

1. Play begins as early as the second month of life.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: Bloom's: Remembering

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2. For the first two years of life, children discover their world through play and exploration.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

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3. The availability of play activities affects not only a child's development but also the size of his or her brain.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SA.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8.

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4. Research shows that infants will survive and thrive properly without adult interaction.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

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5. In the reflexive state, infants spend their time watching, observing, and reacting instinctively.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-2 Types of Play

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

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6. Children typically begin object play at the age of three months.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-2 Types of Play

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

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7. Decentration occurs when a child moves from focusing on self to focusing on others.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-2 Types of Play

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

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8. The basis for language and communication is established during adult–child interaction.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

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9. Infants and young children are socialized into their culture by their peers.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

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LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

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10. A child will typically form an attachment to only one adult.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

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11. Early educators who provide opportunities for children to cruise and move freely are facilitating the child's physical development.
- a. True
 - b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

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12. Around the age of two, toddlers develop an interest in looking at and playing with other young children.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

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13. The most rapid period of physical growth and development occurs during the first two years.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

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14. *High mobility* is a term used to describe infants who can crawl, cruise, or climb anywhere.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

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15. Gross motor development involves the large motor muscles, and fine motor skills involve the use of smaller muscles.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

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16. Berger and Thompson (1996) called the time from ages 2 to 6 the play years.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-3 Play Benefits for Preschoolers (2–5)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.03 - List the cognitive, social and emotional, communication, and physical benefits of play for preschoolers and kindergarteners.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

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17. In a classic study, Shirley Brice Heath found that children bring vast language differences to school, which are largely impacted by socioeconomic status.
- a. True
 - b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-3 Play Benefits for Preschoolers (2–5)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.03 - List the cognitive, social and emotional, communication, and physical benefits of play for preschoolers and kindergarteners.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

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18. Cooperative play does not occur before the age of six.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-3 Play Benefits for Preschoolers (2–5)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.03 - List the cognitive, social and emotional, communication, and physical benefits of play for preschoolers and kindergarteners.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

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19. Play rituals are activities that instill cultural values through aesthetically satisfying behaviors.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-6 Types of Play for Primary Age Children (6–8)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.06 - Describe the types of play that dominate the primary years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development
United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children
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20. Play benefits infants because:

- a. it keeps the infant at an optimal level of arousal.
- b. it causes the infant to attend more closely to the social aspects of language.
- c. it facilitates the process of parent–infant attachment.
- d. All of these are correct.
- e. None of these are correct.

ANSWER: d

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

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21. When a child uses an object for the purpose for which it was intended, it is called:

- a. functional play.
- b. object play.
- c. symbolic play.
- d. exploratory play.
- e. social play.

ANSWER: a

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

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22. Elements of symbolic play that occur during the first two years of life include:

- a. decontextualization.
- b. decentration.
- c. integration.
- d. All of these are correct.
- e. None of these are correct.

ANSWER: d

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

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23. The strong emotional tie between a baby or young child and caring adult is known as:
- a. attachment.
 - b. language development.
 - c. peer play.
 - d. integration.
 - e. inclusion.

ANSWER: a

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

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24. The most rapid period of physical growth and development occurs during:

- a. the first two years.
- b. two to three years.
- c. three to four years.
- d. four to seven years.
- e. None of these are correct.

ANSWER: a

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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25. The type of play that occurs when a child uses an object to represent another object is called:
- a. sociodramatic play.
 - b. symbolic play.
 - c. dramatic play.
 - d. constructive play.
 - e. All of these are correct.

ANSWER: b

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development
United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.
United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8
United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning
United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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26. Parallel play occurs when the child:
- a. watches play.
 - b. plays alone.
 - c. plays with toys.
 - d. plays alongside another child without interacting.
 - e. plays with two or more children in an interactive manner.

ANSWER: d

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-3 Play Benefits for Preschoolers (2–5)

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.03 - List the cognitive, social and emotional, communication, and physical benefits of play for preschoolers and kindergarteners.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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27. The characteristics of children in the primary grades (ages six to eight years) that impact play include:
- a. a need for order.
 - b. a need to belong.
 - c. a sense of self.
 - d. All of these are correct.
 - e. None of these are correct.

ANSWER: d

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-3 Play Benefits for Preschoolers (2–5)

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.03 - List the cognitive, social and emotional, communication, and physical benefits of play for preschoolers and kindergarteners.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development
United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children
United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates
United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.
United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8
United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning
United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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28. Games with rules are generally associated with:

- a. infants.
- b. toddlers.
- c. preschoolers.
- d. kindergarteners.
- e. primary grades.

ANSWER: e

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-5 Benefits of Play for Primary Age Children (6–8)

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.05 - List the cognitive, social and emotional, communication, and physical benefits of play for primary age children.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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29. Which of the following is true during the primary grades?

- a. Symbolic play decreases.
- b. Sociodramatic play turns into storytelling.
- c. Differences in gender appear in play rituals.
- d. All of these are correct.
- e. None of these are correct.

ANSWER: d

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-5 Benefits of Play for Primary Age Children (6–8)

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.05 - List the cognitive, social and emotional, communication, and physical benefits of play for primary age children.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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30. Positive influences have a _____ effect on the brain.

ANSWER: stimulating

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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31. Negative influences _____ the brain's activity level.

ANSWER: decrease

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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32. Senses that infants use include _____, _____, _____, _____, and _____.

ANSWER: seeing, hearing, tasting, touching, smelling

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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33. During the first two years of life, _____ or practice play dominates.

ANSWER: functional

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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34. During the first year of life, infants spend a great deal of time _____ and _____ to the world around them.

ANSWER: looking, listening

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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35. During _____ play, the child uses the object for which it was intended. For example, a child uses a cup and pretends to drink from it.

ANSWER: functional

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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36. _____ occurs when the child moves from focusing on self to focusing on others.

ANSWER: Decentration

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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37. _____ or stereotypical play occurs when the child uses the object in an indiscriminate way, such as banging a cup.

ANSWER: Indiscriminant

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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38. _____ involves the combination of several single schemes into a multiple-scheme play experience in symbolic play.

ANSWER: Integration

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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39. _____ is a strong emotional bond between a baby or young child and caring adult who is part of the child's everyday life.

ANSWER: Attachment

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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40. Parten's categories of play during the toddler years are _____ and _____.

ANSWER: onlooker, solitary

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-3 Play Benefits for Preschoolers (2–5)

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.03 - List the cognitive, social and emotional, communication, and physical benefits of play for preschoolers and kindergarteners.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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41. _____ play occurs when children use materials to create.

ANSWER: Constructive

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-4 Types of Preschool Play

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.04 - Describe the types of play that dominate the preschool years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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42. _____ play is viewed as an imitation of reality that includes orderliness, exact imitation of reality, and collective symbolism of play roles.

ANSWER: Dramatic

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-4 Types of Preschool Play

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.04 - Describe the types of play that dominate the preschool years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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43. _____ play is play that occurs among two or more children who communicate verbally and cooperatively adjust roles during the play episode.

ANSWER: Sociodramatic

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-4 Types of Preschool Play

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.04 - Describe the types of play that dominate the preschool years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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44. _____ skills refer to skills that involve movement.

ANSWER: Locomotor

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-3 Play Benefits for Preschoolers (2–5)

QUESTION TYPE: Completion

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.03 - List the cognitive, social and emotional, communication, and physical benefits of play for preschoolers and kindergarteners.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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45. What factors affect the child's development?

ANSWER: Factors affecting the child's development are nourishment, care, stimulation, and environment.

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development
United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children
United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates
United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.
United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8
United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning
United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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46. List five ways infants benefit from play.

ANSWER: Playing keeps the infants at an optimal level of arousal, provides them with feeling of control over the environment, facilitates parent–infant attachment, encourages them to explore their surroundings, and causes them to attend more closely to the social aspects of language.

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children’s characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM’S: Remembering

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47. List the three major elements in symbolic play that occur during the first two years of life.

ANSWER: The major three elements in symbolic play that occur during the first two years of life are decontextualization, decentration, and integration.

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-2 Types of Play

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development
United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children
United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates
United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8
United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning
United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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48. List three stages of infant and toddler movement.

ANSWER: The three stages of infant and toddler movement are no mobility, low mobility, and high mobility.

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-4 Types of Preschool Play

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.04 - Describe the types of play that dominate the preschool years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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49. List four characteristics of sociodramatic play.

ANSWER: Imitative role-play; make-believe with regard to objects; verbal make-believe with regard to action and situation; and persistence in role-play, interaction, and verbal communication are four characteristics of sociodramatic play.

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.04 - Describe the types of play that dominate the preschool years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development
United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates
United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.
United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8
United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning
United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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50. What are the three major characteristics of development during the primary grade—ages six to eight years—that impact play?

ANSWER: The three major characteristics of development during the primary grade are need for order, need to belong, and sense of self.

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-5 Benefits of Play for Primary Age Children (6–8)

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.05 - List the cognitive, social and emotional, communication, and physical benefits of play for primary age children.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development
United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children
United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates
United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8
United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning
United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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51. What type of relationship affects all aspects of development?

ANSWER: The adult-to-child relationship affects all aspects of development.

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Remembering

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52. Exploration allows infants to understanding the world through their physical senses, and practice play provides a venue for infants and toddlers to strengthen neurological connections.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-2 Types of Play

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning

United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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Match each term or phrase with the correct statement or definition in questions 53–72.

- a. Secondary circular reaction stage
- b. Tertiary circular reactions
- c. Reflexive stage
- d. Coordination of secondary schemes
- e. Primary circular reactions
- f. Invention of new means through mental combinations
- g. Creepers-crawlers
- h. Games with rules
- i. Rough-and-tumble play
- j. Gross motor skills
- k. Prime time
- l. Object play
- m. Newborns

- n. Chase games
- o. Chase
- p. Play ritual
- q. Fine motor skills
- r. Associative play
- s. Superhero play
- t. Stereotypical play

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)
 2-2 Types of Play
 2-3 Play Benefits for Preschoolers (2–5)
 2-4 Types of Preschool Play
 2-5 Benefits of Play for Primary Age Children (6–8)
 2-6 Types of Play for Primary Age Children (6–8)

QUESTION TYPE: Matching

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.
 SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.
 SLUSS.SPEC.19.02.03 - List the cognitive, social and emotional, communication, and physical benefits of play for preschoolers and kindergarteners.
 SLUSS.SPEC.19.02.04 - Describe the types of play that dominate the preschool years.
 SLUSS.SPEC.19.02.05 - List the cognitive, social and emotional, communication, and physical benefits of play for primary age children.
 SLUSS.SPEC.19.02.06 - Describe the types of play that dominate the primary years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development
 United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children
 United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates
 United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.
 United States - NAEYC.SI.1a - Knowing and understanding young children’s characteristics and needs, from birth through age 8
 United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning
 United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM’S: Remembering | BLOOM’S: Understanding

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53. Level of practice play that occurs from birth to one month; reflexes dominate.

ANSWER: c

POINTS: 1

54. Level of practice play that occurs from one to four months; touching and grasping with circular reactions begin.

ANSWER: e

POINTS: 1

55. Level of practice play that occurs from four to eight months; reaching and grabbing skills are developing coordination.

ANSWER: a

POINTS: 1

56. Level of practice play that occurs from 8 to 12 months; child is trying to known actions in new situations and can move quickly from one action to another.

ANSWER: d

POINTS: 1

57. Level of practice play that occurs from 1 year to 18 months; child can stand and move from one scheme to another.

ANSWER: b

POINTS: 1

58. Level of practice play that occurs from 18 months to 24 months; pretense begins.

ANSWER: f

POINTS: 1

59. Type of play that begins around four months when infants begin to grasp objects.

ANSWER: l

POINTS: 1

60. This type of play can be characterized by preschoolers running after one another.

ANSWER: o

POINTS: 1

61. Older infants who are beginning to crawl.

ANSWER: g

POINTS: 1

62. Skills that develop small muscle coordination.

ANSWER: q

POINTS: 1

63. Skills that develop large muscle coordination.

ANSWER: j

POINTS: 1

64. Infants: birth to four months.

ANSWER: m

POINTS: 1

65. Games that have an element of competition.

ANSWER: h

POINTS: 1

66. These types of skills are refined as children begin to develop skills in running, jumping, climbing, and chasing.

ANSWER: i

POINTS: 1

67. These types of activities instill cultural values through aesthetically satisfying behaviors.

ANSWER: p

POINTS: 1

68. This is a period of optimal development in which the brain is particularly efficient at specific types of learning.

ANSWER: k

POINTS: 1

69. Games that include threats of kissing, themes from popular culture, and traditional hide and seek.

ANSWER: n

POINTS: 1

70. Play between two children that involves interaction.

ANSWER: r

POINTS: 1

71. Type of play when a child pretends to be someone strong and powerful.

ANSWER: s

POINTS: 1

72. Type of play that occurs when a child uses an object in indiscriminate play.

ANSWER: t

POINTS: 1

73. During functional play, the child uses the object to imitate *reality*. _____

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-2 Types of Play

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.02 - Describe the types of play that dominate the infant and toddler years.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

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United States - NAEYC.SI.4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children

KEYWORDS: BLOOM'S: Understanding

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74. *Attachment* serves as the foundation for social and emotional growth and development.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 Benefits of Play for Infants and Toddlers (0–2)

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: SLUSS.SPEC.19.02.01 - List the cognitive, social and emotional, communication, and physical benefits of play for infant and toddler growth and development.

NATIONAL STANDARDS: United States - ECSE.1.K1 - Theories of typical and atypical early childhood development

United States - ECSE.1.K6 - Factors that affect the mental health and social-emotional development of infants and young children

United States - ECSE.1.K7 - Infants and young children develop and learn at varying rates

United States - ECSE.2.K1 - Effect of social and physical environments on development and learning.

United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8

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KEYWORDS: BLOOM'S: Understanding

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