Assessment #2 will cover: Information in Chapters 3, 4, 5, & 6, as well as, information covered in class including videos & in-class activities. Questions will be a combination of multiple choice and essay format.

Directions:
- The Assessment is worth 50 points.
- Paper will be provided for the essays.
- Bring #882 Scantron for the Multiple Choice questions.
- You may bring a 4”x6” index card with notes to use during the assessment (both sides okay).
- It is your responsibility to be sure you have completed 50 points worth of answers.
- Answer each question as thoroughly as time allows. Divide your time among the questions to avoid the trap of leaving questions unanswered.
- Be sure to use your OWN WORDS when writing your essay response. Your evaluation will be based on good essay format, critical thinking and content information.
- The second half of class will begin the next section of course content (there will be an in-class activity during the second half of class).

Assessment Essay Questions & Multiple Choice Questions will be developed from the following:

*Always look at the “In This Chapter You Will Discover” section at the beginning of the Chapter. Also look at “Terms to Know” at the end of each Chapter. Questions will come from these areas.

Chapter 3: Communicating with Young Children
- Understand the research on Brain Development (communication & cognitive connection).
- How are feelings linked to cognitive development?
- What is holistic listening? Be able to describe it.
- What are “listening” indicators? - Discuss.
- How do you use observation and reflection to improve communication?
- How can communication skills build positive relationships with children?
- What are ways to communicate clearly? (Be able to know when there are roadblocks in communication).
Chapter 4: Facilitating Young Children’s Work and Play

• The teacher’s role?
• Make the connections between Play, Cognition and Learning
  • making play available and appropriate for all children
  • playing to get smart
  • how play differs from work
  • types of play: cognitive and social, etc.
  • benefits of play
• The adult’s role in children’s work and play
• Encouragement versus praise

Based on information from the text that supports your philosophy, discuss how play helps children learn. In your response, refer to the various types of play.

Based on information from the text, discuss the difference between encouragement and praise. Also, discuss your views on this issue and respond to four of the guidelines for using praise appropriately that are listed in the text.

Main Issues from the Articles: Changing Times, Changing Play: Why does it Matter, Not in Praise of Praise, Praise or Encouragement? (The articles support the class discussions and text information).

Chapter 5: Guiding Young Children’s Behavior

• What are appropriate behavioral expectations? How does setting the tone of the classroom, prevention and guidance versus discipline connect with these expectations?
• Discuss the issues around “punishment”.
• Discuss alternative strategies to punishment that are effective in early childhood education settings.
• Discuss the "teachable moment" as it relates to guidance.
• Based on information from the text, discuss your position on (1) how limits differ from rules, (2) why children need limits, (3) provide examples of a child testing a limit, (4) what does the action/behavior tell you about how to support that child.

Based on information from the text, discuss your philosophy regarding why adult-child relationship is important to effective guidance.

Chapter 6: The Teacher as Model

1. Discuss modeling nonviolent problem solving
2. Discuss the Six Step Approach to Social Problem Solving (video & handouts)
    • Article: The Saga of Sally, Sammy, and the Red Pen: Facilitating Children’s Social Problem Solving.
    • Video: Supporting Children in Resolving Conflict
3. Discuss the importance and effectiveness of modeling as a teaching strategy.
4. Discuss Coopersmith’s & Janet’s Models of Self-Esteem