The Developing Child
Homework Activities
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Learn About Children

Study Guide

Section 1-1: Make a Difference in Children’s Lives

1. Identify four ways you can benefit from studying children.
   - Better understand why children feel, think, and act the way they do.
   - Gain skills as a caregiver.
   - Learn to enjoy children more.
   - Explore whether a career related to children interests you.

2. What are typical behaviors? How can knowing about them help you better understand children’s behavior?
   - Ways of acting or responding that are common at each stage of childhood. Understanding these behaviors can help you recognize when children are acting appropriately for their age.

3. Identify four things that caregivers provide to children, in addition to food and clothes.
   - Give affection needed for emotional growth.
   - Stimulate learning.
   - Teach how to get along with others.
   - Teach how to know right from wrong.

4. Compare the lives of children today with those in the 1800s in the areas of health, education, and work.
   - Health: Many deadly childhood diseases are now controlled, and better nutrition helps children thrive.
   - Education: Public education is organized by age, and technology has increased learning options.
   - Work: Children are no longer allowed to work at adult jobs or in dangerous jobs. Most have age-appropriate work responsibilities at home.

5. Why is play important to children?
   - Play is how children learn.

6. How might studying about children affect your views of childhood?
   - Possible answer: It may reinforce your views, or it may cause you to rethink your views about childhood.

(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?

At birth—Least developed organ, about one-quarter the size of an adult’s.

By age three—Has produced hundreds of trillions of connections among the brain cells.

8. How does stimulation help a baby develop?

Improves a baby’s curiosity, attention span, and memory. Development, especially of the nervous system, occurs more quickly, and stimulated babies have a more secure self-image.

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

As a child matures, unused neural pathways are eliminated. Babies who live in a stimulating environment retain a greater number of connections.

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

A. Freud: Personality develops through stages. Childhood experiences profoundly affect adult life.

B. Piaget: Children go through four stages of learning.

C. Vygotsky: Biological development and cultural experience both influence ability to learn. Social contact is essential to intellectual development.

D. Erikson: Each developmental stage includes a unique psychological crisis. If the crisis is met in a positive way, the individual develops normally.

E. Skinner: Children will repeat actions that bring positive results. Negative results will make actions stop.

F. Bandura: Children learn by imitating others. Although environment shapes behavior, behavior also affects environment.

G. Bronfenbrenner: Layers of environment that affect a child’s development include the child’s own biology, family/community environment, and society.

(Continued on next page)
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: ________________________________________________________

Children who feel good about themselves are more likely to show enthusiasm for learning, form friendships, and make healthy choices. Self-esteem helps a child deal with both successes and failures throughout life.

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

Any three:
1. Give praise. 
2. Don’t be overly critical. 
3. Set realistic goals. 
4. Encourage new activities. 
6. Be honest about your own mistakes.

Section 1-3: Observing Young Children

16. What are the benefits of observing children? 

1. To better understand their development. 
2. To identify ways of meeting a particular child’s needs. 
3. To identify children with special needs. 
4. To get feedback on caregiving.

17. How are objective observations different from subjective observations? 

Objective observations—
Factual

Subjective observations—
Rely on personal opinions and feelings.

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

Possible response: Objective observations are more useful because they exclude personal prejudices and assumptions, which can be false.

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

A. Running record: 
Writing down everything you observe about a child or group of children over a set period of time. Used when analyzing a certain area of development.

B. Anecdotal record: 
Writing down everything you observe about a specific area of development. Used in studying a particular issue.

(Continued on next page)
Learning About Children

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?

23. What is the difference between observation and interpretation?

24. Explain the importance of confidentiality in connection with observation records.
Make a Difference in Children’s Lives

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 ...

(Continued on next page)
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?
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.

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.

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.

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.
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.

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.

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.

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.

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.

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.
**Observing Young Children**

**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.”
The Responsibilities of Parenting

Student 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 2–1: Parenting and Families

1. Give a brief definition of parenting.

2. Describe three actions you could take to make a positive difference in a child's life.

3. How can it help parents to learn about child development?

4. Describe four actions you could take to help build your parenting skills.

5. For the parenting tasks described below, indicate the correct order and then identify the stage and time period (ages of children) for each, according to Galinsky’s model.

   A. Determine rules:
   B. Establish boundaries:
   C. Begin to imagine yourself as a parent:
   D. Evaluate your parenting:
   E. Become emotionally attached to your child:
   F. Decide what knowledge, skills, and values your child needs:

(Continued on next page)
The Responsibilities of Parenting  

**6.** Describe at least three ways new parents’ lifestyles often change. 

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**7.** Why might a new parent experience some negative emotions? 

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**8.** When new parents feel overwhelmed, they may argue with one another. Describe how they can get past such trouble spots. 

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**9.** What are some of the rewards of parenthood? 

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**10.** Explain in your own words why each of the following considerations is important to the decision of whether to have children. 

A. Emotional maturity: 

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B. Desire for parenthood: 

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

C. Health: 

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Continued on next page)
D. Financial concerns: 

E. Resource management: 

11. Give an example of a family goal that would require parents to use good resource management skills. 

Section 2–2: Teen Parenthood

12. What is sexuality? 

13. How do hormones affect teens? 

14. What personal values might a teen use to help make responsible decisions about sexual activity? 

15. What is a sexually transmitted disease (STD)? Identify three possible serious effects of STDs. 

16. What is the only guaranteed way to prevent STDs and pregnancy? 

17. Identify four medical problems for which teen mothers are at high risk. 

(Continued on next page)
18. Why should teen parents make graduating from high school a high-priority goal?

Without a high school diploma, jobs will be hard to get and salaries will likely be low.

19. Why is it especially important to establish paternity when parents do not marry?

Both biological parents are legally responsible for providing for the child, so the child's father's identity needs to be confirmed.

20. How might relationships with friends change for teens who become parents?

May have less time to spend with their old friends and may find they have less in common with them.

21. When teens marry because of pregnancy, what challenge do they face in addition to the challenges of marriage?

Must adjust to parenthood at the same time.

22. What special challenges do teens who are single parents face?

Bear the primary responsibility for caring for their children and may feel alone. Need to find help and support from the other parent and/or family members, and friends.

23. Describe two types of adoption.

Confidential adoption — The birth parents do not know the names of the adoptive parents.

Open adoption — The birth parents and adoptive parents know something about each other.
Parenting and Families

Resource Management Skills

Directions: Good resource management involves five key steps. Read each situation described below. In the middle column, indicate which step in the management process the situation involves. In the right column, indicate whether or not you think the person is acting wisely and explain your reasoning. After analyzing these situations, answer Question 7.

Steps in Resource Management

1. Set goals
2. Identify resources
3. Make a plan
4. Put the plan into action
5. Re-evaluate the plan

<table>
<thead>
<tr>
<th>Situation</th>
<th>Step Involved</th>
<th>Your Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When Sarah discovers she is pregnant, she promises herself that she will complete high school with the rest of her class.</td>
<td>Set goals</td>
<td></td>
</tr>
<tr>
<td>2. Todd is having difficulty with math. He thinks he can get help from his older brother or from his mother, who is an engineer.</td>
<td>Identify resources</td>
<td></td>
</tr>
</tbody>
</table>

(Continued on next page)
### The Responsibilities of Parenting

#### Chapter 2 continued

<table>
<thead>
<tr>
<th>Situation</th>
<th>Step Involved</th>
<th>Your Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Brandon decided to leave school when his girlfriend became pregnant. His new job, though, pays too little to support his new family. He is looking into other options, such as taking classes at night to get his diploma.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Courtney wants to develop her parenting skills. She plans to read about parenting, but she decides to wait until after her baby is born. She thinks she will have more time then.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Tim and Jan plan to save $100 a month so they can buy a house in five years. At the end of each month, though, they usually have no money left over to save. “That’s okay. We’ll make up for it next month,” Tim says.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Kelly wants to find the right child care center for her son. She checks the phone book for centers in her area and asks for recommendations from friends.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Describe a situation in which a teen might improve the situation by using these steps.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Cassie had trouble keeping her attention on her driving. Her stomach was still tight, something she always felt after dropping off her month-old baby Nathan at her mother’s house. Cassie desperately needed the income from her job, but she felt it was still too soon to leave her son in someone else’s care, even her mother’s. She was miserable.

Cassie discovered she was pregnant in March of her senior year in high school. She graduated, then married Tim in June. Their life had been stressful. Tim was working two part-time minimum wage jobs, but it just was not enough. Cassie’s doctor was concerned about both Cassie and the baby and told her she had to stay in bed most of the time. Nathan was born three weeks early, small but healthy.

Without medical insurance, the bills for prenatal care and the baby’s birth seemed overwhelming. Cassie knew she needed to get a job. When her mother volunteered to care for Nathan, it was a big relief. She knew he would be well cared for and they would not have to pay child care fees. Her job as a receptionist did not pay a lot, but it did come with medical insurance.

Cassie worried constantly about missing Nathan and about their debts. She and Tim hardly seemed to see each other because of their work schedules. She found herself making silly mistakes at work because she had difficulty concentrating. Now she was afraid she might be fired. “Pull yourself together,” she whispered to herself as she pulled into the parking lot at work.

1. How may Cassie’s relationship with her mother be changing? ________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
2. What impact is the birth of her baby having on Cassie’s career? 

Cassie is feeling a shift of focus and priorities. This is a source of conflict right now as she struggles to find a balance between her family’s needs and her career.

3. Why do you think Cassie is experiencing so much doubt and anxiety? 

This is an emotional time. Cassie is trying to fit her baby's physical and emotional needs in with her own desire to work and to have positive relationships with others.

4. How do you think their financial situation may affect Cassie and Tim’s marriage? 

Their work schedules give them little time together which will make it more difficult to build a strong relationship. They may feel little hope for a better future. Tim may feel better now that Cassie is working too, or he may feel guilty because she can't stay home with the baby.

5. Both Tim and Cassie had planned to continue their education. What are the chances of doing so now? What are likely to be the consequences of not doing so? 

It will be very difficult now, both because of the cost and the time. Without additional education, they are much less likely to be considered for better-paying jobs.
Section 3–1: Family Characteristics

1. What are two main functions that families perform?

(Continued on next page)
6. Name and describe three ways that a child may join a family other than as the family’s biological child.

   (1) Legal guardian — A person may be designated to assume responsibility for raising the child if the parents are unable.
   (2) Adoption — Children may legally and permanently become part of families that they were not born into.
   (3) Foster Children — Some children join a family temporarily until their parents solve their problems or until a permanent adoptive home can be found.

7. Describe the following stages of the family life cycle.

   A. Couple Stage: ____________________________
      [The couple works to establish a home and their marriage relationship.]

   B. Expanding Stage: _________________________
      [The couple prepares for and adjusts to parenthood.]

   C. Developing Stage: _________________________
      [As children grow, parents work to meet their changing needs and help them develop independence.]

   D. Launching Stage: _________________________
      [Children leave home. Parents help them adapt.]

   E. Middle Stage: ____________________________
      [Empty nest stage. Children have left home. The couple renews their relationship and prepares for retirement.]

   F. Retirement Stage: _________________________
      [The couple stops full-time work and adjusts to more free time.]

(Continued on next page)
8. Read the following account of one family. Then, in the lines that follow, identify at least four trends that are affecting this family. Describe what consequences each trend might have on their lives.

Jack and Amber Henderson just moved from the West Coast to the East. All other family members still live in the West, except Jack’s mother, who has come to live with them. The family moved because Jack’s company transferred him. The transfer came with a promotion and raise. Amber is pregnant with their third child. She works at home, communicating with her customers by e-mail and fax.

Any four:
1. Mobility — Moving so far from their extended family may make it hard to keep in touch.
2. Aging population — The presence of Jack’s mother in the home provides a valuable opportunity for intergenerational interaction, but it could create stress if she needs care herself.
3. Economic changes — Jack has received a promotion and a raise, but both parents still work.
4. Workplace changes — Jack was transferred. Amber works out of their home.
5. Technology — Amber uses a computer to enable her to work from home.

9. Identify three sources of support available to families under stress.

Any three:
1. Talking to friends, relatives, or coworkers.
2. Consulting a family doctor, counselor, social worker, or religious advisor.
3. Talking to caregivers, teachers, religious leaders, or school counselors.
4. Joining a support group.
5. Seeking help from local family service agencies.

10. How does spending time together help to build strong families?

Possible response:
Activities together can become family traditions. Families that have many traditions tend to form strong ties with each other.

11. Name one value that a family may share.

Possible responses:
Honesty, respect, responsibility, hard work, faith.

12. Identify three ways families can handle conflict.

Possible response:
Stay calm, be an active listener, use positive body language.

Section 3–2: Parenting Skills

13. Name and describe three categories of children’s needs.

(1) Physical needs — Food, clothing, shelter, health care, safety.
(2) Emotional and social needs — Make sure children feel safe, loved, and cared for.
(3) Intellectual needs — Provide mental stimulation and opportunities to learn.
14. How are children affected by deprivation?

They tend to lag behind other children in overall development.

15. Identify the parenting style described in each situation below.
   A. Zoe was playing ball in the house, which was against the rules. When she broke a lamp, her mother asked Zoe what punishment she should receive.
   
   [Assertive-Democratic]

   B. Shauna did not take out the trash as she was instructed to do, and her father scolded her quickly and firmly.

   C. When Jeff drew pictures on his bedroom wall, his parents ignored it.

16. Describe three outcomes of effective guidance.

Any three:

(1) Children learn self-discipline—the ability to control their own behavior.
(2) They learn how to get along with others and handle their feelings in acceptable ways.
(3) They develop a sense of security and self-esteem.
(4) They learn right from wrong and develop a conscience, an inner sense of what is right.

17. Identify and give an example of three basic ways that parents can encourage appropriate behavior.

(1) Be a role model.
   Possible example: Children learn to treat differences among people with tolerance by watching their parents model this behavior.

(2) Set limits.
   Possible example: A mother doesn't allow her child to leave their yard without permission, and she enforces this rule.

(3) Use positive reinforcement.
   Possible example: A father praises his daughter for cleaning her room.

18. How does setting limits help children grow into responsible adults?

It helps them understand expectations and acceptable behavior and develop self-control.

19. What three questions should parents consider in setting limits?

(1) Does the limit allow the child to learn, explore, and grow?
(2) Is the limit fair and appropriate for the child's age?
(3) Does the limit benefit the child, or is it merely for the adult's convenience?
20. When thinking about how to respond to misbehavior, what three questions should caregivers consider?

(1) Is the expected behavior appropriate, given the child’s age and development?
(2) Does the child understand that the behavior was wrong?
(3) Did the child do the behavior knowingly and deliberately, or was it beyond the child’s control?

21. What message should caregivers convey when they punish a child?

They should show that they disapprove of the behavior but that they still love the child. They can do this by avoiding blame and criticism.

22. For each situation described below, identify the method of negative reinforcement used.

A. Sam loved to go to the park. When he continued to break the rule about not riding his scooter in the street, his father told him that they would not go to the park that day.

Loss of privileges

B. In spite of her mother’s warning, Carley jumped on her favorite toy and broke it. Her mother did not replace the toy. Carley had to do without it.

Natural consequences

C. When Joey continued to hit other children after repeated warnings, the preschool teacher instructed him to sit in the “quiet chair” for five minutes.

Time-out

D. Jacob’s mother told Jacob to stop running his toy truck into his sister. When he continued, she told him that she was taking his truck away for the day.

Logical consequences

23. Name a poor disciplinary method and explain why it is not effective.

Possible response: Bribing—Child may misbehave on purpose to get a treat.

24. Why is consistency important when guiding children’s behavior?

Helps children know what is expected. Without it, they may stop paying attention to rules.
### Family Characteristics

#### Families Today

**Directions:** Read each description of a family. Then identify the family structure and the trend affecting the family by writing your responses in the appropriate box.

<table>
<thead>
<tr>
<th>Description</th>
<th>Family Structure</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Michelsons family includes a father, a mother, and one child from the mother’s previous marriage. Both parents work from offices in the family home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pete Washburn won custody of his two children when he and his wife divorced. He works two jobs to earn extra money.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alberto and Anamaria Nuñez have two children. They have moved three times over a 20-year period.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Iversons married when they were 20 and have three children. Recently, they brought Erik Iverson’s mother to live with them because she is no longer able to care for herself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sue Watson is raising her daughter on her own. She and her daughter had to move to another town so she could keep her job.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parenting Skills

Evaluating Guidance Techniques

**Directions:** Effective guidance helps children learn to get along with others and deal with their own feelings. The following situations show caregivers trying to guide children's behavior. If the method they used was effective, write Yes in the right-hand column. If not, write No. In the space below each situation, explain why or why not.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Effective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seth described to his father how he and his friends had made fun of a new student. His father laughed at the names they had called the new girl. Then he said, “You really should be nicer to her.”</td>
<td>No</td>
</tr>
<tr>
<td>2. Jasmine and Kiesha were playing in the living room. As their voices grew louder, Kiesha’s mother came to the door of the room and said, “Girls, I’m glad you’re having a good time, but you are so loud you are going to wake the baby up. Would you like to play outside, where you can be noisy, or do you want to play more quietly in here?”</td>
<td>Yes</td>
</tr>
<tr>
<td>3. When Chase’s father got home from work, he discovered the crayon drawings that Chase had made all over his bedroom walls. The father made Chase promise to “never do anything like this again.”</td>
<td>No</td>
</tr>
</tbody>
</table>
### Effective Parenting Skills

**Situation**

<table>
<thead>
<tr>
<th></th>
<th>Effective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Amy Wong saw her eleven-month-old reaching for the electric socket. Amy said “No!” very sharply and came over to the baby. She pointed to the socket and said, “That’s a no-no. You cannot touch that.” Then she picked the baby up, saying “Let’s look at a book now.”</td>
<td></td>
</tr>
<tr>
<td>5. Tommy was pushing his vegetable around on his plate. His mother said, “Look, if you eat your broccoli, you can have some ice cream.”</td>
<td></td>
</tr>
<tr>
<td>6. It was a rainy day. Damen and Brooke, both preschoolers, had been bickering. When Damen objected to something Brooke called him, he smacked her on the arm. When Brooke complained, he did it again. Brooke hit Damen back just as their mother entered the room. She quickly gave Brooke time-out for hitting.</td>
<td></td>
</tr>
<tr>
<td>7. Tory found three-year-old Jake digging in the flower bed. He had already dug up one plant and was walking with his shovel toward another. Tory grasped his hand and began to lead him to the sandbox, saying, “We dig in the sandbox, not in the garden. If we dig up the plants, we won’t have any flowers. If you want to dig, you can dig in the sand.”</td>
<td></td>
</tr>
</tbody>
</table>
**Section 4–1: The Developing Baby**

1. Briefly summarize the process of conception. Use the following terms in your summary: Fallopian tube, uterus, sperm, ovum.

   **Possible response:** When an ovum is released from one of the woman’s ovaries, it travels through the Fallopian tube to the uterus. Conception occurs if sperm reach the Fallopian tube and one penetrates and fertilizes the ovum.

2. Complete the following chart about the stages of prenatal development.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Time Span</th>
<th>Development That Occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germinal</td>
<td>Conception to two weeks</td>
<td>Zygote forms and grows by cell division; zygote implants in uterus.</td>
</tr>
<tr>
<td>Embryonic</td>
<td>Third through eighth week</td>
<td>Embryo develops rapidly; major body systems form; brain begins to control body systems.</td>
</tr>
<tr>
<td>Fetal</td>
<td>Eighth or ninth week through</td>
<td>Fetus develops buds for teeth and vocal cords; digestive system and kidneys begin to function; movements begin; major organs become ready to function; gains weight.</td>
</tr>
<tr>
<td></td>
<td>birth</td>
<td></td>
</tr>
</tbody>
</table>

3. Explain what each of the following is and describe the functions each performs.

   A. Amniotic fluid: Liquid that fills a sac that forms around the developing baby to protect it.

   B. Placenta: Tissue rich in blood vessels that forms from cells in the uterus. Absorbs oxygen and nourishment from the mother to be transferred to the baby.

   C. Umbilical cord: Tube that carries nourishment and oxygen from the placenta to the baby.
4. Briefly summarize the changes that commonly occur in a woman during the first two months of pregnancy.

   (1) Menstrual period stops. (2) Breasts swell. (3) Need for frequent urination as enlarging uterus puts pressure on bladder. (4) Possible nausea. (5) Fatigue.

5. What is “lightening” and when does it occur? 

   The baby’s shift downward into the birth canal to prepare for birth. It occurs near the end of the 40 weeks of pregnancy.

6. What is heredity? Name three characteristics that can be hereditary.

   Passing of characteristics from parents to children through genes. Characteristics will vary but may include: Physical build, hair color, eye color, size of feet, blood type.

7. Summarize the relationship between chromosomes, genes, genomes, and DNA.

   Chromosomes—Tiny threadlike structures made up of hundreds to thousands of genes. Genes—the units that determine a person’s inherited characteristics. DNA—Genes are made up of a complex molecule called DNA. Genome—The complete genetic blueprint for the creation of a person.

8. Explain the difference between dominant genes and recessive genes.

   Dominant gene—the stronger of a pair of genes. The characteristic it determines will be expressed when it is paired with a recessive gene. Recessive gene—the weaker of a pair of genes. The characteristic it determines is expressed only if the person has a second recessive gene for the same characteristic.

9. Which parent can provide either an X or Y chromosome to the baby? Which chromosome must come from this parent for the child to be female?

   Father—X chromosome.

10. Explain how each of the following occurs:

    A. Identical twins:

    As a fertilized egg develops into a cell mass, the cell mass splits in two, and each part develops into a separate embryo.

    B. Fraternal twins:

    Two separate eggs are fertilized by two separate sperm, resulting in two embryos.

11. What is the only guaranteed way to avoid pregnancy?

   Abstinence.
12. Complete the following chart about options for infertility.

<table>
<thead>
<tr>
<th>Options</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adoption</td>
<td>A child who is not biologically the couple’s child becomes a part of the family.</td>
</tr>
<tr>
<td>Artificial</td>
<td>Sperm is injected into a woman’s uterus.</td>
</tr>
<tr>
<td>Insemination</td>
<td></td>
</tr>
<tr>
<td>In vitro</td>
<td>An egg from the woman is removed and fertilized with sperm from the man and then placed in the woman’s uterus.</td>
</tr>
<tr>
<td>Fertilization</td>
<td></td>
</tr>
<tr>
<td>Ovum transfer</td>
<td>A fertilized egg from a donor is placed in the woman’s uterus.</td>
</tr>
<tr>
<td>Surrogate mother</td>
<td>A woman becomes pregnant for a woman who cannot have a baby.</td>
</tr>
</tbody>
</table>

13. What are two reasons a couple who want children might not use these options? 

Any two:
- Personal beliefs
- No specialists nearby
- Costs

Section 4–2: Problems in Prenatal Development

14. Explain the difference between a miscarriage and a stillbirth.

Miscarriage — Loss of a baby prior to the 20th week of pregnancy.

Stillbirth — Death of a baby after the 20th week of pregnancy.

15. Identify each birth defect described below.

A. Inability of body to process a common protein: PKU

B. Malformed red blood cells interfere with oxygen supply: Sickle cell anemia

C. Lack of a certain blood chemical makes body unable to process certain fats in the brain and nerve cells: Tay-Sachs disease

D. Extra chromosome 21 typically results in mental retardation: Down syndrome

16. Describe the causes of birth defects within each category listed below.

A. Environment:

- Poor nutrition
- Diseases
- Harmful substances
- Medicines
- Exposure to hazards such as radiation

B. Heredity:

- Inheritance of two defective recessive genes
- Inheritance of one defective dominant gene

C. Errors in chromosomes:

- Having too few or too many chromosomes
- Broken or rearranged chromosomes

D. Interaction of heredity and environment:

- Inherited genetic predisposition toward a defect coupled with exposure during pregnancy to certain medications, infections, or harmful substances
17. What does a genetic counselor do?  

Uses information from physical exams and medical history to assess a couple's risk for having a child with certain birth defects.

18. Complete the following chart about prenatal tests.

<table>
<thead>
<tr>
<th>Prenatal Test</th>
<th>Description</th>
<th>Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha-fetoprotein (AFP)</td>
<td>Mother's blood is tested to detect abnormal levels of protein AFP.</td>
<td>No known risk</td>
</tr>
<tr>
<td>Ultrasound or sonogram</td>
<td>Sound waves are used to make a video image of the unborn baby.</td>
<td>No known risk</td>
</tr>
<tr>
<td>Amniocentesis</td>
<td>A small amount of amniotic fluid is removed and tested.</td>
<td>Some risk to fetus</td>
</tr>
<tr>
<td>Chorionic villi sampling</td>
<td>Samples of tissue from the membrane that encases the fetus are removed and tested.</td>
<td>Greater risk than amniocentesis</td>
</tr>
</tbody>
</table>

Section 4–3: Avoiding Dangers to the Baby

19. Compare fetal alcohol syndrome (FAS) and fetal alcohol effects. How are they similar? How are they different?

Similarities — Both are caused by the consumption of alcohol by the mother during pregnancy, and both cause many of the same problems.

Difference — FAS is more severe.

20. Why is it critical to avoid taking medications in the first three months of pregnancy unless specifically prescribed?

The baby's body systems, including the brain, are forming. Chemicals in some medications taken at this time may cause severe harm, including mental retardation.

21. Describe the possible effects on a baby of each hazard listed below.

A. Caffeine: Miscarriage, premature birth, low birth weight, infant death.

B. Tobacco: Low birth weight, premature birth, respiratory infections, allergies.

C. Cocaine: Miscarriage, premature birth, stroke, heart attack, low birth weight, seizures, SIDS, tremors, sleep and feeding difficulties, developmental delay.
22. What is SIDS? 

23. If an expectant mother needs X-rays because of an accident, why should she tell the doctors that she is pregnant? 

24. Give three examples of hazardous substances pregnant women should avoid. 

25. Complete the following chart about infections during pregnancy. 

<table>
<thead>
<tr>
<th>Infection</th>
<th>Possible Effects on Baby</th>
<th>Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubella</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toxoplasmosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken pox</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STDs</td>
<td>Serious illnesses, physical disabilities, death</td>
<td></td>
</tr>
<tr>
<td>AIDS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Developing Baby

Stages of Prenatal Development

Directions: Each letter in the lists below describes what happens at a particular time during a baby’s prenatal development or a mother’s pregnancy. For each description, write the month of pregnancy in which it typically occurs.

Developing Baby

A. Moves into head-down position.
B. Internal organs begin to form.
C. Fetus is about 3 inches long.
D. All organs are present but immature.
E. Breathing movements begin.
F. Fetus acquires antibodies from mother.
G. Bones begin to form.

Mother

H. Breasts begin to swell.
I. Lightening felt.
J. Strong fetal movements.
K. Appetite increases.
L. Missed menstrual period.
M. Possible backache, shortness of breath, fatigue.
N. Uterus is about the size of an orange.

Directions: Use the answers above to complete the time lines on the next page. Arrange the descriptions of a baby’s prenatal development and a mother’s pregnancy in the correct sequence from conception to birth. Write the letter of the earliest event in the circle in the top box and note the event. Continue until the time lines for both the baby and mother are completed.

(Continued on next page)
### Development and Pregnancy Time Line

#### BABY

- **CONCEPTION**
  - Organs start forming
  - Missed period

- **END OF MONTH 2**
  - All organs present
  - Uterus size of orange
  - About 3" long
  - Increased appetite

- **END OF MONTH 4**
  - Breathing begins
  - Feel movements of fetus

- **END OF MONTH 6**
  - Head down
  - Fatigue, short of breath, aches

- **END OF MONTH 8**
  - Acquires antibodies
  - Lightening

#### MOTHER

- **CONCEPTION**
  - 

- **END OF MONTH 2**
  - 

- **END OF MONTH 4**
  - 

- **END OF MONTH 6**
  - 

- **END OF MONTH 8**
  - 

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*The Developing Baby*  
Section 4–1 continued

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The Developing Child: *Homework Activities*  
39
**The Developing Baby**

**SECTION 4–1**

**Heredity in the Works**

Directions: Fill in the grid for each situation to determine the chances the couple has of passing on the genetic trait described. Then complete the statements that follow, summarizing your findings.

1. The woman is blue-eyed and carries two genes for blue eyes. The man is brown-eyed and carries one gene for brown eyes and one gene for blue eyes. Complete the grid to determine the chances that any child they have will be born with blue or brown eyes.

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mother</strong></td>
<td>b</td>
<td>B</td>
</tr>
<tr>
<td><strong>Father</strong></td>
<td>b</td>
<td>B</td>
</tr>
</tbody>
</table>

A. There is a [two] in [four] chance that any child will have brown eyes and carry genes for both brown and blue eyes.

B. There is a [two] in [four] chance that any child will have blue eyes and carry genes for blue eyes only.

2. The mother and father both carry a gene for sickle cell anemia, a disease caused by having two recessive genes. They do not have the disease but may pass it on to their children. Complete the grid to determine the chances that any child will be born with the disease.

<table>
<thead>
<tr>
<th></th>
<th>r</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mother</strong></td>
<td>r</td>
<td>n</td>
</tr>
<tr>
<td><strong>Father</strong></td>
<td>r</td>
<td>n</td>
</tr>
</tbody>
</table>

A. There is a [one] in [four] chance that any child will have sickle cell anemia and carry two genes for it.

B. There is a [two] in [four] chance that any child will carry a gene for sickle cell anemia but not have the disease.

C. There is a [one] in [four] chance that any child will not have sickle cell anemia or carry a gene for it.
Problems in Prenatal Development

Detecting Birth Defects

Directions: Match the symptoms in the left-hand column to the birth defects listed in the right-hand column. Write the letter of the correct answer in the blank to the left of each symptom.

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Birth Defect</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ 1. Gap in roof of the mouth</td>
<td>A. Hydrocephalus</td>
</tr>
<tr>
<td>____ 2. Progressive weakness and shrinking of the muscles</td>
<td>B. Muscular dystrophy</td>
</tr>
<tr>
<td>____ 3. Overly rapid growth of the head</td>
<td>C. Cerebral palsy</td>
</tr>
<tr>
<td>____ 4. Very salty sweat and a cough that does not go away</td>
<td>D. PKU</td>
</tr>
<tr>
<td>____ 5. Child slow to develop motor skills</td>
<td>E. Sickle cell anemia</td>
</tr>
<tr>
<td>____ 6. Incompletely formed spinal cord</td>
<td>F. Down syndrome</td>
</tr>
<tr>
<td>____ 7. Tiredness, lack of appetite, and pain</td>
<td>G. Cleft palate</td>
</tr>
<tr>
<td></td>
<td>H. Cystic fibrosis</td>
</tr>
<tr>
<td></td>
<td>I. Spina bifida</td>
</tr>
</tbody>
</table>

Directions: In the diagram below, write the name of the prenatal test in the box with its description.

Tests amniotic fluid:
Tests blood for abnormal levels of a protein:
Test that uses sound waves:
Tests tissues:
Avoiding Dangers to the Baby

Facing Issues of Prenatal Care

Directions: Read the following descriptions of behavior by women who are pregnant. Decide whether the behavior is appropriate or inappropriate and place a check (✓) in the appropriate space. Then, using the spaces that follow, explain why you answered as you did.

1. Miranda suspected that she might be pregnant so she took a home pregnancy test, which confirmed that she was. A friend has told her to see a doctor, but Miranda says she can not afford it now.

   _____  Appropriate  _____  Inappropriate

   Explain your answer: ________________________________

2. Alberto and Diane, parents of a healthy eight-year old, want another child. There is a history of birth defects in Diane’s family. They are going to visit with a genetic counselor.

   _____  Appropriate  _____  Inappropriate

   Explain your answer: ________________________________

3. Emily is a healthy twenty-three-year-old. She has just found out she’s pregnant. Her best friend’s baby was born with spina bifida. Emily is afraid that her child may be born with some birth defect and requests having special prenatal tests.

   _____  Appropriate  _____  Inappropriate

   Explain your answer: ________________________________

4. Chantal and her husband Charles want to have a baby. Since they made this decision, they both have quit smoking.

   _____  Appropriate  _____  Inappropriate

   Explain your answer: ________________________________
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 5–1: A Healthy Pregnancy

1. Identify six common signs of pregnancy. Which is usually first? ____________________________________________

2. What type of doctor specializes in pregnancy and childbirth? ____________________________

3. Why is it important for a pregnant woman to receive regular medical care throughout her pregnancy? ____________________________

4. What is anemia, and what are its symptoms? ____________________________________________

5. Why is it important for a pregnant woman to be tested for the Rh factor? ____________________________

6. How is the due date calculated? ____________________________________________

7. What is gestational diabetes, and how can it be controlled? ____________________________________________

8. What are the symptoms of preeclampsia, and what danger does it pose to the baby? ____________________________
9. List four discomforts that commonly occur during pregnancy.

Any four:

1. Nausea and/or vomiting.
2. Sleepiness.
3. Heartburn.
4. Shortness of breath.
5. Varicose (swollen) veins.
7. Lower back pain.

10. Explain the importance of each of the following nutrients during pregnancy.

A. Protein: Vital to baby’s growth and development of bones and teeth.
B. Folic acid: Promotes normal spinal development.
C. Vitamin A: Ensures proper eye development.
D. Vitamin B: Assists in general fetal development.
E. Vitamin C: Builds healthy teeth and gums and helps connective tissue form.
F. Vitamin D: Aids in creation of bones and teeth.
G. Iron: Helps prevent anemia. Assists development of baby’s blood supply.
H. Calcium and phosphorus: Promote healthy bones and teeth for mother and baby.

11. Why is it important for pregnant women to include leafy green vegetables and oranges in their diet?

They contain folic acid, which reduces the risk of brain and spinal defects.

12. Why do pregnant teens have special nutritional needs? What two nutrients are especially important for them?

Teens are still developing themselves. Pregnant teens especially need to get enough calcium and iron.

13. Why does eating cultured yogurt help some people with lactose intolerance?

It contains lactase, an enzyme that helps in the digestion of lactose.

14. Lila is pregnant. About how much weight should she expect to gain during her pregnancy?

About 24 to 30 pounds.

15. Your friend Maria, who is pregnant, has been feeling moody, anxious, and fearful. Describe three techniques that could help reduce her stress.

Any three:

1. Avoid sugar and caffeine.
2. Exercise.
3. Take time to relax and enjoy a favorite activity.
4. Practice relaxation techniques.
5. Talk with friends and family.
6. Take a class for expectant parents.
Section 5–2: Preparing for the Baby's Arrival

16. Describe how a woman pregnant with her second child might tell her three-year-old about the expected baby.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

17. When choosing a new crib or accepting a used crib, what features of the crib should parents check?

(1) Slats—No more than 2 3⁄8 inches apart. (2) Paint—Smooth, not flaking, no lead. (3) Corner posts—All the same height, not taller than the sides of the crib. (4) Sides—When lowered, about 9 inches above the mattress; when raised, at least 26 inches above the mattress. (5) Latch—Locks securely. (6) Mattress—Firm, fits the crib exactly with no gaps. (7) End panels—Cutouts must be very small.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

18. Give three advantages of breast-feeding.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

19. What are two possible reasons a mother may choose to bottle-feed? How does the cost of bottle-feeding compare to the cost of breast-feeding?

Reasons—Any two: (1) Lets father help with feeding. (2) Lets mother have a more flexible schedule. (3) Mother's diet and medications do not affect baby. (4) Less frequent feedings needed. (5) Mother may be unable to breast-feed.

Cost—Using formula can be expensive, while breast-feeding is free. However, nursing mothers need more food, which is an extra cost.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

20. What type of doctor specializes in treating children?

Pediatrician

21. How can making a budget help expectant parents?

Possible response: A budget is a way to plan for the additional expenses associated with having a baby.

________________________________________________________________________
________________________________________________________________________
Preventing for Birth

22. What are fixed expenses? Give two examples.
   - Car payments
   - Housing payments

23. What are flexible expenses? Give two examples.
   - Food costs
   - Household items

24. Give three examples of expenses associated with pregnancy and childbirth.
   - Doctors’ fees
   - Cost of the hospital or birthing center
   - Maternity clothes

25. Where is the safest place for an infant in a car?
   - In an infant car seat in the middle of the back seat, facing to the rear.

26. When deciding whether to work after a child is born, what factors should parents consider?
   - Each parent’s goals, skills, and time available
   - Whether one parent can cut back on working hours or stay at home full-time with the child
   - Availability and cost of child care options

27. How does federal law provide for maternity and paternity leave?
   - Under the Family Medical Leave Act, employers with more than 50 workers must offer 12 weeks of unpaid leave to new mothers and fathers.

Section 5–3: Childbirth Options

28. What is prepared childbirth? How does it benefit a pregnant woman?
   - It provides education about childbirth and breathing and conditioning exercises.
   - It reduces pain and fear during the birth process.

(Continued on next page)
29. **What is the difference between labor and delivery?**

**Labor** – The process by which the baby gradually moves out of the uterus and into the birth canal to be born.

**Delivery** – The birth itself.

30. **Give four examples of things expectant parents can learn from taking childbirth education classes.**

Any four:

1. Breathing techniques.
2. How the baby develops.
3. Warning signs of a potentially serious problem during pregnancy.
4. What to expect during labor and delivery.
5. Role of the coach.
6. How to make a birth plan.
7. What to expect after the birth of the baby.

31. **Describe the qualifications of each of the following health practitioners who deliver babies.**

   **A. Obstetricians:**
   
   Doctors who specialize in prenatal care and delivery and are qualified to handle emergencies and complications.

   **B. Family doctors:**
   
   Doctors who have some training in prenatal care and delivery but may not be qualified to handle complications.

   **C. Certified midwives:**
   
   People who have advanced training in normal pregnancy and birth and have passed a certification exam; do not have a health care degree.

   **D. Certified nurse-midwives:**
   
   Nurses who have advanced training in normal pregnancy and birth and have passed a certification exam.

32. **Give two reasons why a couple might choose an alternative birth center.**

Any two:

1. More homelike environment.
2. Prepared, natural childbirth emphasized.
3. Usually charge less than hospitals.
4. Time spent at the facility usually shorter.

33. **Why are hospitals often considered the safest places to give birth?**

They have trained personnel, sanitary conditions, and high-tech medical equipment. When a complication occurs, hospitals have more resources to handle the situation.
### Planning a Healthy Diet

**Directions:** Your friend Talia is pregnant. She has asked your advice on nutrition. Complete the chart below to help Talia plan a healthy diet.

<table>
<thead>
<tr>
<th>Food Category</th>
<th>Healthy Choices</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>Oranges, bananas, dried apricots, peaches, orange juice</td>
<td></td>
</tr>
<tr>
<td>Vegetables</td>
<td></td>
<td>Eat plenty of dark green leafy vegetables for folic acid to reduce risk of brain and spinal defects. Also eat orange vegetables, beans, and peas.</td>
</tr>
<tr>
<td>Milk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat &amp; Beans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Continued on next page)
Directions: Based on the information in your table on the previous page, plan a day’s menu for Talia in the spaces below.

Breakfast:

Lunch:

Afternoon Snack:

Dinner:

Bedtime Snack:
Preparing for the Baby’s Arrival

Budgeting for a Baby

**Directions:** Budgeting for a new baby requires careful planning. Read the following description of a couple preparing for their first child. Then answer the questions that follow.

Jamal and Denise are expecting their first baby. Jamal is a branch manager at a local bank and earns $2,800 per month. Denise wants to stay home and care for the baby after the birth.

The couple rents a two-bedroom apartment for $750 per month. In addition, they pay an average of $60 per month for phone expenses and $180 a month for other utilities. They have also figured out they also spend $60 per month on repairs and maintenance.

Denise and Jamal have some other significant expenses. They pay $200 every month on their car loan and have 22 months yet to pay. Gas and car maintenance average another $150 a month. Car and renters’ insurance cost $1,800 per year. They have some medical insurance coverage with Jamal’s job, but they spend about $155 more per month on medical insurance premiums and health care. While they have stopped using credit cards, they are paying off their balance with $110 each month. They put $150 in a savings account monthly.

Denise takes an exercise class that cost $10 each week and Jamal golf, which costs the same. They also spend about $20 a week on entertainment, such as movies, renting videos, or bowling. They spend about $60 a month on clothes and $15 a month for cleaning the clothes. Groceries run about $125 a week. Miscellaneous expenses are about $100 a month.

1. Use the information described above to complete the missing items in the following list. Assume that four weeks is a month.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Amount per Month</th>
<th>Budget Category</th>
<th>Amount per Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
<td>Utilities (average)</td>
<td></td>
</tr>
<tr>
<td>Car/renters insurance</td>
<td></td>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Medical</td>
<td></td>
<td>Auto loan payment</td>
<td></td>
</tr>
<tr>
<td>Clothing and laundry</td>
<td></td>
<td>Car expenses</td>
<td></td>
</tr>
<tr>
<td>Credit card payments</td>
<td></td>
<td>Home maintenance</td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td></td>
<td>Miscellaneous</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td></td>
<td>Savings</td>
<td></td>
</tr>
<tr>
<td><strong>Total Monthly Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Preparing for the Baby’s Arrival

Section 5–2 continued

2. Which of the categories listed on the previous page are fixed expenses?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Which of the categories listed on the previous page are flexible expenses?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Which categories are likely to see higher expenses after the baby is born? List each category and explain why you think its cost will increase.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What categories could they cut expenses in to make room for these added costs?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Questions About Childbirth Options

**Directions:** Read each of the following situations. Then, in the spaces that follow, give your best advice to the person speaking.

1. “I want to have my baby delivered by a midwife. What qualifications do midwives have?”

   [Possible response: There are two types of midwives: a certified nurse-midwife (CNM) and a certified midwife. Both have advanced training in normal pregnancy and birth and must pass an exam. A CNM, however, is also a registered nurse.]

2. “My husband and I moved here just three months ago, over a thousand miles away from our family and friends. I just found out that I’m pregnant. Although my doctor is someone suggested by a friend, I’m not sure she’s the one for me. How soon do I need to make my decision, or is it already too late?”

   [Possible response: It is not too late to switch doctors, but it is best to decide on a medical practitioner as soon as possible so everyone will be well prepared.]

3. “My husband is insisting that I have our baby in the hospital where he was born and with his family’s doctor. I want to go to an alternative birth center near here. How can I change his mind?”

   [Possible response: You and your husband should consider each other’s desires. However, you might explain to him that childbirth will be less stressful for you in a place where you feel most comfortable.]

4. “My mother says I should use a certified nurse-midwife. Is that a good idea?”

   [Possible response: A certified nurse-midwife has training in nursing as well as in normal pregnancy and birth. If you are concerned about possible complications, though, a doctor would be a better choice.]

5. “My husband thinks we should attend childbirth education classes. Childbirth is natural, right? Why do we need classes?”

   [Possible response: Childbirth education classes can help reduce the pain and fear during the birth process. You will learn breathing and conditioning exercises as well as information about what to expect. Your husband will learn how to coach you.]
The Baby’s Arrival

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 6–1: Labor and Birth

1. What is happening when lightening occurs? ____________________________________________________________________________

2. What is the “bloody show,” and what does it mean for the pregnant woman? ____________________________________________________________________________

3. Explain what occurs when a woman’s water breaks. ____________________________________________________________________________

4. What are contractions? What is their purpose? ____________________________________________________________________________

5. What is the purpose of fetal monitoring during labor? ____________________________________________________________________________

6. When is labor considered premature? What are the warning signs? ____________________________________________________________________________

(Continued on next page)
7. How can you distinguish false labor from real contractions? 

- False labor: contractions are not regular or rhythmic.
- False labor: contractions do not increase in strength over time.
- False labor: contractions end when the woman does light exercise, such as walking.

8. Summarize the three stages of labor by completing the table below.

<table>
<thead>
<tr>
<th>Stage of Labor</th>
<th>What Takes Place?</th>
<th>How Long Does It Last?</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Contractions make the cervix dilate.</td>
<td>First child: 6–18 hours; Later children: 2–5 hours</td>
</tr>
<tr>
<td>Second</td>
<td>Baby is born.</td>
<td>First child: 1–2 hours; Later children: 15–30 minutes</td>
</tr>
<tr>
<td>Third</td>
<td>Placenta is delivered.</td>
<td>10–30 minutes</td>
</tr>
</tbody>
</table>

9. What is a breech presentation? Why is it a complication?

- A breech presentation occurs when the baby does not enter the lower pelvis with the head down.
- The baby may have difficulty moving through the woman's pelvis.

10. How is the hormone relaxin related to dilation?

- Relaxin allows the ligaments that join the bones of the mother's pelvis to stretch like rubber bands, moving apart the pelvic bones.
- Relaxin also allows the walls of the birth canal to stretch so that the baby can pass through.

11. What is an episiotomy, and why is it done?

- An episiotomy is a surgical cut made to enlarge the opening in the mother's body if it is too small.

12. What are stem cells, and why are they important?

- Stem cells in the cord blood left behind in the umbilical cord and placenta after birth.
- Stem cells are important because they can produce all types of blood cells and can be used to treat serious blood-related illnesses in the baby and other family members.

(Continued on next page)
The Baby’s Arrival

13. What is a cesarean birth? Why is this kind of delivery sometimes necessary?

14. What factors increase the chances of premature birth?

15. Why does a premature baby usually need an incubator?

Section 6–2: The Newborn

16. What are fontanels? How do they affect the newborn’s appearance?

17. Why does a newborn’s head appear to be very large in proportion to the rest of the body?

18. What physical adjustments do newborns’ bodies make to survive outside the uterus?
19. What is lanugo, and what happens to it? (Fine, downy hair growing on a newborn’s forehead, back, and shoulders. It disappears soon after birth.)

20. When nurses give the newborn its first bath, what are they washing away? What is the purpose of this substance? (A white, pasty substance called vernix, made up of the fetus’s shed skin cells and secretions of skin glands. It protects the skin against constant exposure to the amniotic fluid.)

21. What is the purpose of the Apgar scale? What five areas does it rate? (It rates the physical condition of a newborn, including (1) heart rate, (2) breathing, (3) muscle tone, (4) response to stimulation, and (5) clear skin color.)

22. Identify two other medical procedures that are performed shortly after birth and tell the purpose of each. (Any two: (1) Weigh and measure baby—to determine baby’s weight and length. (2) Apply antibiotic drops or ointment to eyes—to prevent infection. (3) Give vitamin K injection—to prevent a rare bleeding disorder. (4) One or two hearing screenings—to determine if there are any hearing problems. (5) Blood tests—to determine blood type and screen for certain diseases.)

23. What steps are taken to record a newborn’s identity? (1) A footprint is taken. (2) A plastic identification band is attached to the baby, the mother, and to someone of the mother’s choosing.)

Section 6–3: The Postnatal Period

24. What are some things a new mother can do to begin bonding with her newborn? (Answers will vary but may include: (1) Hold, carry, and rock the baby. (2) Touch the baby’s fingers and toes. (3) Talk, sing, and read to the baby. (4) Look into the baby’s eyes.)

25. How do bonding activities affect the baby’s brain? (They help the brain develop and build connections.)
26. What is colostrum? How does it help the baby? [A high-calorie, high-protein early breast milk. It not only satisfies the baby's hunger, but also provides protection from illnesses.]

27. What period of time is considered the neonatal period? [A baby's first month of life.]

28. A new baby's skin and eyes appear slightly yellow. What is this condition, and what causes it? Does it require treatment? [Jaundice—a common condition that occurs when the liver can't remove bilirubin quickly enough. It requires treatment to avoid damage to the nervous system.]

29. What do lactation consultants do? [Teach new mothers how to breast-feed.]

30. Describe two benefits of rooming-in. [Any two: (1) Fathers usually can visit anytime. (2) Babies have one main caregiver, so they cry less. As a result, the mother gets more rest and doesn't worry about the baby in the nursery. (3) Parents start learning how to take care of their baby right away.]

31. What two legal forms should parents complete for their new baby? [A birth certificate and an application for a Social Security number.]

32. Identify three physical problems typical of premature babies. [Any three: (1) Lack the ability to coordinate sucking and swallowing milk. (2) Lack enough body fat for warmth. (3) Immature lungs. (4) Immature digestive system.]

33. Summarize the physical needs of a new mother during the postnatal period. [(1) Rest. (2) Gentle exercise. (3) Good nutrition, including plenty of fluids. (4) Medical checkup four to six weeks after giving birth.)

34. Compare and contrast “baby blues” with postpartum depression. How are they similar? How are they different? [Similarities: Both are feelings of sadness and often include crying and anxiety. Differences: Postpartum depression is more extreme. The woman may be overly anxious about the baby, have little interest in the baby, or think of harming the baby. Women with these symptoms need immediate medical help.]
Giving Advice About Labor

Directions: Imagine that you are a nurse in the hospital’s birthing center. You receive the following phone calls from pregnant women or their spouses. How might you respond to the calls? Write your responses on the spaces provided.

1. “Nurse, my wife is having contractions! I think we should get her to the hospital right away!”

   [Possible response: Are the contractions regular? Are they becoming stronger? Do they continue when she walks around? If the answer to all three questions is “yes,” it is real labor, and they should come to the hospital.]

2. “Nurse, I’m really worried. A gush of fluid just flowed out of me. Does that mean the baby is in danger? What should I do?”

   [Possible response: Reassure the expectant mother that this is normal—it is simply the breaking of the membrane. Tell her to look for signs of labor soon.]

3. “My contractions are five minutes apart. They’ve been holding steadily at about this cycle for more than an hour now. I’ve tried walking around, but the contractions continued. They’re strong but not painful. Should I go to the hospital soon?”

   [Possible response: Since the woman has given birth before, she is right that the labor might be short. The contractions show signs of being real labor. It would be good for her to come to the hospital.]

4. “Nurse, I’m having contractions eight minutes apart, and a little fluid is coming out. I’ve been pregnant only 35 weeks, so this is false labor, right?”

   [Possible response: These are signs of premature labor. Tell the woman to see her doctor right away.]
The Newborn

What You Need to Know About Newborns

Directions: The list that follows shows topics from the notes of a doctor who was scheduled to speak to a class on “The Hospital’s Role in Newborn Care.” The doctor has been called away, and can not give his talk. Your job is to take his place, assembling important topics into an organized sequence. Some of the topics the doctor listed are not relevant to the subject of the talk. Cross those out before organizing your presentation. Then, using the textbook and any other sources, write out the major points you will include about each topic.

- Government funding for research on premature babies
- First hour after birth
- Apgar test and what it means
- Other tests after birth
- Cesarean births and when they’re necessary
- Stages of labor
- Identifying the baby
- Newborn’s appearance

---

The Developing Child: Homework Activities
Brittany and Kevin are excited about being first-time parents. Brittany is bottle-feeding their three-week-old son, Joey. Brittany is sleeping only a few hours at a time because of Joey’s feeding schedule. She feels exhausted. Kevin helps out when he can, but his work schedule is demanding. He does not get home until Joey’s bedtime. Kevin just gives Joey a hug before Brittany cuddles him to sleep.

Money is tight, so they take Joey to a low-cost clinic for his regular checkups. Kevin’s mother gave Joey a mobile for his crib, but they can not afford other toys.

Both parents had a weight problem during childhood. When Joey began to gain weight, they decided to cut back on feedings. They wanted Joey to be able to keep a healthy weight throughout life.

1. What needs does Joey have at this age? ________
   __________
   __________
   __________

2. In what ways are Brittany and Kevin meeting Joey’s needs? In what ways can they improve their care?
   __________
   __________
   __________
   __________
   __________
   __________

3. What can Kevin do in his limited time to bond more with Joey?
   __________
   __________
   __________
   __________
   __________

4. How can Brittany and Kevin help Joey’s intellectual development even if they can not afford many toys?
   __________
   __________
   __________
   __________
   __________
Physical Development of Infants

Section 7–1: Infant Growth and Development

1. Do the terms “growth” and “development” mean the same thing? Explain.

   [No. “Growth” refers to changes in size, such as weight and length. “Development” refers to increases and changes in physical, emotional, social, or intellectual skills.]

2. Give an example of each of the following patterns of development.

   A. Head to toe: [Progressing from lifting the head, to using the arms and hands, and then to using the legs and feet.]

   B. Near to far: [Progressing from waving arms to grabbing objects with fingers.]

   C. Simple to complex: [Progressing from large muscle movements, such as controlling the head and rolling, to control of small muscle movements, such as grasping a crayon to color.]

3. What are developmental milestones, and why are they useful?

   [Key skills and abilities that are typically acquired at certain ages and in a specific sequence. They are useful for checking whether a child is progressing normally.]

4. Will inherited talents always emerge in children? Why or why not?

   [Not always because environment, as well as heredity, plays a role in the development of talents. A child may have no opportunity to develop an inherited talent.]

5. Why is proper nutrition essential for an infant?

   [Nutrition fuels development. Without proper nutrition, the baby is at risk for illness, delayed growth, and brain development, and even death.]

(Continued on next page)
6. How does good health influence an infant’s development? [A healthy baby is more likely to eat well and have energy to be active. Activity provides varied experiences that stimulate the brain and aid in muscle development.]

7. Is it the quantity or variety of experiences a child has that impacts brain development?

8. What makes a place a stimulating environment for a baby? [A variety of things for a baby to see, taste, smell, hear, and touch]

9. Use the Figure on page 198, to determine whether each of the following statements is True or False.
   A. At one year of age, boys are typically longer than girls. [False]
   B. At birth, boys and girls typically weigh about the same. [True]
   C. Between the ages of 3 months and 12 months, girls typically weigh less than boys. [True]

10. Using your understanding of averages, explain when parents should become concerned if their baby is above or below average in weight according to growth charts.

11. Describe how the development of depth perception impacts a baby’s interaction with the world.

12. Classify each of the following movements as a reflex, gross motor skill, or fine motor skill.
   A. Rolling over: [Gross motor skill]
   B. Drinking from a cup: [Fine motor skill]
   C. Sucking: [Reflex]
   D. Crawling: [Gross motor skill]
   E. Grabbing a finger placed in the baby’s hand: [Reflex]
   F. Picking up food with the thumb and forefinger: [Fine motor skill]

13. At about what age do babies usually take their first steps alone?

14. Why is the development of hand-eye coordination important?

(Continued on next page)
Section 7–2: Caring for an Infant

15. What special precaution must be taken when picking up or holding a newborn? ________________  
   (The head and neck must be supported because the baby’s neck muscles aren’t strong enough to support the head.)

16. What causes shaken baby syndrome? What are its possible consequences? ________________  
   (Severely shaking a baby, often due to impatience with the child’s crying. Possible consequences:  
   (1) Mental retardation. (2) Cerebral palsy. (3) Blindness. (4) Broken bones. (5) Injuries to the neck and spine.  
   (6) Death.)

17. A month-old baby will not stop crying. The parent is starting to feel angry and is afraid of losing control. What would you recommend? ________________  
   (Possible answers:  
   (1) Put the baby down in a safe place, then go into another room, to calm down.  
   (2) Talk to someone about the problem.  
   (3) Ask a friend or relative to care for the baby for a while.  
   (4) Contact a parenting hotline or crisis nursery.)

18. Why should you remove stuffed toys from the crib when putting the baby to bed? ________________  

19. How should you position a baby in bed to help prevent sudden infant death syndrome (SIDS)? ________________  

20. Ten minutes after Josh and Cheri put their baby Nathan to bed, he is still crying. Nathan is ten days old. What should they do? ________________  
   (With a young baby, it’s important to check for any problem that may be causing the crying. If one is not found, they should try comforting techniques.)

21. Give two examples of foods that usually work well as a baby’s first solid foods. ________________  
   (Any two:  
   (1) Watery rice cereal. (2) Other thin cereals. (3) Strained fruits, vegetables, and cooked meats.)

22. Why do experts discourage giving babies fruit juice during their first six months? ________________  
   (Promotes tooth decay and may limit a child’s appetite for more nutritious foods.)

(Continued on next page)
23. Describe three advantages of breast-feeding. 

(1) Contains all the nutrients a baby needs.
(2) Contains antibodies that help fight off germs.
(3) Contains no germs and is easy to digest.
(4) Fewer infections and allergies compared to formula-fed babies.

24. What are two possible reasons for using formula? 

(1) Father can participate in feeding.
(2) Some mothers are not physically able to breast-feed.
(3) May be more practical for mother’s work schedule.
(4) Made to meet babies’ nutritional needs.

25. How much should an infant be allowed to eat? 

As much as the baby wants. Healthy babies usually eat only the amount they need.

26. When a baby begins to self-feed, some foods should be avoided because they may cause choking. Give three examples of such foods. 

Raw vegetables, hot dogs, nuts, peanut butter, whole grapes, candy, chips, pretzels, popcorn.

27. Why is it necessary to burp the baby during a feeding? 

Babies often swallow air as they drink. To feel comfortable, the baby needs to be burped to expel the air. Otherwise, the baby may spit up, become irritable, or have gas.

28. What is weaning? About when are babies ready to wean? 

The transition from the bottle or breast to a cup. Babies are usually ready sometime around their first birthday.

29. When the baby is ready for solid foods, new foods should be introduced at least four days apart. Why? 

A bad reaction to certain foods is not unusual. By introducing new foods at least four days apart, it is easier to figure out which food is causing the reaction.

30. What condition could result if a baby does not receive enough of the right types of foods? 

Malnutrition

31. About how warmly should you dress a baby compared to an adult? 

About one more layer of clothing than an adult would wear.

32. Give two characteristics you would look for when buying clothes for babies. 

Examples will vary, but may include:
(1) Clothes made of stretchy knit fabrics.
(2) Padded knees for crawling babies.
(3) Features to allow for growth.
(4) Clothes that make dressing easier.
33. When babies reach the age of two or three months, about how often should you bathe them? [Two or three times a week]

34. What are the symptoms of cradle cap? [Yellowish, crusty patches on the scalp]

35. How can you treat diaper rash? [1) Change the diaper more often. 2) Thoroughly clean the baby at each changing. 3) Expose the diaper area to air. 4) Avoid waterproof pants. 5) If severe, use a medicated cream.]

36. Briefly summarize the steps involved in changing a diaper. [1) Remove the diaper and clean the baby. 2) Put on a fresh diaper. 3) Dispose of used supplies.]

37. At about what age do babies begin teething? [Six months]

38. Give three signs that a baby may be teething. [Any three: 1) Cranky. 2) Fussy during meals. 3) A lot of drooling. 4) Low-grade fever. 5) Wants to chew on something hard.]

39. How can you reduce a baby’s risk of injury from falling? [Never leave the baby unattended on any raised area, including a bed or changing table.]

40. How do immunizations work to protect against disease? [They give the body a small amount of a disease-carrying germ. The body then builds antibodies that can fight the disease if later exposed to it.]
Directions: For each motor skill described below, identify the average age at which the skill is first developed. Write the appropriate age from the box below in the blank in front of each skill description. Then answer the question.

<table>
<thead>
<tr>
<th>Months</th>
<th>Motor Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 month</td>
<td>1. Sits up steadily.</td>
</tr>
<tr>
<td>2 months</td>
<td>2. Holds head up steadily.</td>
</tr>
<tr>
<td>3–4 months</td>
<td>3. Turns head in direction of sounds.</td>
</tr>
<tr>
<td>5–6 months</td>
<td>4. Lifts head when placed on stomach.</td>
</tr>
<tr>
<td>7–8 months</td>
<td>5. May walk alone.</td>
</tr>
<tr>
<td>9–10 months</td>
<td>6. Rolls from tummy to back.</td>
</tr>
<tr>
<td>11–12 months</td>
<td>7. Puts objects in containers.</td>
</tr>
<tr>
<td></td>
<td>8. Passes a block from one hand to the other.</td>
</tr>
<tr>
<td></td>
<td>9. Watches the movement of objects close by.</td>
</tr>
<tr>
<td></td>
<td>10. Picks up small objects using thumb and forefinger.</td>
</tr>
<tr>
<td></td>
<td>11. Rolls over both ways.</td>
</tr>
<tr>
<td></td>
<td>12. Puts objects into and takes them out of containers.</td>
</tr>
<tr>
<td></td>
<td>13. Crawls well on hands and knees.</td>
</tr>
<tr>
<td></td>
<td>14. Rocks on stomach while kicking legs and making swimming motions with arms.</td>
</tr>
<tr>
<td></td>
<td>15. Stands with assistance.</td>
</tr>
</tbody>
</table>

16. Based on your responses, what is one of the first motor skills that infants acquire? ____________________
Directions: Read the following descriptions of parents’ care. If the action described promotes health, write Yes in the space to the left of the description. If the action does not promote health, write No in the space and explain why.

1. Each night, Joni follows the same bedtime routine. She holds her son and rocks in a rocking chair while reading him a story. Then she places him in the crib on his stomach and pats his back gently.

2. Mariana laughed at what her friend said. “No, I don’t find breast-feeding to be embarrassing or difficult. It’s easier than dealing with bottles. We’re doing fine.”

3. Josh was frustrated. His daughter wouldn’t stop crying. The more he tried to calm her, the more tense her body felt in his arms. Shaking her, he shouted, “You’ve got to stop!”

4. After his baby had fed for a while, Miguel took the bottle away and put it on the table. “You can have more in a minute, baby,” he said. “First, though, Daddy needs to burp you.”

5. Jonathan cradled his daughter close, supporting her head and body as he fed her a bottle of formula. She did not finish the entire bottle. Jonathan put the bottle in the refrigerator to give her in the next feeding.

6. Brooke put her son into his crib at bedtime. “Here’s your bottle, Connor. If you get hungry, you can have some.” Then she put the nipple of the bottle into Connor’s mouth.
**Infant Health and Wellness**

**Keeping an Infant Safe and Well**

**Directions:** Complete the chart by answering the questions in the spaces provided.

<table>
<thead>
<tr>
<th>Bathing</th>
<th>Diapering</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until the navel heals, how should a baby be bathed?</td>
<td>About how many times each day does a very young baby need a diaper change?</td>
<td>Why is it important to keep all small objects off of floors?</td>
</tr>
<tr>
<td>When is it safe to begin bathing the baby in a full-size tub?</td>
<td>How can you recognize diaper rash?</td>
<td>How can you reduce a baby’s risk of poisoning?</td>
</tr>
<tr>
<td>Beginning at age two to three months, about how often should babies have baths?</td>
<td>Which is more effective at keeping babies dry: cloth or disposable diapers?</td>
<td>Why should stuffed animals be kept out of a baby’s crib?</td>
</tr>
<tr>
<td>How should you test the temperature of a baby’s bath water?</td>
<td>What should you do after removing a soiled diaper and before putting on a fresh diaper?</td>
<td>At what temperature should a water heater be set to avoid burning a baby?</td>
</tr>
</tbody>
</table>

(Continued on next page)
Section 8–1: Understanding Emotional Development of Infants

1. Distinguish between emotional development and social development. When do both begin? 

2. How are emotional and social development related? 

3. What are six basic emotions? 

4. What is attachment? Why is it important to a baby? 

5. What do psychologist Harry Harlow’s experiments with monkeys suggest about the importance of attachment? 

6. Describe a situation that could lead to failure to thrive. How might this condition affect this person as an adult?
7. Describe ways to build a sense of trust in a baby.

Possible responses:
(1) Follow a predictable routine. (2) Get to know the baby by nurturing, holding, and anticipating needs. (3) Bond through physical closeness, verbal communication, and eye contact. (4) Meet physical, social, and emotional needs.

8. What is temperament?

A person's unique nature, which determines how the person reacts to others and to the world.

9. Match each temperament trait to the correct description below.

<table>
<thead>
<tr>
<th>Temperament Traits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptiveness</td>
<td>Awareness of surroundings and tendency to be distracted by new things.</td>
</tr>
<tr>
<td>Mood</td>
<td>Strength of reaction to a person's own feelings.</td>
</tr>
<tr>
<td>Intensity</td>
<td>Strength or weakness of emotional responses to events and to other people.</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Determination to complete an action.</td>
</tr>
<tr>
<td>Activity</td>
<td>Ability to adjust to changes.</td>
</tr>
<tr>
<td>Persistence</td>
<td>Level of physical activity.</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>Degree of comfort with new situations.</td>
</tr>
<tr>
<td>Approach</td>
<td>Tendency to have a positive or negative outlook.</td>
</tr>
<tr>
<td>Regularity</td>
<td>Tendency to follow set patterns in daily life.</td>
</tr>
</tbody>
</table>

A. Perceptiveness
B. Adaptability
C. Mood
D. Intensity
E. Activity
F. Persistence
G. Sensitivity
H. Approach
I. Regularity

10. A crying baby does not seem to be hungry, in need of changing, hot or cold, or in need of burping. Describe three things you could try to comfort the baby.

(1) Cuddle the baby while rocking or walking. (2) Reposition the baby. (3) Talk or sing to the baby. (4) Offer a toy. (5) Gently rub the baby’s back.

11. Compare the symptoms of colic and reflux. How are they similar? How are they different?

Similarities — In both cases, the baby is extremely fussy and cries a lot.
Differences —
Colic — Crying periods typically occur between 6:00 p.m. in the evening and midnight. Symptoms are often worst at about six weeks old.
Reflex — Crying can be constant. Baby may spit up.
12. What precautions should be taken if a baby is given a pacifier? 

- Use the correct size and shape for the baby's age.
- Wash the pacifier often.
- Never tie a pacifier around a baby's neck or hand.
- Never use as a replacement for food.

13. How does the emotional climate among the adults in the home affect the baby?

Babies are influenced by adults' feelings. Babies adapt to a family's ups and downs, but the family's interactions must be based on affection and caring to promote the child's healthy emotional development.

Section 8–2: Understanding Social Development of Infants

14. A baby's eyes can follow moving objects at about what age?

Two to three months

15. At about what age can babies distinguish between family members?

Four to six months

16. What can a parent do to reduce stranger anxiety when introducing a baby to a new person?

- Act welcoming toward the new person.
- Encourage the person to speak softly to the baby.
- Never force the baby to be held by the new person.
- Stay close to the baby.
- Allow the baby to determine when he or she is comfortable with the stranger.

17. How do babies learn social behaviors from caregivers? Give an example.

Babies learn social behaviors by the ways caregivers respond to the behaviors. Possible example: When a smile brings a hug from the caregiver, the baby will smile more to get more hugs.

18. Nine-month-old Andre grabbed the family cat by the tail and pulled on it. “No, Andre, that's not how we treat the cat,” his mother said sharply. Then Andre's father said, “Look at the funny expression on the cat’s face,” and laughed. How might Andre respond to these messages?

Possible response: He might be confused by the mixed messages of being both scolded and laughed at. He may grab the cat's tail again to see if his father laughs again.
19. How are play and social development related?

... [Play provides an opportunity for babies to interact with caregivers, other adults, and children. Through play, babies learn about the world around them.]

20. Describe a way that the caregiver can encourage an eight-month-old to crawl.

[Possible response: Set a toy just out of reach so the baby has to crawl to get it. Then praise success.]

21. What are the characteristics of a good play environment?

[A comfortable space with no dangers and with safe and interesting toys that are appropriate for the age of the baby.]

22. A baby pours a cup of water on the floor and then splashes her hand in it repeatedly. Why might she be doing this?

[She is using cause and effect to learn and explore. She wants to see what will happen.]

23. How is exploration linked to play?

[Babies use play to explore their world.]
Understanding Emotional Development of Infants

What Is Your Temperament?

Directions: Re-read the description of temperament traits on pages 242 in the textbook. Then use the scale below to rate yourself in each area by circling the number that seems to match you best. When you finish, answer the questions that follow.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensity</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Persistence</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Perceptiveness</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Adaptability</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Regularity</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Approach</td>
<td>Stays back</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mood</td>
<td>Negative</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

1. Based on how you rated yourself, how would you describe your temperament?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Which two traits do you think are the most important for successful parenting? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Understanding Social Development of Infants**

### Milestones in Social Development

**Directions:** Read the descriptions of babies’ behaviors below. From each description, identify the average age at which the behavior first appears. In the blank in front of the description, write the correct age from the box below.

<table>
<thead>
<tr>
<th>Ages</th>
<th>1 month</th>
<th>4–6 months</th>
<th>9–10 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 month</td>
<td>4–6 months</td>
<td>9–10 months</td>
<td></td>
</tr>
<tr>
<td>2–3 months</td>
<td>7–8 months</td>
<td>11–12 months</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Months</th>
<th>Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Shontel reached out to her mother and said “Mama.”</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>When Brandon’s father left him alone, Brandon began to cry.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Elena cooed and babbled happily in her playpen.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>When Ashley heard her grandmother’s voice, she turned in that direction.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>David seemed fascinated with the word “no.” He said it over and over.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>For the first time, Kareem began to smile and show excitement.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Uncle Michael came to visit, but when Mia’s mother tried to put her in his arms, Mia cried and clung to her mother.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Alyssa enjoyed playing with other children.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>While drinking from his bottle, Jason maintained brief eye contact with his mother.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Katie cried a lot, but when her father picked her up and spoke to her softly, she quieted down.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>When Matthew’s sister took his toy away, Matthew began to cry.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Camille enjoyed looking into a mirror and patting it with her hand.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>When his mother was out of the room, Marcus crawled around to look for her.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14</td>
<td>Zach pointed vigorously toward the toy he wanted.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>Madison’s mom knew what Madison needed from the sound of her cry.</td>
</tr>
<tr>
<td>_______</td>
<td>---------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
Section 9–1: Early Brain Development

1. What are neurons? [Nerve cells]

2. What are neural pathways? What causes them to develop? [Links between neurons that allow the brain to control body functions and thinking processes. They form in response to experiences.]

3. Both a newborn and a six-month-old may kick their covers off if they feel warm. How is this response different for these two babies? [The newborn’s response is a reflex. For the six-month-old, it is a learned response.]

4. Newborns learn about the world through their senses. What part of the brain receives this sensory information? [Cerebrum]

5. What part of the cerebrum allows more complex learning? [Cortex (or cerebral cortex)]

6. What role do axons and dendrites play in the brain? [Connect neurons and act as transmitters.]

7. Explain the role of neurotransmitters in communicating between neurons. [Axons release chemicals, called neurotransmitters. Neurotransmitters cross the synapse between neurons to bring messages to the dendrite of another neuron.]

8. Explain how the brain becomes organized with neural pathways. [Neurons become linked together, becoming systems of nerve cells that control a particular action or thinking task.]

9. After stacking blocks repeatedly, a baby becomes skilled at stacking them quickly. How does the development of connections in the brain explain this skill? [Repetition makes the connections stronger. The neurons then work together so well that it becomes easy for the child to do the action or task.]
10. What can a caregiver do to help the development of a baby's brain pathways?

Possible response: Since these connections are direct results of sensory input, providing a child a variety of activities that stimulate all the senses will help build pathways. Repetition and active participation of the child will help.

11. What is myelin? How does its presence in the brain affect learning?

It is a waxy substance that coats axons. It speeds nerve function. A myelin coating on the nerves that handle a certain activity makes it easier for the child to learn that activity.

Section 9–2: Intellectual Development During the First Year

12. How is perception related to learning?

Perception is the ability to learn from information received through the senses.

13. Give an example of each of the four intellectual abilities that babies develop in their first year.

A. Memory: 

B. Associations: 

C. Cause and effect: 

D. Attention span: 

14. According to Piaget, how do children progress through the stages of intellectual development?

(Continued on next page)
### Intellectual Development of Infants

#### Chapter 9 continued

15. Fill in the missing information with details about Piaget’s four periods of intellectual development.

<table>
<thead>
<tr>
<th>Period</th>
<th>Age</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensorimotor</td>
<td>Birth to 2 years</td>
<td>Learn through their senses and own actions.</td>
</tr>
<tr>
<td>Preoperational</td>
<td>2 to 7 years</td>
<td>Think in terms of their own activities and what they perceive at the moment.</td>
</tr>
<tr>
<td>Concrete operations</td>
<td>7 to 11 years</td>
<td>Can think logically but still learn best through experience.</td>
</tr>
<tr>
<td>Formal operations</td>
<td>11 years to adult</td>
<td>Capable of abstract thinking.</td>
</tr>
</tbody>
</table>

16. Keesha drops her toy and it rolls behind a chair. She realizes that the toy must be somewhere, even though she cannot see it, so she crawls to look for it. What concept has Keesha learned?

Object permanence

17. What type of thinking makes it possible for children to eventually learn to read? At about what age do children develop this capability?

Symbolic thinking—Develops around 18 to 24 months.

18. Why is it important to provide stimulation for an infant’s senses during the first period of development that Piaget identified?

Infants learn primarily through their senses during this period.

19. Give two examples of things a caregiver can do to build an infant’s sense of security and trust.

Answers may vary but should include forms of loving touch, such as: cuddling, rocking, patting

20. What are concepts?

General categories of objects and information.
21. Describe three stages that children ages one to three go through in beginning to learn words and learn concepts.

   Stage 1 — Labels are for whole objects, not parts.

   Stage 2 — Labels apply to the group, not to the individual objects in the group.

   Stage 3 — An object can only have one label.

Section 9–3: Helping Infants Learn

22. How does responding to a child's cries help the child's intellectual abilities develop?

   When parents or other caregivers respond consistently, the child learns a pattern (hunger comes, baby cries, parent feeds baby, baby feels better).

23. How can learning about average child development help parents and other caregivers encourage learning?

   It enables them to choose toys and learning experiences that are age appropriate. It also helps them form realistic expectations of what the child can do.

24. How does talking to infants benefit them?

   (1) Helps them learn about their environment.

   (2) Helps their brains develop faster.

   (3) Helps to build feelings of security.

25. Why is childproofing the home better for intellectual development than keeping crawling or walking babies in playpens?

   Babies learn by exploring their world. To explore, they need as much freedom of movement as possible.

26. Name three ways that play benefits babies.

   (1) Strengthens their muscles.

   (2) Refines their motor skills.

   (3) Helps them learn about the world.
27. Give an example of a toy that is good for a twelve-month-old but not for a four-month-old. Explain why it is suitable for one age but not the other.

Possible response: Push-and-pull toys are good for twelve-month-olds who are walking because they can manipulate them. They are not appropriate for four-month-olds because infants of that age have fewer fine-motor skills and are more involved in learning through touch.

28. How do babies communicate before they can use words? 
- Crying
- Movements and gestures
- Other sounds such as giggles and coos

29. Why should caregivers avoid using baby talk?
- Children are very good at repeating what they hear.
- Learning baby talk first makes regular speech more difficult to learn.

30. Identify the average age range for each of the following speech milestones.
   A. Puts two words together: One to two years
   B. Voices excitement and displeasure: Four to six months
   C. Talks about activities: Three to four years
   D. Says one or two words: Seven months to one year
   E. Tells stories: Four to five years
Directions: The descriptions below explain some functions and characteristics of different parts of the brain. Write the name of the correct part of the brain in the space after its function. The same part of the brain may be used more than once. Then complete the diagram by writing the name of the brain part in the appropriate space.

### Parts of the Brain
- Thalamus
- Spinal cord
- Pituitary gland
- Brain stem
- Cerebrum
- Cerebellum

1. Controls involuntary activities such as breathing. _________________________________
2. Directs motor activities. _________________________________
3. Controls the way emotions are expressed. _________________________________
4. Coordinates the activities of the two sides of the body. _________________________________
5. Secretes hormones that regulate growth. _________________________________
6. Controls functions such as speech and memory. _________________________________
7. Controls muscular coordination, balance, and posture. _________________________________
8. Controls simple reflexes that do not involve the brain. _________________________________
9. The cortex is the outer layer of this part of the brain. _________________________________
10. Releases hormones that control metabolism and sexual development. _________________________________

(Continued on next page)
Early Brain Development

Sections 9–1 continued

Directions: Choose terms from the box below to label the parts of a neuron. Write the term in the appropriate place on the diagram. In the spaces below the diagram, briefly summarize the function of each part in transmitting information between neurons.

Parts of a Neuron
- Axon
- Cell body
- Myelin
- Synapse
- Dendrite

Functions
Dendrite: [Receives information from other neurons and passes it on to the body of the nerve cell; reaches toward dendrites of other neurons for transmission.]

Cell body: [Processes the information.]

Axon: [Carries information from cell body to dendrites at its tip; releases neurotransmitters.]

Myelin: [Coating on axons that makes transmission easier.]

Synapse: [Gap between dendrites of different neurons across which neurotransmitters travel to relay information from one neuron to another.]
## Piaget’s Sensorimotor Period

<table>
<thead>
<tr>
<th>Ages</th>
<th>Characteristics</th>
<th>Activities or Objects</th>
</tr>
</thead>
</table>
| Birth to one month | • Practices inborn reflexes.  
• Does not understand self as a separate person. |                       |
| One to four months | • Combines two or more reflexes.  
• Develops hand-mouth coordination. |                       |
| Four to eight months | • Acts intentionally to produce results.  
• Improves hand-eye coordination. |                       |
| Eight to twelve months | • Begins to solve problems.  
• Finds partially hidden objects.  
• Imitates others. |                       |
| Twelve to eighteen months | • Finds hidden objects.  
• Explores and experiments.  
• Understands that objects exist independently. |                       |
| Eighteen to twenty-four months | • Solves problems by thinking through sequences.  
• Can think using symbols.  
• Begins imaginative thinking. |                       |

**Directions:** The chart below shows the stages and characteristics of intellectual development that Piaget placed in the sensorimotor period—the first of the periods he identified. In the right column, write examples of activities or objects that could be given to infants at each stage in order to match its characteristics.
Helping Infants Learn

SECTION 9–3

Toy Evaluation

**Directions:** Select a toy that might be appropriate for a child between seven and twelve months old. You may select a toy that you have seen in stores, catalogs, magazines, or around your home or the home of someone you know. Write the name of the toy and describe it below. If a picture is available, attach it to the page. Then answer the questions that follow.

Name of toy: ____________________________
Description of toy: ____________________________

1. Why did you choose this toy? ____________________________

2. What makes this toy safe or unsafe for this age range? ____________________________

3. Would it be easy to keep clean? Explain. ____________________________

4. What materials are used in making this toy? ____________________________

5. Is it durable and well constructed? Explain. ____________________________

(Continued on next page)
6. Check the information in the textbook about appropriate toys for children these ages. Would this toy really interest a child this age, or would it appeal more to older children or to the adults buying it? Explain.

7. Does the toy encourage problem solving? Explain why or why not.

8. What skills does the toy teach?

9. Would this toy stimulate a child’s imagination or creativity? Why or why not?

10. Does the toy encourage interaction between children and adults? If so, how?

11. Can you think of any household objects that could substitute for this toy? Explain.

12. How many months do you think a child would enjoy this toy? Explain.
Section 10–1: Growth and Development from One to Three

1. How old is a toddler? [One or two years old.]

2. Between what ages is a child referred to as a preschooler? [Between the ages of three and five (or when they start school).]

3. What factors, besides genes and heredity, influence growth and physical development? [Nutrition, health, and life experiences.]

4. How do height and weight gains change from age one to three? [From age one to three, height and weight gains generally slow by about half, as compared to the first year of life. Children also begin to show greater variation in size.]

5. Describe how body proportions change between ages two and three. [The chest becomes larger around than the head and abdomen. Arms, legs, and torso lengthen.]


7. At what age should a child start going to the dentist? Why? [At about 18 months. It helps the child become comfortable with the dentist and starts preventive care before permanent teeth come in.]

8. Do all children reach developmental milestones at the same age? Why or why not? [No. Developmental milestones are just averages. Variations can be caused by differences in a child’s physical size, health, diet, interests, temperament, and play opportunities.]

9. How can learning about developmental milestones help caregivers plan activities? [Developmental milestones can help caregivers choose activities that are developmentally appropriate for the child’s age.]
10. Give one example of a gross motor skill and one example a fine motor skill that is characteristic of each age group listed in the chart below.

<table>
<thead>
<tr>
<th>Age</th>
<th>Gross Motor Skill</th>
<th>Fine Motor Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 to 18 months</td>
<td>Walking.</td>
<td></td>
</tr>
<tr>
<td>18 to 24 months</td>
<td>Jumps in place.</td>
<td></td>
</tr>
<tr>
<td>2 to 2½ years</td>
<td>Pushes self on wheeled toys.</td>
<td>Screws lids on and off containers.</td>
</tr>
<tr>
<td>2½ to 3 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Which skill requires greater dexterity: walking steadily or turning on a faucet? Explain. 

12. What does the brain do in sensory integration?

Section 10–2: Caring for Children from One to Three

13. Describe how nap and nighttime sleep patterns change between ages one and two. 

14. How do night terrors differ from nightmares? Which is more serious? 

15. Compare the self-feeding abilities of one-, two-, and three-year-olds. 

(Continued on next page)
16. Should a growing two-year-old drink a full cup of milk or eat an entire apple or banana at one time? Why or why not?

[No, for a child that age, one serving of milk is ½ cup and half a banana or apple is considered one serving.]

17. Give examples of each of the following ways to make meals appealing to children.

A. Color: [Include a variety of colors, such as strawberries and green peas.]

B. Texture: [Choose different textures, such as crackers and cheese.]

C. Shape: [Vary the shapes on the plate, such as orange wedges and cucumber “cookies.”]

D. Temperature: [Include both warm and cold foods, such as corn and applesauce.]

E. Ease of eating: [Choose foods that are easier for children to eat, such as cut-up spaghetti.]

18. Give two tips for parents who are trying to teach their child good eating habits. [Any two: (1) Be a good role model by eating nutritious foods. (2) Try new foods with the child. (3) Let the child help in the kitchen. (4) Encourage the child to eat only when hungry and to eat slowly. (5) Don’t use food as a reward or punishment. (6) Encourage drinking water rather than sugary drinks.]

19. List three basic hygiene skills that children can learn between the ages of one and three. [Any three: (1) Using a tissue for a runny nose. (2) Bathing themselves, with supervision. (3) Hand washing. (4) Brushing teeth. (5) Using the toilet.]

20. Should toddlers be expected to brush their own teeth? Explain. [They can try to brush their own teeth, but they still need help from an adult.]

21. What are signs that a child is physically and emotionally ready for toilet training? [ (1) Can control bladder and bowel functions. (2) Recognizes signals that elimination is necessary. (3) Can remove clothes easily. (4) Shows an interest in wanting to be grown up and use the toilet.]
22. At about what age are children physically able to control their sphincter muscles? 

23. What are advantages and disadvantages of synthetic fibers for children’s clothing? 

Advantages —
- Durable, wrinkle resistant, quick-drying.

Disadvantages —
- Does not absorb moisture well, holds heat and perspiration against the body.

24. What does the term flame-resistant mean? Are all children’s clothes required to be flame-resistant? 

25. How does a vaccine work to protect children from a disease? 

26. Why can peeling paint be a health hazard for children? 

27. For each hazard below, give an example of how to reduce the risk for young children.

A. Choking: 

B. Unsafe toys: 

C. Poisoning: 

D. Burns: 

E. Traffic accidents: 

F. Sunburn: 

G. Pets: 


### Promoting Motor Skill Development

**Directions:** Motor skill development is a primary goal for one-, two-, and three-year-olds. The chart on page 298 in the text identifies fine and gross motor skills typically mastered during specific age spans. Similar lists are available on the Internet. Choose two of the age groups listed on the chart. For each age span, plan five developmentally appropriate activities that would aid development of specific motor skills. Categorize each skill as a fine motor or gross motor skill. [Answers will vary.]

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<table>
<thead>
<tr>
<th>Age span 1: __________________</th>
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<tr>
<td>Activity:</td>
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### Age span 2:

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<tr>
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<td>Description</td>
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Caring for Children from One to Three

SECTION 10-2

Planning Meals for Young Children

Directions: Listed below are four menus for young children. Using information from Section 10-2, evaluate the meals to identify ways they could be improved. In the spaces below the menus, list at least two problems you see or suggestions you can make to improve the menus. Then complete the rest of the activity.

Menu A
Fried hamburger on a bun
French fries
Fried apple pies
Milk

Menu B
Meat loaf
Mashed potatoes
Applesauce
Grits
Vanilla pudding
Milk

Menu C
Meatballs
Green beans
Brussels sprouts
Dinner rolls
Lime sherbet
Milk

Menu D
Baked trout
Baked potato
Stuffed acorn squash
Garlic bread
Milk

Evaluation
1. Menu A: 

2. Menu B: 

3. Menu C: 

4. Menu D: 

(Continued on next page)
5. How would you change two of these menus to make them more suitable for a child one-to-three years old? Make your new menus by crossing out and adding to the menus on the previous page. Keep in mind that you can change the type of food, the method of cooking, or the way of serving the food. In the lines below, explain why you made the changes.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

6. In the space below, plan a dinner menu for a three-year-old. Specify serving amounts. Then evaluate the menu by circling either “Yes” or “No” to the left of the questions that follow.

<table>
<thead>
<tr>
<th>Food</th>
<th>Serving Size</th>
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</table>

Yes No  A. Are all food groups from Figure 10-3, pages 304–305, represented?
Yes No  B. Are the amounts appropriate for a three-year-old?
Yes No  C. Does the meal contain a variety of colors?
Yes No  D. Are the food textures varied?
Yes No  E. Are the food shapes varied?
Yes No  F. Can the foods be eaten easily by a three-year-old?
Yes No  G. Does the menu avoid having too many strong flavors that a child might not like?
Section 11–1: Emotional Development from One to Three

1. Why are most children self-centered at eighteen months? [During infancy they learned that caregivers will promptly meet their needs and desires.]

2. Identify and describe two causes for toddlers’ negativism. [Any two: (1) Desire for independence. Saying “no” is their way of taking decision-making power. (2) Frustration because they want to do and say more than their bodies and language skills allow. (3) Realization of separateness. The child enjoys the independence but still wants closeness with the caregiver.]

3. When are temper tantrums likely to start? At what age do they usually stop? [Starts around 18 months and may last until age 3 or 4.]

4. Identify which ages—eighteen months, two years, two and one-half years, and three years—are generally calmer and which generally have more frustrations.
   A. Calmer: [Two years, three years]
   B. More frustrations: [Eighteen months, two and one-half years]

5. How do an eighteen-month-old and a three-year-old each typically express anger?
   [Eighteen-month-old—Expressed physically and not directed toward any particular person or thing. Three-year-old—Expressed verbally and less explosively and is directed toward the person or thing that is seen as responsible for the problem.]

6. What are phobias? [Abnormal fears]

7. What is separation anxiety? [Separation anxiety is a fear of being away from parents, familiar caregivers, or the normal environment.]

8. Describe three ways that caregivers can help toddlers deal with their fears.
   [Any three: (1) Offer support and understanding without making them feel ashamed. (2) Encourage children to talk about their fears. (3) Accept the fears rather than forcing children to confront them. (4) Read books together about children who have fears. (5) Make unfamiliar situations more secure. (6) Teach children how to control frightening situations.]
9. Describe three things a parent can do to reduce sibling rivalry.

1. Show love and affection to each child.
2. Give each child one-on-one time.
3. Avoid comparing one child with another.
4. Let children take turns.
5. Do not accept tattling.
6. Talk to children about their jealousy.

10. What is a sign that toddlers are developing empathy?

They may try to comfort another child who is unhappy.

11. What differences cause each child to develop emotionally in a unique way?

Differences in experiences and in temperament.

12. How do children form their self-concept?

In response to the actions, attitudes, and comments of others, especially those of parents or primary caregivers in children's early years.

13. Why is it so important for toddlers to have a positive relationship with parents and siblings?

It shapes the relationships that children have later in life.

14. Describe at least two signs that a child has a healthy relationship with a parent.

1. Seeks approval and praise.
2. Turns to parent for comfort and help.
3. Tells parent about significant events to share joy and sorrow.
4. Accepts limits and discipline without too much resistance.

15. Identify the two sleep cycles. Which cycle is a deep sleep? In which cycle do dreams occur?

REM sleep is when dreams occur. NREM sleep is a deep sleep.

16. What are two signs that a child may be sleep-deprived? Why is the condition more apparent after children start school?

1. Must be awakened in the morning.
2. Tired all day.
3. Has trouble thinking.
4. Cranky and hard to get along with. More obvious in older children because they have to get up early for school.
Section 11–2: Social Development from One to Three

17. What is socialization? 

[The process of learning social skills in order to get along with family members and others.]

18. What is the difference between parallel play and cooperative play? Which comes first?

[Parallel play—Comes first and involves children playing near one another, but not really interacting with each other. Cooperative play—Begins around age three and involves children actually playing together.]

19. How concerned with helping and pleasing others are children of the following ages? Describe how they demonstrate their level of concern.

A. Two: 

[Want to please others; sometimes willing to put wishes of someone else ahead of their own.]

B. Two and one-half: 

[May do something for one person but not another for no reason; they are beginning to respond to the idea of fairness.]

C. Three: 

[Will share, help, or do things another person's way just to please the person.]

D. Three and one-half: 

[Will share toys and put up with things they don't like in order to be with someone they like.]

20. What is a drawback to children spending almost all of their time with adults?

[Children need to feel comfortable with others their own age. If they begin to do this while they are young, socialization is easier. Since adults are more considerate, children need to learn how to handle having their feelings hurt by other children.]
21. At a child care center, two three-year-olds get into an argument. How should you respond? Why?

22. Jason is concerned about his three-year-old’s unusual behavior. Donovan has an imaginary friend that he talks to a lot. Jason is embarrassed and wants to put an end to it. What advice would you give Jason?

23. How does a parent’s guidance help a child learn self-discipline?

24. When fourteen-month-old Kayla began running after the family dog, her mother said, “Kayla, look out the window at the little bunny.” What method of guidance was she using? If Kayla were age two or older, what might her mother do to keep Kayla from hurting the dog?

25. Why is consistency important when setting limits?
26. What is autonomy? Give an example of how parents can encourage their child’s autonomy in eating, dressing, hygiene, or household tasks.

27. Describe three ways that caregivers can promote sharing among toddlers.

1. Help! Our three-year-old daughter has always seemed happy, but recently she started sucking her thumb again. She even wet her pants a couple times in the past week, something that hasn’t happened for more than a year. What could be wrong? What should we do?

Possible response: It seems that something is bothering the child. You need to try to find what it might be. Has there been a change in family life or in daily routines? Has the child shown any other changes in behavior, such as less appetite for food? Is she in child care, and were there any problems there?

2. My two-year-old cries every time I drop him off at the child care center. The caregivers tell me that he’s fine during the day, but it just breaks my heart to hear him cry. What should I do?

Possible response: Your son is probably passing through the stage called separation anxiety. This is a phase that will pass, and he will eventually stop crying. In the meantime, try talking about the positive things that will happen at the child care center and reminding him of when you will return. Avoid prolonging your departure from the center, but don’t sneak out on him.

3. We’re expecting our second baby in four months. What should we say to our three-year-old daughter?

Possible response: Since the baby is due so soon, it is important to talk to your daughter right away. Explain that the baby will take a lot of attention at first, but that you still love her and will take care of her. Point out ways that she can help you care for the baby.
4. My two-year old has a temper tantrum almost every time we go to the supermarket. It’s gotten to the point where I dread having to go to the store. How can I break him of this habit?

   
   
   

5. Ever since Brenna turned two, she says “no” to absolutely everything. When we ask if she’s hungry, or ready to go someplace, or ready for bed—it doesn’t matter what the question is—she always says “no”! How can we stop her?

   
   
   

6. Nguyen and I used to take a walk every afternoon, but, ever since a neighbor got a big dog, he doesn’t want to go. The dog barked at him the first day, and he’s been afraid to get near it ever since. How can I get him to enjoy his walks again?

   
   
   

7. My twins are two and one-half. They seem to disrupt family activities all the time. When I praise Kara for her block construction, Jimmy starts singing loudly nearby. When I admire Jimmy’s coloring, Kara pushes her toy train across the page. What can I do?
1. Shayna, who is two and one-half, sat for a long time just watching a boy about the same age play with blocks. Is there something wrong with her that she’s not joining in?

2. Joe was talking about somebody named Justin. But there isn’t anybody in the center or his family with that name. One of the other staff members said that this was Joe’s imaginary friend. Is it okay for him to have an imaginary friend?

3. One time when two girls were fighting over who would play with the fire truck, you stepped in right away. They were about eighteen months old. Why didn’t you let them work it out for themselves? Isn’t it better for them to learn to solve their own problems?

4. You seemed to make a special point of praising that really quiet girl, Alexis. You told her how much you like her finger painting, how much she helped in handing out snacks, and how well she sang during the music time. Why make such a big fuss over her, when there are lots of other kids who do more or better than she does?
Section 12–1: Brain Development from One to Three

1. How has neuroscience benefitted parents and other caregivers?

2. What is intelligence?

3. What roles do heredity and environment play in intelligence?

4. What are the features of a stimulating environment that promotes intellectual development?

5. Give examples of the four methods of learning, other than those used in the textbook.
   A. Incidental learning:
   B. Trial and error learning:
C. Imitation: 

D. Directed learning: 

6. What are concepts? Give three examples of concepts that young children learn. 

7. Why do toddlers have difficulty concentrating on one thing at a time? 

8. Why is the ability to remember such an important key to learning? 

9. How can parents help improve their child’s perception? 

10. Compare the problem-solving strategy of a fourteen-month-old to that of a three-year-old. 

11. Why is it important to respect a child’s imagination? Should parents always point out what is real and what is not?
12. How does creativity relate to imagination? [Creativity involves using imagination to produce original ideas.]

13. How might keeping a child in a playpen discourage curiosity? How might curiosity be mistaken for misbehavior? [Being in a playpen could stifle curiosity because exploration is limited. Curiosity prompts children to explore their world. During their explorations, they can seem to get into everything.]

Section 12–2: Encouraging Learning from One to Three

14. What is the meaning of “readiness for learning”? [The physical and intellectual maturity required to perform a skill.]

15. How can a routine of reading to children younger than age three contribute to reading readiness? [Children learn to enjoy books, which is key to learning to read. They also learn how to handle books, begin to associate written words with words read aloud, and feel a sense of accomplishment from finishing a book.]

16. How can caregivers promote math readiness in young children? [Caregivers can use opportunities from everyday life to build interest in learning math concepts. For example, they might ask children to identify numbers on signs, count objects, and identify shapes.]

17. Three-year-old Terrell is having trouble closing a cabinet door because toys are sticking over the edge of the shelf. How should his father respond? Why? [Possible response: Help a little, but don’t take over, and allow Terrell to complete the final step—closing the door. Terrell is learning while he struggles and will feel a sense of accomplishment when he succeeds.]

18. Scott’s mom said “Grandpa’s birthday card won’t fit in this envelope. Let’s see if we have a bigger envelope. Or we can fold the card if we have to.” How was she modeling problem solving for Scott? [By talking through possible solutions out loud, she showed how it is possible to think your way to a solution.]
19. Identify three common safety hazards related to toys.

- Any three:
  - Small parts
  - Sharp edges
  - Flammable, toxic paint

20. In addition to safety, identify six characteristics of appropriate toys.

- (1) Durable
- (2) Easy to care for
- (3) Encourages use of imagination
- (4) Colorful
- (5) Easy for the child to handle
- (6) Enjoyable to the child

21. Give an example of a toy that is appropriate for each of the following age groups. Then give a developmental reason why the toy is appropriate.

A. One to two years: Riding toy with wheels. Children this age are practicing motor control, and this toy uses the large muscles.

B. Two to three years: A child-size lawn mower. Children this age want to do what adults are doing.

C. Three to four years: A construction set. Children this age are acquiring fine motor skills.

22. Why might children of two and a half use a word like “tooths”?

They are learning some rules of grammar, such as adding an s to make words plural, but aren’t yet able to recognize exceptions to the rules.

23. What kinds of problems might a speech-language pathologist identify as the source of a child’s speech difficulties?

- Hearing problems
- Learning disabilities
- Mood disorders

24. How is difficulty with articulation different from stuttering? How are they similar?

- **Articulation**—Refers to the use of clear, distinct speech. For example, until age three or four, children commonly skip syllables and leave off endings of words.
- **Stuttering**—This is a more serious condition. The child speaks with sporadic repetition or prolonged sounds, usually at the beginning of words. Most children outgrow both problems.
Directions: Intellectual activity includes the seven components listed below. Referring to Chapter 12 of your textbook, explain and give an example of how each part relates to the thinking of a child age one to three. Write as though you were explaining the topic to a friend or classmate.

1. ATTENTION is __________________________
   Example: __________________________________

2. MEMORY is __________________________
   Example: __________________________________

3. PERCEPTION is __________________________
   Example: __________________________________

4. REASONING is __________________________
   Example: __________________________________

5. IMAGINATION is __________________________
   Example: __________________________________

6. CREATIVITY is __________________________
   Example: __________________________________

7. CURIOSITY is __________________________
   Example: __________________________________
Writing About Children

Directions: Imagine you are the editor of a magazine for parents. Your staff has given you several ideas for articles, which are listed below. Cross out any ideas that you think are poor ones and, in the spaces provided, explain why. For the ideas that you think are good, write down the main points that the article should cover.

1. “Teach Your Two-Year-Old to Read”

2. “Parents as Teachers”

3. “The Year’s Best Toys”

4. “How to Keep Toddlers from Interrupting”

5. “How to Talk to Your Child”

6. “Speech Problems—What You Can Do to Help Your Child”
Physical Development from Four to Six

Section 13–1: Growth and Development from Four to Six

1. How does the physical growth rate of children ages four to six compare to that of children ages one to three?

2. About how much height and weight do children gain per year from ages four to six?

3. Describe three ways a child’s body shape and posture change from age four through age six.

4. Which permanent teeth appear first? What is their role in the arrangement of teeth in the mouth?

5. In what order are primary teeth lost?
6. Five-year-old Tyler sucks his thumb a lot. His parents are concerned. What should they do and why?

Possible response: They should take Tyler to a dentist to see if the thumb-sucking is causing changes in the shape of the roof of the mouth or in the way the teeth line up. If it isn’t, it is normal, and Tyler will probably outgrow it.

7. For each skill listed in the chart below, indicate whether it is a fine or gross motor skill. Identify the age—four, five, or six—when a child typically learns it.

<table>
<thead>
<tr>
<th>Motor Skill</th>
<th>Fine or Gross?</th>
<th>Approximate Age</th>
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<tbody>
<tr>
<td>Writes entire words</td>
<td>Fine</td>
<td>Six</td>
</tr>
<tr>
<td>Skips, alternating feet</td>
<td>Gross</td>
<td>Five</td>
</tr>
<tr>
<td>Walks backward easily</td>
<td>Gross</td>
<td>Four</td>
</tr>
<tr>
<td>Cuts on line with scissors</td>
<td>Fine</td>
<td>Four</td>
</tr>
<tr>
<td>Buttons clothing</td>
<td>Fine</td>
<td>Five</td>
</tr>
<tr>
<td>Throws ball overhand</td>
<td>Gross</td>
<td>Four</td>
</tr>
<tr>
<td>Hops on one foot</td>
<td>Gross</td>
<td>Four</td>
</tr>
<tr>
<td>Draws a person with head, body, arms, and legs</td>
<td>Fine</td>
<td>Five</td>
</tr>
<tr>
<td>Dresses and undresses self</td>
<td></td>
<td></td>
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<tr>
<td>Jumps rope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses spoon and fork, but also uses fingers for some foods</td>
<td>Fine</td>
<td>Five</td>
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8. When are most children able to tie their shoes? Age six.

9. What are ambidextrous children able to do? Use both hands with equal skill.

Section 13–2: Caring for Children from Four to Six

10. Some children in this age group require more food than others. What accounts for this difference?

11. How often should children ages four to six eat? Five or six small, nutritious meals and snacks per day.
12. “I hate peas,” declared six-year-old Alexis. “If you eat all your peas, you can stay up an extra half-hour tonight,” her mother responded. Is the mother’s response likely to encourage good eating habits? Explain your answer.

[No. Forcing a child to eat, making an issue of eating certain foods, and using food as a reward can all lead to poor eating habits and weight issues.]

13. How can parents model good eating habits?

[By eating nutritiously themselves.]

14. How can television viewing negatively influence a child’s nutrition and physical health?

[Commercials can influence children to choose high-fat and high-sugar foods and drinks instead of more nutritional choices. TV watching cuts down on time spent in physical activity.]

15. Name three ways that children can be involved in obtaining and preparing food.

[Answers will vary.]

16. Why is it important the foods included in packed lunches are appealing, as well as nutritious?

[Children often trade foods and throw food away. They are less likely to do so if their packed lunch contains foods they like.]

17. Why are convenience foods and foods from fast-food restaurants often poor nutritional choices?

[Often they are high in calories, salt, and fats.]

18. What are three ways that poor nutrition can affect children’s health and development?

[Any three:
1. Less resistance to illnesses.
2. May not grow properly.
3. May have learning problems.
4. May lead to weight problems.]

19. If a four- to six-year-old appears overweight, who can help determine if there is a problem? Who can help with meal planning if there is one?

[The child’s doctor should be consulted before beginning a diet. Dietitians and nutritionists help with meal planning.]

(Continued on next page)
20. When a child consumes more calories than the body uses through physical activity, what happens to the extra calories?

The extra calories are stored as fat.

21. When parents are trying to help their children be physically active, why is it important to choose activities that are age appropriate?

Activities that are too challenging can discourage participation. Some activities aren't suitable for children.

22. What are two techniques that can be used to encourage four- to six-year-olds to bathe regularly?

1. Praise children for bathing rather than nagging them to do it.
2. Maintain regular hygiene routines.

23. At about what age are children able to handle a toothbrush well enough to brush without help?

Five

24. Why is it important for children to use a toothpaste that contains fluoride?

It strengthens enamel of teeth and helps prevent decay.

25. Cassandra never fussed about her clothing, but since her sixth birthday, she has refused to wear certain outfits. What might have caused this change?

Probably group identification. By this age, children begin to want to wear clothes similar to those of their peers.

26. At bedtime, six-year-old Garrett throws his clothes on the floor of his room. His mother puts them in the laundry hamper because it seems easier than constantly reminding Garrett to do it. Evaluate this mother's response to this problem.

Possible answer: At this age, children need to learn independence and responsibility. She should gently remind Garrett to put away his clothes or put them in the hamper. Otherwise, he may continue to expect this service as a teen.

27. How much sleep do most four- to six-year-olds need each night?

Ten to twelve hours.
28. How do four- to six-year olds typically react to bedtime? 

[Generally cooperative about going to bed, but may use delaying tactics. After their bedtime routine, most go to sleep easily.]

29. Identify four ways that parents should respond to bed wetting. 

[(1) Treat accidents casually without shaming. (2) Do not blame the child. (3) Reduce the amount of fluid the child takes in before bed. (4) Provide support and reassurance that the child will outgrow it.]

30. Beth’s son Luis just turned four. When they arrive at his friend’s birthday party at a recreation center, she makes sure he knows where the bathroom is. What else could Beth do to help prevent a toileting accident?

[____________________________________________________]

[____________________________________________________]
Directions: Dr. Janna Pavlev, a pediatrician and author, is giving an illustrated lecture to parents about the growth and development of preschoolers. You are Dr. Pavlev’s assistant. Listed below are descriptions of some of the slides that Dr. Pavlev will show during her talk. In the lines below each description, write some notes that Dr. Pavlev can use as the basis for her talk.

1. Slide: A group of preschoolers standing together in a class photo. Children are of different heights and weights.

   [Possible response: Average height and weight is only a rough guide; children can be taller or shorter, lighter or heavier, and still be growing normally.]

2. Slide: Six-year-old boy standing next to two-year-old boy at backyard pool; both are in swimsuits so body shapes are evident.

   [Possible response: Body shape and posture change considerably in preschoolers—Protruding tummies flatten; posture is straighter with shoulders back; rounded chests broaden and flatten; legs and necks lengthen.]

3. Slide: Six-year-old girl smiling at camera missing two lower front teeth.

   [Possible response: Permanent teeth begin to emerge at about age six. Front primary teeth are lost first. Molars are the first permanent teeth to appear. Good dental hygiene is very important.]

4. Slide: Children aged four to six running in park or playground.

   [Possible response: Gross and fine motor skills improve greatly from ages four to six. Skill development varies across individuals. Children need plenty of opportunities for physical activities, such as running, jumping, and climbing.]
Using Nutrition Labels

Directions: When selecting a cereal, reading the fine print can help because all packaged foods are required by law to have a panel listing nutrition facts. Each contains information about serving size, calories, fat content, nutrients, and vitamins. One column shows the “% daily value.” That figure tells how much of an adult’s dietary needs are met by one serving of the product. In Cereal A below, for example, one serving provides 25% of the daily need for vitamin C. Study both labels and answer the questions that follow.

1. How big is a serving?
   - Cereal A __________________________  Cereal B __________________________

2. What size serving would you estimate a four- to six-year-old might eat?
   - [Possible answer: 1⁄2 cup]

3. How many servings are in a box?
   - Cereal A ________  Cereal B ________

4. How many calories are in each serving, both plain and with milk?
   - Cereal A plain __________  Cereal B plain __________
   - Cereal A with milk __________  Cereal B with milk __________

5. What are the four main ingredients (the first four listed) in each cereal?
   - Cereal A __________________________
   - Cereal B __________________________

6. Which cereal contains more fiber? ________________

7. Which cereal provides more vitamin A? More iron?
   - Vitamin A __________________________
   - Iron __________________________

8. Does the vitamin C come from the cereal itself or from the milk? ________________

### Cereal A

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
<th>Serving Size</th>
<th>Cereal with 1⁄2 Cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Per Serving</td>
<td>Cereal</td>
<td>Vitamins A &amp; D</td>
</tr>
<tr>
<td>Calories</td>
<td>120</td>
<td>160</td>
</tr>
<tr>
<td>Fat Calories</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>% Daily Value*</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Fat 0g*</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Polyunsaturated Fat 0g</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Monounsaturated Fat 0g</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 210mg</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Potassium 20mg</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td>Total Carbohydrate 28g</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Dietary Fiber 0g</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars 13g</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other Carbohydrate 15g</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Protein 1g</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:**

- Calories: 2,000, 2,500
- Fat 9 • Carbohydrate 4 • Protein 4

<table>
<thead>
<tr>
<th>Ingredients:</th>
<th>Corn, sugar, salt, malt flavoring, corn syrup.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vitamins and Iron:</td>
<td>ascorbic acid, (vitamin C), niacinamide, iron, pyridoxine hydrochloride (vitamin B6), riboflavin (vitamin B2), vitamin A palmitate (protected with BHT), thiamin hydrochloride (vitamin B1), folic acid, and vitamin D.</td>
</tr>
</tbody>
</table>
9. If a child liked to eat dry cereal as a snack, which column would you look at for nutrition information? Why is more nutritious to eat cereal with milk?

[The first column for cereal only (without the ½ cup of milk). The milk provides more vitamins.]

10. Some sweetened cereals contain 6g of sugar per serving. A serving of unsweetened cereal may contain about 3g of sugar. How much sugar does Cereal A contain? Cereal B? Would you classify them as sugary cereals?

Cereal A: 13g. Cereal B: 12g.

[Possible answer: Yes, they are sugary.]

11. If these cereals were available as packaged breakfast bars, predict ways in which the nutrition information might change.

[Possible answer: More sugar might be added to make them taste more like a candy bar. There would be more fat to hold the cereal together.]

12. How might parents add even more nutrition to their five-year-old's morning cereal?

[Possible answer: Add fruit such as sliced bananas or strawberries.]

13. Would you serve either cereal to a child aged four to six? Why or why not?

[Students should be able to support the judgment they make with specific information from the labels. Some students may believe that the vitamins provided in either cereal make up for the high sugar content. Others may judge the sugar content in both to be unacceptable.]
Section 14–1: Emotional Development from Four to Six

1. What new challenges do children ages four to six face?

Spending time away from home to attend preschool, day care, and kindergarten. May find themselves with unfamiliar adults and large groups of other children for the first time.

2. Briefly describe the emotional characteristics of children of the following ages.

   A. Age four:
   Self-centered, defiant, impatient, loud, boastful, argumentative and bossy, but also loving and affectionate. Want to do things for themselves. Active imagination, which can lead to fears.

   B. Age five:
   View themselves as a whole person. Eager to explore larger world, yet fearful of the unfamiliar. Impulsive. Begin to feel more empathy for others.

   C. Age six:
   Emotional turmoil as they try to find status outside the home. Long to feel grown-up, but often feel small and dependent. Crave approval. Easily hurt and discouraged. Often stubborn and quarrelsome. Center of their own universe. Try to please only to win praise. Rapid mood changes.

3. A four-year-old’s active imagination can lead to fears. Why?

They are not yet capable of distinguishing fantasy from reality. A nighttime noise might become a monster under the bed.
4. What is self-confidence? What is initiative? How are they related? ________________

5. What characteristics might indicate that a child may have Attention Deficit Hyperactivity Disorder (ADHD)? ________________

6. How do four- to six-year-olds differ from toddlers in the ways they express anger? ________________

7. Four-year-old Daniel does not want to sleep alone in his bedroom because he believes there is a ghost in his closet. How would you respond? ________________

8. How can parents and other caregivers help children work through jealous feelings? What responses should they avoid? ________________

9. Name at least four possible signs of stress or tension in preschoolers and kindergartners. ________________

10. Describe two techniques for discovering the cause of the stress. ________________
11. When a child is showing symptoms of stress, should parents ease up on rules to reduce the stress? Why or why not?

12. Name three ways to help preschoolers develop self-confidence. Any three:

   (1) Show respect for them and express confidence in their abilities.
   (2) Give them praise and encouragement.
   (3) Set them up for success by giving them opportunities to perform well.
   (4) Avoid stereotyping so both boys and girls develop a wide range of skills.

Section 14–2: Social and Moral Development from Four to Six

13. Who are a preschooler’s peers? Compare four-year-olds to toddlers in the way they relate to their peers during play.

   Their peers are other preschoolers or children of the same age.

   Four-year-olds—Form friendships and spend more time playing cooperatively.

   Toddlers—Engage in parallel play, essentially playing by themselves.

14. Use what you know about the general patterns of social development in four- to six-year-olds to identify the approximate age of the child in each description below.

   A. Erik and his neighbor rarely quarrel, and they no longer snatch each other’s toys.

   B. Kaitlyn wants to spend even more time with her best friend than she did last year, but their parents are frustrated because they seem to bicker a lot.

   C. Shareef took his mother by the hand and brought him to the room where he was building interlocking blocks. “Look at my house!” Shareef said proudly.

   D. Megan begged to join a soccer team, but she paid little attention during practice and at the games.

   E. Connor told Kenny, “You know, Jackson still watches baby shows on television,” and Kenny laughed.
15. Chase and Austin, both six, are playing with a plastic bat and a whiffle ball. Describe a situation that might result in aggressive behavior between them. As a counselor at a day camp, how would you help them resolve the problem?

Possible response:
Chase thinks it is his turn to bat. Austin stubbornly holds onto the bat as Chase tries to pull it away. You could have the boys sit down and talk about a solution, such as taking turns. Praise their efforts to resolve the conflict.

16. Summarize two possible benefits and two possible drawbacks of competition as it pertains to children’s development.

Benefits — Any two:

Drawbacks — (1) Instills the idea that success depends on the ability to outdo others. (2) Can discourage initiative in those who rarely win.

17. How can competitive team sports help develop cooperation?

Possible response:
Team members can work together and encourage one another.

18. In order for their child to be well-rounded, is it necessary for parents to sign their kindergartner up for a sports team?

Possible answer:
Not necessarily; most kindergartners prefer cooperative play over competitive play.

19. Summarize the changes in relationships with family members from ages four to six.

Four-year-olds — Want to feel important in the family and are proud to help with chores, but often quarrel with siblings.

Five-year-olds — Help at home, play better with siblings, and protect younger siblings.

Six-year-olds — More self-centered. Argue with adult family members and have more conflicts with siblings.

20. What is moral development?

The process of learning to base one’s behavior on beliefs about what is right and wrong.
21. What change in moral development takes place in the preschool years? How might this change affect how parents instruct preschoolers?

22. Working with a group of children, Lisa saw four-year-old Marissa hit Autumn in the play kitchen. Immediately Lisa told Marissa, “We do not hit others. Hitting hurts. You’re never going to have any friends if you act like that.” Then she made a point of ignoring Marissa the rest of the afternoon. What did Lisa do right? What did she do wrong?

23. Explain the importance of modeling good moral behavior.
Giving Constructive Feedback

Directions. Children from four to six are generally sensitive to criticism. Unsure of their abilities, they dislike being told that they did something wrong or need to improve. Read the following statements. In the spaces provided, write how you would rephrase the statement to make it more positive and constructive.

1. “You’ll never get that tower of blocks to stay up if you don’t work more carefully.”

2. “I don’t see any of the things you’re describing in that picture. It just looks like a bunch of squiggles to me.”

3. “You weren’t picked for the team until last because you don’t try hard enough.”

4. “You mean you don’t know how to tie your shoes yet?”

5. “Go clean your room, and do the whole job this time.”
1. Terry Franklin woke up to the first day of spring weather, “I can’t imagine going into the office today,” he told his family at breakfast. “It’s been such a long winter. I think I’ll call in sick and enjoy this beautiful day!”
   A. What values did Terry show his children with this comment? ________________________________

   B. What will his children learn from his actions? ________________________________

   C. How do you think Terry would react if his children said they wanted to stay home from school because the weather was too nice?

2. Shane and his family were finishing up their picnic at the park. Five-year-old Shane was picking up their trash to throw it out when his sister said, “Don’t bother. They have people who work here who come around and clean up. They’ll take care of it.”
   A. What values did Shane’s sister show? ________________________________

   B. What will Shane learn from her words and actions? ________________________________

3. Six-year-old Jenny loves to draw and paint. Her father is happy that she likes art so much and proud of how well she draws. To give her materials to work with, he brought home blank paper and colored markers from the office.
   A. What values were shown by Jenny’s father? ________________________________

   B. What example did he set for Jenny? ________________________________

   C. What do you think Jenny’s father would say if she took something from a store? ________________
4. At dinner, Carly laughingly told the family how she and her friend had tricked their boss at work when she punched in her friend’s time card an hour before her friend got to work.

A. What values did Carly show? 

B. What example might her younger brother learn from her story?

5. Melissa and Kara claim they like to go to the mall to “people watch,” as well as to shop. Sometimes they take their two young cousins along. “What is that guy doing with her?” Kara comments, looking at a couple she does not know. “She could stand to lose about 20 pounds and she definitely needs a better haircut.”

A. What values did Kara show?

B. What example did she set for the young cousins?

6. Michelle’s mother always scolded her for tattling or talking negatively about others. However, Michelle often heard her mother talking on the phone and the conversations often include unkind remarks about other people.

A. Why do you think Michelle’s mother says one thing but does the opposite?

B. What effect might this have on how well Michelle minds her about other things?
Section 15–1: Brain Development from Four to Six

1. What does IQ stand for? How is the IQ number determined? 

2. What IQ scores are considered average for children? 

3. Why is the value of intelligence tests limited? 

4. Preschools and kindergartens typically use several techniques to assess children’s development. Why? 

5. How might cultural bias affect intelligence testing? 

6. How can caregivers and teachers use Gardner’s theory of multiple intelligences? 

7. After each of the phrases below, write the name of the kind of intelligence that is being described.
   - A. Ability to imagine things visually and think in three dimensions. 
   - B. Ability to recognize and draw upon features of the environment. 
   - C. Ability to learn and use language. 
   - D. Ability to use the body to solve problems and to perform physical skills. 
   - E. Ability to understand oneself. 
   - F. Ability to understand other people. 
   - G. Ability to analyze problems and explore scientifically. 
   - H. Skill in performing and appreciating musical patterns.
8. Summarize the thinking of children who are in Piaget’s preoperational period. 

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

9. Give an example (different from those in the text) of preoperational thinking among children ages four to six in each of the following areas:

A. Use of symbols: 

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

B. Limited focus: 

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

C. Make-believe play: 

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

D. Egocentric viewpoint: 

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

10. Sarah bombards her parents with questions such as “Why?” “How come?” and “Where?” Due to this behavior, how old do you think Sarah is 

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

11. Compare the theories of Vygotsky and Montessori on how children learn. How are the theories similar? How are they different?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

(Continued on next page)
Section 15–2: Learning from Four to Six

12. Six-year-old Seth is drawing a picture with different colors of crayons. Write a comment that a caregiver could make that would promote self-esteem. Then write a question that would encourage Seth to organize his thoughts.

Possible responses:
(1) “What a colorful picture! The yellow looks pretty next to the blue.”
(2) “What are you going to draw on the left side of the paper?”

13. Carol is walking with her five-year-old grandson in the park. Write comments or questions that Carol could say that would promote learning.

Answers will vary. Possible response: “What is that green animal in the pond? It is sitting on a lily pad. How do you think it got there?”

14. Identify four drawbacks of too much television for children ages four to six.

Any four:
(1) Brain development may be negatively affected.
(2) They miss opportunities to form relationships, get exercise, and use their imagination.
(3) Less activity may lead to weight and other health problems.
(4) May be linked to attention deficit disorders and weak problem-solving skills.
(5) Associated with poor academic performance, especially in reading.

15. What are phonemes? What is a favorite type of book that helps children become more aware of phonemes?

(1) Phonemes are the smallest individual sounds within a word.
(2) Rhyming books make them more aware of phonemes.

16. What is alliteration? Is “babies bite bananas” an example of an alliteration?

It is the repeating of certain sounds, such as words that start with the same letter; yes.

17. Why do some children who are bilingual seem to have an advantage in reading over children who speak one language?

They seem to understand earlier that printed words have certain meanings, enabling them to learn to read more easily.
18. What kinds of books or stories are four- to six-year-olds likely to enjoy? 

(1) Stories about experiences different from their own. 
(2) Stories with humor, funny rhymes, and unusual situations.

19. Give four examples of art materials that are appropriate for four- to six-year-olds. 

Answers may vary. Some appropriate materials: Modeling clay, crayons, paste, paint.

20. Holly is making something out of modeling clay. Her mother teases her by saying “What in the world is that supposed to be?” What could Holly’s mother have said that would better promote learning and self-esteem? 

Possible response: Ask Holly to explain what the model represents to promote use of verbal skills. Praise some aspect to promote self-esteem.

21. What are finger plays? 

Songs or chants with accompanying hand motions.

22. Identify three common household items that children can use as musical instruments. 

Answers will vary. Some possible include: Old pans, bowls, mixing spoons.

23. How does preschool help prepare children for kindergarten? 

They learn skills such as paying attention, taking turns, sitting quietly for a time, and interacting with other children.

24. Identify three abilities that indicate a child is ready to attend school. 

Any three: 
(1) Communicates with adults other than parents. 
(2) Manages personal needs. 
(3) Completes tasks. 
(4) Listens attentively. 
(5) Follows directions and takes turns. 
(6) Can be patient and wait for a response.

25. Cousins Josh and Tracy are both five years old. Josh started kindergarten, but Tracy has to wait until next year. Why do you think they were not able to enroll together? 

Josh’s birthday was probably before the school district’s cutoff date, and Tracy’s after.
26. Brad wants to give his son Nick an idea of what school will be like. What can Brad do?

He could take Nick to visit the school before the first day, introduce him to the teachers, and tour around the school.

27. What are some things parents can do to increase their child’s feelings of independence before the child enters the unfamiliar world of school?

Provide opportunities for the child to make decisions related to school, such as picking out clothes to wear the first day and choosing a lunch box or backpack.

28. Children ages four to six improve dramatically in what two areas of language development?

Vocabulary and articulation

29. Why are children able to say a word like “mop” sooner than a word like “please”?

The m and p sounds require only the ability to move the lips. Sounds like the pl in “please” require smooth coordination of lip, tongue, and throat muscles.

30. What are three reasons children may experience speech difficulties?

Any three:
1. May hear and use only a limited number of simple words at home.
2. May not speak English at home.
3. May have moved from another part of the country.
4. May have physical problems.
5. May be intellectually or emotionally delayed.
### Identifying Theories of Intellectual Development

**Researchers**
- Vygotsky
- Piaget
- Montessori
- Gardner

<table>
<thead>
<tr>
<th>Researchers</th>
<th>Descriptions or Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Children move through a series of learning stages as they develop intellectually.</td>
</tr>
<tr>
<td></td>
<td>2. Learning occurs in, and depends on, the social environment.</td>
</tr>
<tr>
<td></td>
<td>3. Children learn naturally if placed in a prepared learning environment containing appropriate materials.</td>
</tr>
<tr>
<td></td>
<td>4. Children between ages two and seven can view the world only from their own perspective.</td>
</tr>
<tr>
<td></td>
<td>5. Each person has a blend of intelligences.</td>
</tr>
<tr>
<td></td>
<td>6. Teachers should collaborate with students rather than lecturing them.</td>
</tr>
<tr>
<td></td>
<td>7. Teachers should allow students a great deal of independence and never interrupt a student engaged in a task.</td>
</tr>
<tr>
<td></td>
<td>8. If caregivers recognize that a child is high in one type of intelligence, they can provide learning opportunities to build on that strength.</td>
</tr>
</tbody>
</table>
Direction: The situations below describe children who are starting school. If the parents’ words and actions will help the child adjust to school, write “Yes” in the blank to the left of the number. In the space below the description, explain why. If the parents’ actions and words will not help the child adjust to school, write “No” in the blank and suggest a better approach in the spaces provided.

1. Ethan turned five just before the school district’s birthday cutoff date for starting school. Still, Ethan’s parents were unsure about enrolling him. He would be among the youngest in his class. His grandparents claim that he is very bright for his age. However, his attention span is short, and he has trouble following directions. His parents decide to wait until next year to enroll Ethan in kindergarten.

   Possible response:
   Relatives often think children are advanced, but Ethan shows several signs of not being ready to attend school.

2. The week before Julia was going to school, she and her mother shopped for school supplies. They followed the list that the teacher had sent home. Julia picked things in the colors that she wanted. When they got home, she put them in her school bag. Every day she took things out and looked at them, waiting for school to begin.

   Possible response:
   Preparing in advance gave Julia time to become excited about starting school. Katie’s mother helped her link school with feelings of increased independence.

3. The week before school started, Andrew started to have trouble sleeping. He had always gone to bed easily, but he began to insist that one of his parents stay with him. They were both very busy, though, and told him he had to go to sleep on his own.

   Possible response:
   Andrew is showing signs of needing help. Andrew’s parents should encourage him to talk about his concerns and then plan activities that might help reduce his anxiety.

(Continued on next page)
4. Every day, when Shemika gets home from school, she and her mother argue. She wants to play outside, but her mother says she should do her homework first. “You should finish your work before having fun,” her mother says. Shemika pouts and cries.

- Possible response: After being in school all day, Shemika probably needs some time to relax before she starts doing homework. Her mother should give her two alternatives for times when she can do homework and let her choose.

5. All during August, Domnick asked his older sister what school was like. Finally, his mother took him to visit the school. They walked around to see the other rooms and looked at the kindergarten classroom. They met the teacher, who was preparing the room for the new year. Domnick’s name was already on the bulletin board.

- Possible response: Domnick’s visit helped him see what the school was like and should reduce his worries.

6. As the summer came to a close, Amber’s parents often talked about school. Her mother said, “It will be so lonely here without you.” Her father said, “It will be a big adjustment for you, little girl. You won’t be able to sleep late. You’ll miss your TV shows. You’ll be away from home all day long. That’s OK, though, because you’ll have fun.”

- Possible response: A positive attitude about school is a key to learning. Ashley’s parents could help her feel good about school if they discussed the positive aspects with Ashley rather than dwelling on their own feelings and the negative aspects.

7. Antonio will start kindergarten next week, and he is showing signs of anxiety. He is timid about meeting new people. Antonio loves to play kickball. Antonio’s mother arranged a play day in the local park. She invited several children who will be in Antonio’s class to come to the park to play kickball and other games.

- Possible response: Arranging for Antonio to meet future classmates in a favorite play situation will make school more familiar and comfortable for Antonio.
Physical Development from Seven to Twelve

Section 16–1: Growth and Development from Seven to Twelve

1. Describe how average height and weight change for children at the following ages.
   A. Seven to Ten:

   - Height: Both boys and girls grow an average of just over 2 inches per year, slower than in younger years. Sometimes they grow taller in growth spurts during this period.
   - Weight: They gain about 6½ pounds per year.

   B. Eleven to Twelve:

   - Height: Most girls grow taller than boys at this age. Growth for both boys and girls takes place in different parts of the body at different times.
   - Weight: Average yearly weight gain is about 10½ pounds for girls and 9½ pounds for boys.

2. Why are eleven- and twelve-year-old girls typically taller than boys their age?
   Girls tend to go through puberty earlier, usually during this period. Boys are more likely to begin puberty between ages 12 and 14.

3. What factor has the most influence on a child’s ultimate height?
   Heredity

4. What factors may cause preteen girls to be sensitive about their body image?
   The changing shape of their bodies, as well as images of thin celebrities and models.

5. What is the definition of an eating disorder?
   A serious pattern of overeating or restrictive eating.

6. How can participation in organized sports benefit children in this age group?
   Organized sports allow them to have fun, learn teamwork, and be physically active to develop both gross and fine motor skills.

7. What is scoliosis? How is it treated?
   A sideways curvature of the spine. It can be treated with exercises, a brace, or surgery.

(Continued on next page)
8. At about what age does the second set of molars emerge? What is another name for a third set of molars?

Twelve; wisdom teeth

9. Identify at least five physical changes that occur in boys and five that occur in girls during puberty.

A. Boys:

- Significantly growth spurts
- Hair appears under arms and in pubic area
- Sweat and oil glands become active, leading to body odor and acne
- Facial hair appears
- Voice deepens and often cracks
- Shoulders broaden
- Muscles grow
- Sexual organs become capable of reproduction

B. Girls:

- Significant growth spurts
- Hair appears under arms and in pubic area
- Sweat and oil glands become active, leading to body odor and acne
- Breasts enlarge
- Waist narrows
- Hips widen
- Sexual organs become capable of releasing mature eggs
- Menstruation begins

10. What is menstruation? At about what age does it begin?

A female’s monthly cycle in which an egg is released and the uterus prepares for a possible pregnancy. It begins at about age eleven or twelve.

11. What physical development in the years from seven to twelve enable motor skills to improve?

Muscles gain strength

Section 16–2: Caring for Children from Seven to Twelve

12. Why are the Dietary Guidelines for Americans helpful for both children and adults?

They explain how to make nutritious foods and physical activity a part of daily life.

13. What foods contain fiber? Why is fiber important in a healthy diet?

Foods made from whole grains, fruits, and vegetables contain fiber. It helps the digestive system work properly.

14. Where should most fats come from in a healthy diet?

From fish, nuts, and vegetable oil.
15. Name four things that families can do to encourage good eating habits for children.

- Eat meals together.
- Don’t overeat.
- Serve varied and well-balanced meals.
- Buy nutritious foods for snacks.
- Limit sweets and deep-fried foods to special occasions.
- Give children smaller portions than adults.
- Don’t require children to “clean their plates.”
- Include calcium-rich foods.

16. What link have researchers found between eating breakfast and classroom performance?

Children who eat breakfast have a greater capacity for learning and participation and a greater ability to concentrate.

17. Describe each of the following eating disorders.

A. Anorexia nervosa: Intense fear of weight gain, starvation techniques, severe weight loss.

B. Bulimia: Excessive eating followed by purging, often through vomiting.

C. Binge eating: Periods of highly excessive eating and then weight gain.

18. What emotional or psychological problems characterize many children with eating disorders?

Poor body image, depression, low self-esteem, need to feel in control of something in their lives.

19. Which of the following are sedentary activities—jumping on a trampoline, watching a DVD, playing a board game, or walking a dog? Explain.

Watching a DVD and playing a board game. Sedentary activities involve little exercise.

20. Seven-year-old Nate wants to play ice hockey with some friends, but his father wants to sign him up for golf lessons. What would you do if you were his parent?

Possible answer: Activities should interest the child so hockey might be the better choice. If possible, Nate could be allowed to try both sports.

21. How much physical activity is recommended for children and teens each day?

At least one hour.

22. About how many hours of sleep should school-age children get each night?

Ten to eleven hours.
23. Explain how tooth decay occurs, and how sugary foods and drinks contribute to it.

Bacteria in the mouth produce acids from sugars that a person eats or drinks. The acids break down tooth enamel and expose softer parts of the tooth.

24. What are sealants on children’s teeth?

Thin plastic coatings that are put on molars to prevent decay.

25. Why do some parents arrange for their children to see an orthodontist?

To straighten their teeth.

26. List at least four principles that children should be taught about personal safety.

Any four:
1. Wear protective sports gear.
2. Know how to recognize an emergency and get help.
3. Pay attention to traffic.
4. Never go anywhere with a stranger or get in a car.
5. Run and yell if approached in a threatening way.
6. Know where to go for help along the route to school.
7. Walk in groups.
8. Keep doors locked when home alone.
9. Never open the door to a stranger.

27. How do physical changes during puberty require preteens to adopt different personal hygiene habits than when they were younger?

With puberty, the body produces more sweat, leading to body odor. Preteens may need to bathe daily, use deodorant, and change clothes after physical activity. The skin’s oil glands produce more oil, often resulting in acne and greasy hair. Preteens need to wash acne-prone skin twice a day and shampoo often.

28. What vaccines are usually required for children entering fifth grade?

Tetanus and diphtheria booster and MMR (measles, mumps, and rubella) booster. Chickenpox and hepatitis B vaccines are strongly recommended before age thirteen.
Growth and Development
from Seven to Twelve

SECTION 16–1

A Time of Change

Directions: Nine children and preteens attend a latchkey program at the Oak Street Community Center. Volunteers help with homework, supervise games, and provide snacks. Today is "health day" and those who attend can be weighed and measured if they wish. Using your textbook, estimate the children's ages based on the information given. Assume that the children are average for their age.

1. Dustin weighs 71 pounds and is 54 inches tall. He is ______ years old.
2. Seth weighs 55 pounds and is 51 inches tall. He is ______ years old.
3. Grace complains that her mouth hurts because her second molars are coming in. She is ______ years old.
4. Sierra weighs 48 pounds and is 48 inches tall. She is ______ years old.
5. Kristen is surprised that she has gained 10 pounds since last year when she weighed 72 pounds. She is 57 inches tall. Kristen is ______ years old. Her weight gain is average for her age.
6. Alejandro is almost 5 feet tall and weighs 90 pounds. He is ______ years old.
7. Tanner's height has increased from 52 inches to 57 inches. The program volunteer says, "You must be in a growth spurt!" Tanner weighs 80 pounds. He is ______ years old.
8. A nurse detects that Alejandro's spine seems to curve slightly. He should be checked for ______
9. Molly is 53 inches tall and weighs 67 pounds. She is ______ years old.
10. Zach is nine years old. His height is 52 inches. How much might you expect him to weigh? ______

Directions: Answer the questions in the space provided.

11. Why do preteens vary so much in size, from one to another? 

12. Why do you think preteen girls are at higher risk for eating disorders than when they were younger?

13. Do you think the benefits of team sports outweigh their possible drawbacks? Explain your point of view.
Adjusting to a Changing Body

**Directions:** Take the role of “Dear Chris,” a columnist who offers advice to children and preteens. Read the following letters and then write your responses in the spaces provided.

---

**Dear Chris,**
You’ve got to help me. I’m eleven, and I’m gaining too much weight. No matter how little I eat, my clothes feel tighter and tighter. I figure my only choice is to eat nothing but celery and carrot sticks. Vegetables are healthy, right?

Possible response: At your age, rapid growth is normal. Still, to maintain a healthy weight, exercise and eat balanced, nutritious meals rather than starve yourself. Avoid fried foods and sugary foods and drinks. Talk to your doctor before beginning any weight-loss diet.

---

**Dear Chris,**
My favorite teacher got on me for not participating. She said that my grades are slipping. I don’t know what it is. I can’t seem to concentrate anymore. I’m too tired to focus, even though I get almost eight hours of sleep most nights.

Possible response: You need more sleep than you think—about ten to eleven hours! Set a time to go to bed every night, and then stick to it. You will find that you can focus better in class.

---

**Dear Chris,**
I have to wash my hair every day or it looks gross by sixth period. It takes me half an hour to dry it now, so I have to wake up extra early. What gives?

Possible response: During puberty, the body produces more oil, which can lead to oilier hair. Over time, this will be less of a problem. In the meantime, keep washing.

---

**Dear Chris,**
I hate the way my voice sounds. There’s a girl I want to talk to, but I’m afraid that my voice will crack and she’ll laugh at me. What can I do?

Possible response: While your voice may crack, if she really likes you, it won’t bother her—don’t let it bother you.
Section 17–1: Emotional Development from Seven to Twelve

1. Identify three signs that children between the ages of seven and twelve are developing a sense of self.
   - Acquire the ability to think in more abstract terms.
   - Recognize that they have a unique personality.
   - See themselves as a mixture of many qualities and abilities.
   - Understand that they behave differently in different situations.
   - Realize that different people may perceive them differently.

2. How is the development of a sense of competence related to self-esteem?
   - Children who see themselves as competent are likely to develop high self-esteem.

3. Why is it important for children ages seven to twelve to experience more successes than failures?
   - Successes help children develop a sense of competence.
   - Children's beliefs about their competence affect their choices and satisfaction in later life.

4. Identify four strategies you could use to help a child develop a sense of competence.
   - Focus on strengths.
   - Provide opportunities.
   - Encourage learning.
   - Establish reachable goals.
   - Recognize successes.
   - Focus on the positive.

5. Describe three signs that gender identity is being strengthened in children ages seven to twelve.
   - They spend more time and form close friendships with children of the same sex.
   - They want to act and talk like others of the same sex.
   - They choose adults of the same sex as role models.
   - They begin to explore relationships with the opposite sex, but later in this stage.
6. Kaleel is curious and loves to explore. When he makes a discovery, he tells exaggerated tales of his exploits. Kaleel is showing characteristics of what age?

7. Maya is absorbed in her own thoughts. Her moods change frequently. She often ignores others, seeming not to care what they say. Is Maya more likely in middle childhood or in the preteen years?

8. By what age do children generally understand that they should express their anger in socially acceptable ways?

9. Suggest a way to help an angry child regain self-control.

10. How do children’s fears generally change between the ages of seven and twelve?

11. How is normal anxiety different from an anxiety disorder?

12. How might children these ages express envy?

13. Identify four strategies for living with seven- to twelve-year-olds.

(Continued on next page)
Section 17–2: Social and Moral Development from Seven to Twelve

14. What qualities become important in friendships around age seven or eight? Loyalty, trustworthiness, kindness and understanding, and ability to have fun together.

15. What role do peer groups play in the self-esteem of older children and preteens? Acceptance by peers is closely related to high self-esteem.

16. Why is the number of friends a child has not a good indicator that the child has a healthy social life? What is a better way of evaluating this? Children vary in the number of friends they want, depending on temperament. The number of opportunities for friendships also plays a role. A better indicator is whether the child has the social skills to form and maintain friendships.

17. Describe a four-step process for helping preteens resolve conflicts with peers. (1) Set ground rules. (2) Listen to both sides. (3) Find common ground. (4) Reach a solution that is acceptable to both sides.

18. Why do victims of bullying often hide the problem from adults? What should a parent or caregiver do to help? Victims may fear that telling will make the bullying worse. A caregiver can question the child in a supportive way, reassure the child it is not his or her fault, emphasize that no one has a right to bully, and report the situation to a school official.
19. How and why do relationships between children and parents change during middle childhood and the preteen years?

As children move toward more and more independence, they are in conflict with their parents more often.

20. How can parents help a child make moral choices when the parents are not around? 

(1) Set a good example. 
(2) Support the child's growing conscience. 
(3) Talk about how to handle situations they might face. 
(4) Talk about empathy. 
(5) Encourage a sense of fairness.

21. Why is peer pressure strong during preteen years? How does it lead to conformity?

Being accepted by peers is extremely important to preteens. As a result, peer groups have a strong influence on preteens, often leading them to conform to the behaviors, habits, language, and ideas of the group.

22. Describe three ways that preteens can avoid negative peer pressure.

Any three: 
(1) Join a peer group with positive moral values. 
(2) Spend time with peers who have similar interests. 
(3) Rely on conscience as their guide. 
(4) Try not to appear upset by teasing. 
(5) Talk about problems with a parent or other trusted adult.

23. Give an example of a low-risk decision that parents can allow preteens to make to help encourage responsibility.

Possible responses: 
How to decorate their room, how to wear their hair, when to do their chores.

24. What are two effective forms of punishment for preteens who break family rules?

Grounding and taking away privileges.
# Emotional Development from Seven to Twelve

## Recognizing Characteristic Behaviors

**Directions.** For each statement below, choose the age at which the behavior or development is *most* typical. Write the correct age in the space to the left of the statement. You may use answers more than once.

<table>
<thead>
<tr>
<th>Ages</th>
<th>Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven</td>
<td>1. Typical of her generally happy outlook on life, Alexia is no longer worried by nighttime fears.</td>
</tr>
<tr>
<td>Eight</td>
<td>2. Ryan’s parents can not believe the change. Last year, he had been quiet and seemed never to want to leave the house. This year, he is outgoing and confident and is out playing every chance he can.</td>
</tr>
<tr>
<td>Nine</td>
<td>3. Allison sits by herself, hardly saying a word to others. At night, though, she likes her mother’s company because she is afraid of the dark.</td>
</tr>
<tr>
<td>Eleven and twelve</td>
<td>4. In earlier years, Luke referred to himself as Miranda's brother, but now when he talks about himself he describes what kind of person he is. “I like to laugh,” he says, or “I’m honest.”</td>
</tr>
<tr>
<td>Nine</td>
<td>5. Abby is so caught up in thinking about how embarrassed she was at school that she does not even hear her father call to say that dinner is ready.</td>
</tr>
<tr>
<td>Eleven and twelve</td>
<td>6. “It’s funny,” Kendall says to his friend Samir. “The people at school think I’m one kind of person and the people in the karate school think I’m totally another kind of person.”</td>
</tr>
<tr>
<td>Seven</td>
<td>7. Anthony wants to tell his family what happened at school today. He describes the whole scene, speaking in an excited voice and waving his arms as he talks.</td>
</tr>
<tr>
<td>Nine</td>
<td>8. Julia is frustrated because her friend Amy is spending more time with another classmate. When she gets home from school and her mother asks her to pick up her things, she refuses.</td>
</tr>
<tr>
<td>Eleven and twelve</td>
<td>9. Vincent seems to worry all the time, and he finds it very difficult to accept any criticism.</td>
</tr>
<tr>
<td>Nine</td>
<td>10. Sarah’s parents are worried about her. She seems to be very harsh on herself whenever she makes a mistake.</td>
</tr>
</tbody>
</table>
Setting Rules and Responsibilities

**Part 1 Directions:** You are the parent of twelve-year-old Kirsten. You want to establish rules and responsibilities for Kirsten that are reasonable and appropriate for her age. In the chart below, write the rules or responsibilities you would set for each category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Rule or Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Attending parties</td>
<td></td>
</tr>
<tr>
<td>Household chores</td>
<td></td>
</tr>
</tbody>
</table>

**Part 2 Directions:** Below are descriptions of Kirsten’s behaviors. In the spaces that follow each description, write your response to the behavior.

1. Kirsten arrives home a half-hour late from a party. “My curfew is too strict,” she says. “I’m embarrassed when I have to leave an hour earlier than everyone else.”

   ______________________________________
   ______________________________________

2. On a school night, Kirsten watches a television show until midnight.

   ______________________________________
   ______________________________________

3. One evening, Kirsten comes home early from a party. “I was not comfortable,” she said. “Some people were secretly drinking beer.”

   ______________________________________
   ______________________________________
Section 18–1: The Brain Development from Seven to Twelve

1. What are the two types of memory? [Short-term and long-term memory.]

2. At about what age do children begin to understand another person’s point of view? [Age eight]

3. How do preteens view complex social problems, such as prejudice or poverty? [They can recognize the problems but don’t understand why the problems are difficult to solve. They are not yet able to analyze their ideas to see if they are realistic.]

4. What happens to a child’s attention span at about age twelve? How does this affect learning? [Grows shorter. Twelve-year-olds tend to learn less because they have trouble concentrating for a long time.]

5. Imagine that a nine-year-old is sorting through a toy box of stuffed animals. Give an example of the child classifying objects, placing objects in a series, exhibiting the use of transitivity, or conservation. Then summarize the intellectual development of children ages seven to ten in each of those areas.

   A. Classifying objects: [Can classify according to two or more criteria.]

   B. Placing objects in a series: [Can arrange objects in ascending or descending order.]

   C. Transitivity: [Understand that relative relationships can extend from two objects to a third.]

   D. Conservation: [Understand that objects retain basic characteristics, even if the appearance of the objects changes in some way.]

6. What is the difference between the thinking skills of seven-year-olds and preteens? [Seven-year-olds—Think in terms of concrete, or actual, objects and tasks, but are not yet capable of abstract thinking. Preteens—Capable of abstract thinking.]
7. What is meant by a hypothetical situation? In which of Piaget's stages is a child capable of imagining such situations?

8. What did Piaget consider to be the basis for his learning stages? Compare Piaget's view of learning with Vygotsky's theory

9. Contrast Montessori’s view of learning with Vygotsky’s theory.

10. How does Gardner’s view of intelligence differ from Piaget’s view?

11. Abigail faithfully writes in her diary on a daily basis. Based on this activity, which one of Gardner’s multiple intelligences is one of her strengths?

12. What are the three types of intelligence proposed by Robert Sternberg’s theory? Children who are gifted in music and art would likely rate high in which type?
Section 18–2: Learning from Seven to Twelve

13. Why is direct learning effective for older children? How is direct learning different from learning methods used for children who are just starting school?

[Direct learning is language based. Children at this age are gaining the ability to acquire facts and ideas by listening and reading. Methods for younger children are more activity based.]

14. How might a teacher encourage peer learning?

[Possible response: By requiring students to work cooperatively in pairs or small groups to complete a project.]

15. How might a teacher help fifth- or sixth-graders gain the independent learning skills they need to complete a long-term project?

[The teacher might divide the project into several steps. He or she might give specific directions and a deadline for each step in the process, and help students divide their time among the steps.]

16. In what way is the structure of middle school like elementary school? How is it like high school?

[Homeroom teachers provide the personal contact that preteens still need. Students may be able to pick some classes, as high school students do.]

17. How are standardized tests developed?

[Teams of scientists and educators design the tests, which are tested repeatedly with students and revised before they are ready for use.]

18. Explain each of the following properties of good standardized tests.

A. Validity: [Must measure what it is supposed to measure.]

B. Reliability: [Must be consistent and yield similar results if given again and again to the same age group.]

C. Practicality: [Must be reasonably easy to give, quick and easy to score, and affordable.]
19. What do each of the following standardized tests measure?
   
   A. Learning ability tests: Measure how well a student might do in a particular learning situation.

   B. Achievement tests: Measure what students have actually learned about a particular subject.

   C. Aptitude and interest tests: Measure talents and preferences.

20. Identify two possible limitations of standardized tests.

   Any two:
   1. Measure only a small sample of abilities or achievements.
   2. Scores can vary due to factors such as the child’s age and testing conditions.
   3. May not accurately assess intellectual development of minority and disadvantaged students or English language learners.
   4. When teachers concentrate on teaching what is on the test, students miss out on other learning.

21. How are standardized test scores used?

   Teachers use the scores to keep informed about what students need and how to best help them develop intellectually.
Identifying Categories of Intelligence

Part 1 Directions: The following box lists the different types of intelligence identified by Howard Gardner. For each activity described below, identify the type of intelligence the activity would help develop in a child.

<table>
<thead>
<tr>
<th>Types of Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodily-Kinesthetic</td>
</tr>
<tr>
<td>Interpersonal</td>
</tr>
<tr>
<td>Intrapersonal</td>
</tr>
<tr>
<td>Logical-Mathematical</td>
</tr>
<tr>
<td>Musical</td>
</tr>
<tr>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>Naturalistic</td>
</tr>
<tr>
<td>Visual-Spatial</td>
</tr>
</tbody>
</table>

1. Brett was chosen to lead the planning committee for the class car wash.
2. Evan helped paint a mural of school activities to display at the community’s centennial celebration.
3. Brooke’s experiment with magnetism won a ribbon at the science fair.
4. For the school’s talent show, Savannah created rhythms using pots, spoons, and other common items as instruments.
5. Iola read the children’s story she wrote to the kindergarten class.
6. During his summer vacation, Logan recorded his feelings about his experiences in a journal.
7. The class visited a local park to learn about plants and birds in their area.
8. At soccer practice, Austin learned how to perform a corner kick.

Part 2 Directions: Using Sternberg’s categories of intelligence identify whether each child described below is high in creative, practical, or analytical intelligence.

9. Sean’s grades are not the best, but when he and his friends hit a snag in building their tree house, Sean easily figured out a solution.
10. Kiesha is the class brain. She always seems to get the best grades on tests.
11. Tori does not do well in school. She seldom follows the teacher’s instructions. However, she loves to paint.
12. Jill’s design suggestion was used for the poster advertising the school play.
13. Michael and Lori were chosen to represent the school at the regional math competition.
14. Maurice came up with a plan for a peer-tutoring program for school.
15. Lucy pointed out to the group that the solution they were discussing failed to solve the problem in the past.
# Learning from Seven to Twelve

## Learning and Assessment Methods

### Part 1 Directions:
In the diagram below, identify three learning methods that are appropriate for the seven-to-twelve age group. For each method, give an example of an assignment that uses the method. Give different examples from those in the textbook.

#### Learning Methods

<table>
<thead>
<tr>
<th>Method:</th>
<th>Method:</th>
<th>Method:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Example:</td>
<td>Example:</td>
</tr>
</tbody>
</table>

### Part 2 Directions:
Each description below relates to one of three types of standardized tests: achievement tests, aptitude and interest tests, or learning ability tests. Complete the chart by writing the type of test in the left column next to its description. Test types may be used more than once.

<table>
<thead>
<tr>
<th>Type of Standardized Test</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores can help students determine the kinds of careers that might be right for them.</td>
<td></td>
</tr>
<tr>
<td>Tests of this type are sometimes known as IQ tests.</td>
<td></td>
</tr>
<tr>
<td>A test of this type may ask students to select what they like best from different groups of ideas or activities.</td>
<td></td>
</tr>
<tr>
<td>A certain score on this type of test may be required for graduation.</td>
<td></td>
</tr>
<tr>
<td>A test of this type may measure what students have learned about biology, for example.</td>
<td></td>
</tr>
</tbody>
</table>
Section 19–1: Physical Development of Adolescents

1. Summarize the general pattern of growth for adolescents. How does the pattern differ between males and females?

2. What physical changes occur as a girl’s body increases its production of estrogen?

3. What is testosterone? How does it relate to puberty?

4. How does puberty impact nutritional needs?

5. Why are personal cleanliness routines particularly important for adolescents?

6. How can regular exercise benefit teens?
7. Give three negative effects that teens may experience if they do not get enough sleep. 
   ________________  
   ________________  
   ________________  

Section 19–2: Emotional, Social, and Moral Development of Adolescents

8. What is personal identity? 
   ________________  

9. Describe how the following factors influence identity development.
   A. Family: 
      ________________  
      ________________  
      ________________  
   
   B. Peers: 
      ________________  
      ________________  
      ________________  
   
   C. The future: 
      ________________  
      ________________  
      ________________  

10. According to Erik Erikson, what is an identity crisis? How is it related to conformity? 
    ________________  
    ________________  
    ________________  

11. Summarize four paths to a sense of personal identity that teens may explore, according to James Marcia.
    ________________  
    ________________  
    ________________  
    ________________  

(Continued on next page)
12. Identify three warning signs of depression. If you see these signs in a teen, what should you do?

... Any three:...

13. Describe four possible symptoms of anxiety. If the problem is not addressed, what further problems may result?

... Any four:...

14. Describe the two extremes that are characteristic of bipolar disorder.

... (1) Manic phase—Exaggerated happiness and optimism, racing thoughts and speech, and reckless behavior. (2) Depressive phase—Feelings of guilt or worthlessness, loss of energy, and inability to enjoy anything.

15. How can teens’ desire for independence lead to problems in the family?

Teens want to spend more time with friends and less time with family. They may question their parents’ wisdom.

16. What role does a close friend play in a teen’s life?

Teens can confide secret dreams and fears to a close friend without fear of rejection.

17. Why is it important for teens to participate in a variety of activities?

It provides opportunities to make new friends and develop social skills.
Adolescence

18. What is a moral compass? [A person’s set of values.]

19. Why do teens need to develop a reliable moral compass? [It helps teens make positive decisions and makes them less likely to fall into negative behaviors.]

20. According to Kohlberg, what increases as a person progresses through the six stages of moral development? [Awareness of other people.]

21. How does Kohlberg define moral maturity? [The ability to recognize and respect other people’s points of view.]

22. What positive effects can peer groups have on teens? [They can help teens clarify their values by discussing what is important and providing feedback. This can help teens build stronger convictions and behave according to their values.]

23. Why do some teens get involved in drugs, drinking, and other negative behaviors? [Some teens are desperate to be popular and accepted. In their insecurity, they may look up to peers who engage in negative behaviors. They imitate the behaviors to gain praise and acceptance from these peers.]

24. Give two examples of ways that popular culture might negatively influence teen behaviors.
   [Possible responses: A movie might portray violence as an acceptable means of resolving differences. Advertisements for alcohol might suggest that people have more fun when they drink.]

25. How can parents promote morality and positive values in teens? Identify at least three ways.
   [Any three: (1) Live according to their professed values. (2) Maintain open and honest communication within the family. (3) Discuss core values with teens. (4) Give teens more opportunities to make choices and learn from their experiences.]

26. What are some of the potential consequences for teens who lack a strong set of personal values?
   [They are more likely to engage in harmful experimentation and risky behaviors, such as sexual activity, drug and alcohol abuse, and crime. Pregnancy and sexually transmitted diseases can result. Drug use can cause serious damage to health and even death.]
Section 19–3: Intellectual Development of Adolescents

27. What part of the brain undergoes the most dramatic changes during adolescence? What are its functions?
   [The prefrontal cortex. It controls planning, organization, prioritizing, and other complex thought processes.]

28. What functions does the amygdala control? What kinds of actions result when teens use this part of the brain more than the thinking part?
   [It controls fear, joy, and other emotional reactions. Use of this part of the brain can lead to impulsive actions based mostly on instinct.]

29. What happens to brain connections during adolescence? What does this indicate about the importance of intellectual pursuits during this time?
   [The teen brain makes many more connections than it needs, but then unused connections are eliminated. This "use it or lose it" principle shows the importance of teens challenging themselves intellectually.]

30. How does a teen's intellect change once he or she is capable of abstract thought?
   [Is able to consider "what-if" situations, create more sophisticated arguments, and to reason from different points of view.]

31. Describe two criticisms of Piaget's four-stage theory.
   [(1) The four stages present too rigid a picture of intellectual development. (2) Some argue that Piaget underestimated the influence of culture and social interaction on learning.]

32. In what major way did Vygotsky's beliefs differ from Piaget's?
   [Vygotsky placed a stronger emphasis on the influence of social interactions on development.]

33. What did Vygotsky believe students needed to reach the heights of their potential?
   [Collaboration with teachers and other students.]

34. Describe some of the factors that can help a student learn more in school.
   [(1) Classroom environment that is positive and stimulating. (2) Amount of discipline and guidance at the school. (3) Involvement of parents.]
Physical Development of Adolescents

Developing Health Habits

Directions: Imagine you are the parent of Josh, age 13. Read the descriptions of some of Josh’s behaviors. In the space below each description, write what you would say or do to guide Josh toward more healthful habits.

1. Every Friday, Cheesecakes Galore sponsors an all-you-can-eat buffet of desserts. Josh and his friends seldom miss this event.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Since he was ten, Josh has been taking showers every day. Now that he is an adolescent, you notice more body odor between showers.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Josh got in-line skates last year and usually skated with his friend Diego after school. Now, he and Diego are playing video games instead.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. After Josh completes his homework, he watches television until 11:00 p.m. He says TV relaxes him. When you wake him at 6:00 a.m. to get ready for school, Josh is groggy and irritable. He has complained of difficulty concentrating in school.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Directions: For each situation described below, judge whether the teen’s behavior is normal or a warning sign of an emotional problem. Write Normal or Warning in the space to the left of the description to indicate your assessment. In the spaces below each description, explain why you judged the behavior to be normal or a sign of a problem.

1. Amanda’s parents are concerned. Amanda seems moody and often is so absorbed in her own thoughts that she hardly talks to her family. When her friends ask her to do something she enjoys, she brightens up.

   Possible response: Moodiness is normal for teens, as long as the mood swings are not extreme.

2. Cory’s friends are not sure what to think. When they go to the movies or to the mall, Cory refuses to go with them. He will not even go to parties if a lot of people will be there. “Crowds are a hassle,” Cory says.

   Possible response: Consistently avoiding crowded places may be a sign of an anxiety disorder.

3. While driving home from school on Friday, seventeen-year-old Jennifer chatters excitedly to her friends about her latest adventure as she weaves fearlessly through traffic. The next week, she does not want to drive and she stays home from school even though it means she will miss tryouts for the talent show.

   Possible response: Extreme mood swings are a warning sign of bipolar disorder. Jennifer’s rapid speech and reckless driving are characteristic of the manic phase. Her inability to participate in something she formerly enjoyed is characteristic of the depressive phase.
4. Manuel just broke up with his girlfriend. He is sitting on his front porch staring into space when his friend Dustin arrives. Dustin suggests that they play basketball. “Maybe shooting hoops will help me feel better,” Manuel says. “Let’s go.”

5. “What’s wrong with me?” seventeen-year-old Dante wondered. “I feel very sad most of the time and just don’t want to do anything. I don’t even like to play video games anymore.”

6. Cathleen sits in a corner as the party goes on around her. Making friends at her new school is not easy for her. She wishes that she could just blend into the wall so that no one will notice her. She goes in the bathroom and takes a bottle of wine from her bag. “At least this drink will help me get through this,” she says to herself.

7. Erik’s parents do not know what to think. Erik has always been cooperative. Now, though, his attitude is changing. He does not seem to agree with them on anything. He wears strange, secondhand clothes and got his ear pierced without their permission. When his mother buys him new clothes for school, they just sit in the shopping bag.
Kohlberg's Stages of Moral Development

Directions: In the diagram below, describe each stage of moral development according to Lawrence Kohlberg's theory. Along the diagonal arrow, indicate what increases as a person progresses through the six stages.

Stage 1:

Stage 2:

Stage 3:

Stage 4:

Stage 5:

Stage 6:
Directions: Read the following sentences. Underline the word or phrase inside the parentheses that best completes the statement.

1. The brain starts to grow again just (before, after) puberty.
2. The maturing of the (prefrontal cortex, amygdala) makes it possible for teens to reason better.
3. The (prefrontal cortex, amygdala) is responsible for emotional reactions, such as fear and joy.
4. The (prefrontal cortex, amygdala) is located just behind the forehead.
5. Teens’ brains make (more, fewer) connections than they actually need.
6. Piaget called his fourth and final stage of intellectual development the (formal, concrete) operations stage.
7. According to Piaget, children enter this fourth stage around age (11, 14).
8. During the fourth stage, young people become capable of (moral, abstract) thought.
9. (Piaget, Vygotsky) believed that children develop the ability to think by interacting with parents, teachers, and peers.
10. According to Vygotsky, the “zone of proximal development” is a measure of a child’s learning (achievement, potential).
11. Vygotsky believed that students could achieve their greatest learning potential only through (self-directed activities, collaboration with teachers and other students).
12. Students who (fear, respect) their teachers are more willing to learn.
13. More learning occurs when students have a (positive, negative) attitude about school.
14. Teens generally (want, do not want) their parents to take an active interest in their education.

Directions: Answer each of the following questions in the space provided.

15. Describe what your positive learning environment would be like. __________________________________________________________________________
__________________________________________________________________________________

16. Explain how you believe parents can best encourage learning. ________________________________________________________________________
__________________________________________________________________________________
Children’s Health and Safety

Section 20–1: Childhood Illnesses

1. How can regular medical checkups help prevent serious illnesses?

2. Identify at least three symptoms in young children that indicate the need to call the child’s doctor.

3. What is a communicable disease?

4. What does it mean to be allergic to something? What are the symptoms of an allergic reaction?

5. Identify three foods and three airborne substances that are commonly known to cause allergic reactions in children.

6. What role does heredity play in allergies?

7. How can allergies be treated?

(Continued on next page)
8. What occurs in the body during an asthma attack? What are the signs of an attack?

[The lungs contract more than normal, narrowing the air passages and making breathing difficult. Signs include coughing, wheezing, rapid breathing, shortness of breath.]

9. What can bring on an asthma attack?

[1) Allergic reactions. (2) A cold or the flu. (3) Physical activity. (4) Exposure to irritants such as cold air or smoke.]

10. What is the contagious period of an illness? Why should children be kept at home during this time?

[The period when an illness can be spread to other people. Sick children could expose others to the illness.]

11. Why is it important never to give aspirin to a child with a fever?

[The child could develop a serious illness called Reye syndrome.]

12. When an unhappy baby is crying and pulling on his or her ear, what might parents suspect? What action should they take?

[The baby may have an ear infection. The doctor should be called.]

13. Describe ways to comfort a sick child.

[(1) Stay calm and cheerful. (2) Treat the illness matter-of-factly, while giving extra love and attention. (3) Provide lots of physical comforting for infants. (4) Play quietly with older children if they get bored.]

14. Why is it important that children take in plenty of liquids while they are ill?

[To avoid dehydration, the depletion of essential body fluids.]

15. How can parents prepare a child for a planned hospitalization?

[(1) Explain in simple terms what to expect. (2) Take the child on a hospital tour if possible.]}
Section 20–2: Accidents and Emergencies

16. Melissa will be babysitting her neighbor’s children for the summer. How could she prepare for the possibility of a fire?

   (1) Locate all outside doors. (2) Note escape routes from different parts of the house. (3) Check for smoke detectors and a fire extinguisher. (4) Review the parents’ escape plan for fire.

17. What are the five guidelines for action in case of an accident?

   (1) Stay calm. (2) Evaluate the situation. (3) Provide comfort. (4) Call for help if necessary. (5) Give basic first aid.

18. When caregivers of an injured child call for help, what kinds of information should they provide?

   (1) Child’s age. (2) Caregiver’s name and relationship to the child. (3) Address of their location. (4) Clear description of the problem.

19. Describe the correct first-aid procedure for each of the following:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruise</td>
<td>(1) Apply cold pack, with towel between skin and pack, for ten minutes. (2) Elevate bruised arm or leg.</td>
</tr>
<tr>
<td>First-degree burn</td>
<td>(1) Put under cold water or cool, wet cloth. (2) Then keep dry and clean. (3) Don’t apply ointment.</td>
</tr>
<tr>
<td>Minor cut or scrape</td>
<td>(1) Stop bleeding with pressure, using clean cloth or gauze pad. (2) Clean with mild soap and warm water. (3) Dry and apply antiseptic. (4) Cover wound with bandage.</td>
</tr>
<tr>
<td>Sprained ankle</td>
<td>(1) Elevate. (2) Apply cold packs to reduce swelling.</td>
</tr>
<tr>
<td>Nosebleed</td>
<td>(1) Have child lean over sink or bowl. (2) Squeeze lower half of nose with tissue for about ten minutes. (3) Release. (4) If bleeding hasn’t stopped, apply pressure again. (5) If bleeding won’t stop, get medical help.</td>
</tr>
<tr>
<td>Chemical burn</td>
<td>(1) Put on protective gloves, then wash immediately and thoroughly with cool water. (2) Remove clothing with chemical on it unless stuck to skin. (3) Seek immediate medical attention.</td>
</tr>
</tbody>
</table>
20. How is a fracture different from a sprain? How are they similar?

Fracture — Break or crack in a bone.
Sprain — Injury caused by sudden, violent stretching of a joint or muscle. Both cause pain, swelling, and bruising. It's often difficult to tell them apart without an X ray.

21. How can you tell a second-degree burn from a first-degree burn?

Second-degree burns form blisters.

22. What are the signs of choking? Why must the caregiver act quickly?

Signs — (1) Wheezing. (2) High-pitched noises. (3) Gurgling. (4) Inability to speak, breathe, or cry. (5) Bluish tint to the face. If the object isn't removed, air won't reach lungs and the person could die.

23. Describe the technique a caregiver should try first to help a choking infant.

(1) Place infant stomach-down across forearm using thigh and lap as support. (2) Hold infant's chest in hand and jaw in fingers. (3) Point head downward. (4) Give up to five firm, quick blows to infant's back with heel of hand.

24. What is another name for a convolution? What occurs during a convolution? What should be put in a child's mouth during a convolution?

A seizure, or convolution, is when muscles suddenly contract, causing the person to fall, and then twitch or jerk. Don't put anything in the child's mouth.

25. What do hives look like? What should the caregiver do if a child develops hives after a bee sting? Why?

Blister-like sores. Seek help since they could be a sign of a severe allergic reaction.

26. Elisa's three-year-old was having difficulty breathing. She noticed burns around his mouth and his breath smelled strange. What might this indicate? What should she do?

Poisoning. Call nearest hospital or poison control center.
27. What are the symptoms of shock? How should a caregiver treat an injured child who may be in shock?

**Symptoms**
1. Cool, clammy skin.
2. Rapid and weak pulse.
3. Shallow breathing.
4. Enlarged pupils.
5. Sometimes loss of consciousness.

**Treatment**
1. Lay child on soft surface.
2. Elevate feet higher than head.
3. Loosen tight clothing.
4. Keep warm.
5. Seek immediate medical help.

28. During rescue breathing, what is the purpose of lifting the child’s chin with one hand and pushing down on the forehead with the other?

**Purpose:** To open the airway.

29. When are the following rescue techniques used?
   
   **A. Rescue breathing:** When breathing stops.
   
   **B. CPR:** When both breathing and heart stop.
# Identifying Childhood Diseases

**Directions:** Several common disease symptoms are described below. In the space provided, identify the probable disease, describe the treatment, and indicate whether any medication can be given to the child.

<table>
<thead>
<tr>
<th></th>
<th>Symptoms</th>
<th>Disease</th>
<th>Treatment</th>
<th>Medication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Runny nose, sneezing, coughing, mild fever, sore throat</td>
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<td>2.</td>
<td>Coughing, wheezing, rapid breathing, shortness of breath</td>
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<td>3.</td>
<td>Rash of tiny red pimples that develop into blisters, low fever</td>
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<td>4.</td>
<td>High fever, chills, shakes, body ache</td>
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<td>5.</td>
<td>Fever, headache, sore throat without runny nose or congestion, white patches on tonsils, red rash</td>
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<tr>
<td>6.</td>
<td>Fever, pulling at ear</td>
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Accidents and Emergencies

Taking the Right Steps in an Emergency

Directions: Listed below are several emergency situations. After each situation is a set of steps that should be followed. The steps are in the wrong order, however. Put them in the correct order by writing the number from 1 to 5 in the spaces to the left of steps.

1. Luisa enters the kitchen and finds her little brother Manuel lying on the floor unconscious. Next to him is an open bottle of cleanser, knocked over.
   ______ Take Manuel to the hospital, as directed.
   ______ Look at the label on the bottle to see if the cleanser is poisonous.
   ______ Call the poison control center.
   ______ Bring the bottle to the phone.
   ______ Smell Manuel's breath to see if he swallowed any of the cleanser.

2. Shelley is babysitting five-year-old Matt and three-year-old Chelsea. The children are playing in the backyard. Shelley hears Matt cry out in pain and come running. He says that a bee stung him.
   ______ Apply cold pack.
   ______ Wash area with soap and water.
   ______ Scrape off the stinger.
   ______ Watch for signs of an allergic reaction or infection.
   ______ Give acetaminophen for pain.

3. Leon's nine-month-old sister is happily eating a snack when suddenly Leon notices that he is not hearing her babbling any more. Leon looks over and sees his sister's head leaning to the side of the high chair, and she is waving her hands in the air.
   ______ Use the heel of his hand to give up to five quick blows between her shoulder blades.
   ______ If object is not expelled, place two fingers on middle of breastbone just below nipples and give up to five quick downward thrusts.
   ______ Go to his sister and pick her up.
   ______ Put her face down over his arm, holding her jaw in his fingers.
   ______ Turn her face up.

4. Madison is out riding her tricycle when she crashes. Sobbing, she shows her father that her knee is scraped and bloody.
   ______ Place a clean gauze bandage on the wound and press for several minutes to stop the bleeding.
   ______ Cover the wound with an antiseptic ointment.
   ______ Wash the area with mild soap and warm water.
   ______ Put a clean bandage over the wound.
   ______ Pat the area dry with a clean towel.

(Continued on next page)
5. Erica finds her little son face down in the pool. She takes him out and lays him on the lawn of the backyard. He is not breathing.

   ______ Turn his head face up, lift the chin with one hand and push down on the forehead with the other.
   ______ If her son’s chest rises, remove her mouth and let his lungs expel air. Then repeat.
   ______ Take a deep breath.
   ______ Put her mouth over the mouth of her son, pinching her son’s nostrils shut, and blow air into her son’s mouth.
   ______ Put her son on his back, turn his head to one side, and try to get rid of any water in his mouth.

6. Ryan’s ten-year-old daughter Hannah was eating a piece of hard candy. Suddenly, she started choking. By the time he realized what was happening, she had fallen down and started to lose consciousness.

   ______ If the object cannot be removed, place the heel of one hand in the middle of Hannah’s abdomen just above the navel, and place the other hand on top of the first hand.
   ______ Check Hannah’s mouth again to see if the candy can be removed.
   ______ Put Hannah on her back.
   ______ Give five quick thrusts, pressing both hands in and up.
   ______ Check Hannah’s mouth for the candy and try to remove it with a sweeping motion of Ryan’s index finger.
Family Challenges

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 21–1: Family Stresses

1. After his parents divorced, Josh, age three began snatching his baby sister’s bottle and drinking from it. What sign of stress is Josh displaying?

2. Identify three signs of stress in children under the age of five.

3. Identify three signs of stress in teens.

4. Give four examples of family situations that commonly cause situational stress in children.

5. What can parents do after a move to help children adjust?

6. Should children be told of family financial problems? Why or why not?

7. How should parents tell their children that they are going to divorce?
8. If children will go back and forth between homes after a divorce, how can the parents help them feel comfortable at each home? 

9. How can support groups help families of substance abusers? 

10. According to research, what two factors influence children’s view of death? 

11. How are children at ages two, six, ten, and fifteen likely to view death? 

12. What feeling do many children have when a parent dies? How can the surviving parent help the children cope? 

13. What are possible warning signs that someone may be contemplating suicide? 

Section 21–2: Children with Special Needs

14. Give two examples of invisible disabilities. 

15. Do most children with a learning disability have below-average intelligence? Explain.
16. Why do children with dyslexia have difficulty reading, writing, spelling, and doing math?

17. Compare ADD to ADHD. How are the symptoms similar? How are they different?

18. Identify two causes of mental retardation.

19. What should parents do if they suspect their child has a serious emotional problem?

20. Describe three traits often associated with autism spectrum disorders (ASD).

21. What are the educational rights of children with disabilities under the Individuals with Disabilities Education Act?

22. How do children with disabilities—and other children—benefit from the IDEA's policy of inclusion?
23. Where can parents of children with disabilities get advice and discuss common problems? Where can they get financial aid?

Advice and problem-solving—From support groups.
Financial aid—From state funds for testing and treatment; from community agencies and other organizations.

24. Describe three traits that may suggest that a child is gifted.

Any three:
1. Talk, walk, or read early.
2. Large vocabularies.
3. Retain what they read and observe.
4. Advanced skills in writing, coloring, or building.
5. Wide-ranging interests.
6. Preference for interacting with adults.
7. Awareness of serious issues.

25. What do gifted children need to reach their potential?

(1) Time with other gifted learners, as well as other children.
(2) Stimulation and challenges.
(3) Acceptance for who they are, as well as their special abilities.

Section 21–3: Child Abuse and Neglect

26. Identify and explain the meaning of the four major types of child maltreatment.

(1) Physical abuse—Intentionally causing injury to a child.
(2) Neglect—Failure to provide for a child's basic needs, both physical and emotional.
(3) Sexual abuse—Any inappropriate sexual behavior with a child.
(4) Emotional and verbal abuse—Rejecting children, blaming them, or constantly scolding them.

27. Give two signs that might indicate each of the following problems.

A. Neglected child:
(1) Often absent from school.
(2) Steals food or money.
(3) Poor personal hygiene.
(4) Lacks protective clothing.

B. Physically abused child:
(1) Unexplained bruises.
(2) Broken bones.
(3) Burn marks.

C. Sexually abused child:
(1) Runs away.
(3) Refuses to participate in physical activities.
(3) Exhibits sexual knowledge beyond normal level of development.

D. Emotionally abused child:
(1) Aggression.
(2) Acts inappropriately like an adult.
(3) Acts like a very young child.
28. Describe three family situations that often seem to be involved in child abuse cases.

29. Why does substance abuse often lead to child abuse? How are some addiction counselors able to help families?

30. Who does the law identify as mandated reporters? What are they required to do?

31. What is the purpose of crisis nurseries?

32. How is learning about child development one way to help solve family problems?
Family Stresses

Helping Children with Problems

Directions: Below are several letters written to the advice columnist of a local newspaper by parents who have troubled children. Read each letter and then answer it in the spaces below with the best advice you can give.

1. Ever since the divorce, my daughter, Jada, has been acting as if I make her life miserable. I can't figure out why, since she knows the breakup was her father's fault. Every Saturday morning, when he picks her up, she's sunny and cheerful. On Sunday, when Jada comes back home, she's grumpy and upset. Why is she taking it out on me?

2. My wife's mother is dying of cancer, and we wonder what to tell the children. They are 10 and 12. They haven't seen their grandmother in a long time, but they were very close to her before. Should we take them to the hospital or not?

3. My brother just died in a car accident, and the funeral will be in a couple of days. I am not sure whether to take my five-year-old son to the funeral or whether I should leave him with friends. All the family will be there, but he's the youngest. What should I do?

(Continued on next page)
4. My husband and I separated two years ago. The kids seemed to handle the situation well, but now my fourteen-year-old, Kyle, has become very withdrawn. He hardly talks to me, and when he does, he’s usually angry. Could it be a delayed reaction to the separation? What should I do?

Possible response: Kyle’s reaction may be a delayed reaction to the separation. It may also stem from the changes caused by adolescence or possible from more recent changes in your lives. Has anything significant happened recently?

5. Our family is excited about moving to a larger city, but our 10-year-old has suddenly started complaining of headaches. How can we get him to relax and convince him it really isn’t a big deal? The move will be a fresh start for all of us.

Possible answer: Moving really is a big deal. Make a point of accepting his feelings. Try to find activities that will help him meet new friends.

6. My daughter Jema has a friend who is very ill. Jema is very upset. How can we help her get through this time?

Possible response: Jema is apparently feeling her grief very deeply. Having her talk about it, rather than holding it in, is best.
1. My ten-year-old has Down syndrome. The school system wants to put him in a regular classroom. I'm very worried that the other children will pick on him and tease him. The kids in the neighborhood are fine with him, but in regular classes, there will be others who don't know him. I don't want his feelings to be hurt. Should I fight this idea?

Possible response: It may take some time for everyone to adjust, but experts believe that your son will be better off in the long run. The other students will learn to empathize with him, and he will learn how to communicate and socialize with them.

2. My six-year-old daughter has never done well with other people. She cries whenever she is in a new situation, and it has gotten worse now that she's started school. She hates to go out in the morning. What might be the problem?

Possible response: Your daughter is showing signs of an emotional disturbance that may or may not be serious. Talk to her about her feelings. Talk to her teacher. Consider having a trained counselor evaluate her to determine whether she will likely outgrow the problem or needs professional treatment.

3. In many ways, our son seems very intelligent. He solves everyday problems easily. He remembers things we tell him. Yet he is far behind his classmates in reading and math. His aunt is a teacher, and suggested that we have him tested for dyslexia. We aren't sure. We don't want the school to label him as mentally retarded. What should we do?

Possible response: Dyslexia is not a form of mental retardation. In fact, many children with dyslexia have above-average intelligence. Their brains just tend to garble letters and numbers. Have your son tested. If he is diagnosed with dyslexia, special teaching methods are available to help him achieve his educational potential.
Child Abuse and Neglect

Learning About Child Abuse

Directions: Monte Foreman, a television talk show host, is interviewing Jessica O’Brien, the author of a book about child abuse. Read the questions that Monte asked and then, taking the role of Jessica O’Brien, answer them. Write your answers in the spaces provided.

1. I would have thought that people who had been abused as children would be the last people in the world to abuse their children, but your book says that they are more likely to do so. Why is that?

2. How do you think the Internet and other technology have contributed to the growing problem of child abuse? What type of abuse is involved?

3. You say that child abuse can occur without a parent ever touching a child. How can that be?

4. What should an abusive parent do to get help?
5. What are some warning signs that might indicate that a child is being abused?

6. In your book, you say that a child's counselor will report evidence of abuse to the authorities. Isn't this an invasion of the family's privacy?

7. What should people in our audience do if they know a child who appears to be abused?
Section 22–1: Child Care Options

1. Why might a family consider child care for their son or daughter even if one parent can care for the child at home? __________________________________________________________________________

2. According to research, what three things do children need in their child care environment for optimal brain development? __________________________________________________________________________

3. How is in-home child care similar to family child care? How are they different? __________________________________________________________________________

4. What is the main advantage of hiring a nanny? What are possible disadvantages? __________________________________________________________________________

5. What does having a license indicate about a child care provider? What does it not indicate? What additional information does accreditation tell parents about the provider? __________________________________________________________________________

(Continued on next page)
6. How is a play group similar to family child care? How is it different? 

Similarity — Both take place in homes.

Differences — (1) Play groups involve different homes and caregivers, as parents take turns caring for the children. (2) Play groups are free.

7. Compare and contrast child care centers and parent cooperatives. 

Similarity — Both typically take place in a facility away from home.

Differences — Centers have a paid staff that provides the care. In a Co-op, parents take turns staffing the facility. Co-ops are also less expensive, but may not be an option if parents work full time.

8. Preschools typically provide programs for children of what ages? 

Three to five

9. How do children learn in a High/Scope preschool program? 

Through active experiences with people, material, and events rather than through direct teaching.

10. What is the purpose of the Head Start program? 

To help lower-income and disadvantaged children from birth to five years old become ready for school.

11. Give three possible options for child care that might be available to parents during school holidays. 

Any three: (1) Sharing child care with other families. (2) High school or college students on similar school schedules. (3) Before- and after-school programs with holiday programs. (4) Day camps offered by various organizations.

12. Ebony and Marcus are evaluating a child care center for their two-year-old. Write one question they should ask and one observation they should make about each of the following aspects of the center.

A. The child care providers: 

Question — Does the number of children per adult meet NAEYC criteria?

Observation — Do providers seem to enjoy caring for the children?
B. The facility: 


C. The program: 


13. In a home-based care setting, why is it important to ask if there is a substitute provider? 


14. List the following sources of substitute care in order based on average cost, from most to least expensive: home-based care, family member, nannies, child care center. 


Section 22–2: Participating in Early Childhood Education

15. What are three ways that an early childhood classroom can be made comfortable for children? How do children benefit from this? 


16. What are learning centers? How do they benefit children in early childhood classrooms? 


(Continued on next page)
17. What is the purpose of the dramatic play learning center? What kinds of materials might it contain?

18. Identify five basic health routines that child care providers should teach.

19. What procedures should child care workers follow to prevent food-related illness?

20. Why is it important that playground equipment be suitable for the age and developmental levels of the children using it?

21. Why should teachers plan a variety of activities for children?

22. Teachers should plan play experiences that focus on what four areas of development?

23. What might occur during circle time?

24. When planning a daily schedule, what three kinds of activities should teachers try to balance? What is free play?
Child Care and Early Education  Chapter 22 continued

25. What information does a planning chart contain? What does an activity plan add to the planning process?

Planning chart — Activities that will occur in each learning center during the day.

Activity plan — Adds more detail about each activity, such as title, objective, activity type, materials, procedures, and evaluation.

26. What are three factors teachers should consider when choosing materials for the early childhood classroom?


27. In what four ways can positive behavior be promoted in the classroom?

(1) Set expectations. (2) Use positive reinforcement. (3) Model good behavior. (4) Deal with misbehavior consistently.

28. Why should teachers involve older children in setting classroom expectations?

The children will feel more ownership in the classroom and will be more likely to meet the expectations.

29. Evaluate whether the following method for dealing with a preschooler's behavior problem is effective or ineffective, and explain why: "Tori, you may play on the swings or the slide. You may not stay in the kickball game, because you keep hitting Jamie with the ball."

Possible response: Effective. The teacher gave Tori options and explained why her behavior was unacceptable.

30. How should a teacher act toward the misbehaving child when giving a time-out?

Continue to show that the teacher cares for the child while making it clear that the behavior is unacceptable.
Child Care Options

Evaluating Caregivers’ Behavior

Directions: Read each of the descriptions of young adults below. In the space provided, write your evaluation of each person as a caregiver, including strengths, weaknesses and suggestions for improving those weaknesses.

1. Tameka has been a child care aide for almost a year. She is energetic and likes to lead the children’s activities. She wants everyone to like her and puts pressure on herself to be the best child care provider she can be. Tameka does best with structured activities where there is a clear outcome and not too many distractions.

   Strengths: ________________________________

   Weaknesses: ________________________________

   Ways to improve: ________________________________

2. Jason has six brothers and sisters. He loves children and wants to make a career of caring for them. However, Jason did not do well in his child development classes. He found it boring to read about children. “I’m not interested in theory,” he said. “I just want to be with kids.”

   Strengths: ________________________________

   Weaknesses: ________________________________

   Ways to improve: ________________________________

3. Casey graduated with an associate degree in child care from the local community college. She wants the children to excel and finds their differences to be a source of stimulation for her. She is excited to report to work each day and greets the children enthusiastically when they arrive. She likes children who, like her, have energy and enthusiasm. She has less interest in quiet children.

   Strengths: ________________________________

   Weaknesses: ________________________________

   Ways to improve: ________________________________

4. Ben joined the staff of a child care center with a degree in art and a minor in psychology. He believes children need more opportunities to develop their artistic abilities, and he prides himself on the variety of activities that he can create for children to enjoy. He finds outdoor activities and routine care times tedious, though, and does not enjoy taking part during these less interesting periods.

   Strengths: ________________________________

   Weaknesses: ________________________________

   Ways to improve: ________________________________

(Continued on next page)
5. Melanie loves her job at the child care center. She has developed a strong rapport with the children and earned the respect of the parents. The children clamor for her attention and help. She likes guiding them to do the right thing but has a hard time disciplining them because she’s afraid of causing hurt feelings.

Strengths: Rapport with children, parents.
Weaknesses: Inability to discipline.
Ways to improve: Read about effective disciplinary methods and observe experienced child care workers as they discipline children.

6. Jessica always wanted a job working with children. She loves their enthusiasm and curiosity. She enjoys reading to them and doing science projects. She likes taking them outdoors and planning activities they can use to improve their motor skills. One thing she doesn’t like about the center where she works is the policy that calls for monthly meetings with parents. The parents always seem to ask her questions that she isn’t prepared for.

Strengths: Variety of interests.
Weaknesses: Inability to communicate effectively with parents.
Ways to improve: Prepare better for parent meetings by talking to other caregivers.

7. Drew loves doing activities with the children at his preschool, but he is not very organized. When he is thinking about the next day’s activities, he has lots of creative ideas for effective learning. But when he explains the activities to the children, his instructions confuse them.

Strengths: Creativity, enjoys doing activities with children.
Weaknesses: Poor organizational skills.
Ways to improve: Before the school day begins, make a step-by-step plan of activities. Write explanations of the activities in words that preschoolers can understand.
### Giving Advice About Child Care

**Directions:** Read each description below. Then write your advice on how to deal with each situation in the space provided.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Trevor set up learning centers in his classroom. However, the children in the language arts center seem constantly distracted. They keep looking toward the children in the active play area next to them.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Brianna is an enthusiastic child, but she often causes disruptions. She gets so excited while playing games that she knocks other children down. How can the teacher slow her down without curbing her enthusiasm?</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>The teacher said, “Put your things away.” “It is time to go to the next learning center.” As usual, several children began to cry. They did not want to stop their activity. This usually causes the class to get off schedule.</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Ethan has a severe cold. His mother kept him home yesterday but brought him back to the child care center today since his temperature is back to normal. He is coughing, his nose is running, and he has very little energy.</td>
</tr>
</tbody>
</table>
Section 23–1: Preparing for a Career

1. How is an entry-level job different from jobs at other levels? What is typically required to move from an entry-level job to another level?

2. How do the requirements for a professional position differ from those for a paraprofessional?

3. What are some advantages and disadvantages of being an entrepreneur?

4. Kristina’s aunt says Kristina has an aptitude for working with animals and young children. What does that mean?

5. What information can you find in The Occupational Outlook Quarterly?

6. What kind of information can be gained from talking to a person working in a career field of interest?

7. What are three benefits of gaining work experience?
8. Briefly describe what the following methods for gaining work experience involves.

   A. Internship: [Working for little or no pay to gain experience.]

   B. Job shadowing: [Observing someone in his or her job by getting permission to follow the person around on the job and ask questions.]

   C. Service learning: [Volunteering in the community as a graduation requirement.]

   D. Work-based learning: [School-sponsored program that combines in-school and on-the-job learning.]

9. Identify at least five factors to consider as you analyze a career. [Any five:
   (1) Tasks and responsibilities.
   (2) Whether you work with people, information, or technology.
   (3) Work environment.
   (4) Working hours.
   (5) Aptitudes.
   (6) Education and training.
   (7) Salary and benefits.
   (8) Career outlook.]

10. Give one example, different from those in the text, of a child-related career that fits each of the following descriptions.

    A. Works mainly with people: [Possible response: Preschool teacher]

    B. Works mainly with information: [Possible response: Writer for an educational Web site]

    C. Works mainly with technology: [Possible response: Toy manufacturer]

11. Tyler thinks his long-term goal is to become a pediatrician. List two short-term goals he could set that would help him progress toward that long-term goal.

    [Possible response:
    (1) Arrange to shadow a pediatrician on the job to make sure he would like this career.
    (2) Achieve grades high enough to graduate in the top 5 percent of his class to help him get into medical school.]

12. Why is being a lifelong learner important in today’s working environment?

    [Acquiring skills throughout life provides the flexibility needed in today’s changing working environment.]

(Continued on next page)
13. Summarize the qualities and skills that employers want in the following areas.

A. Personal qualities: 

B. Interpersonal skills: 

C. Basic skills: 

D. Thinking skills: 

E. Management skills: 

F. Technology skills: 

Section 23–2: Beginning Your Career

14. Identify four ways of learning about job openings. 

15. What happens at a job fair? 

16. What is the purpose of a résumé? 

17. Summarize what should be included in each of these sections of a résumé.

A. Objective: 

B. Education: 

C. Experience: 

(Continued on next page)
18. Why is carefully proofreading a résumé so important? __________________________________________________________________________
________________________________________________________________________________

19. How can a good cover letter help a job seeker? __________________________________________________________________________
________________________________________________________________________________

20. What does a good cover letter bring to the attention of a prospective employer? __________________________________________________________________________
________________________________________________________________________________

21. Give five tips for a successful interview. __________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

22. What are some ways you can prepare for an interview? __________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

23. Aimee is disappointed to learn that she didn’t get the job that she had interviewed for. What should she do? __________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

24. Daniel is trying to decide whether to take a job offer. Give three examples of things he should consider in addition to salary.
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
25. For each area below, describe the skills needed for job success.

A. Communication: 

B. Relationships: 

C. Leadership: 

D. Teamwork: 

26. Tonya is looking for a new job. Her current employer allows five paid sick days per year, so Tonya calls in sick on the day of her interview. Is Tonya acting ethically? Why or why not? 

27. Rodney suspects that his employer may have to lay him off soon because overall store sales have been down. Rodney is thinking he might quit rather than wait for the layoff. How might Rodney’s decision affect unemployment benefits? 

28. How will COBRA help Rodney if he gets laid off? Who pays the cost?
Preparing for a Career

Your Interests, Aptitudes, and Abilities

Directions: In the spaces below, list your own interests, work-related values, aptitudes, and abilities. Be as thorough as you can. Based on your assessment, answer the questions that follow.

Interests:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Work-related values:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Aptitudes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Abilities:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

1. What kinds of tasks would you like to do in your job? ____________________________

2. Would you prefer to work with people, information, or technology? ________________

3. In what kind of work environment would you be most comfortable? ________________

4. What career fields do you think might be a good fit for your interests, values, aptitudes, and abilities? ____________________________________________
Beginning Your Career

Looking for a Job

Directions: Assume that you are seeking a job as a child care worker or another job that involves working with children. Plan your résumé in the space below by noting what you would include in each section. On the next page, write answers to the interviewer’s questions.

Résumé

Objective:

Education:

Skills:

Experience:

Honors:

Memberships:
### The Interview

1. **What are your strengths?**
   - 
   - 
   - 
   - 
   - 

2. **Why would you like to work in child care?**
   - 
   - 
   - 
   - 
   - 

3. **Describe a problem you encountered at school or in a job. How did you deal with it?**
   - 
   - 
   - 
   - 
   - 

4. **What rewards are most important to you in a career?**
   - 
   - 
   - 
   - 
   - 

5. **Describe an accomplishment that has given you great satisfaction.**
   - 
   - 
   - 
   - 
   - 

6. **Give an example of a creative activity that you would plan for our toddlers.**
   - 
   - 
   - 
   - 
   - 

7. **What sets you apart from other applicants? Why should we hire you?**
   - 
   - 
   - 
   - 
   - 

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