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Addressing Challenging Behaviors: Promoting Social and Emotional Health in Young Children

Quiz

MODULE 1

1. Developmental milestones are guidelines that show teachers and families the skills that children typically develop in a range of time. But each child develops at his or her own pace, so each child is different. When you observe children for signs of physical, social-emotional, and cognitive development, you can learn
 - a. which teaching practices are likely to be engaging and effective.
 - b. what the child's family environment is like.
 - c. exactly when the child will meet the next milestone.
 - d. whether the child will be reading at grade level by 3rd grade.

2. Many early childhood development scholars and researchers suggest that _____ is the foundation for learning.
 - a. daily drill to increase cognitive development
 - b. social and emotional development
 - c. understanding of math and science
 - d. physical development

3. Which of the following is true about temperament?
 - a. Temperament makes us who we are and it must be created over time.
 - b. Temperament influences how we respond to and engage with the world.
 - c. Temperament never changes.
 - d. Temperament is the result of parenting or caregiving behavior.

4. There are many ways you can minimize challenging behaviors through your classroom environment and routines. Which of the following practices is most likely to reduce challenging behavior?
- a. Make sure to have all of the children working on the same milestone at the same time.
 - b. To manage behavior effectively, use time out for the entire group whenever one person presents challenging behavior; peer pressure will minimize 'bad behavior'.
 - c. For toddlers, it is best to put out only one or two popular trucks or toys so that they will learn to share.
 - d. Set up your classroom with the right amount of materials and an arrangement that supports developmentally appropriate exploration and learning.
5. What is resilience?
- a. physical health.
 - b. a stage of development that does not occur until adolescence.
 - c. the ability to experience negative events and bounce back to take on new challenges.
 - d. an innate quality that children are born with and can never increase or decrease.
6. Sometimes children with special needs may use challenging behavior as a form of communication to meet their needs. What are some of the most common reasons why this might happen?
- a. Children may like the attention they get for disrupting the classroom.
 - b. Children refuse to use language skills to enter play situations like their typically developing peers.
 - c. Children may sometimes just be defiant and destructive.
 - d. Children may be frustrated at not getting what they want, and they may not have developed the cognitive or social skills to resolve conflicts without support.

7. What did the video suggest were the best strategies to help children build strong social skills that can minimize their use of challenging behavior to meet their needs?
 - a. Focus on children who use externalizing behaviors more than those who use internalizing behaviors because their actions can be disruptive to learning and dangerous for other children.
 - b. Increase children's opportunities to play and work with other children so that their social skills improve and they practice learning better ways to meet their needs.
 - c. Expect children to figure out on their own how to interact positively, negotiate a turn, and solve problems.
 - d. Because challenging behavior can inhibit the learning of all of the children in the class, remove a child who is using challenging behavior to a safe, supportive place until she is ready to rejoin the classroom community.

8. Which of the following questions is NOT one teachers could ask to gain insight into how they could best help a child develop strategies to get their needs met in ways that work well, but do not have negative impact for the child or other children?
 - a. Where did this child learn this form of challenging behavior?
 - b. What experiences could I support for this child to help him develop the social skills he needs to get what he wants in a positive way?
 - c. What is this child trying to tell me by using this challenging behavior?
 - d. How can I help this child develop stronger self-regulation skills that will allow her to manage frustration better and engage in problem-solving?

9. It can be very difficult for a teacher to create a caring classroom community if there are children who act out with what the teacher sees as challenging behavior. When confronted with challenging, aggressive behavior, the best approaches include
 - a. tell the child his behavior is disruptive.
 - b. point out the negative responses of the other children in order to help the child see that his friends do not like his behavior.
 - c. work with the child to develop skills/strategies to get their needs met.
 - d. act quickly to remove the child from the classroom to keep the situation from escalating.

10. Because teachers have different experiences, temperaments, and expectations, some teachers may find it very difficult to work positively with children who use challenging behavior. Teachers are most likely to be successful in helping children learn to get their needs met through positive strategies when they:
- a. avoid labeling children.
 - b. set up a system of tangible rewards to increase positive behaviors and use time-out consistently when a child uses challenging behaviors.
 - c. draw conclusions as to why the child is using the challenging behavior.
 - d. focus on the behavior that needs to be changed.

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