

**Test Bank**

**Early Childhood Development**

**A Multicultural Perspective**

**8th Edition**

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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 of 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 of 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 of 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]**