Infants Toddlers and Caregivers A Curriculum of Respectful Responsive Relationship Based Care and Education 11th edition Gonzalez Mena Test Bank

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Chapter 02
Infant-Toddler Education

Multiple Choice Questions

1. *(p. 24–28)* Infant-toddler education is the same as _____.
A. infant stimulation
B. a modified preschool program
C. babysitting
D. None of the answers is correct.

For a program to be educational, it must have a curriculum—that is, a plan for learning. The environment, adult–child interactions, and caregiving routines are all important components of a plan for learning.

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2. *(p. 31)* In an infant-toddler curriculum, the primary role of a caregiver is to _____.
A. ignore initiations from a child
B. facilitate problem-solving skills
C. watch out for the children and keep them safe
D. restrict toddlers and teach them to use materials in certain ways

In an infant-toddler curriculum, the primary role of a caregiver is to facilitate problem-solving skills. When caregivers observe, facilitate problem solving, and are receptive to initiations from a child, it creates an optimal environment for the child's development. However, caregivers often lapse into a more controlling, directive role. This does not give the child an opportunity to be part of the interactive process.

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3. *(p. 32)* There are two types of caregiver presence mentioned in Chapter 2. They are
A. active and receptive.
B. receiving and neutral.
C. retracting and directive.
D. active and permissive.

The two types of caregiver presence mentioned in Chapter 2 are active and receptive. Active presence is more directive and is appropriate when intervention is necessary or during caregiving activities. Being receptive to initiations from children and following their lead is optimal for development.

4. *(p. 36)* Which of the following methods of providing feedback is most likely useful for a child?
A. using a soft voice and smiling
B. displaying authority
C. giving a clear message
D. giving an example of another child

Being clear and honest is the best way to communicate feedback. Matching emotional expression and voice keeps a caregiver from sending conflicting messages.

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5. *(p. 38)* Identify a true statement about the role of adults in infant-toddler education.
A. They should learn to use manipulative motives to gain a toddler's attention.
B. They should completely refrain from stressing infants and toddlers.
C. They should model behavior that they want a child to imitate.
D. They should always hide their anger and provide feedback with a smile.

Adults should model the behavior they want from a child. They should set an example by performing behaviors, actions, and interactive styles that children can observe and imitate.

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6. *(p. 34)* How does a caregiver decide what is enough stress for an infant or toddler?
A. by observing the infant's or toddler's actions
B. by being empathetic
C. by remaining calm in the face of emotional displays
D. All of the answers are correct.

A caregiver can determine the appropriate level of stress for a child by observing the child's actions, imagining what the child is feeling, and remaining calm in the face of emotional displays. This will facilitate the caregiver in determining how to respond to a child's needs.

7. *(p. 34)* How do children learn to get attention from others?
A. by being shy
B. by being outgoing
C. by being helpless
D. All of the answers are correct.

Children learn early on that there are many different ways to get attention from others. Some typical ways to get attention are by being shy, by being outgoing, and by being helpless. Some of these ways serve children better than others.

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8. *(p. 38–39)* The most effective way to help a child learn new behavior is to _____.
A. teach it
B. model it
C. read books about it
D. show videos with positive role models

We model and respond to behavior every day. Just as we learned from others' behavior when we were growing up, so will the children in our care.

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9. *(p. 26)* Respectful and responsive infant-toddler curriculum is based primarily on
A. relationships.
B. sensory stimulation.
C. an NAEYC-approved set of lesson plans.
D. different activities.

Optimum infant-toddler curriculum is based on relationships that occur within planned and unplanned activities, experiences, and happenings. Trained caregivers who respond to and respect each child's individual needs in warm and sensitive ways that promote attachment focus on both education and care.

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10. *(p. 36)* Which of the following statements acknowledges a child's inner delight?
A. "Good job!"
B. "You must feel good about washing your hands by yourself!"
C. "You are amazing!"
D. None of the answers is correct.

Many activities are rewarding on their own. Through thoughtful comments, caregivers can help children recognize and respond to inner delight.

11. *(p. 29)* Formal written observations are called _____ and involve carefully and objectively noting everything that happens as it happens.
A. positive reinforcements
B. model documentations
C. anecdotal records
D. running records

Formal written observations are called running records and involve carefully and objectively noting everything that happens as it happens. They can be recorded and transcribed later or written as notes and then rewritten later.

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12. *(p. 36)* Which of the following sentences best defines the term "positive reinforcement"?
A. It involves carefully and objectively noting everything that happens as it happens.
B. It describes anything that captures one's attention and is recorded on the spot.
C. It is defined as visual and auditory representations of learning and development.
D. It is a response to a behavior that strengthens the chances of its recurrence.

Positive reinforcement is defined as a response to a behavior that strengthens the likelihood of it being repeated. When behavior needs to change, positive reinforcement can be quite effective.

True/False Questions

13. *(p. 24)* Infants and toddlers need to know they can influence the people and things around them.
TRUE

It is important for infants and toddlers to feel they can have an effect on their environment. This makes them feel powerful and involved.

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14. *(p. 33–34)* Stress and frustration are an important part of infant-toddler education.
TRUE

Part of learning how to problem solve is experiencing stress and frustration. A caregiver's job is to determine the optimum level of stress so the child doesn't get overly frustrated and give up.

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15. *(p. 36)* Children thrive on constant praise.
FALSE

Overpraising children helps create a need for extrinsic motivation and, as a result, children may lose touch with their own motives and feelings.

16. *(p. 37)* Standing back and observing children's abilities to figure something out is a way of allowing them to gain feedback on their own without adult input.
TRUE

Being an aware observer allows an adult to know if a child is getting feedback without adult help or deciding if it would be better to put words to the situation.

17. *(p. 38–40)* Teaching behavior is always more effective than modeling it.
FALSE

Children often copy behavior that they observe. They can learn mannerisms and interaction styles by modeling the behavior of their caregivers, even when caregivers are trying to teach the opposite.

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18. *(p. 24)* Some infant group care programs would actually benefit from reducing environmental stimulation.
TRUE

In group care for infants, overstimulation and sensory input from too many sights and sounds may actually be counterproductive. Of primary importance are relationships, not just objects.

19. *(p. 26)* A curriculum based on relationships is simple, basic, and unexciting.
FALSE

A curriculum based on relationships can be very comprehensive and may even include training materials such as manuals, videos, and guides.

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20. *(p. 29)* Caregivers should take good records so that they can see an emerging developmental profile from each child they work with.
TRUE

Because there is a wide range of typical development, teachers should aim to make their instructions as individualized as possible. These efforts include gathering information about the interests and needs of the child and the goals of the family.

21. *(p. 25–26)* Teachers must be able to adapt teaching strategies and care routines to meet the individual needs of all infants and toddlers in their care, including those with special needs.
TRUE

In order for any program to be educational, teachers must understand how infants and toddlers develop and learn. They must also be able to adapt teaching strategies and care routines to meet the individual needs of all infants and toddlers in their care, including those with special needs.

Matching Questions

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22. *(p. 28)* Match the following goals to the appropriate developmental domains.

1. cognitive	domain related to the body	**2**
2. physical	domain related to feelings	**3**
3. social-emotional	domain related to the mind	**1**

23. *(p. 29)* Match the following methods of observation to the appropriate descriptions.

1. daily logs	brief records of incidents or behaviors that capture one's attention	**2**
2. anecdotal records	incorporates various caregiving activities so parents can receive a detailed report	**1**
3. formal observations	objective observations noting everything that happens as it happens	**3**

24. *(p. 33)* Match the following.

1. providing feedback	meeting children's needs without manipulative motives	**3**
2. modeling	giving clear statements to help children learn the consequences of their actions	**1**
3. providing attention	setting good examples for infants and toddlers	**2**

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Essay Questions

25. *(p. 24–27)* How is infant stimulation be different from infant education?

Answers may vary.

26. *(p. 26–28)* What does "responsive, relationship-based curriculum" mean to you? What does this curriculum look like in the infant-toddler environment? Describe caregiver behaviors that reflect this type of curriculum.

Answers may vary.

27. *(p. 33–39)* Describe the four skills used by adults as they direct and respond to infant-toddler problem solving. Provide an example that illustrates each of these skills.

Answers may vary.

28. *(p. 35–36)* Explain and give examples of how the right kind of attention should be provided to infants and toddlers. Include evidence from the text to support your examples.

Answers may vary.

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29. *(p. 28–30)* Why is it important for infant caregivers to learn observation skills?

Answers may vary.

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