

**TEST BANK**



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Introduction to  
**Early Childhood Education**

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**7e**

## CHAPTER 2—THE CHILDREN

### MULTIPLE CHOICE

1. Most children achieve developmental milestones

a	in a predictable sequence but at totally unpredictable times.
.	
b	in a fairly predictable manner, within a reasonably predictable time range.
.	
c	in an unpredictable sequence.
.	
d	in a manner that child development specialists know little about.
.	

ANS: B

2. The earliest movements of infants are

a	completely uncoordinated.	c	reflexive.
.		.	
b	purposeful.	d	None of these answers.
.		.	

ANS: C

3. By six months of age, most babies

a	sit up with support..	c	crawl.
.		.	
b	use the pincer grasp.	d	display fear of strangers.
.		.	

ANS: A

4. Babies begin “conversing” with adults

a	when they begin using recognizable words.
.	
b	by their first birthday.
.	
c	after learning “mama” and “dada”.
.	
d	through early babbling and jabbering.
.	

ANS: D

5. One-year-olds are also called

a	post-infants.	c	neo-preschoolers.
.		.	
b	preschoolers.	d	toddlers.
.		.	

ANS: D

6. Between the ages of one and two, children begin to master all of the following except

a	walking backwards.	c	standing for 10 seconds on one foot.
.		.	
b	negotiating stairs.	d	internal representation.
.		.	

ANS: C

7. By the end of the second year, the average child has mastered up to

a	50 words.	c	500 words.
.		.	
b	300 words.	d	1,000 words.
.		.	

ANS: B

8. Two-year-olds can best be described as

a	more like babies than children.
.	
b	more like children than babies.
.	
c	in a transitional stage between babyhood and childhood.
.	
d	unclassifiable.
.	

ANS: C

9. The two developmental areas in which two-year-olds can be most visibly distinguished from babies are

a	motor and language.	c	motor and social.
.		.	
b	social and emotional.	d	cognitive and emotional.
.		.	

ANS: A

10. Generally, two-year-olds

a	run with a baby stagger.	c	cannot yet run.
.		.	
b	run without a baby stagger.	d	run on tiptoe.
.		.	

ANS: B

11. Between ages two and three, most children achieve

a	correct grammatical form.	c	the ability to pump on a swing.
.		.	
b	the ability to engage in interactive play.	d	toilet training.
.		.	

ANS: D

12. Many activities (e.g., painting, running, using play dough) of two-year-olds are

a	undertaken with an end goal in mind.	c	a means to an end.
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.		.	
b	aimless.	d	undertaken for their sheer enjoyment.
.		.	

ANS: D

13. Which of the following was most likely produced by a two-year-old?

a	a picture of a house surrounded by flowers and trees
.	
b	a picture of scribbled lines and swirls
.	
c	a play dough sculpture that is recognizably an animal
.	
d	an airplane hammered together at the woodworking table
.	

ANS: B

14. When two-year-olds repeat an activity more than a couple of times, this should be

a	discouraged because they will not learn new skills if they repeat ones they already know.
.	
b	considered a sign of a learning disability.
.	
c	considered normal because it helps build competence.
.	
d	ignored so that the children will move to learning new skills.
.	

ANS: C

15. When a two-year-old grabs a toy from another child, this should be considered

a	a forewarning of later social problems.
.	
b	a normal behavior, because two-year-olds generally are not yet able to share.
.	
c	a sign of selfishness.
.	
d	a behavior that should be punished so that it will not be repeated.
.	

ANS: B

16. The language of three-year-olds is

a	a social tool.	c	intelligible.
.		.	
b	a cognitive tool.	d	All of these answers.
.		.	

ANS: D

17. The pretend play of three-year-olds

a	is not yet evident.
.	
b	begins to include two or three other children.
.	

c	has to be prompted by teachers.
.	
d	is elaborate and involved.
.	

ANS: B

18. Three-year-olds are able to

a	share sometimes, but find such behaviors still difficult.
.	
b	share most of the time with no problems.
.	
c	share only if a teacher tells them to.
.	
d	not share at all yet.
.	

ANS: A

19. Four-year-olds

a	are generally quiet and compliant.	c	are usually fearful.
.		.	
b	frequently test the limits.	d	are very insecure.
.		.	

ANS: B

20. Four-year-olds' mastery of the basics of movement results in

a	a gradual disinterest in movement activities.
.	
b	a greater focus on other areas of development at the expense of physical development.
.	
c	an interest in showing off and embellishing basic skills (for instance, with physical stunts).
.	
d	a readiness for formal activities such as sports or dance.
.	

ANS: C

21. Four-year-olds' improved muscle coordination is evident

a	in buttoning, drawing, and cutting with scissors.
.	
b	primarily in large-muscle tasks.
.	
c	in a readiness to ride a two-wheeled bicycle.
.	
d	In all of these answers.
.	

ANS: A

22. The language of four-year-olds is characterized by

a	a strict adherence to grammatical rules.
.	
b	difficulty in pronouncing a number of sounds, which makes it difficult to understand

.	them.
c	a decrease in usage because their energy is focused on physical skill development.
.	
d	language play, swearing, bragging, and silly rhymes.
.	

ANS: D

23. Developmentally, four-year-olds are more adept at sharing because

a	they begin to understand the reciprocal benefits of sharing and cooperating.
.	
b	the teacher has taught them to share.
.	
c	they know they will get in trouble if they do not share.
.	
d	they learn about sharing from television.
.	

ANS: A

24. Five-year-olds are characterized by

a	insecurity and doubt.	c	shyness and withdrawal.
.		.	
b	reliability and responsibility.	d	poor judgment.
.		.	

ANS: B

25. Although all of the following activities may involve five-year-olds, which is most characteristic of this age group?

a	Several children work with the blocks, stacking them to make towers, knocking them down, and restacking them.
.	
b	Children are at the easels, exploring the colors by swishing the paints across the paper.
.	
c	Two children play with dolls, one undressing several dolls, the other putting a blanket around a “baby” and rocking it.
.	
d	Several children work together to discuss how to construct a bus out of a large cardboard box.
.	

ANS: D

26. Five-year-olds generally

a	cut, glue, paint, or manipulate play dough for the sheer sensory enjoyment of such activities.
.	
b	enjoy “making something” with paints, scissors, or play dough.
.	
c	are not very accurate in cutting, drawing, or sculpting and thus do not attempt to make specific objects.
.	
d	do not yet have the cognitive skills to plan ahead and therefore do not engage in activities with a specific end result in mind.
.	

ANS: B

27. The social play of five-year-olds can best be described as characterized by

a	sharing and cooperation; elaborate and imaginative play situations that are generally short in duration.
b	occasional sharing and cooperation; elaborate and imaginative play that can take up long periods of time.
c	frequent sharing and cooperation; simple housekeeping play situations that are of short duration.
d	sharing and cooperation; elaborate and imaginative play that can take up long periods of time.

ANS: D

28. A good teaching approach to use with five-year-olds, which takes into account their new abilities and interests, is

a	formal, in-seat classroom work, such as in reading and writing, to prepare them for elementary school.
b	through group projects in which the children can discuss, plan, and carry out an idea that was stimulated by an experience such as a field trip.
c	to have only one adult in the class, as this age group is very self-directed and responsible.
d	to cease planning curriculum so that the children can explore what they wish.

ANS: B

29. Six- to eight-year-olds' thinking is more \_\_\_\_\_ than that of preschoolers.

a	rigid	c	logical and systematic
b	fact-based	d	all of the above

ANS: C

30. The close friendships of many six- to eight-year-olds are usually formed with

a	older children.	c	children of the opposite sex.
b	younger children.	d	children of the same sex.

ANS: D

31. Caregivers of six- to eight-year-olds should

a	provide appropriate materials but allow the children enough independence to pursue these in their own way.
b	primarily provide construction and model kits because these are what children of this age like best.
c	turn on the TV to allow the children to unwind after their busy day at school.
d	provide a quiet, structured environment in which children can study and work on homework.

ANS: A

32. The perceptions and feelings that children gather about themselves from the way the important people in their world respond to them is called

a	perceived competence.	c	self-concept.
.		.	
b	self-esteem.	d	personal control.
.		.	

ANS: C

33. Children's evaluation of themselves in positive or negative terms is called

a	perceived competence.	c	self-concept.
.		.	
b	self-esteem.	d	personal control.
.		.	

ANS: B

34. Children who lack a sense of personal control see themselves as

a	helpless and ineffective.	c	responsible for their actions.
.		.	
b	autonomous.	d	All of these answers.
.		.	

ANS: A

35. Recent neurological research has

a	made early childhood experts have to rethink many of their long-held beliefs.
.	
b	validated many of the beliefs early childhood experts have held for a long time.
.	
c	changed the priorities of early childhood education programs.
.	
d	shown that an infant's brain is very much like an adult's brain.
.	

ANS: B

36. The brain's capacity to change decreases with age, especially after

a	six months.	c	three years.
.		.	
b	one year.	d	seven years.
.		.	

ANS: C

37. During prenatal development and in earliest infancy, the \_\_\_\_ parts of the brain are most dominant.

a	primitive	c	animal
.		.	
b	frontal	d	cortex
.		.	

ANS: A

38. \_\_\_\_, a white, fatty substance that insulates nerve cells and speeds up the rate at which nerve impulses are transmitted from cell to cell, is related to identifiable milestones in brain development.

a	The cortex	c	Lubricant
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.		.	
b	The frontal lobe	d	Myelin
.		.	

ANS: D

39. Recent research on the early development of the brain has confirmed that very young children need

a	to be gently touched, held, and rocked.
.	
b	many sensory experiences.
.	
c	to develop a special bond with a small number of significant adults.
.	
d	All of these answers.
.	

ANS: D

40. Young children who have not experienced consistent, predictable care in infancy and have not developed a special bond with one or two significant adults

a	will generally grow up to be fine.
.	
b	may never feel fully safe or experience deep relationships later in life.
.	
c	compensate for this lack of a bond by developing strong leadership skills.
.	
d	usually become withdrawn.
.	

ANS: B

41. Which of the following statements least describes play?

a	Play contributes toward mastery as children practice skills.
.	
b	Play provides occasions to work through emotions.
.	
c	Play teaches specific skills, especially when teachers structure play situations.
.	
d	Play offers opportunities to assimilate and integrate life experiences.
.	

ANS: C

42. Many experts have expressed concern that today's children do not have enough opportunities to engage in play. This is because of

a	increased academic pressure in early childhood programs.
.	
b	overuse of television and electronic devices.
.	
c	over-scheduling of young children's lives into adult-organized activities.
.	
d	All of these answers.
.	

ANS: D

43. According to Mildred Parten's research on children's play,

a	older children never revert to earlier forms of play.
.	.
b	older children engage in earlier forms of play but at a more complex level.
.	.
c	only older children engage in social play.
.	.
d	"unoccupied behavior" is the most common play behavior of younger preschoolers.
.	.

ANS: B

44. When children use similar materials or use toys in a similar manner but do not interact with each other, this play category is called

a	unoccupied behavior.	c	associative play.
.	.	.	.
b	solitary play.	d	parallel play.
.	.	.	.

ANS: D

45. When children interact and even share some of their materials, but are not really engaged in a common activity, this play category is called

a	constructive play.	c	associative play.
.	.	.	.
b	functional play.	d	parallel play.
.	.	.	.

ANS: C

46. Smilansky's categories of play are based primarily on children's increasing abilities in \_\_\_\_ development.

a	cognitive	c	social
.	.	.	.
b	physical	d	language
.	.	.	.

ANS: A

47. Characteristics of temperament, such as activity level, predictability in eating and sleeping schedule, and curiosity in new experiences, are considered to be

a	inborn.
.	.
b	taught by parents.
.	.
c	dependent on the age at which a child is placed in child care.
.	.
d	of unknown cause.
.	.

ANS: A

48. A child who achieves accomplishments in one or more developmental areas at a significantly later time than age-mates might be diagnosed as

a	disabled.	c	developmentally delayed.
.		.	
b	at-risk.	d	having behavioral problems.
.		.	

ANS: C

49. Public Law 94–142 (Education for All Handicapped Children Act), passed in 1975, ensures

a	that separate special education classes are set up for children with disabilities.
.	
b	that disabled children are provided an equal education once they reach elementary school age.
.	
c	screening tests for all children to determine who might need special education services.
.	
d	a free and appropriate public education for all children with disabilities between the ages of 3 and 21.
.	

ANS: D

50. The term “least restrictive environment” means

a	that all children with disabilities be integrated into a classroom with nondisabled peers.
.	
b	that all preschoolers with disabilities be integrated into a classroom with nondisabled peers.
.	
c	that children with disabilities be placed in programs that are as close as possible to those for nondisabled children while remaining appropriate for their unique needs.
.	
d	that children with disabilities be put in an environment where no physical restraints or other types of restrictions are used.
.	

ANS: C

51. Inclusion can benefit

a	children with disabilities.	c	parents.
.		.	
b	nondisabled children.	d	All of these answers.
.		.	

ANS: D

52. A teacher who is concerned about a child in the class who seems to experience consistent difficulties in one or more areas of development should

a	continue to provide a good early childhood program in the hopes that the child will soon catch up.
.	
b	document the concerns and discuss them with the child’s parents.
.	
c	call the child’s pediatrician to see whether the doctor also shares the concerns.
.	
d	suggest to the parents that the child be placed in a special education class to receive therapy and specialized attention.
.	

ANS: B

53. Cerebral palsy is

a	a central nervous system dysfunction that can cause a range of problems from slight awkwardness to total helplessness.
b	a problem of unknown origin that leaves a child both physically and mentally impaired.
c	a spinal malformation that causes problems in walking and may result in a child being wheelchair-bound.
d	a physical disability that can usually be remedied through surgery and physical therapy.

ANS: A

54. Cognitive disabilities are usually measured through

a	a developmental test.	c	an IQ test.
b	a physical examination.	d	careful observation over a period of time.

ANS: C

55. Children with cognitive deficits who are most commonly integrated into early childhood programs are those categorized as

a	slow learners and educable mentally retarded.
b	slow learners, educable mentally retarded, and trainable.
c	educable mentally retarded.
d	educable mentally retarded and trainable.

ANS: A

56. Children diagnosed with fetal alcohol syndrome or fetal alcohol effect seem to do best in an environment that

a	allows them the freedom to do whatever they want because they probably are not allowed to exercise much autonomy at home.
b	strictly enforces rules and allows no deviation from these.
c	is structured and predictable.
d	All of these answers.

ANS: C

57. Universal Precautions dictate that

a	teachers not allow children to bite others.
b	items on which there is blood or other body fluids be handled with latex gloves and disposed of appropriately and safely.
c	children with the flu or colds have to stay home.

d	All of these answers.
.	

ANS: B

58. Children with learning disabilities can, most broadly, be described as

a	hyperactive.	c	being below average in intelligence.
.		.	
b	having problems processing information.	d	displaying behavior problems.
.		.	

ANS: B

59. ADHD is short for

a	attention deficit hyperactivity disorder.
.	
b	attention deficiency-hearing deficiency.
.	
c	a difficult hard decision.
.	
d	a rare form of cerebral palsy called atro-deco-hypo-deficiency.
.	

ANS: A

60. Not all visual impairments are diagnosed at an early age. It is estimated that as many as \_\_\_\_ percent of children have some degree of visual impairment.

a	3	c	20
.		.	
b	10	d	50
.		.	

ANS: C

61. A child in your class frequently frowns, squints, tilts his head, complains of headaches, loses interest in group book reading, and consistently misses the holes when placing pegs in a pegboard. This child may have

a	attention deficit disorder.	c	a visual problem.
.		.	
b	a hearing problem.	d	an attitude problem.
.		.	

ANS: C

62. Children who are severely hearing impaired may also experience cognitive problems because

a	they often also have a lower IQ.
.	
b	they cannot distinguish among various sounds in their environment.
.	
c	they do not know what questions to ask.
.	
d	hearing impairment affects language learning and language is a primary tool for acquiring concepts about the world.
.	

ANS: D

63. The total communication approach for severely hearing impaired children includes

a	learning sign language.
.	
b	learning sign language and speech reading.
.	
c	learning sign language, speech reading, and using whatever hearing capacity they have.
.	
d	learning sign language, speech reading, using whatever hearing capacity they have, and integration with nondisabled children.
.	

ANS: C

64. Communication impairments can result from

a	inadequate language stimulation and modeling in early life.
.	
b	malformation of the structure of the mouth.
.	
c	problems in synthesizing information in a meaningful way.
.	
d	All of these answers.
.	

ANS: D

65. The majority of behavior problems seen in preschool children

a	require the attention of a behavior specialist.
.	
b	are normal and should be dealt with by the teachers through suitable guidance techniques.
.	
c	reflect poor parenting and should be dealt with through parent education programs.
.	
d	reflect a deep-seated problem in the child that usually requires counseling or psychotherapy.
.	

ANS: B

66. A child who seems emotionally remote, reacts with inappropriate emotions, seems oblivious to others, and, at times, displays bizarre behaviors might be

a	hearing impaired.	c	retarded.
.		.	
b	visually impaired.	d	autistic.
.		.	

ANS: D

67. If a child in the class has a chronic illness, such as asthma or epilepsy, the teacher should

a	find out as much as possible about the condition from parents, professionals, and readings.
.	
b	take a first aid class to get basic information about the child's illness.
.	
c	call the parents to ask what to do only if the child has an attack.

.	
d	encourage the parents to enroll the child in a special class that provides access to a health professional.
.	

ANS: A

68. Gifted children are those who

a	have above average intelligence.	c	are precocious in language development.
.		.	
b	are creative.	d	display any of the above traits.
.		.	

ANS: D

69. Gifted young children should be

a	placed in a separate class where they can be given special attention.
.	
b	placed in a regular early childhood class that provides challenging and enriching activities that allow all children to participate at their own levels.
.	
c	placed in a higher grade so that they can be with children who function at the same intellectual level.
.	
d	placed in several formal classes, such as violin or dance, so that they can develop their talents.
.	

ANS: B

70. Parents of children with disabilities often experience

a	grief and anger.	c	acceptance.
.		.	
b	denial and guilt.	d	all of these emotions.
.		.	

ANS: D

71. Once parents accept their child's disability, they

a	may continue to experience grief, guilt, and other difficult emotions at times.
.	
b	will be able to move ahead to more positive experiences.
.	
c	will usually enroll their child in a special education program.
.	
d	stop seeking out professionals.
.	

ANS: A

72. Relatively recent legislation, such as Public Laws 94-142 and 99-457, outlines the rights and role of parents of children with disabilities by stating that parents

a	have the right to observe meetings at which decisions about their child are made.
.	
b	may request to see all papers related to their child's program.
.	
c	should be thoroughly involved in determining the kinds of educational and therapeutic services their child receives.
.	

d	will be trained to care for their disabled children.
.	

ANS: C

73. Which of the following commonalities is characteristic of infants?

a	They have mastered the pincer grasp.
.	
b	They have gained the ability to internally represent objects and events.
.	
c	They have demonstrated self-assured walking and running that has lost its baby stagger.
.	
d	Their speech is intelligible most of the time and consists of longer sentences.
.	

ANS: A

74. Which of the following commonalities is characteristic of one-year-olds?

a	They have achieved toilet training.
.	
b	Play is parallel rather than interactive.
.	
c	They talk with people (not just to them).
.	
d	They assume a general air of competence, bordering on cockiness.
.	

ANS: B

75. Which of the following commonalities is characteristic of two-year-olds?

a	Their language reflects interest in a broadening world outside their intimate surroundings..
.	
b	They begin to form short-lived friendships.
.	
c	They may use language to brag, engage in bathroom talk, tell tall tales, and make up silly rhymes.
.	
d	They wholeheartedly throw themselves into activities, particularly enjoying sensory experiences.
.	

ANS: D

76. Which of the following commonalities is characteristic of three-year-olds?

a	They exhibit greater interest in fine motor activities, such as “making something.”
.	
b	They seem to be in perpetual motion.
.	
c	They still find sharing and taking turns difficult but may be able to do so with guidance.
.	
d	They participate in formal and informal games with rules.
.	

ANS: C

77. Teachers of four-year-olds need to



a	provide an environment in which children have many opportunities to interact with each other, with adults, and with a wide selection of appropriate and stimulating materials.
b	give students many opportunities to explore their world in depth and assimilate what they learn through multiple experiences.
c	provide materials appropriate for the expanding interests of this group and allow children enough independence to pursue these in their own way.
d	provide daily routines that establish trust and security.

ANS: A

78. A healthy self-concept is

a	determined at birth.
b	vital to all areas of children's development.
c	formed and stabilized in children's adolescent years.
d	unrelated to development.

ANS: B

79. An inclusive program is founded on the premise that young children

a	are much more different than similar.
b	are much more similar than different.
c	must be taught to recognize the differences among their peers.
d	must be taught that people should be judged by the way they look.

ANS: B

80. Children's individuality is shaped by the child's

a	ethnicity.	c	temperament.
b	cultural background.	d	All of these answers.

ANS: D

### TRUE/FALSE

1. Arnold Gessell's research in the early parts of the twentieth century laid the groundwork for much of what we know today about children's development.

ANS: T

2. Caregivers of one-year-olds must be very aware of safety factors because these children are both very curious and unaware of safety precautions.

ANS: T

3. One of the common characteristics of three-year-olds is that they throw tantrums.

ANS: F

4. Five-year-olds are generally reliable and responsible.

ANS: T

5. A child's belief in his own competence and ability to meet new challenges is called personal control.

ANS: F

6. Self-concept forms and stabilizes early in life and therefore becomes increasingly more difficult to change as the child gets older.

ANS: T

7. Very early experiences are not especially crucial in a child's development because the brain continues to be flexible and can change in response to different experiences.

ANS: F

8. The most important reason to allow young children to play in preschool is because they are not yet ready for formal learning.

ANS: F

9. Children move through the stages of play in a logical progression, and once they have reached higher stages, they will not revert to earlier ones.

ANS: F

10. Young children begin to play games with rules by about age three.

ANS: F

11. Individual differences between children are shaped by both internal and external factors.

ANS: T

12. Roxanne is significantly slower in development than her peers. She can be described as having an impairment.

ANS: F

13. The terms "least restrictive environment" and "inclusion" mean the same thing.

ANS: F

14. Inclusion allows children with special needs to experience success in a variety of developmentally appropriate activities and to have contact with age-mates.

ANS: T

15. When a child with special need(s) is included in a preschool class, it is best to focus on that child's special need(s).

ANS: F

16. Early childhood education teachers rarely have to deal with children with special needs.

ANS: F

17. A child with cerebral palsy who is severely impaired physically is not necessarily also mentally impaired.

ANS: T

18. Children with cognitive disabilities seem to have problems with memory and attention.

ANS: T

19. As a rule, children with cognitive disabilities should be placed in a class with younger children who are at their level of cognitive functioning rather than with age-mates.

ANS: F

20. Today, researchers and educators can readily define and identify learning disabilities in young children.

ANS: F

21. Children with attention deficit hyperactivity disorder are often helped through the use of psychoactive drugs.

ANS: T

22. It is important to help children with a sensory deficit to sharpen the acuity of the other senses.

ANS: T

23. It is best not to interfere when a young child is in speech therapy; therefore, the early childhood teacher should never focus on the tasks on which the therapist is working.

ANS: F

24. It is best that children with chronic health problems not be enrolled in an early childhood program.

ANS: F

25. Parents with children who have special needs often undergo a series of reactions before they accept their child's disability.

ANS: T

26. The amount of information children learn in the first few years of life is minimal compared to what

they learn in later years, particularly as young adults.

ANS: F

27. When working with children with ADHD who are taking medication, it is important for the teacher to carefully observe how the medication affects the child and report this to the parents.

ANS: T

28. It is safe to assume that the child is aware of all of the information related to his or her condition.

ANS: F

29. Gifted children may be advanced in some areas, but they are still preschoolers with the social and emotional needs of those in their age group.

ANS: T

30. Parents may experience guilt about something they perceive they did wrong, and which caused their child's disabilities.

ANS: T

## COMPLETION

1. Children's belief in their ability to succeed in a given task is called \_\_\_\_\_.

ANS: perceived competence

2. \_\_\_\_\_ is a white, fatty substance that insulates nerve cells and speeds up the rate at which nerve impulses are transmitted from cell to cell.

ANS: Myelin

3. \_\_\_\_\_ is the category of play that involves creating something with play objects.

ANS: Constructive play

4. The type of play in which children use play objects to substitute for something imaginary is called \_\_\_\_\_.

ANS: dramatic play

5. Because of adverse environmental factors (for instance, poverty or low birth weight), \_\_\_\_\_ are considered in jeopardy for developmental delay.

ANS: at-risk children

## MATCHING

Match each statement to the item listed below.

a	the child moves about the classroom going from one area to another, observing but not getting involved
b	the child plays alone, uninvolved with other children nearby
c	quite common among two-year-olds, a child stands nearby watching others at play, without joining in
d	children use similar materials or toys in similar ways but do not interact with each other
e	increasingly evident as preschoolers get older, children interact and even share some of their materials, but they are not engaged in a common activity
f	typical of older preschoolers, this is the most social form of play and involves children playing together in a shared activity
g	characteristic of infants' and toddlers' repetitive, motor play used to explore what objects are like and what can be done with them
h	involves creating something with the play objects
i	the child uses a play object to substitute for something imaginary
j	involve accepted, prearranged rules in play; more typical of older children

1. unoccupied behavior
2. solitary play
3. onlooker play
4. parallel play
5. associative play
6. cooperative play
7. functional play
8. constructive play
9. dramatic play
10. games with rules

1. ANS: A
2. ANS: B
3. ANS: C
4. ANS: D
5. ANS: E
6. ANS: F
7. ANS: G
8. ANS: H
9. ANS: I
10. ANS: J

### SHORT ANSWER

1. Briefly describe infants, discussing their characteristics in at least three areas of development.

ANS:

Reflexive movement, nurturing reflexes and basic motor skills.

2. Briefly describe one-year-olds, discussing their characteristics in at least three areas of development.

ANS:

Development of expressive language, ability to become mobile, and refined motor skills.

3. Briefly describe two-year-olds, discussing their characteristics in at least three areas of development.

ANS:

Gain extended body control, extended language skills and repeating, and self help skills.

4. Distinguish between self-concept and self-esteem.

ANS:

Self-concept: perceptions and feelings about themselves. Self-esteem: children's evaluation of their worth in positive or negative terms.

5. Explain how teachers can foster good self-esteem.

ANS:

Teachers can help foster self-esteem by providing an environment that focuses on the unique development of each child.

6. Discuss two of the four categories of play as outlined by Sarah Smilansky.

ANS:

The four categories include: functional play, constructive play, dramatic play and games with rules.

## ESSAY

1. What would you say to a parent who complains that all her 3-year-old child does in school each day is play? What points could you make in defense of a play-based curriculum?

ANS:

Parents need to understand the stages of play and how each of them develops more cognitive and social skills. Parents should be educated in the process of development.

2. Explain the difference between an individualized family service plan and an individualized educational plan.

ANS:

IFSP provide an education plan directly to children 3 and younger. IEP are a special services plan from the time child turns 3 until their 26 birthday.