

## Toddler development study guide answers

1. **How old is a toddler?** [One or two years old.]
2. **What factors, besides genes and heredity, influence growth and physical development?** [Nutrition, health, and life experiences]
3. **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.]
4. **On average, about how many primary teeth emerge during a child's first year? Second year? Third year? How many primary teeth make up a full set?**  
[First year—8 teeth. Second year—8 more teeth. Third year—last 4 teeth. Full set—20.]
5. **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.]
6. **Give one example of a gross motor skill and one example of a fine motor skill that is characteristic of each age group listed in the chart below.**
  - 12 to 18 months  
[Walking.] [Picks up small objects with thumb and forefinger.]
  - 18 to 24 months  
[Jumps in place.] [Grasps crayons with a fist and scribbles.]
  - 2 to 2½ years  
[Pushes self on wheeled toys.] [Turns one page of a book at a time.]
  - 2½ to 3 years  
[Alternates feet going up stairs.] [Screws lids on and off containers.]
8. **How do night terrors differ from nightmares? Which is more serious?** [Night terrors occur early in the child's sleep cycle and aren't likely to be remembered the next day. Nightmares are frightening dreams that seem real. They're more serious and may signal anxiety in the child's life.]
9. **Compare the self-feeding abilities of one-, two-, and three-year-olds.** [One-year-olds—Can eat finger foods, use a spoon, and drink from a cup. Two-year-olds—Can use a fork but eat slowly because they are improving their fine motor skills. Three-year-olds—Can use a spoon and fork skillfully and can chew tough foods that are cut into small pieces.]
10. **Give examples of each of the following ways to make meals appealing to children.** [Possible responses:]
  - 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.]
11. **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.]
12. **List three basic hygiene skills that children can learn between the ages of one and three.**  
(1) Using a tissue for a runny nose. (2) Bathing themselves, with supervision. (3) Hand washing. (4) Brushing teeth. (5) Using the toilet.]
13. **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.]
14. **Why are most children self-centered at eighteen months?** [During infancy they learned that caregivers will promptly meet their needs and desires.]

15. **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.]
16. **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.]
17. **What are phobias?** [Abnormal fears]
18. **What is separation anxiety?** [Separation anxiety is a fear of being away from parents, familiar caregivers, or the normal environment.]
19. **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.]
20. **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.]
21. **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.]
22. **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.]
23. **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.]
24. **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.]
25. **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?**  
[Possible response: There is no need to be concerned. An imaginary friend is a safe way for a child to experiment with feelings and work through them. David's imaginary friend will likely disappear within a year or so.]
26. **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?**  
[She was using distraction to guide Kayla. If Kayla was older, her mother could explain why Kayla needs to treat the pet nicely.]
27. **Why is consistency important when setting limits?** [When parents enforce limits at some times but not others, children learn that parents don't mean what they say, and the children won't take the limits seriously.]
28. **What are the features of a stimulating environment that promotes intellectual development?**

[(1) Interactions with caregivers. (2) A variety of appropriate playthings. (3) Encouragement.]

29. 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:

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

Fourteen-month-old—Would try all solutions to a problem until finding the right one.

Three-year-olds—Would mentally evaluate a problem and rule out options that won't work without actually trying each one.]

31. Why is it important to respect a child's imagination? Should parents always point out what is real and what is not?

[An active imagination is important to learning. It allows children to try new things and act out many roles. Continually separating fact from fiction isn't necessary and might unnecessarily discourage use of the imagination.]

32. 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.]

33. 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.]

34. 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.]

35. 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.]

36. Identify three common safety hazards related to toys. [Any three: Small parts, sharp edges, flammable, toxic paint.]

37. 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. [Possible responses:]

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.]

38. 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.]