***Spectrum of Child Development – Post Exam***

1. We can, with good early intervention techniques, teach children to walk, talk, or think abstractly, before they are ready developmentally. T/F
2. The least developed sense at birth is:
	1. Taste
	2. Vision
	3. Touch
3. The first sense to begin developing prenatally is:
	1. Smell
	2. Hearing
	3. touch
4. Cultural differences in child rearing beliefs and customs have little to do with the timelines of child development. T/F
5. Child outcome measures the following except:
6. Appropriate behaviors
7. Positive social skills
8. Child’s sleeping patterns
9. Use of knowledge and skills
10. Family outcome measures the following:
11. Families indicate early intervention helped their child
12. Families communicate their child’s needs
13. A, B, and D
14. Families know their rights
15. Babies are easily spoiled by getting too much attention. T/F
16. Children demonstrate the highest level of cooperation in associative play. T/F
17. Early literacy development is a continuous developmental process that begins in the first years of life. T/F
18. Every play activity should be treated as a therapy session. T/F
19. Experiences change the actual physical structure of the brain. T/F
20. Children who do not follow standard charts listing the developmental milestones will be deemed eligible for EarlySteps supports and services. T/F
21. Games with rules are probably the most complex type of play. T/F
22. Encouraging a child’s efforts can lead to a stronger sense of self worth and developing a positive

healthy self-esteem. T/F

1. Modifications should be simple and used to enable a child to become more engaged with a toy or activity. T/F
2. Praise rather than encouragement is what builds self worth and positive healthy self-esteem. T/F
3. Solitary independent play represents a relatively low level of play. T/F
4. The broad range of individual differences among young children often makes it difficult to distinguish normal variations and maturational delays from transient disorders and persistent impairments. T/F
5. The human brain begins forming at about 3 months after gestation and is completely developed by age 3. T/F
6. The role of the early interventionist is to observe, but never intervene when the child is engaged in play activities. T/F