

Chapter 2: Child Development and Guidance

MULTIPLE CHOICE

1. Who was responsible for bringing developmental theory of children to the forefront of psychology in the 20th century?
 - a. Maria Montessori
 - b. Howard Gardner
 - c. Jean Piaget
 - d. Lev Vygotsky

ANS: C PTS: 1

2. The self-talk that children engage in during play is known as
 - a. zone of proximal development
 - b. the problem of the match
 - c. separation anxiety
 - d. private speech

ANS: D PTS: 1

3. Which of the following is NOT one of the stages Piaget identifies in his developmental theory?
 - a. sensorimotor
 - b. disequilibrium
 - c. concrete operations
 - d. formal operations

ANS: B PTS: 1

4. Which of the following did Vygotsky identify in children as the distance between the actual developmental level determined by problem solving and the potential development?
 - a. autonomy
 - b. private speech
 - c. separation anxiety
 - d. zone of proximal development

ANS: D PTS: 1

5. Identify which of the following is NOT a stage of development in Erikson's developmental theory.
 - a. initiative versus guilt
 - b. trust versus mistrust
 - c. autonomy versus shame and doubt
 - d. disequilibrium

ANS: D PTS: 1

6. Which of the following is one of the intelligences identified by Howard Gardner in his theory of multiple intelligences?
 - a. linguistic

- b. equilibrium
- c. emotional intelligence
- d. developmental egocentrism

ANS: A PTS: 1

7. Which of the following is NOT an area that Vygotsky and Piaget are in agreement upon?
- a. cognitive and social-emotional development happening together and overlapping
 - b. learning that results from a child's interaction with the physical and social environment
 - c. the role of private or egocentric speech in learning
 - d. cooperative, interactive teacher-child interactions define the best environment for learning by the child

ANS: C PTS: 1

8. Which of the following has supported the use of standardized assessments as a means of enforcing educational accountability?
- a. modern developmental psychology
 - b. the "No Child Left Behind" law
 - c. child welfare agencies
 - d. local school districts

ANS: A PTS: 1

9. As a result of brain research, we now know which of the following?
- a. intelligence is not fixed at birth
 - b. intelligence is fixed at birth
 - c. Economic conditions of the family factor into the intelligence of the child's development
 - d. Social class influences the intelligence of children.

ANS: A PTS: 1

10. Which of the following is one of the five components of emotional intelligence?
- a. physiological well-being
 - b. knowing one's emotions
 - c. scaffolding
 - d. equilibrium

ANS: B PTS: 1

11. Before children grow into Piaget's "concrete operations" stage, their social understanding
- a. is limited
 - b. is based on prior experience
 - c. reflects understanding of the dynamics of the situation
 - d. grows from competitive experiences

ANS: A PTS: 1

12. According to Vygotsky, as children develop,
- a. scaffolding by peers has limited effect on their development
 - b. learning activities should be focused on teacher-child interactions

- c. their private speech evolves into a mechanism for building self-control.
- d. scaffolding is an easy interaction to develop with young children

ANS: C PTS: 1

13. Erik Erikson believed that healthy personal development
- a. develops only in enriched environments
 - b. comes from the resolution of universal inner conflicts
 - c. results from the complete resolution of unmet
 - d. comes from narrowing the focus of experiences and self initiative

ANS: B PTS: 1

14. According to Brazelton and Greenspan, the important factor in the child's development is
- a. the difference in the quality of nonparental caregiving
 - b. the limitations of nonparental caregiving in early childhood settings
 - c. the importance of the role of the child's caregiver in early childhood settings
 - d. the minimal effects of the family-educator partnership

ANS: C PTS: 1

ESSAY

1. Why is guidance important for healthy development in a diverse society?

ANS:

Going beyond the generalities associated with ethnic groups, each family has its own microculture comprised of the family's particular traditions, values, religious practices, work-orientations, social expectations, and inter-personal dynamics. Teachers who use guidance recognize that the child is the extension of the family unit and build partnerships with families to bridge cultural differences between home and classroom. Children who see evidence of their family's microcultures in the educational program and perceive harmony in relations between family and the teacher see the world as a trustworthy place and are more able to learn democratic life skills.

PTS: 1

2. How does the teacher create a climate for partnerships with families?

ANS:

Before and during the first days of school, the teacher does much to create a climate for partnerships with family members through the use of notes, telephone calls, home visits, and greeting meetings. Initiating partnerships eases the transition of the child from home to school. If parents know the teacher is working to build positive relations with both the child and themselves, they are more likely to become involved. Teachers cannot expect to feel positively toward every family member, but by remaining friendly and accessible, most family members will respond. Family involvement in the education program can make a lifelong difference to the child and the family.

PTS: 1