

1. Child care has brought _____ to many children's lives.

ANSWER: new levels of structure

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.06d - Intergrating knowledgeable reflective, and critical perspectives on early education.

KEYWORDS: Bloom's Taxonomy: Understanding

2. By the early 1900s, momentum had begun to build promoting the _____ study of the development of children and the dissemination of pertinent information to parents.

ANSWER: scientific

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

3. During the past century, ideas about children were influenced by two world wars, periods of economic depression and prosperity, and the changing role of women in the workforce, as well as by growing scientific interest in child development _____.

ANSWER: research

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

4. Piaget thought that children must create their own knowledge through stages of _____ with the environment.

ANSWER: interaction

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

5. Piaget believed that children are little scientists who constantly create and test their own _____ of the world.

ANSWER: theories

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

6. The _____ practices carried out by adults can help children learn how to participate in a democracy by developing the necessary skills.

ANSWER: guidance

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

7. Adults may have difficulty changing old habit patterns in dealing with children, but change is possible with motivation and _____.

ANSWER: practice

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

8. Montessori and Dewey set out to reform education, but _____ tried only to understand and explain how children think and learn.

ANSWER: Piaget

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

9. _____ plays an important role in shaping parents', teachers', and caregivers' philosophies about children and child rearing.

ANSWER: Culture

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

10. Behaviorists believe that behavior and learning result from _____ forces such as reinforcement.

ANSWER: external

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

11. Maturationists believe that behavior and learning hinge on _____ processes such as maturation and motivation.

ANSWER: internal

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

12. Constructivists believe that behavior and learning result from the interactions between internal development and the _____ environment.

ANSWER: external

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

13. Today, our guidance methods must teach children to think, not just to _____.

ANSWER: obey
LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.
NATIONAL STANDARDS: United States - NAEYC.06d - Integrating knowledgeable reflective, and critical perspectives on early education.
KEYWORDS: Bloom's Taxonomy: Remembering

14. Children enjoy and learn well from an environment that offers a fairly wide range of difficulty in which they are allowed the _____ to choose toys, games, and interactions matched to their ability level.

ANSWER: freedom
LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.
NATIONAL STANDARDS: United States - NAEYC.05a - Understanding content knowledge and resources in academic disciplines: language and literacy: the arts-music, creative movement, dance, drama, visual arts, mathematics, science, physical activity, physical education, health and safety: and social studies.
KEYWORDS: Bloom's Taxonomy: Understanding

15. Urie Bronfenbrenner co-developed an important program called _____.

ANSWER: Head Start
LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.
NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.
KEYWORDS: Bloom's Taxonomy: Remembering

16. One of the oldest debates related to children is disagreement over how children develop personality and intelligence: the _____ versus nurture controversy.

ANSWER: nature
LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.
NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.
KEYWORDS: Bloom's Taxonomy: Understanding

17. Contemporary educators identify three philosophical perspectives: that of the _____, the maturationists, and the constructivists.

ANSWER: behaviorists
LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.
NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.
KEYWORDS: Bloom's Taxonomy: Understanding

18. Ethologists study behaviors in terms of natural _____ in natural settings.

ANSWER: processes
LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.
NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.
KEYWORDS: Bloom's Taxonomy: Understanding

19. Vygotsky said that children interact through _____, and through these social and cultural interactions learn the values of their society.

ANSWER: dialogues

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

20. Vygotsky is remembered primarily for identifying what he called the _____.

ANSWER: zone of proximal educational development

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

Match each definition to the corresponding term.

a.	Jean Piaget's theory that children's mental development proceeds in distinct stages that are qualitatively different from the thinking of adults; like John Dewey and Maria Montessori, Piaget believed early learning experiences had tremendous impact on children's long-term cognitive development.	j.	Absence of any form of control; chaos and disorder
b.	Being a self-starter, a lifelong learner, and a creative problem-solver	k.	Tabula rasa
c.	He had a world-famous school that was based on learning as a part of daily life, and was specifically designed to foster the characteristics that are essential for living in a democracy.	l.	Another term for developmental interactionists, who believe that learning is an active process in which learners construct new ideas or concepts based on their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so.
d.	Control by a single person having unlimited power	m.	Area of potential learning identified by Lev Vygotsky; he believed that adults played an important role.
e.	Those holding the view that the environment is the primary determinant of human behavior and that objectively observable behavior constitutes the essential psychological makeup of a human being	n.	Scientists who study the behavior of living creatures under normal conditions
f.	His theory of personality was based on the humane and ethical treatment of persons. He argued that to reach their full potential, human beings must have positive regard from others that eventually leads to the development of positive self-regard. Robert Carkhuff and George Gazda refined his theories into practical, hands-on techniques beneficial to therapists and educators.	o.	Those holding the view that internal predisposition, physiological characteristics, or inherited traits account for the essential psychological makeup of a human being
g.	Being cooperative, having a sense of fair	p.	The principles of social equality and respect

	play, and respecting the rights of others		for the individual within a cohesive community
h.	Having established habits of accomplishing tasks, taking pride in the accomplishments, and accepting responsibility for the results	q.	Alfred Adler's analysis of behavior holding that human beings were capable of working cooperatively, living together peacefully, and striving for self-improvement, self-fulfillment, and to contribute to the common welfare of the community
i.	Causes a wasting away of the child's body. This condition can result from prolonged absence of emotional nurturance as well as from malnutrition, and affected infants typically show delays in motor and intellectual development.	r.	Willingness to put aside one's immediate interests for the good of the team

21. Social constructivist view of human behavior

ANSWER: q

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

22. Carl Rogers

ANSWER: f

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

23. Predetermined stages of mental growth

ANSWER: a

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

24. Zone of proximal educational development

ANSWER: m

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

25. Concept of citizenship

ANSWER: g

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

26. Autocracy

ANSWER: d

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

27. Anarchy

ANSWER: j

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

28. Democracy

ANSWER: p

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

29. Initiative and self-reliance

ANSWER: b

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

30. Appropriate work habits

ANSWER: h

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

31. Ability to cooperate in teamwork

ANSWER: r

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

32. John Dewey

ANSWER: c

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

environments for young children.
KEYWORDS: Bloom's Taxonomy: Remembering

33. Ethologists

ANSWER: n

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

34. John Locke

ANSWER: k

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

35. Behaviorists

ANSWER: e

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

36. Maturationists

ANSWER: o

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

37. Failure to thrive syndrome

ANSWER: i

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

38. Constructivists

ANSWER: l

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

Match each definition to the corresponding term.

a.	Parental guidance, teaching effectiveness,	j.	Believed human beings were capable of
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	television, and other external influences		working cooperatively, living together peacefully, striving for self-improvement and self-fulfillment, and contributing to the common welfare of the community
b.	Heredity, inborn traits, and inner motivation	k.	Process by which adults help children learn appropriate ways to function as part of a group
c.	Studied the development of intelligence in children and proposed a theory based on four predetermined stages of mental growth	l.	Took the abstract theories of Carl Rogers and developed a systematic set of guidelines for effective interpersonal skills
d.	Developed a bioecological model to explain expanding worries about school failure and behavioral, social, and emotional problems in children	m.	Identified what he called the “zone of proximal educational development”; believed that children develop by exposure to skills, words, concepts, and tasks that are a little beyond their ability but within a “zone” of possible achievement
e.	Empty slate	n.	Snug binding of infants in strips of cloth or blankets
f.	Special stickers or objects given to children for performing specified behaviors that are then exchanged at prearranged times for their choice activities or items from a menu of rewards	o.	Focus on meeting minimal needs for health and safety
g.	In behavior modification, this means to change specific behaviors in the child through external reinforcement of some kind.	p.	Aimed at controlling children’s behaviors, often by the use of punishment
h.	Realized that play was the engine that naturally drove learning in young children; set about finding ways to guide children’s natural desire to play and to help them find additional meaning in their play	q.	Held the view that the hope for world peace lay in a new education for young children
i.	Affects a person’s perception of children, how they learn, what their intentions are, and why they behave as they do	r.	Modified Carkhuff’s work further to create an effective system for solving classroom management problems and motivating children to change their inappropriate behaviors

39. Nature

ANSWER: b

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom’s Taxonomy: Understanding

40. Swaddling

ANSWER: n

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom’s Taxonomy: Remembering

41. Modify

ANSWER: g

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

42. Nurture

ANSWER: a

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

43. Maria Montessori

ANSWER: q

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

44. Alfred Adler

ANSWER: j

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

45. Jean Piaget

ANSWER: c

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

46. Lev Vygotsky

ANSWER: m

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

47. Friedrich Froebel

ANSWER: h

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

48. Urie Bronfenbrenner

ANSWER: d

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

49. George Michael Gazda

ANSWER: r

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

50. Tokens

ANSWER: f

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

51. Robert R. Carkhuff

ANSWER: l

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

52. Disciplinary tactics

ANSWER: p

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

53. Tabula rasa

ANSWER: e

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

54. Custodial care

ANSWER: o

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

55. Child guidance

ANSWER: k

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

56. Philosophy

ANSWER: i

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.06d - Integrating knowledgeable reflective, and critical perspectives on early education.

KEYWORDS: Bloom's Taxonomy: Understanding

57. Alfred Adler's guidelines include which of the following principles?

- a. Acting instead of talking in heated conflict situations
- b. Doing things for children that they can do for themselves
- c. Providing rewards to motivate desired behaviors
- d. Withdrawing emotionally from an out-of-control child
- e. All of these

ANSWER: a

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

58. Carl Rogers proposed that

- a. one's self-concept is independent of the perceptions of others.
- b. human beings have an underlying "actualizing tendency."
- c. ethics is not a primary concern for therapists.
- d. clients should be required to comply with expectations.

ANSWER: b

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

59. Jean Piaget argued that

- a. children are "empty vessels" just waiting to be filled with knowledge.
- b. adults should direct children's play to achieve optimal learning.
- c. children construct their own learning through their interactions with the environment.
- d. all of these.

ANSWER: c

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

NOTES: www

60. Vygotsky believed that

- a. children develop primarily as a result of their interaction with adults.
- b. child learning is closely tied to history and culture.
- c. language is the most important cognitive tool acquired by children.
- d. children develop best when exposed to skills, words, concepts, and tasks that are just beyond their ability.
- e. all of these.

ANSWER: e

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

61. A society in which people freely follow their own individual desires and interests is called a(n)

- a. autocracy.
- b. anarchy.
- c. democracy.
- d. all of these.
- e. none of these.

ANSWER: b

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

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KEYWORDS: Bloom's Taxonomy: Remembering

NOTES: www

62. Maturationists perceive that learning comes from

- a. inside the child.
- b. qualified teaching and parenting.
- c. a combination of maturation and environment.
- d. all of these.
- e. none of these.

ANSWER: c

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.06d - Intergrating knowledgeable reflective, and critical perspectives on early education.

KEYWORDS: Bloom's Taxonomy: Understanding

NOTES: www

63. In his social constructivist view, Alfred Adler proposed that human beings

- a. are little more than passive victims of their own environment and heredity.
- b. cannot help striving for self-gratification because of their feelings of superiority and egocentricity.

- c. are capable of living together peacefully and cooperatively rather than competitively.
- d. all of these.
- e. none of these.

ANSWER: c

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

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KEYWORDS: Bloom's Taxonomy: Remembering

NOTES: www

64. Carl Rogers's theory of personality was based on

- a. the external manipulation of human beings through incentive rewards to gently shape positive behavior.
- b. his work as a clinical psychologist and his deep respect for the dignity of all human beings.
- c. the idea that children and adults are incapable of understanding their own inner motives and thus are incapable of guiding their own destiny without external control from authority figures.
- d. all of these.

ANSWER: b

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

65. Robert Carkhuff and George Gazda

- a. refined Carl Rogers's theories about interpersonal interactions into practical, hands-on techniques beneficial to therapists and educators.
- b. discovered that early childhood learning takes place in stages that progress like building blocks, with each building on the previous level.
- c. were best known for their theories of central nervous system development in primates and early brain association in human infants.
- d. all of these.

ANSWER: a

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

NOTES: www

66. Jean Piaget's theory held that children's mental processes

- a. develop in predetermined stages of growth.
- b. enable children to progressively construct their own knowledge.
- c. cause the thinking of children to be qualitatively different from the thinking of adults.
- d. all of these.

ANSWER: d

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

67. Piaget believed that
- a. meaningful learning begins at age six.
 - b. learning is dependent on a child's genetic makeup, inherited intellectual capacity, and potential physiological aptitude.
 - c. children are not empty vessels to be filled with knowledge, but instead are active builders of their own knowledge.
 - d. a child's long-term intellectual development is limited to the quality of the educational curriculum and academic instruction provided during the years of formal schooling.
 - e. all of these.

ANSWER: c

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

68. The zone of proximal development is
- a. commonly referred to in developmentally appropriate practice as the block center.
 - b. an area of potential learning identified by Lev Vygotsky.
 - c. a period in which children take a short break from learning before they again resume meaningful activity.
 - d. the stage between sensorimotor and preoperational.

ANSWER: b

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

NOTES: www

69. The principles of social equality and respect for the individual within a cohesive community are essential to
- a. absence of any form of control, chaos, and disorder.
 - b. autocracy.
 - c. control by a single person having unlimited power.
 - d. democracy.
 - e. anarchy.

ANSWER: d

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

NOTES: www

70. Vygotsky's theory of development
- a. states that children learn through social interactions by means of their culture.
 - b. is much different from Piaget's theory, which states that children act on their environment to learn.
 - c. asserts that children socially interact through what he calls dialogues through which children learn the cultural values of their society.
 - d. proposes that all human activities occur in cultural settings and cannot be understood apart from the culture.

e. all of these.

ANSWER: e

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.06d - Intergrating knowledgeable reflective, and critical perspectives on early education.

KEYWORDS: Bloom's Taxonomy: Understanding

71. The maturationists are

- a. those holding the view that internal predisposition, physiological characteristics, or inherited traits account for the essential psychological makeup of a human being.
- b. those holding the view that the environment is the primary determinant of human behavior and that objectively observable behavior constitutes the essential psychological makeup of a human being.
- c. those holding the Piagetian view that a human being's essential psychological makeup derives from a dynamic interactive process based on both innate cognitive structures and external experiences.
- d. none of these.

ANSWER: a

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC.06d - Intergrating knowledgeable reflective, and critical perspectives on early education.

KEYWORDS: Bloom's Taxonomy: Understanding

72. Child care and guidance practices have not changed dramatically through the years.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

73. Settings where children live, work, and play function as their small version of society.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

74. Adults rarely have difficulty changing old habit patterns in dealing with children once they know the habits are unproductive.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

75. If interactions in the environment are too difficult, children become frustrated and discouraged.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's Taxonomy: Understanding

76. Maturationists see the development of proper behavior as an adult-directed process.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's Taxonomy: Understanding

77. Mindless habits a child really wants to change can probably be treated quickly and effectively through constructivist strategies.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's Taxonomy: Understanding

78. The constructivist view assumes that the external environment alone determines a child's development of personality and intelligence.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's Taxonomy: Understanding

79. Children can learn how to function in a democracy by developing the necessary skills, such as concepts of citizenship, self-reliance, appropriate work habits, and ability to cooperate in teamwork.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

80. Developmentally appropriate practice revolves around the basic assumption that early development results from the interaction between children's inner capacity and motivation and their external environment.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's Taxonomy: Understanding

81. A healthy infant can suffer terrible effects from failure to thrive syndrome.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's Taxonomy: Understanding

82. Cognitive stimulation is not important to mental development.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's Taxonomy: Understanding

83. Compared with previous cultures, children today are pampered and indulged.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

84. The child's role in contemporary society occasionally approaches that of a pet or possession rather than a person deserving respect and dignity.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Understanding

85. The constructivist approach does not prepare a developmentally appropriate environment.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's Taxonomy: Understanding

86. The use of the word "it" to describe babies and young children gives a subtle indication that they are not perceived as real persons yet.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

87. Child care has brought new levels of structure to many children's lives.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

88. Today, early childhood experts have growing concerns that children are spending too much time "just being children" when they ought to be performing more structured activities.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

89. Effective child guidance procedures require respectful interactions, authentic experiences, logical consequences, and intrinsic rewards.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning

environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

90. In an autocracy, educated, responsible citizens are needed to provide effective self-governance through active participation.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

91. Good citizens are cooperative, self-reliant, responsible, and willing to act in the best interest of their community.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Remembering

92. What is the consequence of a young child being "put on a pedestal" and expected to be perfect by parents?

ANSWER: Being on a pedestal has distinct disadvantages. It means that every move one makes is watched, judged, and managed. Early childhood experts have growing concerns that children are not being allowed the freedom to "just be children."

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Applying

93. How is life different for children in today's changing world?

ANSWER: Children today are not only valued but also are usually thought to have a fairly carefree existence, in contrast to earlier generations' use of child labor. In past years, however, young children have generally been allowed to spend a good portion of their days playing, fooling around, romping in the sunshine, and generally occupying themselves (sometimes in front of a television set). Child care has brought new levels of structure to many children's lives. In many early childhood programs, this structure has enriched children's lives and assisted in their development of healthy and productive habits. In other child care settings, children spend a considerable amount of time sitting, waiting, being scolded, standing in line, and taking part in activities that are initiated and controlled by adults and are carried out by groups of children in lockstep.

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Applying

94. What kinds of things influenced changing perceptions about child care and guidance practices during the 1900s?

ANSWER: During that century, ideas about children were influenced by two world wars, alternating

periods of economic depression and prosperity, and the changing role of women in the workforce, as well as by growing scientific interest in child development research. Momentum had begun to build promoting the scientific study of the development of children and the dissemination of pertinent information to parents.

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Applying

95. How did the writings of Rousseau toward the end of the 18th century reflect a change in existing cultural perceptions of childhood?

ANSWER: Rousseau argued that rather than being inherently evil creatures who must have sin beaten out of them, children were born good and innocent. He believed that the harsh discipline techniques of that day, which were intended to provide the child salvation from original sin, tainted the child rather than provided healthy, normal growth.

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Applying

96. How did Alfred Adler recommend one should respond in a heated conflict situation?

ANSWER: He suggested acting instead of talking to avoid arguments and to resolve problems in a timely manner.

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Applying

97. What personal characteristics do children need to develop to succeed in contemporary society?

ANSWER: To prepare for a technological world, children need adaptability and flexibility. They need to be good citizens, have initiative and self-reliance, have responsible work habits, and have a sense of loyalty to their community.

LEARNING OBJECTIVES: PCG.MILL.08.02.02 - Describe the child's role in contemporary society.

NATIONAL STANDARDS: United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children.

KEYWORDS: Bloom's Taxonomy: Applying

98. Why are ethologists important in child guidance?

ANSWER: They have refined the idea of sensitive periods for learning in which environmental stimuli can have a maximum impact on learning. Hunt described what he called the "match," which must be created between a child's level of readiness and the exact level of difficulty or discrepancy in a specific learning situation before optimal learning can take place. If interactions in the environment are too difficult, children become frustrated and discouraged. If they are too easy, children become bored. Children actively seek out materials and activities that match their level.

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC. 06d - Integrating knowledgeable, reflective and critical perspectives on early education.

KEYWORDS: Bloom's Taxonomy: Applying

99. Describe John Dewey's approach to education.

ANSWER: His approach relied on learning by doing rather than learning through rigid lecture-based lessons, tedious memorization, and recitation of memorized material. His belief that education must engage with and expand experience to be meaningful has had a powerful effect on today's views of education. Dewey also raised concern and awareness for the development of learning environments in which students were able to actively interact with learning materials and find a concrete framework for continued practice of learning concepts. His passionate belief in democracy propelled him to advocate for schools that developed good citizens so democracy could thrive.

LEARNING OBJECTIVES: PCG.MILL.08.02.01 - List historical perceptions about children.

NATIONAL STANDARDS: United States - NAEYC.06d - Integrating knowledgeable reflective, and critical perspectives on early education.

KEYWORDS: Bloom's Taxonomy: Applying

100. How does a person's philosophy affect child guidance?

ANSWER: A person's philosophy affects his or her perception of children—how they learn, what their intentions are, and why they behave as they do. Ideas about child guidance that immediately seem logical and appropriate or sound ridiculous have been filtered by the set of beliefs and assumptions that make up one's philosophy.

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC. 06d - Integrating knowledgeable, reflective and critical perspectives on early education.

KEYWORDS: Bloom's Taxonomy: Applying

101. How do constructivists see child guidance?

ANSWER: They believe that human learning results from the interaction between the learner and his or her environment. Much research has made it clear that environmental factors influence human development. But the research also supports the importance of individual readiness, personal learning styles, and mutual interaction as a part of the process.

LEARNING OBJECTIVES: PCG.MILL.08.02.03 - Contrast major guidance philosophies and approaches.

NATIONAL STANDARDS: United States - NAEYC. 06d - Integrating knowledgeable, reflective and critical perspectives on early education.

KEYWORDS: Bloom's Taxonomy: Applying