Chapter 1

Test Item File

**Early Childhood Development**

**A Multicultural Perspective**

**Eighth Edition**

**Jeffrey Trawick-Smith, *Eastern Connecticut State University***

***Prepared by***

**Lauren Sherman and Gail Gottfried**



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Instructors of classes using *Early Childhood Development: A Multicultural Perspective****,*** *by**Jeffrey Trawick-Smith,* may reproduce material from the Instructor’s Resource Manual and Test Bank for classroom use.

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**Chapter 1: Studying Early Childhood Development in a Diverse World**

**Chapter 1 Learning Outcome Quizzes**

**Learning Outcome 1.1:** Define early childhood development and explain how qualitative development is different from quantitative development.

**[Q1]**

According to the textbook, which of the following statements best defines early childhood development?

1. The increase in knowledge and number of skills of young children over the first 5 years of life
2. The process of qualitative and quantitative changes in children from birth to age 8 [correct]
3. The increase in sensorimotor intelligence between ages 3 and 9
4. The fixed order of acquiring skills and knowledge at each age from birth to age 7

**[Feedback for Answer Choice 1]**

This statement suggests that children simply acquire greater knowledge and abilities as they age—a purely quantitative view—and does not address qualitative changes. Also, early childhood is defined as birth to age 8 in the book.

**[Feedback for Correct Answer 2]**

Children do not simply become larger or obtain more knowledge as they develop. As they develop, they become qualitatively different people, thinking and behaving in uniquely different ways.

**[Feedback for Answer Choice 3]**

This statement addresses only one kind of intelligence that occurs in infancy. It does not include other domains, such as physical or social development, or types of thinking that appear after infancy.

**[Feedback for Answer Choice 4]**

This statement suggests that all children will acquire skills or knowledge in a fixed order, which is not always the case.

**[Q2]**

Which of the following is the best example of a child becoming a qualitatively, not just quantitatively, different person with development?

1. A child overcomes fears by having a deeper understanding of the world. [correct]
2. A child acquires more mathematical skills and concepts.
3. A child forms a wider network of friendships and acquaintances.
4. A child becomes attached to multiple caregivers, including teachers and parents.

**[Feedback for Correct Answer 1]**

In development, a child does not simply acquire more experience or knowledge about things that are frightening; the child can now interpret and apply his or her knowledge to overcome these fears.

**[Feedback for Answer Choice 2]**

This statement implies that in development children simply learn more of something—in this case, more skills or knowledge. It does not recognize that children think and solve problems completely differently. They can apply and refine skills and knowledge in new ways as they develop.

**[Feedback for Answer Choice 3]**

This answer is focused on quantitative changes in development—simply making more friends and acquaintances. It does not address how the nature of friendships or the child’s knowledge or social behaviors change with development.

**[Feedback for Answer Choice 4]**

This answer suggests that attachment to caregivers is simply the process of becoming attached to more people—a purely quantitative view of this aspect of development. It does not address how the quality of these relationships changes with development.

**[Q3]**

Which of the following examples relates most specifically to quantitative change in a child’s development?

1. Grayson has a strategy for figuring out which bowl is bigger than the others
2. Grayson stopped being egocentric and taking toys away from others
3. Grayson grew two inches in the past six months [correct]
4. Grayson now asks for milk rather than crying for it

**[Feedback for Answer Choice 1]**

Grayson’s development of a strategy for figuring out which bowl is biggest is an example of qualitative change.

**[Feedback for Answer Choice 2]**

Grayson’s change in showing less egocentrism is an example of qualitative change.

**[Feedback for Correct Answer 3]**

Grayson’s growth in height represents quantitative change.

**[Feedback for Answer Choice 4]**

Grayson’s developmental change from crying for milk to asking for it represents qualitative change.

**[Q4]**

The definition of child development includes which of the following?

1. Process of complying
2. Process of conforming
3. Process of uniformity
4. Process of transforming [correct]

**[Feedback for Answer Choice 1]**

The definition of child development relates to changes rather than complying with any rules or expectations.

**[Feedback for Answer Choice 2]**

The definition of child development relates to changes rather than conformity.

**[Feedback for Answer Choice 3]**

The definition of child development relates to changes rather than uniformity.

**[Feedback for Correct Answer 4]**

The definition of child development relates to changes and the process of transforming and becoming completely new.

**Learning Outcome 1.2:** Give examples of how views and treatment of children have changed over time and across historically underrepresented and Western cultural groups.

**[Q1]**

Considering how views of childhood have changed, the perspectives of what group are overrepresented?

1. Black American cultures
2. Eastern Chinese cultures
3. Western White cultures [correct]
4. Native American cultures

**[Feedback for Answer Choice 1]**

Beliefs and attitudes about children of some cultural groups have been largely ignored. These underrepresented groups include Black Americans.

**[Feedback for Answer Choice 2]**

Early attitudes toward children in China and Japan focused on interpersonal harmony—a perspective that did not emerge in Europe until many centuries later.

**[Feedback for Correct Answer 3]**

Many accounts have been written about how views of childhood have changed over the years. Many of these focus on perspectives in Western societies.

**[Feedback for Answer Choice 4]**

Child rearing was a collective endeavor in Native American families. This view has been underrepresented.

**[Q2]**

According to Table 1.1, oppression of peoples such as slavery in the American South prior to emancipation has affected children and families in what way?

1. Less regulation of children’s behavior by parents
2. Encouraging children to be obedient to people in positions of authority [correct]
3. Childcare provided only by a parent or grandparent
4. Encouraging children to do their best and not compete with White children at school

**[Feedback for Answer Choice 1]**

Parents of historically underrepresented groups often have directly regulated children’s behavior in an effort to protect them from the dangers of racism and physical violence.

**[Feedback for Correct Answer 2]**

Children have been encouraged to be obedient and not to “talk back” to those in authority.

**[Feedback for Answer Choice 3]**

Families who were of oppressed cultures became more **collective** in their thinking and action. Family and nonfamily members banded together, often pooling resources and sharing caregiving tasks.

**[Feedback for Answer Choice 4]**

Some children of historically oppressed groups are urged to work harder than White children and achieve at very high levels.

**[Q3]**

During what period in Western cultures did the view of children begin to focus on socialization and education of children?

1. 1600 to 1700
2. 1700 to 1800
3. 1800 to 1900
4. 1900 to 1950 [correct]

**[Feedback for Answer Choice 1]**

In the 1600s childhood was viewed as a unique developmental period and children were viewed as “inherently evil.”

**[Feedback for Answer Choice 2]**

In the 1700s childhood was viewed as a unique developmental period and children were viewed as “inherently evil.”

**[Feedback for Answer Choice 3]**

In the 1800s, children were often employed and exploited.

**[Feedback for Correct Answer 4]**

During the period of 1900 to 1950, children were cared for, protected, and educated.

**[Q4]**

Of the following five-year-old children, who is experiencing a type of trauma or adverse childhood experiences (ACE)?

1. Karla sometimes argues with her sister and gets her feelings hurt
2. Malik is often left alone at home and goes to bed hungry [correct]
3. Margot is usually punished in timeout when she talks back to her dad
4. Jace fights with his two little brothers almost every day

**[Feedback for Answer Choice 1]**

Trauma is an experience that causes actual or threatened physical or emotional harm and completely overwhelms a child’s ability to develop in a healthy way. Karla’s situation is normal for siblings and does not threaten her well-being.

**[Feedback for Correct Answer 2]**

Trauma is an experience that causes actual or threatened physical or emotional harm and completely overwhelms a child’s ability to develop in a healthy way. Being left alone at age five and going to bed hungry on a regular basis are harmful.

**[Feedback for Answer Choice 3]**

Trauma is an experience that causes actual or threatened physical or emotional harm and completely overwhelms a child’s ability to develop in a healthy way. Margot’s punishment in timeout for talking back to her dad is normal and not likely to threaten her well-being.

**[Feedback for Answer Choice 4]**

Trauma is an experience that causes actual or threatened physical or emotional harm and completely overwhelms a child’s ability to develop in a healthy way. Jace’s situation is normal for siblings and does not threaten his well-being.

**[Q5]**

What is the purpose of the Children’s Defense Fund (CDF)?

1. Provide college funds for all children
2. Advocate for children’s well-being [correct]
3. Ensure that children are never punished
4. Offer opportunities for children to excel in school

**[Feedback for Answer Choice 1]**

The CDF is concerned with children’s well-being and their healthy start in life. It is not focused on their later life or college level education.

**[Feedback for Correct Answer 2]**

The Children’s Defense Fund is a national program that advocates for children’s well-being and strives to ensure that every child has a healthy start.

**[Feedback for Answer Choice 3]**

The CDF is concerned with children’s well-being and their healthy start in life. It does not protect against every punishment.

**[Feedback for Answer Choice 4]**

The CDF is concerned with children’s well-being and their healthy start in life. It is not focused specifically on opportunities for children to excel in school.

**Learning Outcome 1.3:** Describe ways that knowledge of early childhood development can guide classroom interactions, curriculum planning, the identification of children with disabilities, and understanding and appreciating cultural diversity.

**[Q1]**

Which of the following kindergarten curriculum plans most clearly shows an understanding of child development?

1. Children sit quietly in rows and listen to an audio lesson
2. Children learn math by completing worksheets independently
3. Children choose what and when to learn and when to go outside
4. Children interact as they build towers with Lego blocks [correct]

**[Feedback for Answer Choice 1]**

Sitting quietly and listening is not the best way for kindergarten children to learn. Rather than just listening, they need to be actively involved with concrete materials.

**[Feedback for Answer Choice 2]**

In kindergarten, children are not developmentally ready to learn math by working independently on worksheets. They need more concrete opportunities for learning math.

**[Feedback for Answer Choice 3]**

Kindergarten children are not developmentally ready to make such decisions. They are likely to make choices that do not ensure learning skills and knowledge they need in order to prepare for the next grade level.

**[Feedback for Correct Answer 4]**

Children in kindergarten need to be active and to interact with one another as they learn and as they play.

**[Q2]**

Which of the following areas of knowledge help teachers and child care providers identify children’s special needs?

1. Knowing how to entertain children and keep their interests
2. Knowing how to interact with shy children and help them make friends
3. Knowing typical behaviors and characteristics of various developmental levels [correct]
4. Knowing when children have mastered a skill and are ready for new learning

**[Feedback for Answer Choice 1]**

Teachers and care providers need to keep children’s attention and appeal to their interests. This teacher skill does not help them identify children’s special needs.

**[Feedback for Answer Choice 2]**

Teachers and care providers need to help shy children interact and make friends, but this skill does not help them identify children’s special needs.

**[Feedback for Correct Answer 3]**

When teachers and care providers know the typical behaviors and characteristics of various developmental levels, they are able to identify exceptions—children who have special needs.

**[Feedback for Answer Choice 4]**

Teachers need to recognize when children have mastered a skill and are ready to move ahead with new learning, but this knowledge does not help them identify children’s special needs.

**[Q3]**

Ms. Kim’s class or four-year-old children is quite diverse and represents children from four different countries and many cultural backgrounds. How might this diversity affect her teaching?

1. She needs to teach as though all children are alike
2. She needs to speak the language of every child in her class
3. She needs to be sensitive to cultural differences in children’s behaviors [correct]
4. She needs to prioritize teaching children who represent the dominant culture

**[Feedback for Answer Choice 1]**

No two children are alike. Behaviors and characteristics vary because of temperament, culture, gender, socioeconomic status, and a host of other factors.

**[Feedback for Answer Choice 2]**

Speaking four different languages in addition to English is unrealistic, but the teacher does need to try to understand each child’s behaviors.

**[Feedback for Correct Answer 3]**

Knowledge of child development ultimately helps teachers be sensitive to typical variations in child behavior. No two children are alike. Behaviors and characteristics vary because of temperament, culture, gender, socioeconomic status, and a host of other factors.

**[Feedback for Answer Choice 4]**

Teachers need to recognize and appreciate diversity rather than appreciating only the children who represent the dominant culture. Teachers must respect every child and teach every child.

**[Q4]**

Ms. Kim’s class or four-year-old children is quite diverse and represents children from four different countries and many cultural backgrounds. Ms. Kim wants to bring about change in her district and restore a program that provides classes for parents who do not speak English—classes that help the parents learn English and classes that help parents find the support services they need to help their children learn. Which of the following should Ms. Kim avoid to be an effective advocate for such a program?

1. Tell parents to withdraw their children until the program is approved [correct]
2. Provide evidence of the program’s previous effectiveness
3. Accurately represent the need
4. Present research about the benefits to the children and the community

**[Feedback for Correct Answer 1]**

Telling parents to withdraw their children will have negative effects on children.

**[Feedback for Answer Choice 2]**

Advocates provide evidence to support their claims. In this case, Ms. Kim would provide evidence that the program had been effective.

**[Feedback for Answer Choice 3]**

Advocates provide evidence of the need. Ms. Kim needs to provide evidence that non-English-speaking parents need the program Ms. Kim is promoting.

**[Feedback for Answer Choice 4]**

Advocates provide research to support their claims. Ms. Kim might present research about the way the children, the parents, and the community will benefit from the learning opportunities the program will provide.

**[Q5]**

Ms. Kim’s class or four-year-old children is quite diverse and represents children from four different countries and many cultural backgrounds. Ms. Kim suspects that one of the English learners in her class has a developmental delay. Which of the following will help her identify this child’s special needs?

1. An awareness of the child’s native language
2. An awareness of typical developmental behaviors [correct]
3. An awareness of the parents’ educational background
4. An awareness of special services the district offers

**[Feedback for Answer Choice 1]**

An awareness of the child’s native language may help Ms. Kim interact with the child, but she needs additional knowledge to identify this child’s special needs.

**[Feedback for Correct Answer 2]**

Knowledge of typical behaviors and characteristics that can be expected at various developmental levels will help Ms. Kim recognize and identify the child’s special needs.

**[Feedback for Answer Choice 3]**

Knowing the educational background of the child’s parents will not help Ms. Kim compare the child’s behaviors and developmental characteristics to typical expectations at a specific level of development.

**[Feedback for Answer Choice 4]**

Teachers need to be aware of special services the district offers, but this awareness will not help Ms. Kim compare the child’s behaviors and developmental characteristics to typical expectations at a specific level of development.

**Learning Outcome 1.4:** Explain why teachers and other professionals should study child development from a multicultural perspective.

**[Q1]**

How are children around the world alike?

1. In their communication patterns
2. In their developmental trajectories [correct]
3. In the ways they interact with adults and peers
4. In the ways they play and learn

**[Feedback for Answer Choice 1]**

Children of different cultures vary in the ways they communicate.

**[Feedback for Correct Answer 2]**

Children around the world show similar developmental trajectories overall, although substantial individual differences, especially in vocabulary development, are apparent.

**[Feedback for Answer Choice 3]**

Children of different cultures vary in the ways they interact with adults and peers.

**[Feedback for Answer Choice 4]**

Children of different cultures vary in the ways they play and learn.

**[Q2]**

One well-known problem with child development research is the tendency to do which of the following?

1. Conduct studies that reflect only the perspectives of underrepresented groups
2. Conduct studies that reflect a bias against White children
3. Conduct studies with children of diverse cultures
4. Conduct studies with only White, middle-class children [correct]

**[Feedback for Answer Choice 1]**

Underrepresented groups are not generally overrepresented in research studies about child development.

**[Feedback for Answer Choice 2]**

Research studies about child development are not known to reflect a bias against White children.

**[Feedback for Answer Choice 3]**

Research studies about child development often fail to represent diverse cultures.

**[Feedback for Correct Answer 4]**

Children of color are sometimes underrepresented or misrepresented in child development research. Many studies are still conducted with only White, middle-class English-speaking children.

**[Q3]**

Mr. Lorenz teaches a small preschool class in a culturally diverse community and interacts extensively with each child on the first day. He tries to develop a good relationship with each child and discover ways to encourage social, emotional, cognitive, and physical development. Four-year-old Sanja does not answer his questions when he interacts with her the first day, and Mr. Lorenz perceives that she has a language disability. What should he do at this point?

1. Refer Sanja for testing
2. Ask other children why Sanja doesn’t talk
3. Learn what language Sanja speaks [correct]
4. Refer Sanja for speech therapy

**[Feedback for Answer Choice 1]**

Mr. Lorenz is premature in referring Sanja for testing. Mr. Lorenz needs to observe Sanja and follow other procedures for learning about her language abilities and patterns of communication.

**[Feedback for Answer Choice 2]**

Other 4-year-old children may not be able to answer such a question about why Sanja doesn’t talk with Mr. Lorenz on the first day. Mr. Lorenz needs to observe Sanja and follow other procedures for learning about her language abilities and patterns of communication.

**[Feedback for Correct Answer 3]**

Mr. Lorenz may begin by learning what language Sanja speaks. His perception about a language disability may not be accurate. There also may be several social or emotional reasons for Sanja not to interact with Mr. Lorenz.

**[Feedback for Answer Choice 4]**

Mr. Lorenz is premature in referring Sanja for speech therapy. He needs to keep an open mind about the cause of Sanja’s silence on the first day.

**[Q4]**

Mr. Lorenz teaches a small preschool class in a culturally diverse community. As Mr. Lorenz discusses his students with other teachers, he mentions that he has two Black students in his class: one is African American, and the other is from Haiti. Describing these students as Black refers to which of the following?

1. Culture
2. Ethnicity
3. Race [correct]
4. Both culture and ethnicity

**[Feedback for Answer Choice 1]**

Culture is a socially-defined category of people who adopt the same beliefs, traditions, and so on. The African American child and the child from Haiti likely represent quite different cultures.

**[Feedback for Answer Choice 2]**

Ethnicity is a socially-defined category of people who adopt the same beliefs, traditions, and so on. The African American child and the child from Haiti likely represent quite different beliefs and world views.

**[Feedback for Correct Answer 3]**

Race refers to a group of people that are genetically connected with similar physical characteristics such as skin color or hair texture.

**[Feedback for Answer Choice 4]**

Culture and ethnicity are socially-defined categories of people who adopt the same beliefs, traditions, and so on. The African American child and the child from Haiti likely represent quite different beliefs, cultural practices, and world views.

**Chapter 1 Application Exercises**

**Application Exercise 1.1:** Qualitative Change in Development

**Learning Outcome 1.1:** Define early childhood development and explain how qualitative development is different from quantitative development.

**Reference:** Pearson eText Video Example 1.1 INSERT p.??

URL:

Combine the following videos:

Video 1: Start at the beginning. END at TC 1:37 (child’s scribbled lines on page)

<https://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/childdevelopment/CD09_37_clip1_iPad.mp4>

Video 2: Start at TC 0:28. STOP at the end (TC 4:19).

<https://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/literacy/virginia/IndependentReadingAndWritingPartC.mp4>

CAPTION: This video presents qualitatively different developmental levels. How are the older children developmentally different from the toddler?

**[Q1]**

Use Pearson eText Video Example 1.1 to answer the following question:

Compare the motor skills of the young toddler in the first part of the video with the motor skills of children shown in the second part. What qualitative differences are evident?

**[Q1 Model Response]**

The young child walks with an unsteady, wide-legged gait. Older children walk with smooth motions and coordination. The younger child uses both hands and all fingers to grasp crayons. Older children use their fingers. The marks or scribbles by the young child are indicative of his limited fine motor skills compared to the writing and drawing (indicative of advanced fine motor skills) of older children.

**[Q2]**

Use Pearson eText Video Example 1.1 to answer the following question:

Compare the language skills of the toddler with the language skills of the kindergarten children. What qualitative differences are evident?

**[Q2 Model Response]**

The younger child can’t articulate all sounds in words. His words are unclear as in his pronunciation of “balloon.” Older children speak clearly as a result of phonological development.

The toddler speaks in one-word utterances. Older children speak in sentences and exhibit qualitative change in their language development.

The toddler answers questions with one word, but he does not converse. The older children dialogue with one another. These differences illustrate qualitative change as a result of development.

**Application Exercise 1.2:** Early Childhood Curriculum

**Learning Outcome 1.3:** Describe ways that knowledge of early childhood development can guide classroom interactions, curriculum planning, the identification of children with disabilities, and understanding and appreciating cultural diversity.

**Reference:** Pearson eText Video Example 1.3

URL: <https://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/earlychildhoodeducation/programs_infants.toddlers_iPad.mp4>

**[Q1]**

Use Pearson eText Video Example 1.3 to answer the following question:

Why do you think this teacher of three-year-old children uses real eggs to teach the lesson?

**[Q1 Model Response]**

Young children do not respond well to passive, abstract academic activities. This teacher understands early childhood development well enough to design a curriculum that appeals to young children’s understanding.

**[Q2]**

Use Pearson eText Video Example 1.3 to answer the following question:

Why do you think the teacher in this video takes time to listen to children express what they think is inside the egg?

**[Q2 Model Response]**

By interacting with the children about what’s inside the egg, the teacher learns specifically what they are thinking and applies that information to her teaching. She is making the lesson concrete and easily comprehensible to three-year-old children.

**[Q3]**

Use Pearson eText Video Example 1.3 to answer the following question:

Why is it important for this lesson to include an activity in which children experience breaking eggs?

**[Q3 Model Response]**

Despite the messiness of this part of the lesson, children learn from concrete activities. They need to experience breaking the egg and looking inside. This aspect of the lesson illustrates the teacher’s understanding of early childhood development. She does not rush the activity. She prepares ahead for the messiness.

**Chapter 1 Test Items**

#### 1.1 Multiple Choice: Recall Questions

1) Which of the following statements best describes the process of child development?

A) Children acquire more knowledge and grow larger and stronger over time.

B) Children are “emerging selves;” they mature over time, just as other organisms unfold.

C) Children’s abilities and knowledge are shaped by caring adults within their environment.

D) Children’s knowledge and physical abilities increase and also change qualitatively over time.

2) Qualitative development involves:

A) transformations in the processes of thinking, feeling, and moving.

B) growing complexity in biological functions only.

C) the formation of diverse affective states.

D) the acquisition of more knowledge and skills.

3) Which of the following best explains the statement “Children are almost different people from one developmental stage to the next”?

A) Temperamental shift occurs, causing a quiet child to become bold and active or a shy child to become outgoing.

B) Children’s facial structure and stature change so markedly that they appear to be very different people.

C) Personalities vary drastically from one developmental stage to another.

D) Children think and behave in qualitatively different ways as they develop.

4) Development is best described as:

A) qualitative and quantitative changes over time.

B) physical and mental growth of humans from birth to old age.

C) acceleration of mental and physical functions with age.

D) the acquisition of knowledge and physical skill during the life cycle.

5) Early childhood development is defined in the field of education as development:

A) of mental operations from birth to five years.

B) which begins with the child’s first words and ends with formal operational thought in adolescence.

C) from the preschool years to the primary grades.

D) from conception and birth to age eight.

6) Understanding child development assists the teacher and caregiver in all of the following EXCEPT:

A) arranging the physical aspects of the classroom in a way that best encourages the active learning styles of young children.

B) accelerating the child’s development past certain developmental stages.

C) planning curriculum that is developmentally appropriate.

D) guiding the behaviors of young children in the classroom setting.

7) Which of the following statements about Western perspective on child development is accurate?

A) All children, regardless of background, enjoy greater healthcare and childcare than in previous centuries.

B) In Western society, children have always been viewed as distinct human beings from infancy.

C) Concern for children’s socialization needs is a relatively recent development in Western history.

D) Over the past several centuries, children have come to be viewed as “little adults.”

8) Prior to the Middle Ages, children in Western society were:

A) smothered with affection to the point where personality development was often inhibited.

B) cared for by hired caregivers, so bonding with parents rarely occurred.

C) believed to be nonpersons in infancy and little adults by age 7.

D) believed to be dependent and uneducable until 8 years of age.

9) Why should the word *minority* no longer be used to refer to historically underrepresented groups in the United States?

A) There are so many individual variations across cultures that a single term should not be used to define them all.

B) The word has so many other meanings within our culture that it can be misleading.

C) The word is overused in child development research, leading to a “cultural deficit model.”

D) “Minorities” will soon comprise the majority of people in American society.

10) The Child Watch Visitation Program of the Children’s Defense Fund is powerful as an advocate for child development because:

A) it is focused primarily on the central issue of reducing poverty within society.

B) it provides financial support for families at the lowest socioeconomic level.

C) it allows policy members to see for themselves the challenges that children and families face.

D) it emphasizes education, health services, and emotional support.

11) Socioeconomic status, or SES, does NOT usually take into account:

A) income.

B) level of education.

C) occupation of primary wage earners.

D) ethnicity.

12) Which of the following is an accurate statement?

A) Socioeconomic status is something very different from culture or ethnicity.

B) Socioeconomic status is a measure of economic class based completely on family income.

C) Socioeconomic status is synonymous with special needs status.

D) Socioeconomic status is the social acceptance status of a particular cultural group.

13) Which of the following statements best describes studies that have been conducted with children of historically underrepresented groups?

A) Children of historically underrepresented groups are more likely to be studied than Euro-American children.

B) Most research has been done with only Euro-American children; children of color have been traditionally excluded.

C) In recent years, there has been much multicultural research with young children of color in almost every area of development.

D) Studies do not compare the development of children of historically underrepresented groups to that of children from mainstream society.

14) One way in which slavery and colonialism have influenced parenting values and child-rearing practices is that:

A) parents are more likely to sever ties with extended family and cultural groups.

B) parents are more likely to emphasize multicultural education and developing diverse friend groups.

C) parents are more likely to encourage their children to be dependent on them until adulthood.

D) parents are more likely to rely on a firm disciplinary approach in order to protect their children.

15) The term “children of color” is best used to describe:

A) children from non-European, non-Caucasian backgrounds.

B) children with low socioeconomic status.

C) children with parents who are of different races or ethnic groups.

D) children with minority status.

16) When researchers refer to the “unique and/or diverse needs of young children,” they are typically referring to the needs of:

A) all children, as individuals.

B) children from historically underrepresented groups.

C) children from families of varied socioeconomic status.

D) children with challenging conditions or disabilities.

17) The term “culturally deprived”:

A) is used today to describe the relationship between culture and socioeconomic status.

B) reflects a trend towards including diverse samples in developmental research.

C) is a synonym of the modern phrase “cultural difference.”

D) reflects the inaccurate idea that children who speak and behave differently from white, middle-class children are atypical or developmentally delayed.

18) Which statement best describes the relationship between special needs and low socioeconomic status?

A) Low socioeconomic status and special needs are essentially the same thing, for purposes of diagnostic assessment.

B) Special needs and low socioeconomic status are separate, distinct concepts.

C) Special needs usually cause low socioeconomic status.

D) Low socioeconomic status usually causes special needs.

19) Which statement best describes the relationship between knowledge of child development and the shaping of public policy?

A) Knowledge of the universals of child development is the only thing necessary to develop effective public policy for children.

B) Knowledge of child development from a multicultural perspective is required to develop effective public policy for children.

C) Knowledge of child development is helpful but not necessary to forging effective public policy.

D) Knowledge of child development is necessary only in developing policy related to children with disabilities and special needs.

20) As teachers and caregivers, we can become advocates for young children by:

A) informing legislators and other public officials about the needs of young children and their families.

B) informing parents and community members about legislative concerns.

C) being aware of current legislation that will affect the quality of life for young children and their families.

D) doing all the things presented in the options here.

## 1.2 Multiple Choice: Analysis/Application

1) A young child becomes frightened when he hears the radiators hiss in his apartment. He believes something is living inside of them. In a year’s time, this fear disappears. Which is the best explanation for why this has occurred?

A) Emotional support from parents and teachers has led to greater feelings of security, which has reduced the child’s anxieties.

B) Quantitative changes in the child’s brain have caused the alarm mechanisms to be better regulated.

C) The child has become bolder and less fearful as the personality has formed.

D) Qualitative changes in the child’s thinking led to better understanding of what is real and what is not.

2) One reason that African American parents often use firm, directive forms of discipline is that they:

A) feel this form of discipline best protects them from the dangers of racism and physical violence.

B) live in small homes with many people, including extended family members.

C) have been taught to reject the mainstream values of Western society.

D) know the importance of enmeshment in the face of adversity.

3) Of the following, the best example of child advocacy is:

A) developing a lesson on multicultural awareness.

B) basing curricular planning on direct observation of children’s needs.

C) recognizing and appreciating diversity in society.

D) campaigning for candidates who support programs for children.

4) Which of the following statements does NOT reflect an appropriate use of child development research in the classroom?

A) A teacher applies knowledge of age-appropriate materials to plan mathematics experiences in a preschool classroom.

B) A teacher uses knowledge of diversity in development to design a parent education program to address socialization deficits in culturally deprived families.

C) A teacher applies knowledge of cultural diversity in children’s development to select reading and writing materials for a new literacy center in a second grade classroom.

D) A teacher relies on research in child development to guide classroom interactions with a kindergarten child who is autistic.

5) Which of the following is an example of what researchers refer to as “miseducation”?

A) A Native American child scores poorly on an IQ test.

B) A Euro-American five-year-old is asked to quietly complete an abstract, mathematics worksheet.

C) A primary teacher does not notice a Mexican American child who is raising her hand to speak.

D) A Southeast Asian child is placed in a group with students of very different cultural backgrounds.

6) Which of the following is NOT a good example of how child development research can guide work with children with special needs?

A) A teacher adapts a mathematics activity in the primary grades that allows a child with an attention deficit/hyperactivity disorder to move around while working.

B) A teacher identifies a child who is culturally deprived and recommends special remediation.

C) A teacher facilitates a conversation between a hearing-impaired child and a typically developing peer in the block area.

D) A teacher identifies a child with unusual patterns of interaction and concludes she is simply different in her play and learning styles.

7) A Native American child lives in a household where everything is shared - food, toys, and living space. At school, she helps herself to the belongings of others. Her peers complain to the teacher that she is stealing. From a multicultural perspective, what is the appropriate teacher response?

A) The teacher should help other children in the class to understand the intention behind this child’s style of interaction.

B) The teacher should work closely with parents and other family members in learning more mainstream styles of interaction.

C) The teacher should help the child understand universal principles of cooperation and sharing.

D) The teacher should shape the child’s classroom behavior toward mainstream expectations through rewards and praise.

8) A teacher notices that a Middle Eastern child will not speak in stressful situations. Rather than insist on verbalization during conflicts or arguments, the teacher allows the child to remain silent. This is an example of:

A) an understanding of cultural diversity in social development.

B) an application of child development research in resolving elective mutism.

C) a supportive/conflict resolution intervention model.

D) effective curriculum planning.

9) Of the following, the best approach for assessing whether a young child has special needs is to:

A) consider the child’s scores on academic assessments.

B) review research on typical behaviors of children of this age.

C) compare the child’s behaviors to other children in the classroom.

D) observe the child’s behavior in the classroom.

10) A first grade teacher is informed that a Puerto Rican child will be enrolled in her class. She responds by saying, “I’ll need to give him special guidance. He has probably not had the advantages that other children have had. I wonder if he has had any books and toys available in the home.” This teacher is confusing:

A) special needs with cultural deficits.

B) unique/diverse needs with cultural needs.

C) ethnicity with culture.

D) cultural differences with socioeconomic status.

11) A new teacher needs more information on the development of a child of East Indian background. The teacher would find the most useful information by:

A) reading original research studies.

B) talking with the child’s parents.

C) reviewing a child development textbook.

D) reading articles that emphasize multicultural perspectives in real classrooms.

12) You are writing a case report about an African American child with autism whose family lives in poverty. In the report, you should NOT describe the child as:

A) a child of color.

B) a child from a family with low socioeconomic status.

C) a child with special needs.

D) a child from a minority group.

13) A daycare teacher knows that research has demonstrated that infants who are securely attached are more likely to be social preschoolers. However, she has noticed that some of the infants in her daycare do not demonstrate the classic signs of secure attachment. Which of the following would NOT be good advice for this teacher?

A) The teacher should learn more about the children’s families and create opportunities for dialog with parents.

B) The teacher should be aware that the attachment literature, like many psychological literatures, is primarily based on samples of white, middle-class children and that the results might not apply to more diverse groups of children.

C) The teacher should observe all of the children carefully while keeping in mind that behaviors might differ as a result of diverse family environments and parenting styles.

D) The teacher should meet with the parents and caution them that their parenting practices are not sufficiently preparing their children for the future.

14) An infant care provider observes that one child in the group is smaller and less physically active than other babies. He immediately assumes that the child is developmentally delayed. His conclusion reflects an erroneous assumption that:

A) size and activity patterns are related to motor growth.

B) differences are deficits.

C) specific developmental delays can be identified very early in life.

D) the child is a member of a culture with unique needs.

15) A childcare provider learns that an African American child in her class is spanked by her mother if she misbehaves. From a multicultural perspective, what is an appropriate response?

A) The teacher should point out to the parent that spanking is the reason that children of some cultural groups are aggressive.

B) The teacher should report this potentially abusive situation to the state child protection agency.

C) The teacher should recognize spanking as parenting practice prevalent in some cultures and should not intervene.

D) The teacher should intervene to change this behavior, regardless of the culture of the child involved.

## 1.3 Essay Questions

1) How have beliefs about children changed in Western society from the Middle Ages, through the Renaissance, into the era of enlightenment, and finally into modern times?

2) Across cultures, families strive to protect their children. The demands of survival shape parenting styles and practices. Families from cultures that have suffered oppression often have unique child-rearing patterns. Describe the most typical practices that these families engage in, and explain how each practice serves to protect the children.

3) During first grade, Mariana changes dramatically. She becomes taller and stronger. She learns sight words and phonics, math facts, and science and social studies concepts. She solves problems more effectively and is able to examine many different aspects of a task at one time. She learns the conventions of school - to say “please” and “thank you” for example - and to raise her hand when she wishes to talk. She can understand others’ viewpoints better and can “put herself in the shoes” of a peer. She can identify and name specific feelings, such as anger, surprise, and sadness, and use appropriate words to describe these emotions. Which areas of development, described above, are examples of quantitative change? Which are qualitative? Write an essay in which you clearly differentiate the qualitative and quantitative aspects of this child’s development.

4) Understanding early childhood development research is essential to becoming an effective teacher. Describe one of the ways thatchild development researchcan be useful to early childhood teachers. In your description, give at least one concrete example that links research to practice and that illustrates contemporary diverse classrooms.

5) How can a teacher’s lack of knowledge in child development adversely affect teaching, classroom activities, and learning? Give an example of a school experience that reflects a teacher’s poor understanding of what children are like, and explain how better understanding of child development would have led to a different teacher behavior or outcome.

6) In the author’s story about Sarah, Peter, and Alonzo, we are guided to an understanding of how the young thinker’s perceptions of social situations are different from those of older children and adults. The term *egocentric* is used to describe Peter’s thinking about the amount of clay he has as compared with Sarah and Alonzo. Some adults may label this egocentric behavior as “selfish.” How does the term *egocentric* differ from the term *selfish,* with respect to the young child’s thinking?

7) You are a kindergarten teacher in a suburban school that is in a community that is primarily middle income and Caucasian. You have implemented a multicultural curriculum in your kindergarten classroom. Several parents complain that such an approach is not necessary because the school system has so little cultural diversity. Using ideas from Chapter 1, write a letter to all the parents, justifying a multicultural curriculum for this kindergarten. Within this letter, include examples of how you plan to integrate a multicultural perspective into the classroom. Include examples of books, lessons and units, parent involvement, and other teaching strategies that represent multicultural perspectives.

8) Explain the meaning of the term “culturally deprived,” the circumstances in which it might be used, and why it is a problematic term. Describe how child development research has inadvertently contributed to the notion that children from certain background are “culturally deprived” and ways that new research could dispel these myths.

9) Describe why a cultural difference might be mistaken for a developmental deficit. Differentiate between the terms, and discuss why such a mistake would be detrimental to the child. Give an example of a classroom situation in which cultural differences might be mislabeled as developmental deficits.

10) Define and distinguish among the following categories of children: children with special needs, children of historically underrepresented groups, children of low socioeconomic status. Discuss how confusion about these concepts might negatively influence professional practice in schools.

11) A young child has been enrolled in your preschool program. The child is from another country and does not speak English. Because the child cannot respond to simple directions given to the English-speaking children, the teacher begins to see the child as a “special needs” child. Explain why being non-English speaking is not synonymous with having special needs and how the teacher can come to know more about the child’s development.

12) Child advocacy is a growing part of the early childhood teacher’s role. From the ideas presented in Chapter 1, identify three different issues related to advocacy in which it would be appropriate for an early childhood teacher to become engaged. Then, present three different strategies that are appropriate for child advocacy in the early childhood classroom. Describe strategies that involve both teachers and parents.

**Chapter 1 Test Answer Key**

#### ANSWER KEY: Chapter 1 Test (1.1 Multiple Choice: Recall Questions)

  1. D

  2. A

  3. D

  4. A

  5. D

  6. B

  7. C

  8. C

  9. D

10. C

11. D

12. A

13. C

14. D

15. A

16. A

17. D

18. B

19. B

20. D

#### ANSWER KEY: Chapter 1 Test (1.2 Multiple Choice: Analysis/Application)

  1. D

  2. A

  3. D

  4. B

  5. B

  6. B

  7. A

  8. A

  9. D

10. D

11. B

12. D

13. D

14. B

15. C

#### 1.3 Short Answer Essay Questions

  1. **Suggested Responses:** Students should describe the view of children in the Middle Ages as non-persons in infancy and as little adults by age 7. Strong responses will describe implications of these beliefs - infanticide, harsh treatment, and expectations for mature adult behavior at a young age. The students should describe the Renaissance as a time when parents were concerned with rooting out inherent evil in children. Harsh punishment and “breaking the will” of children should be described. The 19th and 20th centuries should be described as periods of relative enlightenment, where training replaced “conquering” as a goal in socialization. Students should note current research showing that children in America are increasingly facing poverty, poor health, violence, and family dysfunction. Students’ projections for the future - whether optimistic or pessimistic - should acknowledge these societal problems and risk factors.

  2. **Suggested Responses:** Students should cite the dangers to children under these types of living conditions and describe how parenting practices such as a collectivist approach, firm and directive parenting, and either a valuing of excelling at Western education or a rejection of Western education affect children. Students should provide examples of how each practice protects children.

  3. **Suggested Responses:** Students should note that the following areas of development are largely quantitative, because they relate to increases in knowledge, ability, or physical size: growing taller and stronger, learning facts and concepts in school, learning social conventions, and learning the names of emotions. Students should note that the following areas of development are qualitative, because they have to do with changes in the nature or quality of thinking and interacting with others: problem solving, understanding others’ viewpoints better, understanding and expressing varied emotions.

  4. **Suggested Responses:** Students should identify and give an illustrative example of one of the following: planning the curriculum, guiding interactions in the classroom, observing and identifying children with special needs, understanding and appreciating diversity, and shaping child advocacy and/or public policy. Examples should be specific and descriptive enough that they could be replicated in an early childhood classroom.

  5. **Suggested Responses:** Students should describe an experience in which the teacher’s response was inappropriate and not helpful because it failed to consider the developmental characteristics and abilities of the child.

  6. **Suggested Responses:** Students should explain that the term selfish refers to a perspective in which my needs are more important than your needs whereas the term egocentric refers to a perspective that doesn’t distinguish between my needs and your needs because the child cannot consider a perspective/set of needs that differs from their own.

  7. **Suggested Responses:** Students should argue that all children will grow up in a diverse world and will need to understand and appreciate cultural variations in human interactions. Students may cite demographic data showing that “minorities” in the United States will soon comprise a new majority in the country. Other thoughtful arguments about the importance of cultural sensitivity and understanding should be accepted. In addition, students should be able to articulate specific teaching strategies and curriculum materials that represent cultural diversity. Examples include book titles, posters and other visuals for the classroom environment, social studies and language arts themes and units, parent involvement events, and other types of multicultural learning experiences.

  8. **Suggested Responses:** Students should define “culturally deprived” as a term that labels children from non-European backgrounds or low socioeconomic status as abnormal or incompetent because they do not think, behave, or interact in ways that are typical of children from White middle-class backgrounds. This is problematic because behaviors that are uncommon among this limited group of children may be adaptive and appropriate in other settings and for children of other ethnic or socioeconomic backgrounds. Students should state that child development research is often conducted on samples with limited cultural diversity. Therefore, behaviors of White middle-class children are reported in studies and textbooks as being typical, giving the impression that the behavior of other children is atypical. Students should suggest that researchers study child development in more diverse samples and make efforts to recruit underrepresented groups in order to understand typical child development in a variety of cultural contexts.

  9. **Suggested Responses:** Students should explain that cultural differences can lead to variations in children’s developmental trajectories and that a teacher who is unfamiliar with these cultural differences might misinterpret this difference as a developmental deficit. Students should clarify that developmental deficits are special needs that must be diagnosed and addressed by outside intervention, rather than a variation in development as the result of differing cultural practices. Students should explain that by mislabeling a cultural difference as a developmental deficit, teachers ignore the fact that these differences can be adaptive and valuable for the child, and run the risk of labeling the child with an incorrect diagnosis and subjecting them to an inappropriate intervention. As examples, students could cite differences in social practices - such as whether or not to make eye contact with authority figures or how to share toys with others - that might be mistaken as conduct disorder or other social deficit. Students could also cite a situation in which a child who is learning English as a second language is mislabeled as having a speech delay or intellectual disability.

10. **Suggested Responses:** Students should describe children with special needs as those with identified developmental delays or exceptionalities that require support services in the home and classroom. They should identify children from historically underrepresented groups as those from ethnic groups other than mainstream, Euro-American culture. They should describe socioeconomic status as determined by level of education, income, place of residence, and the occupation of primary wage earners. Students should indicate that confusion of these terms will lead professionals to believe children of historically underrepresented groups are always poor and deprived. Such confusion may also lead teachers and caregivers to mislabel children of color as “special education” students. They should note that misconceptions about culture, class and, and exceptionality can lead to classroom bias and interfere with positive teacher-child, child-child, and parent-child interactions.

11. **Suggested Responses:** Students’ responses should reflect an understanding that the term special needs refers only to developmental delays or disabilities rather than to normal cultural variations such as language differences. Students should also indicate that careful observation of the child and using the child’s native language or gestures instead of or along with English to give directions will provide accurate information about the child’s actual developmental level.

12. **Suggested Responses**: Students’ responses should include an understanding of multicultural issues in contemporary classrooms. An example would be determining the use of English as a second language among the students in his/her class and then identifying which parents would benefit from English language support. Another contemporary issue is the inclusion of children with special needs in the early childhood classroom. A child with a specific muscular development delay may need resources beyond what is provided by the school. A teacher might advocate for the child’s family by securing information on state and federal funds available for children with this particular disability. Other child advocacy issues would include homeless children, children in poverty, and children with abusive home environments. All of these issues would require an effective teacher’s advocacy involvement. Strategies for child advocacy could include writing letters to appropriate community, state, or federal agencies; holding workshops for parents with English as second language and securing a community resource person to work with these parents in job applications or obtaining a GED; identifying medical resources within the community; forming a teacher advocacy group within the school to address curriculum needs for children with limited English backgrounds; inviting a local representative to visit the classrooms to see firsthand the challenges of serving children with special needs.