End of Course Assessment

Dates Certifier

1. Name three things you can do to build strong relationships with the children in your care.

2. Describe how your program promotes the five protective factors to prevent child abuse and neglect.

3. Why is social-emotional competence a protective factor that can prevent child abuse and neglect?

4.	emotional interacy, problem-solving and conflict mediation, and supporting friendship skills all promote social-emotional competence. Choose one of these concepts and describe how it supports social-emotional competence in school-age children.
5.	Eight-month-old Chloe needs time and encouragement from you in order to feel comfortable in new situations.
	List three tips for working with children who have a cautious temperament like Chloe.
6.	Who is at the greatest risk for child abuse or neglect?
7.	Name three ways you promote continuity of care and social-emotional competence in infants and toddlers.

8.	Describe how social-emotional competence can be a protective factor that may prevent child abuse or neglect.
0	Define emotional literacy and how it may help provent shild abuse and peglect in your program
9.	Define emotional literacy and how it may help prevent child abuse and neglect in your program.
10.	Name one positive guidance strategy you use with very young infants, mobile infants, and toddlers respectively.
11.	Name three positive guidance techniques you use with older children. Next, name three unacceptable forms of
	guidance that should never be used in family child care homes.

12.	Summarize your program's Guidance and Touch policy.
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13.	List three policies or procedures your program implements to minimize the potential for child abuse and
	neglect.
14.	A parent asks what features of your family child care home environment help maximize children's safety. What
	do you say?
15.	Four-year-old Jack has a high activity level, is assertive, and has strong responses to new stimuli. List three tips
	for working with children who have a feisty temperament like Jack.

16.	Four three-year-old boys are fighting over Lego pieces in the building area. They begin to yell, push one another, and try to grab the Lego pieces out of one another's hands. Alisha, their family child care provider walks over, roughly grabs one boy by the arm, and says "That's it. The building center is closed for the rest of the week. You guys have got to learn to share." What could Alisha have done differently that helps promote positive guidance?
17.	After reading this course, how would you define institutional abuse and neglect?
18.	Describe how the five protective factors below can strengthen families and help prevent child abuse and neglect. Parental Resilience: Knowledge of Child Development & Positive Youth Development: Social Connections: Concrete Supports: Social and Emotional Competence of Children:

19.	Recognizing and understanding a child's temperament can help prevent child abuse and neglect. Ten-year-old Alyssa is new to your program. She prefers to watch other children play and is very quiet. She talks about her old program every day and has not yet participated in any of your program's activities. Name three tips for working with children who have a cautious temperament like Alyssa.
20.	Two eight-year-old boys in your program are pretending to wrestle in the book corner. You walk over, grab one of the boys roughly by the arm, and say: "That's enough. Both of you can stay inside when it's playground time and write a paragraph about why wrestling is not an appropriate choice." How could you have responded differently?