

# TeachME Professional Development

## Addressing Social and Personal Issues Facing Young Learners

### Part 1

**1. What are the factors most important in the two-generation solution to breaking the cycle of poverty?**

- A. Ensuring parental and child education
  - B. Understanding and regulating risk and protective factors
  - C. Creating positive change through successful employment and fiscal responsibility
  - D. Strengthening and maintaining state and community programs to combat poverty
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### Part 1

**2. It's estimated that childhood poverty costs America about \$700 billion dollars per annum due to lost productivity, health crises, and:**

- A. Negative impacts on cognitive and social growth
  - B. Homelessness
  - C. Increased crime rates that are associated with children living in poverty
  - D. Harmful effects on the environment
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### Part 1

**3. Social oppression causes many higher-income people to wish to distance themselves from the poor if at all possible, and this results in systematic exclusion, mistreatment, and:**

- A. Internal oppression
  - B. Exploitation
  - C. Prolonged distress
  - D. Lack of identity
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### Part 1

**4. Which of these is NOT a protective parental benefit that can shield children from the effects of poverty?**

- A. Epigenetics
  - B. Formation of a larger vocabulary
  - C. Assistance with academic problems
  - D. Achievement-fostering practices in the home
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## **Part 1**

**5. Schools that have a high number of impoverished students often expect less of those students, spend less on those students, and have:**

- A. Poor parental involvement
  - B. Less experienced and effective teachers
  - C. Non-stimulating classrooms and school environments
  - D. Non-existent community support
- 

## **Part 1**

**6. The adverse effects associated with chronic stress do not typically include the following set of effects:**

- A. Musculoskeletal
  - B. Respiratory
  - C. Cardiovascular
  - D. Epithelial
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## **Part 1**

**7. What is a child's hippocampus responsible for?**

- A. Regulating emotional responses
  - B. Language development
  - C. Motor skills
  - D. Learning and retention of memories
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## **Part 1**

**8. According to the information provided, how can adverse childhood experiences (ACEs) impact a child's academic performance?**

- A. ACEs can negatively affect a child's ability to be a good student by impacting the prefrontal cortex and hippocampus.
  - B. ACEs primarily affect physical health but have no significant impact on cognitive functions.
  - C. ACEs have no influence on the prefrontal cortex and the ability to make choices.
  - D. ACEs only affect the hippocampus, leaving the prefrontal cortex unaffected in terms of academic performance.
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## **Part 1**

**9. Which of the following is an accurate statement about the achievement gap between students in low-income schools and high-income schools?**

- A. The achievement gap, or the metrics that show just how much better high-income students tend to perform when compared to low-income students is becoming more narrow than in the past
  - B. As this achievement gap narrows, experts predict that it will be much easier to allocate resources for the students who will be most in need of help
  - C. One metric used to target these resources for low-income students is measuring the body of students who are eligible for free or low-priced lunch options
  - D. Within the subset of students that qualify for reduced-price meals, there is little variation in test scores, which makes this metric a valuable one in addressing the needs of low-income students
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## **Part 1**

**10. What is NOT a good step to help children in your classroom thrive?**

- A. Teach your children emotional coping skills
  - B. Leave them alone as a way to empower them in the classroom and beyond
  - C. Develop relationships with them and their families
  - D. Show them worlds outside your classroom
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## **Part 2**

**11. Experts recommend avoiding the terms “bully” and “victim” when addressing bullying behaviors because these are negative labels that may make changing behavior difficult.**

- A. True

B. False

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## Part 2

**12. When hosting a bullying workshop, it is helpful to have visual reminders of ongoing bullying strategies posted throughout the room, such as reminders to immediately stop the behavior, use the school's policy to guide actions, and to impose consequences for any students who were bullying.**

- A. True
  - B. False
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## Part 2

**13. Bullying may include those who are directly involved and those who actively or passively assist the behavior or defend against it, which is referred to as the "cycle of imbalance."**

- A. True
  - B. False
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## Part 2

**14. Which of the following is NOT a correct statement about unique concerns caused by cyberbullying?**

- A. Electronic and social media have become so widespread, it is now possible for anyone to post content about someone that is viewed by both acquaintances and strangers
  - B. Cyberbullying can be persistent because digital devices allow 24-hour communication, making it difficult for students experiencing cyberbullying to find relief
  - C. Cyberbullying can be permanent because most information remains electronically and publicly available if not reported and removed and this can harm many aspects of students' lives
  - D. With the popularity of social media, cyberbullying is becoming easier to recognize than other forms of bullying, so strategies to combat this type of bullying are becoming a priority
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## Part 2

**15. Zero tolerance policies, which are typically exclusionary, do not help solve bullying because suspensions and expulsions fail to address the underlying causes of the behavior and students often return to school with the same behavioral patterns.**

- A. True
  - B. False
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## Part 2

**16. In one survey of 24 million students, the greatest number of bullying experiences occurred with students who had been:**

- A. Made fun of, called names, or insulted
  - B. The subject of rumors
  - C. Pushed, shoved, tripped, or spit on
  - D. Excluded from activities on purpose
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## Part 2

**17. When supporting a student who has been bullied, the most important question to ask may be:**

- A. What happened during the incident?
  - B. What do you need from me?
  - C. Has this happened before?
  - D. What would you like the outcome to be?
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## Part 2

**18. To help track any hot spots for bullying that should be monitored, an incident report should include information on the identities of the students involved, the location of the incident, the dates, and any other relevant information that documents patterns involving the same students.**

- A. True
  - B. False
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## Part 2

**19. Short-term solutions to bullying such as an assembly or workshop are generally very effective because they can help identify what bullying looks like and ways to respond.**

- A. True
  - B. False
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## Part 2

**20. Teachers can help prepare students to respond effectively to bias incidents by exploring the different roles they can take in the incidents and helping them consider responses from the perspectives of each of the roles, including the target, perpetrator, bystander, and:**

- A. Educator
  - B. Mentor
  - C. Ally
  - D. Arbitrator
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### **Part 3**

**21. The first responsibility of a school is to educate its students.**

- A. True
  - B. False
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### **Part 3**

**22. What is cyberbullying?**

- A. Heckling through a computer.
  - B. Bullying a student in-person, then streaming it over the Internet.
  - C. Using the Internet to post, send, or reveal potentially sensitive information about another OR contact them inappropriately.
  - D. All of the above.
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### **Part 3**

**23. You're an administrator at a school, and you see a student being bullied. What do you do?**

- A. Collaborate with another staff member about appropriate action.
  - B. Get someone more qualified to help.
  - C. Launch an investigation into the motives of the bullying student.
  - D. Calmly stop the bullying and make sure everyone is safe.
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### **Part 3**

**24. What is the first step of becoming a helpful LGBTQ ally?**

- A. Enlist advice for active members of the LGBT community.
  - B. Learn about the LGBTQ movement's history and issues.
  - C. Tell people that you're an LGBTQ ally and ask for support
  - D. Post about it on social media and seek advice
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### **Part 3**

**25. 8 in 10 surveyed LGBTQ students report school-related depression.**

- A. True
  - B. False
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### **Part 3**

**26. A truly helpful anti-bullying school policy contain should contain all of the following EXCEPT:**

- A. Working definitions of used terms (such as 'bullying' and 'LGBTQ')
  - B. Clearly-delineated consequences
  - C. Information about how the policy is to be implemented
  - D. A statement explaining that while employees are "not required" to report bullying, it's highly recommended
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### **Part 3**

**27. What information should an LGBTQ-friendly health curriculum include?**

- A. A brief historical overview of the LGBTQ movement
  - B. Accurate and practical information about sexual health
  - C. Comprehensive, updated scientific information about gender, orientation, and physical anatomy
  - D. All of the above
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### **Part 3**

**28. What can you do to create a 'safe space' atmosphere of trust in your classroom?**

- A. Steep yourself in your students' contexts.
  - B. Model healthy social dynamics.
  - C. Create a sense of trust.
  - D. All of the above.
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## Part 3`

**29. Which of the following is not recommended as a specific action you can take to help students feel comfortable being themselves?**

- A. Let students know that making mistakes is okay
  - B. Tell them to be themselves; they'll get it!
  - C. Teach your students to respect views other than their own.
  - D. Celebrate lessons learned in your classroom.
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## Part 3

**30. Only 12% of LGBTQ students state that their school's health education mentioned helpful LGBTQ-inclusive information.**

- A. True
  - B. False
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