

**True / False**

1. Healthy development is more than an absence of disease.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Medium

*LEARNING OBJ* SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

*ECTIVES:*

*NATIONAL STAN*United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Remembering

2. The physical environment of a child begins at birth and continues throughout life.

- a. True
- b. False

*ANSWER:* False

*DIFFICULTY:* Medium

*LEARNING OBJ* SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

*ECTIVES:*

*NATIONAL STAN*United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Remembering

3. A holistic approach deals with the interrelationship of health, safety, and nutrition.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Easy

*LEARNING OBJ* SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

*ECTIVES:*

*NATIONAL STAN*United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Remembering

4. Round-the-clock child care for children of parents who work the second and third shifts is a growing trend.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

*KEYWORDS:* Bloom's: Applying

5. Good physical care is important to support healthy development.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.1.3 - Describe and discuss the differences between health and wellness promotion, disease prevention, and risk management as they apply to early childhood education environments

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering; Understanding

6. Primary teachers or caregivers are only found in expensive early childhood education environments.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

7. Practices for maintaining the cultural values of children in care should not be an issue for the teacher.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Hard

LEARNING OBJECTIVES: SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

KEYWORDS: Bloom's: Applying

8. Children who live in at-risk environments at home are more likely to develop properly if they are present in a good-quality early childhood education environment.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

NATIONAL STANDARDS: United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

KEYWORDS: Bloom's: Remembering

9. The number of children living in extreme poverty has doubled since 2000.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

**NATIONAL STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Remembering

10. The term *built environment* is used today to explain the physical attributes and subsequent network of dynamics that are present in a neighborhood or community.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

**NATIONAL STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Remembering

11. All health conditions that are a result of inherited family factors appear at birth.

- a. True
- b. False

**ANSWER:** False

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

**NATIONAL STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Remembering

12. The consistency of caregiving and emotional investment on the part of a teacher has a direct relationship to the development of a child's brain.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

**NATIONAL STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Remembering

13. Family health attitudes may relate directly to culture.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

*KEYWORDS:* Bloom's: Applying

14. First- and second-generation immigrant children are the fastest-growing segment of the U.S. population under the age of 15.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

*KEYWORDS:* Bloom's: Applying

15. The great majority of poor children have at least one parent who works.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

*KEYWORDS:* Bloom's: Applying

16. The quality of peer relationships may be an indicator of mental and emotional health in children.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES* SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

*NATIONAL STANDARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Remembering

17. A study found that the great majority of family child care homes were found to be high quality.

- a. True
- b. False

**ANSWER:** False

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

**KEYWORDS:** Bloom's: Understanding

18. There is a formal regulated national system that oversees family child care and center-based care.

- a. True
- b. False

**ANSWER:** False

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

**KEYWORDS:** Bloom's: Understanding

19. NAEYC DAP takes into consideration a child's developmental level in all aspects of decision making in relation to children.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

**KEYWORDS:** Bloom's: Remembering

20. Of parents, 90% believe that the early childhood education environments their children are in is very good, but in fact most such environments are poor to mediocre.

- a. True
- b. False

**ANSWER:** True

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

**NATIONAL STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Remembering

21. More than 50% of children between the ages of 3 and 5 years are in center-based care.

- a. True
- b. False

*ANSWER:* True

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

*KEYWORDS:* Bloom's: Remembering

22. The NAEYC standards for early childhood professional programs focus on the center-based preschool teacher.

- a. True
- b. False

*ANSWER:* False

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

*NATIONAL STANDARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Understanding

23. State preschool programs are very likely to meet the minimum quality standards in most states.

- a. True
- b. False

*ANSWER:* False

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

*NATIONAL STANDARDS:* United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

*DARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Understanding

24. Poor families are less likely to report that their children are in poor or fair health than are middle-class families.

- a. True
- b. False

*ANSWER:* False

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

*NATIONAL STANDARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Remembering

25. Culture is defined as the parameters of behavior.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

LEARNING OBJECTIVES SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

KEYWORDS: Bloom's: Applying

26. A child who is able to have and maintain close emotional connections is more likely to become securely attached.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

LEARNING OBJECTIVES SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

27. The rise in numbers of single-parent families contributed significantly to lowering the poverty rate.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

LEARNING OBJECTIVES SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

NATIONAL STANDARDS: United States - DAP.02 - Teaching to enhance development and learning

KEYWORDS: Bloom's: Remembering

28. One-quarter of the children in this country are immigrant children.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Medium

LEARNING OBJECTIVES SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

NATIONAL STANDARDS: United States - DAP.02 - Teaching to enhance development and learning

KEYWORDS: Bloom's: Remembering

### Multiple Choice

29. The ecological perspective of the total environment of a child looks at all of the areas of a child's life *except*
- a. economic.
  - b. health.
  - c. cultural.
  - d. social.
  - e. emotional.

ANSWER: b

DIFFICULTY: medium

LEARNING OBJECTIVES: SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

NATIONAL STANDARDS: United States - DAP.02 - Teaching to enhance development and learning

KEYWORDS: Bloom's: Remembering

30. A good early childhood education environment that uses a holistic approach always
- a. uses inexpensive materials for underneath swings and climbing equipment.
  - b. provides nutrition that the cook likes.
  - c. provides good health and safety practices.
  - d. practices hand washing when the teacher remembers.

ANSWER: c

DIFFICULTY: Easy

LEARNING OBJECTIVES: SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

31. According to the Center for the Developing Child, there are three foundations for the healthy development of children. Select the one that is *incorrect*.
- a. Safe, supportive environments
  - b. Adequate income to provide necessities
  - c. Stable, responsive relationships
  - d. Appropriate nutrition

ANSWER: b

DIFFICULTY: medium

LEARNING OBJECTIVES: SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

NATIONAL STANDARDS: United States - DAP 02 - Teach to enhance development and learning

KEYWORDS: Bloom's: Remembering



32. Among the factors that influence children's health and safety, \_\_\_\_\_ has been decreasing in the past 15 years.
- violence
  - poverty
  - death due to childhood diseases
  - family stress

*ANSWER:* c

*DIFFICULTY:* medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

*NATIONAL STANDARDS:* United States - DAP 02 - Teach to enhance development and learning

*KEYWORDS:*

Bloom's: Remembering

33. Bicultural conflict that may affect early childhood education
- is the result of values conflicts between different cultures within the same generation of the same family.
  - is the result of values conflicts between different cultures among several generations of the same family.
  - does not occur in families that assimilate into the new culture.
  - none of these.

*ANSWER:* b

*DIFFICULTY:* medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

*KEYWORDS:* Bloom's: Applying

34. Demonstrating the ability to avoid health risks and practice health-enhancing behaviors is
- one of the NAEYC standards for early childhood professional preparation.
  - a developmentally appropriate practice.
  - a National Health Education standard.
  - a guideline from the Health, Mental Health and Safety Guidelines for Schools.

*ANSWER:* c

*DIFFICULTY:* medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.3 - Describe and discuss the differences between health and wellness promotion, disease prevention, and risk management as they apply to early childhood education environments

*NATIONAL STANDARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive

and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Remembering; Understanding

35. Diversity in a classroom is the result of
- a. different cultures.
  - b. family composition.
  - c. socioeconomic status.
  - d. disabilities and other special needs.
  - e. all of these.

ANSWER: e

DIFFICULTY: Easy to medium

LEARNING OBJECTIVES SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

KEYWORDS: Bloom's: Applying

36. Approximately one in \_\_\_\_\_ children in the United States lives below the poverty level.
- a. three
  - b. four
  - c. five
  - d. six

ANSWER: b

DIFFICULTY: Hard

LEARNING OBJECTIVES: SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

NATIONAL STANDARDS: United States - DAP.02 - Teaching to enhance development and learning

KEYWORDS: Bloom's: Remembering

37. A teacher's compliance with minimum standards may affect all of the following *except*
- a. compensation.
  - b. environmental practices.
  - c. relationships with parents.
  - d. attitude.

ANSWER: a

DIFFICULTY: Hard

LEARNING OBJECTIVES: SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

NATIONAL STANDARDS: United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

KEYWORDS: Bloom's: Understanding

38. In the majority of states, licensing requirements apply to

- a. in-home care.
- b. center-based care.
- c. family child care environments.
- d. all of these.

ANSWER: b

DIFFICULTY: medium

LEARNING OBJECTIVES: SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

NATIONAL STANDARDS: United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

KEYWORDS: Bloom's: Understanding

39. The Early Childhood Environment Rating Scales were originally designed for children in

- a. infant and toddler programs.
- b. preschool environments up to kindergarten.
- c. family child care homes.
- d. elementary after-school environments.

ANSWER: b

DIFFICULTY: medium

LEARNING OBJECTIVES: SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

NATIONAL STANDARDS: United States - DAP.02 - Teaching to enhance development and learning

KEYWORDS: Bloom's: Remembering

40. The social and emotional portion a child's whole environment is *least* represented by

- a. sense of belonging.
- b. relationship with teachers.
- c. neighborhood ethnicity.
- d. confidence to operate within the community.

ANSWER: c

DIFFICULTY: Hard

LEARNING OBJECTIVES: SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

NATIONAL STANDARDS: United States - DAP.02 - Teaching to enhance development and learning

KEYWORDS: Bloom's: Remembering

41. *Healthy People 2020?*

- a. Provide culturally appropriate educational and support programs for parents.
- b. Decrease the number of school districts that offer “branded” foods.
- c. Increase the number of schools that offer nutritious food and beverages outside school meals.
- d. Increase the number of preschool children with health education.

ANSWER: b

DIFFICULTY: Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.3 - Describe and discuss the differences between health and wellness promotion, disease prevention, and risk management as they apply to early childhood education environments

**NATIONAL STANDARDS:** United States - AAP/APHA1.3 - Pre-service qualifications of teaching

**STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Remembering; Understanding

42. The key to providing quality early childhood education environments is

- a. teachers who have skills to engage parents in communication and who promote parental nurturing for the well-being of the children.
- b. teachers who are competent with the diverse cultural and language backgrounds of children.
- c. teachers who provide an environment that allows for good health and safety in early childhood education environments, and good working conditions for the teachers.
- d. adequate compensation for teachers.
- e. all of these.

ANSWER: e

DIFFICULTY: Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

**STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Understanding

43. The diversity of children in our population is increasing, and in 2013 it was found that \_\_\_\_ of the children entering kindergarten were\_\_\_\_\_.

- a. 24%; Hispanic
- b. 15% ;African American
- c. 10%; Asian/Pacific Islander
- d. 4%; Native American

ANSWER: a

DIFFICULTY: Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

**STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Applying

44. A child is more likely to be in poverty if he or she
- is from a single-parent family.
  - lives in an urban or rural area.
  - is foreign born.
  - all of these.

**ANSWER:** d

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

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

**KEYWORDS:** Bloom's: Remembering

45. According to the text, self-assessment for cultural competency by a teacher is *least* likely to include
- beliefs about what a child is capable of at a particular age.
  - what behaviors are acceptable.
  - how child care practices impact the culture of the child.
  - how each gender should be treated.

**ANSWER:** c

**DIFFICULTY:** hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

**DARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Applying

46. The statement that is most likely to be true about poor children is that they
- have higher blood levels of iron.
  - are six times more likely to have poor health.
  - are twice as likely to have asthma attacks.
  - are less likely to have vision problems.

**ANSWER:** b

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

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

**KEYWORDS:** Bloom's: Remembering

47. Children who are raised in poor circumstances are more vulnerable to inadequate nutrition, family violence, and exposure to environmental toxins, and are likely to

- a. exhibit behavior problems in care.
- b. have diminished physical health.
- c. have psychological problems.
- d. not bond with teachers.

**ANSWER:** b

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

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

**KEYWORDS:** Bloom's: Remembering

48. It has been estimated that by the year \_\_\_\_\_, less than half of the children in this country will be non-Hispanic white.

- a. 2019
- b. 2023
- c. 2028
- d. 2030

**ANSWER:** d

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

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

**KEYWORDS:** Bloom's: Remembering

49. Recent figures estimate that \_\_\_\_\_ of children younger than five years have been in some form of nonparental early childhood education environment.

- a. 41–55%
- b. 49–60%
- c. 69–75%
- d. 75–85%

**ANSWER:** c

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

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

**KEYWORDS:** Bloom's: Remembering

50. The person who is assigned to be a child's main contact throughout the day in early childhood education environments is referred to as the child's

- a. senior teacher.
- b. first contact teacher.
- c. primary teacher or caregiver.
- d. bonding partner.

ANSWER: c

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

51. \_\_\_\_\_ helps a teacher establish and maintain a healthy environment

- a. Health and wellness promotion
- b. Good feeding practices
- c. Hand washing
- d. An ecological point of view

ANSWER: a

DIFFICULTY: Hard

LEARNING OBJECTIVES: SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

NATIONAL STANDARDS: United States - DAP.02 - Teaching to enhance development and learning

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

KEYWORDS: Bloom's: Understanding

52. Genetics, heredity, and the child's home all represent the \_\_\_\_\_ environment.

- a. social and emotional
- b. cultural
- c. physical
- d. economic

ANSWER: c

DIFFICULTY: Medium

LEARNING OBJECTIVES: SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

NATIONAL STANDARDS: United States - DAP.02 - Teaching to enhance development and learning

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

KEYWORDS: Bloom's: Remembering

53. According to the NAEYC Code of Ethics, the principal responsibility of a teacher to a child is to provide
- an educational environment filled with activities that will enhance the development of the brain.
  - a safe, healthy, and nurturing environment with responsive care.
  - an anti-bias curriculum that deals with diversity.
  - collaboration to maximize the potential development of the child.

**ANSWER:** b

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

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

**KEYWORDS:** Bloom's: Understanding

54. The number of women who have young children and work outside the home has continued to increase, and in part this is due to

- a shift in family policy.
- an increase in housing costs.
- the increasing desire of women to have a career.
- the idea that children do better in preschool than at home.

**ANSWER:** a

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

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

**KEYWORDS:** Bloom's: Remembering

55. Poverty is more likely to affect children of color, as shown by the fact that 34% of poor children are \_\_\_\_\_ and 39% of poor children are \_\_\_\_\_.

- African American; Hispanic and Native American
- Non-Hispanic white; Hispanic and Native American
- Hispanic and Native American; African American
- Hispanic alone; African American

**ANSWER:** c

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

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

**KEYWORDS:** Bloom's: Remembering



56. To feel safe and secure, the five fundamental things a child needs from a teacher are structure, predictability, nurturance, consistency, and

- a. a nonjudgmental attitude.
- b. hope.
- c. a good sense of humor.
- d. nonpunitive limit setting.

**ANSWER:** d

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Understanding

57. The key to high-quality early childhood education is most likely to come from the

- a. physical environment, including supplies.
- b. teacher.
- c. parents' income.
- d. age of the child.

**ANSWER:** b

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Understanding

58. The second step in preparing for cultural competence is for the teacher to

- a. value diversity.
- b. create a balance between the dynamics of difference.
- c. recognize his or her own cultural background, attitudes, beliefs, and guidelines for behavior.
- d. seek to acquire and increase knowledge about other cultures.

**ANSWER:** c

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

**DARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Applying

59. The beginning point for the intricate pattern of development in the brain's communication system is \_\_\_\_\_, which are present at birth.

- a. neurons
- b. dendrites
- c. axons
- d. synapses

ANSWER: a

DIFFICULTY: Hard

LEARNING OBJ SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

ECTIVES:

NATIONAL STANUnited States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive

DARDS: and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

60. The statement that is *least* likely to clarify the perspective of a teacher who is preparing for cultural diversity?

- a. Is the family's cultural perspective on this issue different than mine?
- b. How does the family's cultural perspective relate to its care practices for the children?
- c. Do I understand this culture as well as I should?
- d. Are the policies of care particularly suited to one culture and not all?
- e. Have I attempted to understand the family's perspective and the complexity of the issues that may be present?

ANSWER: c

DIFFICULTY: Hard

LEARNING OBJ SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

ECTIVES:

NATIONAL STANUnited States - DAP 05 - Establishing reciprocal relationships with families

DARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

KEYWORDS: Bloom's: Applying

61. The first step in managing diversity in the early childhood education environment is to

- a. invite parents to a potluck
- b. attend cultural fairs.
- c. examine your own cultural background and beliefs.
- d. value diversity.

ANSWER: d

DIFFICULTY: Medium

LEARNING OBJ SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

ECTIVES:

NATIONAL STANUnited States - DAP 05 - Establishing reciprocal relationships with families

DARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

KEYWORDS: Bloom's: Applying

62. Development of a baby's brain in utero can be affected by
- a mother's level of stress.
  - the nutritional status of the mother.
  - exposure to toxins and drugs.
  - all of these.

*ANSWER:* d

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

*ACTIVES:*

*NATIONAL STANDARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive

*DARDS:* and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Remembering

### **Numeric Response**

Find the best match for the following terms.

- laws
- ecological approach
- holistic
- regulations
- standards
- QRIS

63. Interrelationship of health, safety, and nutrition, in relation to culture, families, and teachers.

*ANSWER:* b

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect

*ACTIVES:* the safety, nutrition, and health of a young child.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

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

*KEYWORDS:* Bloom's: Remembering

64. Consideration of the whole being or person.

*ANSWER:* c

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

*ACTIVES:*

*NATIONAL STANDARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive

*DARDS:* and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Remembering

65. Statements that define a goal or practice.

*ANSWER:* e

*DIFFICULTY:* Hard

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for

*ACTIVES:* safety, nutrition, and health.

*NATIONAL STANDARDS:* United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

*DARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Understanding

66. Rules of conduct established and enforced by authority.

*ANSWER:* a

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

*NATIONAL STANDARDS:* United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

*KEYWORDS:* Bloom's: Understanding

67. Method to assess, improve, and communicate the level of quality in early care and education settings.

*ANSWER:* f

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

*NATIONAL STANDARDS:* United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

*DARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Understanding

68. Recommendations that are made a requirement by law.

*ANSWER:* d

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

*NATIONAL STANDARDS:* United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

*KEYWORDS:* Bloom's: Understanding

Find the best match for the following terms.

- a. cultural competency
- b. cultural values
- c. bicultural conflict
- d. cultural environment
- e. culture

69. The framework of beliefs, perspectives, and practices of the family, the neighborhood, and the greater community.

*ANSWER:* d

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

*DARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Applying

70. Related to daily life, such as food choices and child care practices.

*ANSWER:* b

*DIFFICULTY:* Hard

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

*DARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Applying

71. Perceptive, responsive behavior to cultural differences.

*ANSWER:* a

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

*KEYWORDS:* Bloom's: Applying

72. Related to traits and ascribed membership in a given group.

*ANSWER:* e

*DIFFICULTY:* Easy

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

*DARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Applying

73. Related to several generations of values.

*ANSWER:* c

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

*KEYWORDS:* Bloom's: Applying

Find the best match for the following standards:

- a. NAEYC Developmentally Appropriate Practice
- b. NAEYC standards for early childhood professional preparation
- c. AAP and APHA National Health and Safety Standards for Child Care
- d. National Health Education Standards

74. Eight basic standards that are written for children from prekindergarten through high school.

**ANSWER:** d

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

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

**KEYWORDS:** Bloom's: Understanding

75. A child's developmental level is considered in all decision making, and decisions are made with care and thoughtfulness.

**ANSWER:** a

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

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

**KEYWORDS:** Bloom's: Understanding

76. Created to recognize the need for some consistency and guidance to help teachers provide the optimal environment for child safety, nutrition, and health.

**ANSWER:** c

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

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

**KEYWORDS:** Bloom's: Understanding

77. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

**ANSWER:** b

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

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

**KEYWORDS:** Bloom's: Understanding

### **Completion**

78. \_\_\_\_\_ and \_\_\_\_\_ are inherited genetic family factors that may appear later in life.

**ANSWER:** diabetes, cancer, heart disease, obesity (any two)

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

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

**KEYWORDS:** Bloom's: Remembering

79. The primary factor responsible for the majority of childhood deaths, poor health, and nutritional risk in this country is \_\_\_\_\_.

**ANSWER:** poverty

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.3 - Describe and discuss the differences between health and wellness promotion, disease prevention, and risk management as they apply to early childhood education environments

**NATIONAL STANDARDS:** United States - AAP/APHA1.3 - Pre-service qualifications of teaching

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

**KEYWORDS:** Bloom's.: Remembering; Understanding

80. \_\_\_\_\_ is a way to minimize the chance that danger may occur to children's health, safety, and well-being.

**ANSWER:** Risk management

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.3 - Describe and discuss the differences between health and wellness promotion, disease prevention, and risk management as they apply to early childhood education environments

**NATIONAL STANDARDS:** United States - AAP/APHA1.3 - Pre-service qualifications of teaching

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

**KEYWORDS:** Bloom's.: Remembering; Understanding

81. The fastest-growing segment of the population is \_\_\_\_\_ children.

**ANSWER:** immigrant

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

**KEYWORDS:** Bloom's: Applying

82. The term that reflects a person's condition of health is called his or her \_\_\_\_\_.

**ANSWER:** health status

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.3 - Describe and discuss the differences between health and wellness promotion, disease prevention, and risk management as they apply to early childhood education environments

**NATIONAL STANDARDS:** United States - AAP/APHA1.3 - Pre-service qualifications of teaching

**STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's.: Remembering; Understanding

83. A teacher who makes good food choices \_\_\_\_\_ good health and safety measures for children.

**ANSWER:** models, displays, or demonstrates

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - DAP .02 - Teaching to enhance development and learning

**KEYWORDS:** Bloom's: Understanding

84. The quality of \_\_\_\_\_ relationships may be a good indicator of a child's mental and emotional health status.

**ANSWER:** peer

**DIFFICULTY:** hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

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

**KEYWORDS:** Bloom's: Remembering

85. It has been estimated that by the year 2019, less than half of the children in this country will be \_\_\_\_\_.

**ANSWER:** non-Hispanic white

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

**NATIONAL STANDARDS:** United States - DAP.02 - Teaching to enhance development and learning

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

**KEYWORDS:** Bloom's: Remembering

86. Children are influenced by the \_\_\_\_\_ attitudes and opinions of their families.

**ANSWER:** cultural

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

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

**DARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Applying

87. \_\_\_\_\_ helps the child teacher establish and maintain a healthy environment through use of positive measures such as using proper hand washing, checking for immunizations, using daily health checks, and providing for proper nutrition.

**ANSWER:** Health and wellness promotion

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

**DARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Understanding



88. Early childhood education programs mirror the \_\_\_\_\_ of society.

**ANSWER:** diversity

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

**ACTIVES:**

**NATIONAL STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive

**DARDS:** and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Remembering

89. \_\_\_\_\_ are a type of method to assess, improve, and communicate the level of quality in early care and education settings.

**ANSWER:** Quality Rating and Improvement Scales (QRIS)

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for

**ACTIVES:** safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

**DARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Understanding

90. As a child enters the early childhood education environment, a(n) \_\_\_\_\_ is an important tool that helps both teachers and families to relieve confusion and deals with their concerns.

**ANSWER:** orientation

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education

**ACTIVES:** for safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

**DARDS:**

**KEYWORDS:** Bloom's: Understanding

91. Curriculum should always be \_\_\_\_\_ appropriate.

**ANSWER:** developmentally

**DIFFICULTY:** Easy

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.6 - Construct curriculum to develop strategies for delivering information for

**ACTIVES:** children 0-8 years.

**NATIONAL STANDARDS:** United States - DAP 02 - Teach to enhance development and learning

**DARDS:**

**KEYWORDS:** Bloom's: Creating

92. A teacher should be aware that development takes place in a(n) \_\_\_\_\_ manner so that all the contexts should be considered.

**ANSWER:** holistic

**DIFFICULTY:** Medium

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

**ACTIVES:**

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

**DARDS:** young children

**KEYWORDS:** Bloom's: Remembering

93. The \_\_\_\_\_ relationship is the foundation for social and emotional environment.

*ANSWER:* parent–child

*DIFFICULTY:* Medium

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

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

*KEYWORDS:* Bloom's: Remembering

94. The key to healthy brain development is \_\_\_\_\_.

*ANSWER:* responsive adults

*DIFFICULTY:* Hard

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

*NATIONAL STANDARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Remembering

### **Subjective Short Answer**

95. Describe how a child who lives in poverty can have an impact on early childhood education environments.

*ANSWER:* A child who lives in poverty is more likely to be in poor health, have poor nutrition, and live in an environment that is not safe. A teacher can provide a safe environment, can find resources to improve the child's health, and can provide nutritious meals for that child. All of these will impact care because it will take extra effort and time to ensure the well-being of this child in early childhood education environments.

*DIFFICULTY:* Hard

*OBJECTIVES:*

*LEARNING OBJECTIVES:* SNHE.ROBE.16.1.2 - Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child.

*OBJECTIVES:*

*ANSWER:*

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

*ANSWER:*

*ANSWER:*

*ANSWER:*

*KEYWORDS:* Bloom's: Remembering

*ANSWER:*

96. List the six basic goals a teacher would utilize to ensure a quality program for good health, safety, and nutrition.

**ANSWER:** maximizing health and wellness status and managing risk  
applying guidelines, standards, and laws  
supporting children's brain development as an integral part of healthy development  
practicing cultural competence  
engaging diverse families to provide a caring community  
using education as a tool

**DIFFICULTY:** Hard

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

**NATIONAL STANDARDS:** United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

**STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**KEYWORDS:** Bloom's: Understanding

97. Compare the reality of childhood in America to the popular cultural images promoted by the media.

**ANSWER:** The popular cultural image is that children are all well fed, healthy, and happy. The reality is that many children (one in four) live below the poverty level and there has been an increase in violence, poverty, and physical illness in recent years. Also, most children are in early childhood education environments and may be at risk for poor nutrition and safety and well-being if the early childhood education environment is not of good quality. A child teacher should understand some of the challenges and needs of young children in order to provide the most beneficial environment.

**DIFFICULTY:** Hard

**OBJECTIVES:**

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.3 - Describe and discuss the differences between health and wellness promotion, disease prevention, and risk management as they apply to early childhood education environments

**STANDARDS:**

**NATIONAL STANDARDS:** United States - AAP/APHA 1.3 - Pre-service qualifications of teaching staff

**STANDARDS:** United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

**STANDARDS:**

**KEYWORDS:** Bloom's.: Remembering; Understanding

**STANDARDS:**

98. Describe how guidelines, regulations, standards, and laws help a child teacher do his or her job.

**ANSWER:** Guidelines, standards, and laws offer the child teacher the parameters needed to operate in the best possible manner. They help to ensure safety, good health, and proper nutrition. These measures take much of the pressure off of teachers when they ask the families to conform to certain policies or procedures. For example, the teachers need to have a complete health history and a series of immunizations in order for the child to enter care. This offers protection to staff and other children as well as reducing risk to that child.

**DIFFICULTY:** Medium

**OBJECTIVES:**

**LEARNING OBJECTIVES:** SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health.

**STANDARDS:**

**STANDARDS:**

**NATIONAL STANDARDS:** United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

**STANDARDS:**

**STANDARDS:**

**STANDARDS:**

**KEYWORDS:** Bloom's: Understanding

**STANDARDS:**

99. Relate the factors that contribute to quality early childhood education environments.

*ANSWER* Quality results when teachers have adequate training in the area of health and safety, and they are adequately

*R:* compensated. Teachers also need to be culturally competent, have good communication skills, promote parental nurturing, and provide sensitive and responsive care to children. The environment of care should allow for good health and safety, provide an adequate teacher-to-child ratio, and provide good working conditions for the teacher. Developmentally appropriate practice should be an integral part of the program. Caution should be taken for adequate nutrition and food safety.

*DIFFIC* Hard

*ULTY:*

*LEARNI* SNHE.ROBE.16.1.4 - Discuss how a teacher can provide high-quality early childhood education for safety, *NG OBJ* nutrition, and health.

*ECTIVE*

*S:*

*NATION* United States - APA/APHA 1.3 - Pre-service qualifications of teaching staff

*AL STA*

*NDARD*

*S:*

*KEYWO* Bloom's: Understanding

*RDS:*

100. List the five questions Chang (2006) suggests might be asked to help the teacher make culturally diverse families feel welcome, accommodate their needs, and help empower their children.

*ANSWER:* "How would you like us to recognize your child ethnically?"

"What family traditions would you like for our program to acknowledge?"

"What can we learn about your culture to help us to be as respectful as possible?" "What language or languages does your family speak?"

"What holidays do you celebrate?"

*DIFFICULTY:* Hard

*LEARNING OBJ* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

*ECTIVES:*

*NATIONAL STAN* United States - DAP 05 - Establishing reciprocal relationships with families

*DARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Applying

101. Define *healthy development* in the basic terms used by the Center on Healthy Development at Harvard University.

*ANSWER:* Healthy development is more than the absence of disease. This type of development includes helping children resist infections, adapt to the challenges of daily life, cope with adversity, and have a personal sense of well-being.

*DIFFICULT* Hard

*Y:*

*LEARNING* SNHE.ROBE.16.1.3 - Describe and discuss the differences between health and wellness promotion, disease *OBJECTIVE* prevention, and risk management as they apply to early childhood education environments

*S:*

*NATIONAL S* United States - AAP/APHA1.3 - Pre-service qualifications of teaching

*TANDARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*KEYWORDS:* Bloom's.: Remembering; Understanding

102. Describe how a teacher should manage diversity in early childhood education environments.

*ANSWER:* The first priority is to value diversity. Once that is done, a teacher should examine his or her own cultural background, attitudes, beliefs, and guidelines for behavior. This will help to bring down any barriers and to understand any personal bias. The teacher should then focus on personal interaction, understanding family actions, and integrating diversity into the early childhood education environment.

*DIFFICULTY:* Medium

*ULTY:*

*LEARNING OBJECTIVE:* SNHE.ROBE.16.1.5 - Apply strategies to engage diverse families and practice cultural competence.

*NG OBJ*

*ECTIVE*

*S:*

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

*AL STAN:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

*S:*

*KEYWORDS:* Bloom's: Applying

*RDS:*

103. List the four foundations for the physical safety and the physical and mental well-being of a child's healthy brain development.

*ANSWER:* The four foundations are responsive adults, safe physical environments, appropriate nutrition, and good health practices.

*DIFFICULTY:* Hard

*LEARNING OBJECTIVE:* SNHE.ROBE.16.1.1 - Define a holistic approach to the safety, nutrition, and health of children.

*ECTIVES:*

*NATIONAL STANDARDS:* United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive

*DARDS:* and challenging learning environments for young children.

*KEYWORDS:* Bloom's: Remembering