

Test Bank
for
Nutrition, Health, and Safety
For Young Children

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Chapter 1

Your Role in Children's Wellness

Multiple-Choice Questions

Choose the response that best answers each question or completes each statement below.

1. How do the healthful benefits of one factor of nutrition, health, or safety affect the outcomes in the others?
 - a. Nutrition, health, and safety are closely aligned and interrelated.
 - b. Physical health has a greater affect on social, emotional, and physical development.
 - c. Nutrition affects health more than safety.
 - d. They are separate factors with unique consequences.

2. When can diet influence gene functions, creating a positive or negative impact on health?
 - a. Anytime after prenatal development
 - b. During pregnancy and prenatal development, early childhood, puberty, and old age
 - c. During prenatal development
 - d. It is unknown exactly when

3. In addition to providing key evidence-based diet recommendations, the *Dietary Guidelines for Americans, 2010* also includes a focus on which of the following?
 - a. Physical activity
 - b. Vitamin supplements
 - c. Specific dietary needs of young children
 - d. Sleep
 - e. A and C
 - f. B and C

4. Which of the following is *not* true about the *MyPlate* system?
 - a. It is the new symbol to help Americans visually understand how much of each of the five food groups should make-up their meals.
 - b. It is a food guidance system to help families and teachers understand what to feed children.
 - c. It was developed by the USDA.
 - d. It requires a significant amount of training to use.

5. The various guidelines established for feeding children consider all of the following except
 - a. how food should be presented to children.
 - b. the roles and responsibilities of parents and teachers.
 - c. only government input.
 - d. the child's right to choose what and how much to eat from the foods that are offered.

6. Which of the following are not one of the key indicators for well-being cited in your text?
 - a. Health Insurance Coverage
 - b. Asthma and food allergies
 - c. Oral Health
 - d. Access to a medical home

7. Which of the following is true about children's mental health?
 - a. The incidence of mental health problems among young children is at a level of crisis in the United States today.
 - b. The incidence of children's mental health problems is overstated and children are over-diagnosed in the United States today.
 - c. Mental health is a term that applies to adults but not to children.
 - d. It is estimated that 25% of children ages 4–17 years have serious emotional or behavioral difficulties

8. Which of the following provides standards for the direct provision of services to young children, guidelines for state licensing of early childhood programs, and a resource for policy development?
 - a. The Healthy, Hunger Free Kids Act of 2010
 - b. The National Health and Safety Performance Standards for Child Care
 - c. Healthy People 2020
 - d. The Healthy Childcare America Initiative

9. Which of the following organizes 600 objectives within 42 topic areas and 28 health indicator focus areas to improve the quality and increase the number of years of healthy life and eliminate health disparities?
 - a. The Healthy, Hunger Free Kids Act of 2010
 - b. The National Health and Safety Performance Standards for Child Care
 - c. Healthy People 2020
 - d. The Healthy Childcare America Initiative

10. Which of the following statements about the Common Core Standards Initiative is *not* correct?
 - a. The Initiative was launched in 2010.
 - b. The standards are meant to provide a consistent framework for preparing children and youth in grades K–12 for college and the workforce.
 - c. The Initiative has been adopted by 35 states.
 - d. The Initiative provides a set of common standards to outline age related goals for English Language Arts and Literacy, History, Social Studies, Science, Technical Subjects and Mathematics.

11. Duane lives in a home with domestic violence and attends a poor quality early childhood program. From ecological theory, which environmental system does this represent?
 - a. Exosystem
 - b. Macrosystem
 - c. Microsystem
 - d. Mesosystem

12. Cultural and ethnic practices that interface with the classroom may affect all of following *except*:
 - a. expectations for boys and girls.
 - b. how sleeping arrangements are managed at home and how napping is arranged in the classroom.
 - c. comfort with health practices in the classroom.
 - d. health, safety, and nutrition guidelines for young children.

13. Each of the following statements is true regarding children living in poverty *except*:
 - a. being poor puts children at risk for conditions that challenge children's ability to learn.
 - b. selecting low-cost foods may contribute to children's malnourishment.
 - c. Poverty may require families to make difficult choices, such as paying for rent or purchasing food.
 - d. poverty in and of itself does not cause poor health outcomes.

14. NAEYC's Code of Ethical Conduct and Statement embodies all *except*:
 - a. a guide for teachers to be able to recognize and defend early childhood as a valuable and vulnerable stage of life.
 - b. a description of the importance of advocating for childhood immunizations.
 - c. a beginning point for child advocacy.
 - d. an articulation of the dispositions, values, beliefs, and attitudes held by professional teachers of young children.

15. Experience and learning change the "architecture" of the brain by:
 - a. reinforcing the neural connections that are used and pruning those that are not used.
 - b. increasing the number of neurons.
 - c. decreasing brain plasticity.
 - d. decreasing the complexity of the brain cell network of connections

16. Brain Plasticity
- is an important part of the process of learning.
 - refers to the brain's ability to hold on to past information.
 - decreases the complexity of the brain cell network of connections.
 - refers to the brain's ability to be flexible and change when new information modifies existing neuron connections and expands or replaces previous knowledge.
 - A and C
 - A and D
17. Scaffolding will help guide the learning process in all of the following ways *except*:
- by offering challenges that are just beyond the child's current level of understanding and ability.
 - by supporting the child to move into new levels of understanding.
 - by structuring experiences that are familiar and of interest to the child.
 - by focusing on self-discovery learning with little structure.
18. The commonly recognized development and learning domains include all of the following *except*:
- physical development.
 - coordination development.
 - emotional development.
 - cognitive development.
19. A positive approach to learning includes fostering all of the following attributes *except*:
- Motivation and curiosity
 - Confidence
 - Persistence
 - Ability to wait for and follow directions
20. Purposeful teaching recognizes that learning:
- involves making a commitment to use evidence-based approaches.
 - happens when specific concepts are exclusively assigned to certain centers.
 - evolves through teacher-directed learning activities.
 - does not need to be planned.
21. Which of the following statements about evidence-based practices is true?
- Credibility should be based on cultural beliefs.
 - Cultural considerations should be prioritized over core informational practices.
 - Practices should represent personal values.
 - Information guiding wellness curriculum should be founded on research and promoted by reputable agencies.

22. During which stage of Piaget's development should a teacher with a purposeful teaching plan introduce healthful routines?
- Sensorimotor
 - Preoperational
 - Formal operations
 - Concrete operations
23. Children ages 5 to 8 years learn best when:
- describing ideas.
 - discovering knowledge through abstract experiences.
 - exploring ideas in real and tangible ways.
 - comparing and contrasting past experiences.
24. Hands-on experiential activities:
- provide opportunity for children to experience, internalize, and understand all manner of lessons that would not otherwise be available to them.
 - distract from teacher observations.
 - slow the pace of learning.
 - rely on teacher reinforcement.
25. Process-oriented activities:
- allow children to participate without the stress of achieving a preconceived product.
 - encourage children to explore wellness concepts in step-by-step format.
 - provide structure to the teaching of wellness concepts.
 - require activity outlines and guides.
26. In the project approach all of the following are true *except*:
- projects include a series of related activities that emerge from children's interests and evolve across a period of time.
 - the teacher's role is to facilitate the process of formulating questions and searching for answers.
 - projects could include an in-depth study of butterflies.
 - children are passive participants in the learning process.
27. Which of the following statements is true about involving families in wellness curriculum?
- Teachers should avoid parents' personal stories about family traditions if they conflict with the teaching goals.
 - Families should be recognized as the best resource for sharing information about their culture.
 - Teachers should avoid talking to parents about certain unmet health needs when families are experiencing high levels of stress.

- d. Involving families should not include a forum for discussing conflicting points of view.
28. Which of the following is the best hands-on lesson to teach about healthy foods?
- a. Showing a picture of a fruit salad to show a healthful snack.
 - b. Preparing a fruit salad recipe.
 - c. Creating a chart of healthy foods at whole group time.
 - d. Sorting healthy and not healthy food pictures.
29. A teacher taking advantage of an incidental learning opportunity might do which of the following?
- a. Plan a lesson on how to cover coughs when it is flu and cold season.
 - b. Include children's favorite foods in a lesson on healthy snacks.
 - c. Discuss the foods that pets eat to keep healthy when the children notice a dog outside.
 - d. Plan a unit on pets and pet food after a student gets a new pet.
30. To increase the likelihood that wellness concepts taught at school are reinforced at home, teachers should do all of the following, *except*
- a. Share community health information
 - b. Question children about what they do at home and then speak with parents when changes need to occur
 - c. Be healthful role models
 - d. Communicate wellness goals

True-False Questions

1. A mother's diet and rate of weight gain during pregnancy, the birth weight of the infant and the infant's diet could trigger epigenetic changes that would put the child at-risk for chronic disease in adulthood.
2. Teachers do not share a responsibility with families to provide the best nutrition possible for infants and children.
3. Cavities are the most common illness in childhood.
4. Mental health is considered to be a key component of overall health and well-being.
5. The Healthy, Hunger Free Kids Act of 2010 directs the USDA to increase access to healthy foods for low income children.
6. The National Call to Action aims to improve the early education, health and safety of children in out-of-home child care.

7. Bronfenbrenner's (1979) ecological systems theory considers the child as developing within a nested series of surrounding contexts and systems, each not connecting or interacting with the others.
8. The Microsystem includes the environments that immediately surround the child.
9. Poverty is a significant threat to children's well-being.
10. Developmentally Appropriate Practice (DAP) requires teachers to consider age-related characteristics and individual characteristics of children, but does not suggest that the social and cultural contexts in which the children live need to be considered.
11. The purposeful teaching cycle is an aspect of evidence-based practice.
12. What families eat and how they prepare their food may be related to cultural values.
13. Child-selected activities are structured and aim to teach a specific skill or involve children in a prescribed process.
14. A wellness lesson that is presented by setting out materials for children to explore, is an example of a teacher-directed activity.
15. Setting up the environment so that children may explore a wellness message through activities planned for several parts of the classroom integrates the topic across the curriculum.
16. Teachers are aided in the creation of appropriate wellness activities through their knowledge of each family's approaches to nutrition, health, and safety.
17. When selecting developmentally appropriate topics for a wellness curriculum, teachers should review community-specific safety topics as well as traditional health, safety, and nutrition topics.
18. An IEP is developed by families, teachers, and special education professionals to describe a child's disability and discuss how it may affect the child's learning in preschool.

Essay–Response Questions

1. Pretend you are an early childhood teacher. You volunteer to prepare a slide show for parents and teachers regarding the obesity epidemic in early childhood. How would you begin describing the reasons for this obesity epidemic in your slide show and what ideas would you provide as solutions? List three reasons for the rise in obesity and three things teachers and parents can do to help.

2. Identify how each of the environmental systems in Bronfenbrenner's Ecological Systems Theory can impact children. Provide one example for each of the following: microsystem, mesosystem, exosystem, and macrosystem.
3. Indicate two national initiatives that support wellness. For each one describe the goals and their relevance to the early years.
4. Discuss the terms "multicultural early childhood classrooms" and "diverse family structures."
5. Explain how the Individuals with Disabilities Education Act (IDEA) helps children with special needs.
6. Accessing resources is presented in the text as an important way to inform the wellness curriculum, keeping it current and relevant to emerging trends and appropriate for advancing healthful behaviors. Discuss some of the supports that assist teachers in designing a wellness curriculum. Which resources will you use? How will you go about using these resources? What is important for you to consider as you decide whether a resource is credible?
7. Imagine that you are a teacher of young children. Describe a wellness activity to teach children about healthy eating. Discuss how your activity appropriately address all developmental domains of learning (list and describe each domain briefly as you explain).