

# Study Guide

**Directions:** Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

## Section 1-1: Make a Difference in Children's Lives

1. Identify four ways you can benefit from studying children. \_\_\_\_\_

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2. What are typical behaviors? How can knowing about them help you better understand children's behavior?

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3. Identify four things that caregivers provide to children, in addition to food and clothes. \_\_\_\_\_

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4. Compare the lives of children today with those in the 1800s in the areas of health, education, and work.

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5. Why is play important to children? \_\_\_\_\_

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6. How might studying about children affect your views of childhood? \_\_\_\_\_

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*(Continued on next page)*

**Section 1-2: Studying Children**

7. How developed is a baby's brain at birth? How does it change by age three? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. How does stimulation help a baby develop? \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_

9. How does living in a stimulating environment affect neural pathways in the brain as a child matures?

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Briefly summarize the main findings of each of the following child development theorists.

A. Freud: \_\_\_\_\_

\_\_\_\_\_

B. Piaget: \_\_\_\_\_

\_\_\_\_\_

C. Vygotsky: \_\_\_\_\_

\_\_\_\_\_

D. Erikson: \_\_\_\_\_

\_\_\_\_\_

E. Skinner: \_\_\_\_\_

\_\_\_\_\_

F. Bandura: \_\_\_\_\_

\_\_\_\_\_

G. Bronfenbrenner: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Learn About Children**

**Chapter 1 continued**

11. Explain in your own words what the following characteristics of development mean.

A. Development is similar for each individual. \_\_\_\_\_

\_\_\_\_\_

B. Development builds on earlier learning. \_\_\_\_\_

\_\_\_\_\_

C. Development proceeds at an individual rate. \_\_\_\_\_

\_\_\_\_\_

D. The different areas of development are interrelated. \_\_\_\_\_

\_\_\_\_\_

E. Development is a lifelong process. \_\_\_\_\_

\_\_\_\_\_

12. Name two major influences on development and give an example of each. \_\_\_\_\_

\_\_\_\_\_

13. What are typical developmental tasks of the following stages of the human life cycle?

A. Adolescence: \_\_\_\_\_

\_\_\_\_\_

B. Young adulthood: \_\_\_\_\_

\_\_\_\_\_

C. The Thirties: \_\_\_\_\_

\_\_\_\_\_

D. Middle age: \_\_\_\_\_

\_\_\_\_\_

E. Late adulthood: \_\_\_\_\_

\_\_\_\_\_

F. Very late adulthood: \_\_\_\_\_

\_\_\_\_\_

**Learn About Children**

**Chapter 1 continued**

14. Describe how self-esteem affects development. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Give three examples of ways parents and other caregivers can help children develop self-esteem.

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\_\_\_\_\_  
\_\_\_\_\_

**Section 1-3: Observing Young Children**

16. What are the benefits of observing children? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. How are objective observations different from subjective observations? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

18. Which type of observation do you think is more useful—objective or subjective? Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. Describe each type of observation record, and explain when to use it.

A. Running record: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

B. Anecdotal record: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Learning About Children**

**Chapter 1 continued**

**C.** Frequency count: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D.** Developmental checklist: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**20.** When doing a frequency count, why is it important to first establish a baseline count?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**21.** How should you position yourself and interact with children when observing? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**22.** Derrick is observing a specific child. What kinds of data about the child should he record in his notes?

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**23.** What is the difference between observation and interpretation? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**24.** Explain the importance of confidentiality in connection with observation records. \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_

# Thinking About Children

**Directions:** Complete the following sentences about children. There are no right answers. When you complete all questions, reread your answers. What do they tell you about your attitudes toward children?

1. Studying about children can help me ... \_\_\_\_\_  
\_\_\_\_\_
2. What I like most about children is ... \_\_\_\_\_  
\_\_\_\_\_
3. What I like least about children is ... \_\_\_\_\_  
\_\_\_\_\_
4. My favorite activity as a child was ... \_\_\_\_\_  
\_\_\_\_\_
5. Children learn best by ... \_\_\_\_\_  
\_\_\_\_\_
6. Children need parents or other caregivers because ... \_\_\_\_\_  
\_\_\_\_\_
7. If I were a parent, I would ... \_\_\_\_\_  
\_\_\_\_\_
8. Most of my knowledge of children has come from ... \_\_\_\_\_  
\_\_\_\_\_
9. All children are alike in that they ... \_\_\_\_\_  
\_\_\_\_\_
10. All children are different in that they ... \_\_\_\_\_  
\_\_\_\_\_
11. One of the hardest things for a child to learn is ... \_\_\_\_\_  
\_\_\_\_\_
12. The greatest challenge in caring for a child is ... \_\_\_\_\_  
\_\_\_\_\_
13. I do not understand why children ... \_\_\_\_\_  
\_\_\_\_\_
14. The first thing that comes to mind when I think of a newborn is ... \_\_\_\_\_  
\_\_\_\_\_

***Make a Difference in Children's Lives***

***Section 1-1 continued***

15. My favorite age of children is ... \_\_\_\_\_  
\_\_\_\_\_

16. When I am with children, I am surprised by... \_\_\_\_\_  
\_\_\_\_\_

17. A major goal of a child care center should be ... \_\_\_\_\_  
\_\_\_\_\_

18. One thing I hope to learn in this class is ... \_\_\_\_\_  
\_\_\_\_\_

19. Reread your answers in this activity. Then describe what your answers reveal about your attitudes toward children.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. Do you think a career related to children might interest you? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Describing Development

**Directions:** Review the characteristics of development in the box below. Then read each situation and identify the characteristic(s) of development. Write the appropriate characteristic or characteristics in the answer spaces.

### Characteristics of Development

- Development is similar for everyone.
- Development builds on earlier learning.
- Development proceeds at an individual rate.
- The different areas of development are interrelated.
- Development continues throughout life.

1. Sarah lives in a home with her parents, a brother and sister, and her grandparents. Her grandparents are now retired from working. They help watch the younger children while Sarah’s parents are at work.

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2. In school, Michael did poorly on tests and was seldom able to answer the teacher’s question. Other children teased him and called him names. As a result, he was shy and had little self-confidence. He recently started wearing glasses and, since he can see the board more clearly, is doing better in school. He feels more positive about himself and is now getting along better with the other children.

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3. Josh and Nicole are cousins. Although Josh is two months older, Nicole began to sit and stand at about the same time he did.

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4. Chris was looking at the pictures in the family photo album. He saw photos of his daughter Ally when she was an infant and started lifting herself on her arms and legs. About a month later, she began crawling, and then stood up while holding on to furniture. Now Ally moves about the room by “cruising”—walking while touching furniture.

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**Studying Children**

**Section 1–2 continued**

5. Erin and her family spent the summer visiting relatives in Toronto. Erin helped the parents by watching her sister Michelle and cousin Brian, both two years old. She noticed that both children could run fairly well, stand on one foot, and climb stairs. They both enjoyed playing with sand and liked finger painting.

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6. Emma, Rachel, and Juan all attend the same child care center. Emma is slightly shorter than the other two. She enjoys being with others and plays well with others. Rachel is the tallest and most coordinated. She tends to stay near the center’s workers and spends little time with the children. Juan is of average size. He plays quietly by himself although he joins in group activities when they are scheduled.

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7. Jessica is an active three-year-old. Lately, she has started choosing her clothes each morning. Her parents are amazed at her eagerness to learn new things—it seems she never stops wanting to learn.

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8. Luke is helping his younger brother Drew learn the alphabet. Drew seems to be catching on very quickly. Yesterday, he called out some of the letters on a store sign as he and Luke walked down the street. Luke knows that soon Drew will be able to point out a few simple words and not long after that he will be reading sentences.

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9. Jeremy is observing the activities of a group of two-year-olds at a child care center. He notes that Heather can now stack six blocks before her tower collapses. Last month, her maximum was five blocks. Joey’s tower tends to topple after the fourth block.

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10. Sam was not very good at kickball. He was smaller than other children his age and not as strong. When he failed to kick the ball well, he often lost interest and left the game. He preferred to sit quietly with a book instead of playing outside. Soon, his reading skills surpassed those of the other children in his class.

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# Interpreting Observations

**Directions:** Read the following notes that one student wrote while observing children in a preschool. In the space below, write your interpretation of children’s behavior, based on the notes.

**Brett** alone in block area. Putting blocks together on the floor. Object he’s making gets wider, taller.  
**Tomas** comes to area, asked what **Brett** was doing.  
**Brett:** “I’m making a space station.”  
**Tomas** picks up some stray blocks. Begins to place them in new combination to right of **Brett**. “Here’s a ship from Mars.”  
**Brett:** “No, that’s not where it comes in.” Stopped working and stood with hands on hips.  
**Tomas:** “This is the Mars space mission coming back to report. There’s a big meeting on the station ‘cuz... ‘cuz...there’s a monster in space that’s gonna eat the Mars colony.”  
**Colin** arrives. Watches others. “What’re you playing?”  
**Brett** doesn’t answer. Shakes head at **Tomas** “No monsters. They can’t live in space.” Kneels, looking at a block. “It’s an asteroid that’s heading to Mars.”  
**Tomas** nods. Speaks quickly. “Yeah. It’s a big asteroid that’s going to hit the colony on Mars. It’s going to destroy everything. They need help.”  
**Brett** picks up other block. Moves it through air, making engine sounds. Walks around area. Steps over and around blocks that are part of game. “Here’s the president of the earth. He’s coming to the meeting to decide what to do.”  
**Colin:** “Can I play?”  
**Brett:** “You can be the Admiral. You command the space force. Come to the meeting too.”  
**Tomas** moves to other area. Clears stray blocks off floor. Puts blocks together making buildings. “Here’s the Mars colony.” Takes smaller blocks. Moves them from ground to air. “People are leaving. They’re afraid.”  
**Colin** takes block and moves it through air. “The scout goes out to watch the asteroid. The crew has to see what it looks like.”

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