End of Course Assessment

Dates Certifier

1. Describe what it means to be a socially and emotionally competent, responsive caregiver.

2. Describe social-emotional development for infants and toddlers, preschoolers, and school-age children.

3. Ella, six-months-old, has started crying every day when her mom drops her off in your program. What do you think is happening in this situation and how can you support Ella and her mom?

4.	Describe two strategies you can use to support infants and toddlers who are experiencing social and emotional difficulties.
5.	You have noticed that 3-year-old Sophie seems fussy before nap time. How can you engage Sophie's family in her social-emotional development by discussing this behavior?
6.	Describe how the philosophy "goodness of fit" influences your work when you care for infants and toddlers.
7.	Name three social-emotional milestones you typically see in school-age children.

8.	Name three things you do in your program to support childrens social-emotional development.
9.	Three traits of learning environments that support children's social-emotional development are schedules and routines, activities and materials, and responsive and nurturing adults. Choose one of these traits and describe what they look like in your program.
10.	Name three ways the environment can help prevent challenging behavior in infants and toddlers.
11.	Name three strategies that support play and friendship skills among infants and toddlers.

12.	Your trainer, coach or family child care administrator has asked you to share ideas about engaging families in order to cultivate social-emotional competence in your program. Name three ideas you will share.
13.	Describe different ways to help a shy child and ways to help an aggressive child make friends.
14.	Name three ways you can support the social-emotional learning of children with special needs in your program.

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15.	You observe the following conversation between a family child care provider, Jill, and 4-year-old Marrieah. Given what you now know about social-emotional support, what do you notice from this conversation? Marrieah: "Miss Jill, look at the castle! built. My doll is going to be a princess and live in the castle." Jill: "Mmmmm" Marrieah: "I'm going to build a barn for my princess's horse, too." Jill: "That's nice."
16.	Give an example of how to include opportunities for social-emotional learning in your daily schedule.
17.	A parent asks how you are teaching friendship skills in your program. What do you say?

18,	Define what cooperative learning looks like for school-age children.
19.	Describe how you build a sense of community in your program.
20.	Ty just turned 8. His dad shares with you that he thinks Ty is playing too much in your program. He asks why there isn't more time spent on academics. What do you say?