

REFERENCES: 2-8 Relating to Infants and Toddlers with Special Needs
Supporting Children Who Have Special Needs

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.08 - Identify ways to support infants and toddlers with special needs.

GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.6 - Becoming a professional

KEYWORDS: Bloom's: Understanding

46. What is the role of a general practitioner when an infant or toddler has special needs?
- If the child does not have an individual family services plan (IFSP), simply carry on the routines of the program without further action.
 - Seek permission from the parents to refer the child to a specialist.
 - Implement the parts of the individual family services plan (IFSP) that are convenient.
 - Tell parents of other children that a particular child is problematic.

ANSWER: b

DIFFICULTY: Medium

REFERENCES: 2-8 Relating to Infants and Toddlers with Special Needs
Supporting Children Who Have Special Needs

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.08 - Identify ways to support infants and toddlers with special needs.
GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.2 - Building family and community relationships
United States - NAEYC.SI.3 - Observing, documenting, and assessing to support young children and families

KEYWORDS: Bloom's: Remembering

47. When an 18-month-old ignores your request, what should you do?
- Nothing, if he is playing quietly.
 - Repeat the request and show him what you want him to do.
 - Take him gently by the arm and ensure he complies.
 - Scold him and tell him in a loud voice that he has to mind you.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: Helping Infants and Toddlers Comply with Adult Requests

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Understanding

Essay

48. 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.

DIFFICULTY: Medium

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Remembering

49. 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.

DIFFICULTY: Medium

REFERENCES: 2-5 Fostering Children's Competence in Communicating

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.05 - Talk about how children's emerging communication skills influence their social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.5 - Using content knowledge to build meaningful curriculum

KEYWORDS: Bloom's: Applying

50. 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.

DIFFICULTY: Medium

REFERENCES: 2-4 Supporting Individuation and Socialization

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.04 - Explain how infants and toddlers become their "own person" through individuation and separation.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Applying

51. 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."

DIFFICULTY: Medium

REFERENCES: 2-5 Fostering Children's Competence in Communicating

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.05 - Talk about how children's emerging communication skills influence their social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.5 - Using content knowledge to build meaningful curriculum

KEYWORDS: Bloom's: Applying

52. 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.

DIFFICULTY: Difficult

REFERENCES: 2-1 Essentials of All Positive Adult–Child Relationships
2-5 Fostering Children’s Competence in Communicating

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.01 - Recognize the essential elements of positive adult-child relationships.
GCSDAL.KOSTELNIK.09.02.05 - Talk about how children’s emerging communication skills influence their social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning
United States - NAEYC.SI.5 - Using content knowledge to build meaningful curriculum

KEYWORDS: Bloom’s: Applying

53. Children learning to walk frequently plop down. When this happens, they sometimes look to an 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 like, “You fell down” or “Did you sit hard?” Give appropriate assistance if necessary. Don’t ignore the child or overreact.

DIFFICULTY: Difficult

REFERENCES: 2-5 Fostering Children’s Competence in Communicating

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.05 - Talk about how children’s emerging communication skills influence their social competence.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom’s: Applying

54. 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.

DIFFICULTY: Difficult

REFERENCES: Encouraging Exploration and Learning

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.5 - Using content knowledge to build meaningful curriculum

KEYWORDS: Bloom’s: Applying

55. 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.

DIFFICULTY: Medium

REFERENCES: Helping Infants and Toddlers Comply with Adult Requests

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom’s: Applying

56. 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.

DIFFICULTY: Easy

REFERENCES: 2-2 Attachment as a Foundation of Relationships

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.02 - Articulate how attachment is a foundation for relationships.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

57. 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, or make necessary adjustments in the program and environment to safeguard and support the child.

DIFFICULTY: Medium

REFERENCES: 2-8 Relating to Infants and Toddlers with Special Needs

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.08 - Identify ways to support infants and toddlers with special needs.

NATIONAL STANDARDS: United States - NAEYC.SI.3 - Observing, documenting, and assessing to support young children and families

KEYWORDS: Bloom's: Understanding

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

ANSWER: Answers will vary.

DIFFICULTY: Medium

REFERENCES: 2-2 Attachment as a Foundation of Relationships
Being Available to Interact with Infants and Toddlers

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.02 - Articulate how attachment is a foundation for relationships.

GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Understanding

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

ANSWER: Answers will vary.

DIFFICULTY: Medium

REFERENCES: 2-2 Attachment as a Foundation of Relationships
Providing Prompt Basic Care

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.02 - Articulate how attachment is a foundation for relationships.
GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

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

ANSWER: Answers will vary.

DIFFICULTY: Easy

REFERENCES: 2-2 Attachment as a Foundation of Relationships

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.02 - Articulate how attachment is a foundation for relationships.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

61. 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.

DIFFICULTY: Medium

REFERENCES: 2-1 Essentials of All Positive Adult-Child Relationships
Skills for Developing Positive Social Relationships with Infants and Toddlers

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.01 - Recognize the essential elements of positive adult-child relationships.
GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Understanding

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

ANSWER: Answers will vary.

DIFFICULTY: Medium

REFERENCES: 2-4 Supporting Individuation and Socialization

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.04 - Explain how infants and toddlers become their "own person" through individuation and separation.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

63. 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.

DIFFICULTY: Medium

REFERENCES: 2-3 Reading Infant/Toddler Cues

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.03 - Describe cues children send that influence relationship building.

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting child development and learning

KEYWORDS: Bloom's: Understanding

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

ANSWER: Answers will vary.

DIFFICULTY: Medium

REFERENCES: Supporting the Adult Family Members of Infants and Toddlers

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.09 - Demonstrate strategies to enhance your relationships with infants and toddlers.

NATIONAL STANDARDS: United States - NAEYC.SI.2 - Building family and community relationships

KEYWORDS: Bloom's: Understanding

65. Which of the pitfalls listed in the text has proven most difficult for you to avoid? How do you plan to overcome this?

ANSWER: Answers will vary.

DIFFICULTY: Difficult

REFERENCES: Pitfalls to avoid

LEARNING OBJECTIVES: GCSDAL.KOSTELNIK.09.02.10 - Outline pitfalls to avoid in interacting with infants, toddlers, and their families.

NATIONAL STANDARDS: United States - NAEYC.SI.4 - Using developmentally effective approaches

KEYWORDS: Bloom's: Applying