

CRS-SCORE Early Childhood Development Training

PRE-POSTTEST WITHOUT ANSWER KEY



This pre-posttest is part of a series of manuals to train Catholic women religious in early childhood development. The training focuses on six areas: approaches to early childhood programming; Early Childhood Development (ECD); assessing young children's development; creating quality early childhood environments; helping young children with special needs; and ensuring the health, safety, and nutrition of young children. The series was prepared within a three-year CRS-led project called "Strengthening the Capacity of Women Religious in Early Childhood Development," or "SCORE ECD." Funded by the Conrad N. Hilton Foundation, the project helps Catholic sisters in Kenya, Malawi, and Zambia in their work with children aged 0-5 years and their families. The project is being implemented from January 2014 to December 2016.

Written by Selamawit Tadesse, in cooperation with CRS SCORE ECD team.

Edited by David Snyder

(L-R) Sister Agnes Wamuyu, General Secretary of the Association of Sisterhoods of Kenya (ASOK), Sister Elizaberth Sukura, AOSK Project Accountant for SCORE ECD project, Sister Mercy Kariuki, AOSK Administrator, Sister Jane Wanjiru Kiarie, AOSK (association of sisterhood of Kenya.) and Sister Pauline Silver Acayo, Project Coordinator for SCORE ECD project. *Photo by Philip Laubner/CRS*

Copyright © 2016 Catholic Relief Services

Any reproduction, translation, derivation, distribution or other use of this work is prohibited without the express permission of Catholic Relief Services ("CRS"). Please obtain permission from pqpublications@crs.org or write to:

Catholic Relief Services
228 West Lexington Street
Baltimore, MD 21201-3443 USA

Table of Contents

INTRODUCTION: CRS SCORE EARLY CHILDHOOD DEVELOPMENT TRAINING PRE-POSTTEST	1
Purpose	1
Administering the pre-posttest.....	1
Answer keys	1
CRS SCORE EARLY CHILDHOOD DEVELOPMENT TRAINING PRE-POSTTEST	3
Background	3
Instructions	3
Section 1: True/False questions.....	4
Section 2: Multiple-choice questions	5

Introduction: CRS SCORE Early Childhood Development Training Pre-Posttest

PURPOSE

The purpose of this pre-posttest is to determine changes in Early Childhood Development (ECD) knowledge and practices among the sisters trained through the SCORE ECD project. The pre-posttest has a total of 30 true/false (n=15) and multiple choice (n=15) questions and was developed based on a series of ECD training modules focused on six areas: approaches to Early Childhood Development (ECD); early childhood development; assessing young children's development; quality early childhood environments; children with special needs; and health, safety, and nutrition.

ADMINISTERING THE PRE-POSTTEST

The facilitator will administer the test in the following way:

1. Explain to the participants the purpose of the pre-posttest. This test is a way to check trainees' progress and learning needs in ECD (see the above *Purpose* statement).
 2. Administer the test for *one hour* on two levels:
 - A. Pre-test: Trainees will complete the test before any of the training activities begin.
 - B. Post-test: Trainees will complete the same test after they have completed all of the training on the six modules.
- Prepare a printed copy of the test for each participant/trainee.
 - Hand out copies of the test and ask all of the participants to first fill out their *name, date, the name of their congregation, and their country, and to write/check "Pre" or "Post"* depending on which test they are taking. If trainees have any questions or need clarification on any of the questions, they should not hesitate to ask the training facilitator.
 - Ask all of the participants to carefully read the instructions and answer all questions in *Section 1* (true/false questions) and *Section 2* (multiple-choice questions) of the pre-posttest and submit their completed test to the facilitator.

ANSWER KEYS

A copy of the pre-posttest that contains the answer keys accompanies this document and it must be kept in a separate file and be accessible only to the person analyzing the test results.

CRS SCORE Early Childhood Development training Pre-posttest

BACKGROUND

TYPE OF TEST	CHECK
Pretest	
Posttest	

Name: _____ Date: _____

Name of Congregation: _____ Country: _____

Have you taken any ECD course before this training? Circle: **YES** **NO**

MAIN ENGAGEMENT IN ECD ACTIVITY	CHECK OR WRITE THAT APPLIES TO YOU
ECD Center Teacher or Caregiver	
ECD work at Health Clinics	
ECD Work at Families Home	
ECD work at Sisters' Residential	
Other	

INSTRUCTIONS

This pre-posttest has a total of 30 questions divided in two sections: *Section 1* consists of 15 **true/false** questions and *Section 2* consists of 15 **multiple-choice** questions. The time to complete this test is **one hour**.

SECTION 1: TRUE/FALSE QUESTIONS

Below are 15 true/false questions. Read each question carefully and provide your answer by circling either *true* or *false* in the place provided next to each question. Select only one response.

1.	Fostering the attachment process for children with disabilities or vulnerable children is different than fostering attachment with typically-developing children.	True	False
2.	Loving and warm care from adults gives children the foundation of faith.	True	False
3.	Children begin to understand about God when they are toddlers.	True	False
4.	As long as a caregiver provides children with a safe and healthy early childhood environment, then developing a learning environment with an appropriate adult-child ratio is not essential.	True	False
5.	Theories of child development are useful only for research purposes, not for ECD service providers.	True	False
6.	The main purpose of an ECD program is to prepare children for school; therefore, most of the curriculum should focus on learning things like letters, numbers, and colors.	True	False
7.	The development of the brain can be enhanced by holding, cuddling, rocking, touching, and talking to a baby.	True	False
8.	For their own benefit, the best way to promote the ECD needs of young children with disabilities is by separating services from regular classrooms.	True	False
9.	For their own safety, children living with HIV should be kept separate from other children during mealtime or play.	True	False
10.	Because it is the parents' responsibility to teach spirituality, an ECD program should only address the physical/motor, social/emotional, and cognitive/language development of the child.	True	False
11.	It is best if caregivers do not tell young children (age four to five) the truth about the death of their parent/s, friend/s, or loved ones because young children have difficulty understanding loss, death, and grief.	True	False
12.	The purpose of observing a child is to track and record a child's growth and levels of development and then keep the observation record in a file.	True	False
13.	Most children follow a similar sequence of development, but at their own pace.		
14.	Teaching children to recite the alphabet or giving them worksheets to form letters properly are the most suitable literacy activities for young children.	True	False
15.	The <i>developmental checklist</i> is meant to be a tool for diagnosing children as developmentally delayed or disabled.	True	False

SECTION 2: MULTIPLE-CHOICE QUESTIONS

Below are 15 multiple-choice questions. Read each question carefully and provide your answer by circling the correct answer. Circle only one response.

1. The best way to know whether a five-year-old child in an early childhood center is able to interact well with his/her peers is by:
 - A. Asking the child questions about his/her friends
 - B. Observing the child as he/she plays with other children
 - C. Asking the child's parents how the child behaves at home
 - D. Both b and c are correct
2. To prevent the spread of germs and illnesses as a caregiver or teacher of an ECD program, I:
 - A. Continuously wipe children's runny noses.
 - B. Make children wash their hands frequently.
 - C. Teach children not to shake hands with their peers.
 - D. Make children play in the classroom.
3. As an ECD program administrator, to provide high quality ECD service for young children I make an action plan based on:
 - A. A magazine that publishes state-of-the-art toys for children
 - B. Sets of national standards for quality ECD services
 - C. An interview with an ECD teacher in my community
 - D. None of the above
4. When I apply a developmentally appropriate learning activity for toddlers and preschoolers, I:
 - A. Tell toddlers and preschoolers to work silently and alone on seatwork.
 - B. Allow toddlers and preschoolers to learn through active exploration.
 - C. Allow only preschoolers to learn through interaction with other children, as toddlers are not yet ready to smoothly interact with other children.
 - D. None of the above
5. When I nurture the development of infants, toddlers, and preschool-aged children, I:
 - A. Use play as the model of my instruction for each of the age groups.
 - B. Use the same type of toys for each age group.
 - C. Ask all three age groups of children to sit together and listen to a story for 15 minutes.
 - D. None of the above
6. To prevent unacceptable behavior of young children, the first thing I do is:
 - A. Establish a punishment rule.
 - B. Define what is undesirable behavior.
 - C. Physically punish the child.
 - D. Ignore the behavior.
7. Which of the following is *true* about the development of young children?
 - A. A child begins to play when he/she is old enough to play with other children.
 - B. As long as a caregiver provides state-of-the-art toys to infants and toddlers, developing a close caregiver-child relationship is not essential.
 - C. Children learn to read and write at the same time.
 - D. Holding infants frequently and picking them up when they cry causes them to become spoiled and demanding.

8. Sr. Rebecca wants to help a five-year-old HIV positive child who is sick to go to preschool, instead of staying at home. In order to achieve her goal, Sr. Rebecca plans to first talk to the child, and then have meetings with the child's caregivers, preschool teachers, and healthcare providers. Which approach is Sr. Rebecca using to help the child?
- A. Holistic approach
 - B. Cognitive approach
 - C. Development approach
 - D. Educational approach
9. Infants' brains become more active when adults respond to their cues and signals for attention through _____.
- A. Arranging the environment to invite exploration and discovery
 - B. Carrying out caregiving routines in ways that meet individual needs of infants
 - C. Creating meaningful interactions
 - D. All of the above
10. Which of the following is a key indicator of high-quality early childhood care for young children?
- A. Programs based on understanding of child development
 - B. Individualized care responsive to the needs of every child
 - C. Children may select materials based on personal interests; they learn through active involvement
 - D. Staff trained in early childhood development
 - E. All of the above
11. What will you do if you suspect a child is being abused at home?
- A. Nothing--what happens at home is not my business
 - B. Inform the local committee or child protection worker
 - C. Threaten the parents with the police
 - D. Tell my friends about it

Instructions: Circle all responses that apply for questions 12-15.

12. **Circle** all of the statements that are true about quality ECD programs.
- A. Children have a trusting relationship with their care providers in the ECD program along with opportunities for peer interaction and socialization.
 - B. Caregivers and families of young children are fully involved in the children's development and learning activities.
 - C. Children are allowed to cut their own shapes, experiment, and plan their own creative drama, art, and writing or scribbling activities.
 - D. Children's development is nurtured only through state-of-the-art intellectual development activities.
 - E. All are true except *d*.

- 13. Circle** all of the statement/s that are *true* about attachment relationships between a caregiver and a child.
- A.** When infants and toddlers show fear of strangers, it means they have not formed strong attachment with their caregivers.
 - B.** Children can develop secure attachment relationships to more than one adult.
 - C.** Children who have no or little attachment to their primary caregiver or parent/s fail to thrive developmentally.
 - D.** The cognitive development of infants is nurtured through attachment relationships between a caregiver and a child and stimulation of the child's five senses.
- 14. Circle** all statements that apply: To nurture the development of a baby, I will advise the mother of a 12-month-old child to do the following:
- A.** When you breastfeed your child, be quiet and do not talk to the child. Talking to your child during breastfeeding will distract the child from eating.
 - B.** Allow your child to touch his/her toys with their hands only; if they touch the toy with their mouth you should take away the toy immediately and discipline them.
 - C.** You will notice that your child drops things again and again. That is okay because your child is learning about things and the idea of cause and effect.
 - D.** Your child learns about the world by exploring with his/her eyes, mouth, hands, and fingers; therefore, find safe playthings for your child to look at, hold, and put in his/her mouth.
- 15. Circle** all of the statement/s that are *true* about the rights of the child.
- A.** All children have the right to play with their peers.
 - B.** All children have the right to be raised by their parents.
 - C.** All children have the right to stay in the ECD center full day.
 - D.** All children have the right to express their opinions.

THANK YOU!



Catholic Relief Services, 228 W. Lexington Street, Baltimore, MD 21201, USA
For more information, contact pqpublications@crs.org.