

Chapter 1

MULTIPLE CHOICE

1. An invention that provoked a new idea of adulthood was
 - a. The combustible engine
 - b. The telephone
 - c. The printing press *** (p. 4)
 - d. The computer
2. In the 17th century two people who thought that children should be treated with thought and care were
 - a. Locke and Rousseau *** (p. 5)
 - b. Rogers and Maslow
 - c. Dixon and Binet
 - d. Freud and Freud
3. Adults may underestimate children's ability to
 - a. Learn
 - b. Problem-solve
 - c. Recognize reality
 - d. All of the above *** (p. 7)
4. Family conditions that promote resilience include
 - a. few alternative caretakers.
 - b. older mothers for resilient males.
 - c. opportunities to participate in household activities *** (p. 14)
 - d. a strong sense of political commitment.
5. According to your text, some of the things that cause our children problems are the following
 - a. the changing world, values in flux, and stress *** (p. 7-9)
 - b. too much sugar and starch in their diets
 - c. a competitive environment
 - d. the focus on self-esteem
6. One of the continuing challenges for many children is
 - a. enmeshed extended families
 - b. unchanging values.
 - c. poverty. *** (p. 9)
 - d. high stakes testing
7. Brazelton and Greenspan's "irreducible needs" include all the following EXCEPT
 - a. physical protection.
 - b. nurturing relationships.

- c. working alliances *** (p. 11)
 - d. opportunities to learn
8. Which of the following statements is true?
- a. Counseling involves a relationship between a counselor and client, with the counselor helping the client resolve a problem. ***
 - b. Child counseling focuses on children with learning, social, or behavioral problems who are not classified as being severely disturbed.
 - c. There are completely different principles of counseling for children than adults.
 - d. None of the above.
9. Possibly the most important outcome for counseling occurs when a client
- a. is able to cope with the stresses and conflicts of his or her growth and development.
 - b. feels good about himself or herself, resulting in positive self esteem.
 - c. has a feeling of love and belonging.
 - d. learns how to be his/her own counselor. *** (p. 18)
10. Children bring three pieces of information to the counseling session. That information includes their problem or concern, their feelings about the problem, and
- a. their expectations of themselves
 - b. their expectations of the counselor *** (p. 19)
 - c. their parent's expectations
 - d. none of the above
11. A counselor working with children focuses on
- a. growth and development and the effect of childhood experiences on the adult.
 - b. treating children with serious emotional and behavioral problems.
 - c. helping children with learning, social, or behavioral problems, using both preventive and remedial techniques. *** (p. 19)
 - d. normal developmental concerns only.
12. Counseling is a process that may involve all of the following except
- a. personality change. *** (p. 19)
 - b. individual and group counseling.
 - c. consultation.
 - d. administration.
13. Which of the following are categories of personal strengths that are positive developmental outcomes of resilience?
- a. High expectations, care and support, problem-solving
 - b. Opportunities to participate, high expectations, autonomy
 - c. Social competence, autonomy and purpose *** (p. 13)
 - d. High expectations, autonomy and care and support

14. Communities enhance resilience when
- streets are clean
 - education is valued *** (p. 14)
 - road signs are clear
 - curfews are enforced
15. While there is considerable overlap, counseling, as opposed to psychotherapy, is generally most appropriate for
- clients, conscious concerns, preventative and remedial concerns.
 - patients, personality concerns, medical settings and a teaching methodology.
 - decision-making, developmental and concerns, and a preventive focus *** (p. 17)
 - educational concerns, vocational concerns, decision-making concerns and personality problems.
16. Jane wants to augment resilient qualities in her fourth-grade students. Basing your answer on the research in resilience, which of the following would you suggest she do?
- provide opportunities for self-discipline
 - provide clear expectations
 - encourage them to participate in useful social tasks
 - all of the above *** (p. 15)
17. Which of the following was the court case that determined children were protected under the Bill of Rights?
- In re Gault*, 387 U.S. 1 (1967) *** (p. 6)
 - In re Willard*, 632 U.S. 2 (1947)
 - In re Brown*, 84 MS (1962),
 - In re State of Maryland*, 99 U.S. 1 (1928)
18. Well-being can be defined as
- The absence of illness
 - An optimal state
 - Judging life positively and feeling good *** (p. 11)
 - Exercising and eating well
19. Child welfare agencies are designed to protect with which of the following for children
- Physical well-being,
 - Emotional well-being
 - Intellectual well-being
 - All of the above *** (p. 16)
20. State laws protect counselors' practice through granting
- Certification
 - License *** (p. 23)
 - Graduate degrees
 - Medicare and Medicaid

TRUE/FALSE

1. The costs to society of failing its children are huge. (T)
2. Children's views are rarely heard and rarely considered in the political process. (T)
3. The actions, or inactions, of government impact children less than any other group in society. (F)
4. Children are largely unaware of what is happening politically and economically in the world. (F)
5. A child's world is for the most part carefree, with little pressure other than that of schoolwork. (F)
6. Normal child development brings with it a variety of tasks such as achieving independence and forming basic values. (T)
7. Children in today's world are more "protected" than earlier generations and are not expected to mature as quickly or make critical decisions as early. (F)
8. The resilience approach to understanding children provides one example of looking at the deficiencies of human beings (F)
9. Children, as well as adults, need to be treated as worthwhile individuals who can think and behave responsibly in order to build strong self-esteem. (T)
10. Accreditation standards and states laws govern the certification and licensure of counselors and psychologists. (T)
11. Graduate programs that meet the accreditation requirements of CACREP are 48 semester hours. (T)

SHORT ANSWER

1. Explain the fundamental rights identified in the U.N. Convention on the Rights of the Child.
2. Outline the historical changes in children's rights.
3. Describe the legal significance of *In re Gault*.
4. List five career options you have in counseling. What are the educational requirements for each and in what setting would you be employed?

5. Explain the fundamental aspects of supporting resilient children in families, schools and communities with specific examples.

Chapter 2

MATCHING

1. In the three columns below, match the developmental stages of Erikson's model of personal development with the developmental tasks associated with that stage and the intervention needed for an individual at that stage. Each step should have one answer from the task and one answer from the intervention. (pp. 40-41)

<u>E-3</u>	a. Stage I – Birth to age 1 ½
<u>F-6</u>	b. Stage II – Age 1 ½ to 3
<u>D-2</u>	c. Stage III – Ages 3 to 6
<u>A-4</u>	d. Stage IV – Ages 6 to 11
<u>B-1</u>	e. Stage V – Ages 12 to 18
<u>C-5</u>	f. Stage VI, VII & VIII – Adult ages

- A. Learn a variety of skills to find a place in the adult world
- B. Need to know who they are and how their roles will fit into their future
- C. Intimacy through sharing in a close friendship
- D. Need to develop initiative as opposed to guilt
- E. Develop trust in their environment and in their caregivers
- F. Control over self and environment

- 1. Finding identify through groups, courses, or special abilities
- 2. Setting goals and carrying out projects, discipline based on logical consequences
- 3. Affectionate, consistent, predictable & high quality care
- 4. Large doses of encouragement & praise
- 5. Focus on relationships and a search for meaning
- 6. Opportunity to be successful doing something for themselves

2. According to Piaget, there are four stages of cognitive development. Match the stage with the appropriate type of development. (pp. 35-36)

<u>D</u>	a. Infancy	A. Concrete
<u>C</u>	b. Childhood	B. Formal
<u>A</u>	c. Pre-Adolescence	C. Pre-Operational
<u>B</u>	d. Adolescence through adulthood	D. Sensorimotor

3. Match the task or intervention listed below with the stage identified by Piaget. (pp. 35-36)

A. Concrete

- B. Formal
- C. Pre-Operational
- D. Sensorimotor

1. D Can distinguish self and other objects
2. C Have greatest language growth
3. A Can distinguish reality from fantasy
4. A Move toward logical thought
5. B Are capable of self-reflective thought
6. D Achieve a sense of object permanence
7. A Can do reversible thinking
8. B Are capable of understanding and applying ethical principles
9. C Have trouble with reversible thinking
10. B Are capable of high levels of empathic understanding

MULTIPLE CHOICE

1. Development may be considered
 - a. Periods of unusual events in life
 - b. Periods of transition and reorganization *** (p. 31)
 - c. Periods of stagnation
 - d. Periods that occur each decade of life
2. Beatriz complains to her father about the outfit he wants her to wear. Among many other things, she says “But everybody will be looking at me!” According to Elkind this is an example of a teenager’s
 - a. vanity
 - b. Oedipus complex
 - c. imaginary audience*** (p. 37)
 - d. avoidant attachment
3. The brain stem controls
 - a. Sensory activities
 - b. Memory
 - c. Sensory output
 - d. Body functions like breathing*** (p. 32)
4. The cerebellum coordinates
 - a. Sensory activities*** (p. 32)
 - b. Memory
 - c. Sensory output
 - d. Body functions like breathing
5. The cerebrum handles
 - a. Sensory activities
 - b. Memory*** (p. 32)

- c. Sensory output
 - d. Body functions like breathing
6. In Piaget's stage of formal operational thought, young people
- a. Focus only on themselves
 - b. Need concrete materials to understand concepts
 - c. Can think logically, rationally and abstractly *** (p. 35)
 - d. Have imaginary audiences
7. Perspective taking refers to
- a. Adjusting the focus in microscopes
 - b. Taking another person's point of view *** (p. 37)
 - c. Qualitative research
 - d. An interviewing technique
8. For Vygotsky the zone of proximal development means
- a. The best possible developmental outcome
 - b. The range of developmental tasks
 - c. The area nearest the developmental outcome
 - d. The gap between what a child can and cannot do *** (p. 39)
9. The information processing approach refers to cognition analyzes
- a. The cognitive development of children
 - b. The friendship capacity of children
 - c. The way people make sense of information *** (p. 39)
 - d. The computer model of development
10. In Erikson's stage of industry versus inferiority, the child's task is to
- a. Learn the range of skills needed in an adult world *** (p. 40)
 - b. Develop a sense of initiative
 - c. Gain a sense of self-control
 - d. Develop a self-image
11. One type of insecure attachment is
- a. Disruptive
 - b. Avoidant *** (p. 42)
 - c. Disruptive
 - d. Unpredictable
12. Kao has parents who are warm, loving and supportive. If he responds as others have in studies of attachment, as a young adult he will describe himself in which of the following ways?
- a. uncomfortable with intimacy
 - b. worried about being abandoned
 - c. not very likeable
 - d. easy to know*** (p. 41)

13. Maslow's hierarchy of needs contains five levels. In order, they are
- safety needs, physiological needs, love and belonging, self esteem, and self-actualization.
 - love and belonging, safety needs, physiological needs, self-actualization, and self esteem.
 - physiological needs, safety needs, love and belonging, self esteem, and self-actualization. *** (p. 29)
 - self-actualization, love and belonging, physiological needs, safety needs, and
i. self esteem.
14. Preoperational children have egocentric thinking which means they
- put events in the proper order or sequence
 - focus on more than one aspect of a problem.
 - work from front to back and then back to front in solving a problem.
 - think everyone thinks the same way *** (p. 35)
15. A need that Glasser lists that Maslow does not include is
- the need for safety
 - the need for fun *** (p. 30)
 - the need for love and belonging
 - the need for intelligence
16. Challenges that counselors may face in their work with children from diverse ethnic groups include
- mistaken assumptions about cultural assimilation.
 - similar world views.
 - stereotypical generalizations.
 - both A and C *** (p. 47)
17. Culture includes which of the following
- Ways people perceive their experiences
 - Beliefs people use to explain events
 - Principles for dealing with people and for accomplishing goals
 - all of the above *** (p. 46)
18. Counselors with multicultural competence know
- child-counselor cultural similarities are not important
 - child-counselor cultural difference are not important
 - everyone is alike so the focus should be on the problem
 - child-counselor cultural similarities and differences are important*** (p. 48)
19. The process of becoming like another culture is called
- ethnic identity development.
 - becoming culturally competent.
 - acculturation. *** (p. 53)

- d. none of the above
20. Worldview consists of
- a. a set of beliefs about reality *** (p. 51)
 - b. distance and closeness in relationships
 - c. kinship relationships
 - d. all of the above
21. Ethnic identity refers to
- a. a person's sense of group patterns
 - b. a person's incorporation of beliefs into self *** (p. 52)
 - c. a person's position in the family
 - d. a person's career and family development
22. The second stage of the levels of acculturation as described by Garrett is the _____ level.
- a. traditional
 - b. bicultural
 - c. transition *** (p. 53)
 - d. assimilation
23. The effective multicultural counselor
- a. considers differences in social class and culture.
 - b. uses strategies consistent with the life experience of the client.
 - c. is knowledgeable of issues of cultural diversity.
 - d. all of the above *** (p. 48)
24. The concept of *collectivism* refers to the ideas of
- a. living together in a communal residence
 - b. being part of a group, protected and working for the group *** (p. 52)
 - c. loosely connected to other people
 - d. forming cooperatives to share resources
25. Thomas et al. have specific suggestions for culturally responsive counseling. Which of the following is the most important?
- a. matching counselor – client socioeconomic backgrounds
 - b. determining the child's ethnic identity status
 - c. rejecting racism and prejudice *** (p. 55)
 - d. focusing on family relationships
26. The characteristics of a culturally effective counselor also include all of the following except
- a. understanding his or her own values and philosophy toward other cultures.
 - b. recognizing that no theory of counseling is entirely neutral.
 - c. assisting the client to change and adjust to the present culture. *** (p. 55)
 - d. avoiding being "culturally encapsulated."

27. One writer advocates that counseling interventions be selected on all of the following except
- race. *** (p. 54)
 - client's degree of acculturation.
 - sex.
 - socioeconomic status.
28. Focusing on specific ethnic groups may create
- Stereotypical thinking *** (p. 46)
 - Ethnic pride
 - Multidimensional myopia
 - Ignoring barriers to success

SHORT ANSWER

- Discuss the brain structure with functional aspects.
- Discuss the importance of cultural factors that affect counseling.
- Explain the difference between ethnicity and ethnic identity.
- List five competencies of the culturally skilled counselor. Describe and illustrate each.
- Define acculturation and describe Garrett's explanation of the four levels of acculturation.

DISCUSSION

- Indicate guidelines for assuring multicultural sensitivity in a counseling program.
- Explain adolescent brain development.
- Discuss Piaget's stages of cognitive development. Include definitions in your discussion.
- Summarize Erikson's and Havinghurst's developmental tasks and the appropriate interventions at each stage.
- List Maslow's hierarchy of needs and give an example of how a child's needs might and might not be met in each.
- Discuss minority ethnic identity development.