Child Development 9th edition Feldman Test Bank

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Chapter 1: An Introduction to Child Development

TOTAL ASSESSMENT GUIDE

Topic		Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
QUICK QUIZ	Multiple Choice	1, 2, 4, 5	3, 6, 7, 10	8, 9	
LO 1.1: Define the field of child development.	Multiple Choice	1	2		
	Short Answer		82		83
	Essay				
LO 1.2: Describe the scope of the field of child development.	Multiple Choice	3, 4, 5, 6, 24, 29, 30		7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28	
	Short Answer				
	Essay				
LO 1.3: Explain the major societal influences that determine development.	Multiple Choice	31, 34		32, 33, 35, 36, 37, 38	
	Short Answer				84, 85
	Essay				
LO 1.4: Explain the earliest views of childhood and children.	Multiple Choice	39, 41, 43, 45, 46, 47, 48	40, 42, 44		
	Short Answer			86	
	Essay				
LO 1.5: Describe the ways that childhood has been viewed since the 20th century.	Multiple Choice	49, 50, 51, 52	53, 54		
	Short Answer				87
	Essay				
LO 1.6: Explain the key issues and questions in the field of child development.	Multiple Choice	55, 63, 66, 68, 69, 70	58, 59, 61, 62, 71, 75, 76	56, 57, 60, 64, 65, 72, 73, 74	
	Short Answer	88	90, 91		89
	Essay		94	95	
LO 1.7: Predict future developments in the field of child development.	Multiple Choice	80	77, 78, 79, 81		
	Short Answer	93	92		
	Essay				96

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Quick Quiz

1. Child development
a) focuses on the period from adolescence through middle adulthood.
b) focuses only on the changes that occur in large groups of children.
c) is predominantly a philosophical belief system.
d) focuses on growth, change, and stability.

2. Child development is divided into which of the following groups of topical areas?
a) prenatal development, cognitive development, and social and personality development
b) prenatal development, cognitive development, and physical development
c) physical development, cognitive development, and social and personality development
d) early childhood, adolescence, and social and personality development

3. A developmental psychologist conducting research on language development is focused on
a) physical development.
b) cognitive development.
c) social development.
d) personality development.

4. In addition to topical areas, child development is organized by chronological periods based on
a) legal events, such as getting a driver's license.
b) arbitrary but designated age ranges.
c) biological events, such as digestion and elimination.
d) clear and precise age ranges that are consistent for everyone.

5. _____ is to social construction as _____ is to cultural factors.
a) Individualism; collectivism
b) Ethnicity; race
c) Race; ethnicity
d) Collectivism; individualism

6. Which of the following is considered to be an age-graded influence?
a) Menopause
b) Social class
c) Ethnicity
d) War

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7. A child's ability to think about objects symbolically represents a qualitative change in cognitive development. The achievement of this step is an example of
a) continuous development.
b) discontinuous change.
c) sensitive development.
d) critical development.

8. Sandy is pregnant and is concerned about the impact of illness during particular periods of prenatal development. She consults her doctor as to the _____ period during which exposure to certain illnesses would result in irreversible consequences.
a) sensitive
b) critical
c) continuous
d) discontinuous

9. Oscar's room is always a mess. "You must have been raised in a pig pen," said Felix. "No way," responded Oscar, "I was born this way!" The friends are debating the issue of
a) continuous versus discontinuous development.
b) critical versus sensitive periods.
c) nature versus nurture.
d) cultural versus social development.

10. "Every day I read another article with advice about raising my children," says one new parent. "How can I know what is true?" One piece of good advice for this new parent is
a) just do whatever your parents did.
b) ask friends for advice.
c) maintain a healthy dose of skepticism.
d) stop reading conflicting advice.

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Quick Quiz Answers

1. Answer: d
Learning Objective: LO 1.1 Define the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Child development involves the scientific study of the patterns of growth, change, and stability that occur from conception through adolescence. Although large groups of children may be studied, they are not studied exclusively, nor are child development researchers concerned only with the period from adolescence to adulthood. Child development does use theory, but findings are grounded in scientific research, not philosophical beliefs.

2. Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The major topics of child development are physical, cognitive, and social and personality development.

3. Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The major topics of child development are physical, cognitive, and social and personality development. The study of language development is included in the cognitive development topic area.

4. Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: In addition to the topical divisions, the discipline is also focused on particular time periods of development. These time periods (prenatal, infant and toddlerhood, early childhood, middle childhood and adolescence) are determined by arbitrary, but agreed on, designated age

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ranges, biological events (i.e., sexual maturity not digestion) and environmental events (beginning of formal school not obtaining a legal document).

5. Answer: c
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Race is a social construct, something defined by people and their beliefs. Ethnicity, or ethnic group, is a broader category that refers to cultural background, nationality, religion, and language.

6. Answer: a
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: All of the answers represent influences that the developmental researcher must consider, but only menopause is an age-graded influence.

7. Answer: b
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: A defining feature of discontinuous change is the qualitative change that occurs in each stage or step.

8. Answer: b
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Sandy is concerned about the critical period, a specific time when the illness would have its greatest consequences. During this time, the concern is that there would be permanent, irreversible harm done to the fetus. This is contrasted with the sensitive period, which is a specific time when an organism is particularly susceptible to certain kinds of stimuli in the environment.

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9. Answer: c
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The debate between Oscar and Felix best represents the nature-versus-nurture debate. Nature represents the belief that the cause is genetic or hormonal, while nurture represents environment or experience. So, the friends' debate becomes upbringing (nurture) or heredity (nature).

10. Answer: c
Learning Objective: LO 1.7 Predict future developments in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Although there is much conflicting advice available for new parents, it is always a good idea to apply skepticism to child development advice. Consumers are advised to (1) consider the source of the information, (2) evaluate the credentials of the person providing the advice, (3) understand the difference between anecdotal and scientific evidence, (4) keep in mind cultural context, and (5) don't assume that because many people believe something is true, it must be true.

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Chapter 1
An Introduction to Child Development

Multiple Choice Questions

1. Child development is defined as the scientific study of the patterns of growth, change, and stability that occur from
a) conception through adolescence.
b) birth through adolescence.
c) conception through early childhood.
d) conception through death.

Answer: a
Learning Objective: LO 1.1 Define the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The definition of child development is that it is a field that involves the scientific study of the patterns of growth, change, and stability that occur from conception through adolescence.

2. Which of the following statements is true of the discipline?
a) Developmental psychologists apply scientific methods to study developmental change.
b) Child development is a specialized branch of sociology.
c) Developmental psychologists study only infants and young children.
d) Developmental psychologists focus on questions about changes in physiology brought on by education.

Answer: a
Learning Objective: LO 1.1 Define the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The definition of child development is that it is a field that involves the scientific study of the patterns of growth, change, and stability that occur from conception through adolescence. Psychologists use scientific methods to examine developmental change.

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3. Development involving the body's physical makeup, including the brain, nervous system, muscles, and senses and the need for food, drink, and sleep, is called
a) physical development.
b) personality development.
c) cognitive development.
d) social development.

Answer: a
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: This is the definition of physical development, which is one of the major topics in child development.

4. Development involving the ways that growth and change in intellectual capabilities influence a person's behavior is called
a) physical development.
b) personality development.
c) cognitive development.
d) social development.

Answer: c
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: This is the definition of cognitive development, which is one of the major topics in child development.

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5. Development involving the ways that the enduring characteristics that differentiate one person from another change over the life span is called
a) physical development.
b) personality development.
c) cognitive development.
d) social development.

Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: This is the definition of personality development, which is one of the major topics in child development.

6. The way in which individuals' interactions with others and their social relationships grow, change, and remain stable over the course of life is called
a) physical development.
b) personality development.
c) cognitive development.
d) social development.

Answer: d
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: This is the definition of social development, which is one of the major topics in child development.

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7. DeShawn is interested in studying how play behavior reflects the development of children's relationships with others. DeShawn is interested in studying
a) physical development.
b) personality development.
c) cognitive development.
d) social development.

Answer: d
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: This question would be considered within social development and the social relationships of children.

8. Dr. Rodriguez is conducting research on the problem-solving capacities of young children. Dr. Rodriguez is most likely interested in studying
a) physical development.
b) cognitive development.
c) personality development.
d) social development.

Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: This question would be considered within cognitive development, or the growth and change in intellectual capabilities and the influence on the individual's behavior.

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9. Dr. Kumar studies gross motor development in children; specifically, Dr. Kumar is interested in how children's ball throwing changes over the course of development. Dr. Kumar is interested in studying
a) physical development.
b) cognitive development.
c) personality development.
d) social development.

Answer: a
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: This question would be considered within physical development—specifically, gross motor skill development.

10. Alisha is a childcare provider who wonders if the physically aggressive children in her classroom will grow up to be physically aggressive adults. She is asking a question about
a) physical development.
b) cognitive development.
c) personality development.
d) social development.

Answer: c
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Aggressive behavior is part of personality development.

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11. Mei, a third-grade teacher, often finds herself commenting on the improvement of fine motor skills of the students in her classroom, especially their handwriting. She has noted that at the beginning of the school year the children's writing tends to be large, requiring a lot of writing space. Toward the end of the school year, their writing tends to be smaller and requires very little writing space. Mei is referring to what aspect of development?
a) Physical development
b) Cognitive development
c) Personality development
d) Social development

Answer: a
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The skills referred to in this question represent physical development—specifically, fine motor skills development.

12. Mr. Espinoza, a first-grade teacher, tells his student teacher that when the children begin school they seem very immature; that is, they cannot yet read, write, or do simple calculations, nor can they maintain attention for long periods of time. However, at the end of the school year they seem more mature; that is, they can read, write, and do simple calculations, and they can maintain attention for long periods of time. Mr. Espinoza is referring to what aspect of development?
a) Physical development
b) Cognitive development
c) Personality development
d) Social development

Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The skills referred to in this question represent cognitive development; reading, writing, calculations, and attention all are a part of cognitive development.

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13. Dr. Andresen studies child development and has discovered that children in middle childhood develop a desire to help others. What area of development is Dr. Andresen studying?
a) Physical development
b) Cognitive development
c) Personality development
d) Social development

Answer: d
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: A desire to help others is part of social development.

14. Dr. Quest studies how children problem-solve and make decisions. Dr. Quest studies
a) physical development.
b) cognitive development.
c) personality development.
d) social development.

Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Problem-solving and decision-making is part of cognitive development.

15. Ayisha is a high school teacher who is interested in how adolescents develop caring and loving relationships with others. She is observing
a) physical development.
b) cognitive development.
c) personality development.
d) social development.

Answer: d
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The development of relationships is part of social development.

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16. Ms. Saucedo is a childcare worker who is amazed at how many words a child adds to their vocabulary during their toddler years. If she were to conduct a study on this, she would be studying
a) physical development.
b) cognitive development.
c) personality development.
d) social development.

Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The development of vocabulary is part of cognitive development.

17. Sergei, a middle school teacher, believes that children who are shy as toddlers develop into shy and insecure adolescents. Sergei is focused on
a) physical development.
b) cognitive development.
c) personality development.
d) social development.

Answer: c
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Shyness and insecurity are a part of personality development.

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18. Erikah, an infant and toddler teacher, loves to watch how babies grasp objects. She has noticed that at first babies attempt to grasp objects using a whole hand, but by the end of the first year they are able to grasp objects with just the forefinger and thumb. Erikah is observing
a) physical development.
b) cognitive development.
c) personality development.
d) social development.

Answer: a
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The changing ability to grasp objects represents physical development.

19. Professor Spielman teaches a course on adolescence. His course covers what age range of children?
a) Ages 6 to 12 years
b) Ages 12 to 20 years
c) Ages birth to 3 years
d) Ages 3 to 6 years

Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Adolescence is the period of time between 12 and 20 years of age.

20. Entry into adolescence depends on
a) the personality of the child.
b) the cultural traditions.
c) the child's decision.
d) achievement of sexual maturity.

Answer: d
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The start of adolescence is determined when sexual maturity is reached.

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21. Ms. O'Brien has a childcare center that accepts only children in infancy and toddlerhood. Her childcare center has children in what age range?
a) Ages 6 to 12 years
b) Ages 12 to 20 years
c) Ages birth to 3 years
d) Ages 3 to 6 years

Answer: c
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Infancy and toddlerhood is the period from birth to 3 years.

22. Liza is the director of a preschool. She primarily works with children in what age range?
a) Ages 6 to 12 years
b) Ages 12 to 20 years
c) Ages birth to 3 years
d) Ages 3 to 6 years

Answer: d
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Preschool is generally considered to be a part of the 3- to 6-year age range.

23. Mr. Smirnov is a coach who teaches gymnastics to children who are in middle childhood. His athletes are predominantly in what age range?
a) Ages 6 to 12 years
b) Ages 12 to 20 years
c) Ages birth to 3 years
d) Ages 3 to 6 years

Answer: a
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Middle childhood is generally considered to be a part of the 6- to 12-year age range.

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24. A social construction is a shared notion of reality that is widely accepted but is a function of _____ at a given time.
a) genetics and biology
b) society and culture
c) environment and genetics
d) family dynamics and experience

Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: A social construction is dependent on society and culture at a given time.

25. Dr. Jeffrey Arnett observes a 19-year-old as he weighs his career options with his newly declared major in college. According to Arnett, this 19-year-old is in what stage of growth?
a) emerging childhood
b) emerging middle childhood
c) emerging adolescence
d) emerging adulthood

Answer: d
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Arnett proposed a stage of growth called emerging adulthood, which is the period beginning in the late teenage years and continuing into the mid-20s.

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26. Ryan, a 22-year-old college graduate, is trying to determine if he is ready for a steady, loving relationship in his life. Ryan is in the middle of _____, an entirely new developmental period.
a) emerging adolescence
b) emerging adulthood
c) emerging middle adulthood
d) emerging late adulthood

Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Emerging adulthood is the period beginning in the late teenage years and continuing into the mid-20s.

27. Chen grew up in Asia and understands that it is his responsibility to take care of his aging parents and make sure that his siblings are taken care of. This view of his role in his family has a
a) individualistic orientation
b) cultural orientation
c) collectivistic orientation
d) ethnic orientation

Answer: c
Learning Objective: LO 1.1 Define the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.
Rationale: Children growing up in Asian societies tend to have a collectivistic orientation in which they understand the interdependence of members of their society, whereas children growing up in Western societies tend to have an individualistic orientation.

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28. Linda is a young adult who prioritizes her own success and financial security despite the fact that some of her siblings are struggling to make ends meet. Linda most likely was raised in a(n)
a) collectivistic culture.
b) individualistic culture.
c) interdependent culture.
d) leadership culture.

Answer: b
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.
Rationale: Children growing up in Asian societies tend to have a collectivistic orientation, whereas children growing up in Western societies tend to have an individualistic orientation, which focuses on the uniqueness and needs of the individual.

29. Although _____ originated as a biological concept, today it is thought of as a social construction.
a) race
b) gender
c) ethnicity
d) nationality

Answer: a
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.
Rationale: Race is described as a social construction, something defined by people and their beliefs.

30. _____ refers to cultural background, nationality, religion, and language.
a) Race
b) Originality
c) Ethnicity
d) Diversity

Answer: c
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.
Rationale: This is the definition of ethnicity.

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31. A group of people born at around the same time in the same place is called a
a) cohort.
b) clique.
c) composite.
d) gang.

Answer: a
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: A cohort is a group of people born around the same time in the same place.

32. Sara and her friends reached adolescence at the peak of AIDS awareness, and for that reason they are more aware of how AIDS is transmitted relative to their parents' generation. This is an example of a
a) composite.
b) clique.
c) cohort.
d) gang.

Answer: c
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: A cohort is a group of people born around the same time in the same place.

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33. Because of the difficulties observed in providing meaningful educational experiences during the pandemic, it is believed that school-aged children will grow up having missed some of their education. The pandemic is a shared event to this cohort and is known as a
a) sociocultural influence.
b) common biological influence.
c) history-graded influence.
d) non-normative life influence.

Answer: c
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The pandemic would be considered a major social event with similar influences on members of this particular cohort.

34. Sociocultural-graded influences include
a) ethnicity.
b) natural disasters.
c) wars.
d) puberty.

Answer: a
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: An Orientation to Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.
Rationale: Ethnicity, social class, and sub-cultural membership are all sociocultural influences on development.

35. In America, most children begin school in kindergarten around the age of 5. This would be considered a(n)
a) history-graded influence.
b) age-graded influence.
c) non-normative life event.
d) sociocultural-graded influence.

Answer: b
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.
Rationale: Age-graded influences are biological and environmental influences that are similar for individuals in a particular age group.

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36. Children who lived in New York City shared both biological and environmental challenges due to the terrorist attack on the World Trade Towers that occurred on September 11, 2001. This is an example of a _____ event.
a) normative sociocultural-graded
b) non-normative life
c) normative age-graded
d) normative history-graded

Answer: d
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: History-graded influences are related to a particular historical moment, such as the attacks on the World Trade Center. The children living in New York City shared this event, making it a normative history-graded influence.

37. Louise Brown grew up with the knowledge that she was the first person to be conceived using in vitro fertilization. This atypical experience in her life is referred to as a _____ event.
a) normative sociocultural-graded
b) non-normative life
c) normative age-graded
d) normative history-graded

Answer: b
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: This atypical event represents a non-normative life event, which is something that happens to one person, not to the entire cohort.

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38. The influx of immigrants from Mexico into border communities often requires school districts to find ways to meet the needs of immigrant families. Specifically, many public schools are implementing preschool programs for children with limited English proficiency in an effort to teach these children English, so that they will be better equipped to participate in the classroom. This is an example of a _____ event.
a) sociocultural-graded
b) non-normative life
c) normative age-graded
d) normative history-graded

Answer: a
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.
Rationale: This represents an event for a group of individuals who are defined by ethnicity and language, one of the factors considered by sociocultural-graded influences.

39. Children in medieval Europe were thought of as
a) wild animals that needed to be tamed.
b) miniature, somewhat imperfect adults.
c) inconsequential individuals not worth mentioning.
d) knowledgeable and enlightened human beings.

Answer: b
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Based on an analysis of art from medieval Europe, children were portrayed in adult clothing and not treated in any significant way, suggesting the belief that children were in fact thought of as miniature adults.

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40. Ulric is a child. In most pictures, he is seen dressed in adult clothing, standing in poses more like an adult than a child. It is very likely that Ulric lived during the _____ period.
a) performationism
b) medieval
c) constructivism
d) ideological

Answer: b
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Based on an analysis of art from medieval Europe, children were portrayed in adult clothing and not treated in any significant way, suggesting the belief that children were in fact thought of as miniature adults.

41. John Locke thought that a child was a _____, entering the world with no specific characteristics or personality.
a) noble savage
b) nature
c) *tabula rasa*
d) evolution

Answer: c
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.
Rationale: John Locke considered a child to be a "blank slate" or *tabula rasa*. He believed children entered the world with no specific characteristics or personalities.

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42. Dr. Boric is a psychologist who believes that children are born not knowing anything and not having any specific characteristics. He believes that what a child becomes is determined by what that child experiences in the world. Dr. Boric has been influenced by _____ perspective on children.
a) John Locke's
b) Jean-Jacques Rousseau's
c) Charles Darwin's
d) Alfred Binet's

Answer: a
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.
Rationale: John Locke considered a child to be a "blank slate," which means that children enter the world with no specific characteristics or personalities.

43. Jean-Jacques Rousseau thought that children were born with an innate sense of right and wrong and referred to children as
a) noble savages.
b) natural animals.
c) *tabula rasa.*
d) evolved animals.

Answer: a
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.
Rationale: Jean-Jacques Rousseau thought of children as noble savages who were born with an innate sense of right and wrong.

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44. Dr. Krupeau does research on children and concludes that children are born with an inherent sense of good and bad. Dr. Krupeau's findings would support the beliefs of
a) John Locke
b) Jean-Jacques Rousseau
c) Charles Darwin
d) G. Stanley Hall

Answer: b
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Jean-Jacques Rousseau argued that children were noble savages, meaning that they were born with an innate sense of right and wrong and morality.

45. Who was the first person to suggest that growth occurred in distinct, discontinuous stages that unfolded automatically?
a) Charles Darwin
b) John Locke
c) Jean-Jacques Rousseau
d) Maria Montessori

Answer: c
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Jean-Jacques Rousseau first introduced the idea that children develop in stages.

46. Among the first instances in which children were methodically studied came in the form of
a) baby pictures.
b) baby biographies.
c) children's literature.
d) case studies of babies.

Answer: b
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Baby biographies were one of the first systematic records of the observation of children.

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47. Who wrote a book recording his own son's development during his first year?
a) G. Stanley Hall
b) Charles Darwin
c) John Locke
d) Alfred Binet

Answer: b
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.
Rationale: Charles Darwin focused on baby biographies as a way of understanding how species developed.

48. An increasing focus on childhood can be attributed in part to
a) an increase in the adult labor pool.
b) limited education for children.
c) better nutrition for children.
d) increased parent-child contact.

Answer: a
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: As the adult labor pool increased and laws were created for the protection of children, children were separated from adults while they attended universal school programs. All of these events led to a new focus on childhood.

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49. Which one of the following people wrote a book targeting adolescence as a distinct period?
a) G. Stanley Hall
b) Charles Darwin
c) Leta Stetter Hollingworth
d) Alfred Binet

Answer: a
Learning Objective: LO 1.5 Describe the ways that childhood has been viewed since the 20th century.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.
Rationale: G. Stanley Hall wrote the first book that targeted adolescence as a distinct period. Leta Stetter Hollingworth was one of the first female psychologists to focus on child development. Alfred Binet, a French psychologist, pioneered work on children's intelligence testing. Charles Darwin focused on baby biographies as a way of understanding how species developed.

50. Which of the following people focused their efforts on children's intelligence?
a) G. Stanley Hall
b) Charles Darwin
c) Leta Stetter Hollingworth
d) Alfred Binet

Answer: d
Learning Objective: LO 1.5 Describe the ways that childhood has been viewed since the 20th century.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.
Rationale: Alfred Binet, a French psychologist, pioneered work on children's intelligence testing. G. Stanley Hall wrote the first book that targeted adolescence as a distinct period. Leta Stetter Hollingworth was one of the first female psychologists to focus on child development. Charles Darwin focused on baby biographies as a way of understanding how species developed.

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51. Which of the following people overcame prejudice against women and was one of the first psychologists to focus on child development?
a) G. Stanley Hall
b) Maria Montessori
c) Leta Stetter Hollingworth
d) Alfred Binet

Answer: c
Learning Objective: LO 1.5 Describe the ways that childhood has been viewed since the 20th century.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.
Rationale: Leta Stetter Hollingworth was one of the first female psychologists to focus on child development. Alfred Binet, a French psychologist, pioneered work on children's intelligence testing. G. Stanley Hall wrote the first book that targeted adolescence as a distinct period.

52. Which of the following people opened a preschool in the early 1900s based on theories of how children learn?
a) Leta Stetter Hollingworth
b) Maria Montessori
c) G. Stanley Hall
d) Alfred Binet

Answer: b
Learning Objective: LO 1.5 Describe the ways that childhood has been viewed since the 20th century.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.
Rationale: Maria Montessori opened a preschool in 1907 based on her theories of how children learn.

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53. Using large-scale, systematic, and ongoing investigations of children, psychologists want to scientifically study
a) the nature of growth, change, and stability throughout childhood and adolescence.
b) the variance between individual children and adolescence.
c) the success of the Montessori method.
d) the necessary sample sizes for reliable research.

Answer: a
Learning Objective: LO 1.5 Describe the ways that childhood has been viewed since the 20th century.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The normative approach is a method of studying large groups of children to determine the normal (normative) growth. These established milestones for children are based on age.

54. _____ is an example of a large-scale, systematic, and ongoing examination of children and their development.
a) Darwin's baby biography
b) The Stanford Studies of Gifted Children
c) The Montessori preschool
d) G. Stanley Hall's *Adolescence*

Answer: b
Learning Objective: LO 1.5 Describe the ways that childhood has been viewed since the 20th century.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The Stanford Studies of Gifted Children is the example used in your text as a large-scale, systematic study that began in the early 1920s and continues today.

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55. Researchers who believe development is gradual, with achievements at one level building on those of previous levels, would be characterized as _____ theorists.
a) radical
b) liberal
c) discontinuous
d) continuous

Answer: d
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Continuous change is represented by gradual development in which achievements build on those of previous levels.

56. Every year on her birthday, Thuy's mother has her stand next to the doorway so she can mark the door frame with Thuy's new height. As Thuy steps away, she can see that she has added height every year since her mother began this odd ritual. Thuy's change in height represents a _____ change.
a) qualitative
b) critical period
c) continuous
d) discontinuous

Answer: c
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Continuous change is represented by gradual development in which achievements build on those of previous levels.

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57. Natalie believes that development proceeds gradually, or is the result of _____ change, whereas Mika believes development is stage-like, or the result of _____ change.
a) gradual; qualitative
b) quantitative; qualitative
c) continuous; discontinuous
d) discontinuous; continuous

Answer: c
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Continuous change is gradual development in which the achievements at one level build on those of previous levels. Discontinuous change is development that occurs in stages in which there is a qualitative difference from one stage to the next.

58. The development of language tends to be gradual as children add vocabulary and grammatical rules each year of childhood. Because of this, it is considered a
a) radical change
b) liberal change
c) discontinuous change
d) continuous change

Answer: d
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Continuous change is gradual development in which the achievements at one level build on those of previous levels.

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59. Researchers who describe cognitive development as occurring in a series of qualitatively different stages believe change is
a) gradual.
b) quantitative.
c) discontinuous.
d) continuous.

Answer: c
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Discontinuous change is development that occurs in stages in which there is a qualitative difference from one stage to the next.

60. Bea is just turning 13 and she has just started having regular menstrual cycles. This change in her body is considered a _____ change.
a) gradual
b) continuous
c) discontinuous
d) quantitative

Answer: c
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Continuous change involves gradual development in which achievements at one level build on those of previous levels. Discontinuous change occurs in distinct steps or stages. Each stage is assumed to be qualitatively different.

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61. The presence or absence of particular environmental influences during the _____ period is likely to produce permanent, irreversible consequences.
a) prenatal
b) critical
c) plasticity
d) sensitive

Answer: b
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Contrasted with a sensitive period, the critical period is one in which the presence or absence of particular kinds of environmental influences will produce permanent, irreversible consequences. The critical period represents the time in development when a particular event has the greatest consequence to the developing individual.

62. Which of the following may be subject to sensitive periods?
a) language development
b) prenatal development of lungs
c) prenatal development of fingers and toes
d) color blindness

Answer: a
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: As opposed to the rigidity of the critical periods, the sensitive period represents plasticity and flexibility, particularly in the domains of cognitive personality and social development. That is, only language development can be subject to plasticity or developed later if the proper stimuli are absent during the sensitive period.

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63. A time in development when a particular event has its greatest impact is known as a(n)
a) important period.
b) sensitive period.
c) critical period.
d) definitive period.

Answer: c
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Contrasted with a sensitive period, the critical period is one in which the absence of particular environmental influences will produce permanent, irreversible consequences. The critical period represents the time in development when a particular event has the greatest consequence to the developing individual.

64. Shirin came down with a case of rubella in the eleventh week of pregnancy. As a result, her child was born blind. On the other hand, Sohair came down with a case of rubella in the thirtieth week of pregnancy. As a result, her child was unaffected. Shirin's child was exposed during a(n) _____ in development.
a) integral period
b) sensitive period
c) critical period
d) definitive period

Answer: c
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: During the critical period, the child is most vulnerable to environmental stimuli that will produce permanent, irreversible consequences.

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65. Jethro had multiple ear infections during the time when he was developing his language. As a result, he was slow to develop a full vocabulary. This delay in language was a result of the ear infections occurring during a(n)
a) critical period.
b) sensitive period.
c) terminal period.
d) absolute period.

Answer: b
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: As opposed to the rigidity of the critical periods, the sensitive period represents plasticity and flexibility, particularly in the domains of cognitive (language), personality and social development.

66. The degree to which a developing behavior or physical structure is modifiable is referred to as
a) plasticity.
b) critical.
c) definitive.
d) integral.

Answer: a
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Plasticity refers to the degree to which a developing behavior or physical structure is modifiable.

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67. When Olga was a young child, she fell off her bike and suffered a traumatic brain injury. Rather than suffering permanent brain damage, she made a full recovery. This is an example of
a) plasticity.
b) critical.
c) definitive.
d) integral.

Answer: a
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Plasticity is the degree to which a developing behavior or physical structure is modifiable.

68. In the enduring argument regarding nature and nurture, nature refers to
a) traits, abilities, and capacities that are inherited from one's parents.
b) the impact of changes in the *in utero* environment on development.
c) the socioeconomic status that your family belongs to.
d) the impact of parental discipline on a child's behavior.

Answer: a
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Nature is the inheritance of traits, abilities, and capacities from one's parents, while nurture is the influence of the environment on development.

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69. The process of the predetermined unfolding of genetic information is called
a) maturation.
b) aging.
c) destiny.
d) maternity.

Answer: a
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Maturation is defined as the process of the predetermined unfolding of genetic information.

70. _____ is to genetic factors as _____ is to environmental factors.
a) Nurture; nature
b) Continuous change; discontinuous change
c) Nature; nurture
d) Discontinuous change; continuous change

Answer: c
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: *Nature* refers to traits, abilities, and capacities that are inherited from one's parents. *Nurture* refers to the environmental influences that shape behavior.

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71. Ultimately, we should consider the two sides of the nature-nurture issue as
a) opposite ends of a continuum.
b) no longer being relevant.
c) equals.
d) no longer being practical.

Answer: a
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: A continuum can be established between nature (genetic, innate characteristics) and nurture (which relies on environment and experiences). Although each of these represents an end of the continuum, most behaviors will fall between them.

72. Dr. Del Bosque's research on programs designed to assist at-risk children in overcoming poverty's effects on intelligence suggests that these programs are successful and therefore should be expanded. Dr. Del Bosque would most likely take the position that development is largely due to
a) nature.
b) destiny,
c) critical period exposures,
d) nurture,

Answer: d
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Nurture, the influence of environment and experience, is represented by the children's participation in the program.

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73. Dr. Farahmand believes that development is primarily due to nurture; therefore, Dr. Farahmand would support which of the following programs?
a) potential parents being genetically screened for traits that might be detrimental
b) prenatal screening for genetic defects
c) preschool programs for all children
d) parents' test scores being used to admit biological children into elite preschools

Answer: c
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Nurture represents the environment and experience. All of these represent environmental interventions that will encourage experiences, except prenatal screening. Looking for genetic defects represents a nature stance.

74. Catarino, an infant and toddler teacher, has developed an intervention program aimed at teaching physically delayed infants and toddlers motor skills. Catarino most likely believes that development is mostly
a) the result of nature.
b) the result of genes.
c) stable.
d) the result of nurture.

Answer: c
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Nurture represents the environment and experience. The use of strategies that will work on motor skills represents a nurture stance.

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75. Research that supports the view that children's intelligence is mostly due to the genes that children inherit from their parents implies that this development is primarily the result of
a) nature.
b) nurture.
c) continuous change.
d) discontinuous change.

Answer: a
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The nature stance implies that intelligence is inherited and not a byproduct of environment or experiences.

76. When considering the origins of violence, psychologists with a _____ stance suggest that violence is linked to early maltreatment of children; psychologists with a _____ stance look at hormonal influences on violent behavior.
a) nature; nature
b) nurture; nurture
c) nature; nurture
d) nurture; nature

Answer: d
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Psychologists with the nurture stance believe that behavior is the result of the environment and experience. Psychologists with the nature stance believe that behavior is the result of heredity and hormonal influences. Most psychologists support a stance that incorporates both sides of this issue.

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77. An alarming result of the coronavirus pandemic for children is that
a) their education has been enhanced by remote learning.
b) their social development has halted due to limited exposure to others.
c) severe injuries and deaths from child abuse are atypically high.
d) children are suffering from coronavirus at higher rates than expected.

Answer: c
Learning Objective: LO 1.7 Predict future developments in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Children forced to stay at home with abusive parents, who were stressed by unemployment and financial problems and lashed out at their children, had nowhere to go to escape the abuse.

78. Children who are bullied are at risk for
a) weight loss.
b) anxiety.
c) influenza.
d) schizophrenia.

Answer: b
Learning Objective: LO 1.7 Predict future developments in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Victims of bullying are at risk for anxiety, depression, sleep difficulties, and academic problems.

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79. When evaluating recommendations and suggestions regarding child development questions, consumers must
a) assume that the majority is likely to be right.
b) ignore cultural context; if the advice is good, it will apply universally.
c) understand the difference between anecdotal and scientific evidence.
d) consider whether the advice is given by someone who has children of his or her own.

Answer: c
Learning Objective: LO 1.7 Predict future developments in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: Individuals should also consider cultural context and should carefully examine all evidence carefully.

80. In a recent policy statement, the American Academy of Pediatrics advises that
a) a limited amount of screen time is harmful to children under the age of 2.
b) an unlimited amount of screen time is not harmful for adolescents.
c) a limited amount of screen time is not harmful for children under the age of 2.
d) a limited amount of screen time is harmful for children over the age of 2.

Answer: c
Learning Objective: LO 1.7 Predict future developments in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: The American Academy of Pediatrics revised the “zero screen time” recommendation for children under the age of 2. A limited amount of screen time is not harmful.

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81. Research on the effectiveness of the Drug Abuse Resistance Education (D.A.R.E) program has found
a) no evidence that the program is effective in reducing drug use.
b) evidence that the program is effective in reducing drug use.
c) evidence that the program is effective in reducing the use of prescription drugs.
d) evidence that the program is effective in reducing the use of illegal drugs.

Answer: a
Learning Objective: LO 1.7 Predict future developments in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.
Rationale: D.A.R.E. was designed to reduce drug use, but research does not support the effectiveness of the program.

Short Answer Questions

82. Describe the field of child development.
Answer: A good answer would include the following key points:
1. Child development is the scientific study of the patterns of growth, change, and stability that occur from conception through adolescence.
2. Researchers apply scientific methods.
3. Child development focuses on human development, specifically on the process from conception through childhood and adolescence.
4. Developmental psychologists study change, growth, consistency, and continuity.

Learning Objective: LO 1.1 Define the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

83. Describe the three topical areas of child development and create a research question that might be studied under each topic.
Answer: A good answer would include the following key points:
1. The field of child development includes three major topical areas. These are physical development, cognitive development, and social and personality development.
2. Physical development examines the ways in which the body's makeup—the brain, nervous system, muscles and senses, and the need for food, drink and sleep—helps determine behavior.
3. Cognitive development involves the ways that growth and change in intellectual capabilities influence a person's behavior.
4. Personality development involves the ways that the enduring characteristics differentiate one person from another. Social development focuses on the ways in which an individual's interactions with others and his or her social relationships grow, change, and remain stable over the life span.

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5. A reasonable research question for each subarea would be created and proposed.

Learning Objective: LO 1.1 Define the field of child development.
Topic: An Orientation to Child Development
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

84. Compare and contrast the following influences on development: history-graded influences, age-graded influences, sociocultural-graded influences, and non-normative influences.
Answer: A good answer would include the following key points:

1. History-graded influences are biological and environmental influences associated with a particular historical movement.
2. Age-graded influences are biological and environmental influences that are similar for individuals in a particular age group, regardless of when and where they are raised.
3. Sociocultural-graded influences include ethnicity, social class, subcultural membership, and other factors.
4. Non-normative life events are specific, atypical events that occur in a particular person's life at a time when such events do not happen to most people.

Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: An Orientation to Child Development
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

85. Compare and contrast the views of Locke and Rousseau in relationship to the "nature-versus-nurture" debate.
Answer: A good answer would include the following key points:

1. Locke viewed children's development as entirely shaped by their experience. Therefore, Locke would ascribe to the notion that nurture, our environmental influences, shape and affect development.
2. Alternatively, Rousseau viewed children as born with an innate sense of right and wrong and that growth occurred in stages and unfolded automatically. He is more closely aligned with the nature camp in this issue. Nature is defined as traits, abilities, and capacities that are inherited.

Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: An Orientation to Child Development
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

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86. Describe the use of baby biographies to study children.
Answer: A good answer would include the following key points:
1. During the late 1700s in Germany, parents often traced their children's growth by recording milestones achieved.
2. Charles Darwin made baby biographies more scientifically respectable by producing his own, documenting his own son's development.
3. A wave of baby biographies followed the publication of Darwin's book.

Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

87. Compare and contrast three individuals who influenced the field of child development during the 20th century.
Answer: A good answer would include the following key points:
1. Alfred Binet pioneered the work on children's intelligence.
2. G. Stanley Hall initiated the use of questionnaires to examine children's thinking and behavior and wrote the first book on adolescence.
3. Maria Montessori opened the first Montessori preschool based on her theories of how children learn.
4. While all of these historical figures advanced the field in the area of cognitive inquiry, they each focused on a different aspect of cognitive development. Binet focused on intelligence or potential cognitive abilities, Hall focused on thinking or processing of cognitive thought, and Montessori focused on how children learn.

Learning Objective: LO 1.5 Describe the ways that childhood has been viewed since the 20th century.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

88. Define continuous change and discontinuous change.
Answer: A good answer would include the following key points:
1. Continuous change is gradual; achievements at one level build on the previous level. Continuous change is quantitative.
2. Discontinuous change occurs in distinct steps or stages. Behavior and processes are qualitatively different at different stages.

Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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89. Outline the major points of the critical versus sensitive periods issue encompassing the field of child development today. Provide an example of a challenge occurring during a critical period and a sensitive period and propose the outcome of each challenge.
Answer: A good answer would include the following key points:
1. A critical period is a specific time during development when a particular event has its greatest consequences. Critical periods occur when the presence of certain kinds of stimuli are necessary for development to proceed normally.
2. In a sensitive period, organisms are particularly susceptible to certain kinds of stimuli in the environment. A sensitive period represents the optimal period for development, but consequences of absent stimuli are reversible.
3. Example of critical period: A mother doing drugs during the first two weeks of gestation will produce changes in the baby's brain development as that is a time when the brain is undergoing a significant amount of growth and change.
4. Example of a sensitive period: A lack of exposure to language during sensitive periods for language development may result in delayed language production in infants and toddlers.

Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

90. Describe the nature-versus-nurture issue.
Answer: A good answer would include the following key points:
1. Nature refers to traits, abilities, and capacities that are inherited from one's parents.
2. Nurture refers to the environmental influences that shape behavior.
3. For most traits and behaviors, such as intelligence, nature and nurture interact.

Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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91. Identify two advantages of taking a life span approach to development.
Answer: A good answer would include the following key points:
1. The entire period encompassing conception to adolescence is important.
2. Growth and change continue over the entire life span.
3. To understand social influences on children, we need to understand the people of different ages who make up the social environment. This allows us to understand the impact of various influences of individuals in the environment.

Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

92. Identify three future trends likely to emerge in the field of child development.
Answer: A good answer would include three of the following key points:
1. The field will become increasingly specialized and new areas of study will emerge.
2. Information about genes and genetics will influence all spheres of child development.
3. Research will be influenced by major public-interest issues, such as violence, poverty, child care, and family life.
4. The increasing diversity of the population will lead to a greater focus on issues of diversity.
5. A growing number of professionals from a variety of fields will draw from the field of child development to pursue their own work.

Learning Objective: LO 1.7 Predict future developments in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

93. List three strategies for assessing information in the field of child development.
Answer: A good answer would include three of the following key points:
1. Consider the source of the advice.
2. Evaluate the credentials of the person providing the advice.
3. Understand the difference between anecdotal evidence and scientific evidence.
4. Keep cultural context in mind.
5. Do not assume that widely held beliefs are necessarily true. Scientific evidence has often found that even some of the most basic presumptions are invalid.

Learning Objective: LO 1.7 Predict future developments in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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Essay Questions

94. Identify and explain the key issues and questions in the field of child development.
Answer: A good answer would include the following key points:
1. Is developmental change best viewed as continuous or discontinuous? Continuous change involves gradual development, whereas discontinuous change involves distinct steps or stages. Some developmental changes are continuous, and others are discontinuous.
2. How is development governed by critical or sensitive periods during which certain influences or experiences must occur for development to be normal? A critical period is a specific time during development when a particular event has its greatest consequences. A sensitive period is a specific time when organisms are particularly susceptible to certain kinds of stimuli in their environment.
3. Should psychologists focus on certain particularly important periods in human development or on the entire life span? The entire period encompassing conception through adolescence is important.
4. How much of people's behavior is due to nature and how much is due to nurture? *Nature* refers to traits, abilities, and capacities that are inherited from one's parents. *Nurture* refers to environmental influences that shape behavior. Both nature and nurture influence child development.

Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

95. What are the implications of the nature–nurture issue for childrearing and social policy?
Answer: A good answer would include the following key points:
1. The question of how much of a given behavior is due to nature and how much is due to nurture is a challenging one.
2. Most developmentalists view the two sides of the nature–nurture issue as opposite ends of a spectrum, with particular behaviors falling somewhere in the middle.
3. Therefore, for childrearing and social policy decisions, both nature and nurture should be considered.
4. For example, if an individual's intelligence is determined by heredity, efforts to change intelligence by manipulating an individual's environment will likely fail. On the other hand, if an individual's intelligence is largely shaped by the environment, the individual's environment (e.g., school) is critical in increasing intelligence.

Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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96. Examine the research on violence. What causes children to be violent? What are the effects of violence on children? How can we reduce violence toward children?
Answer: A good answer would include the following key points:
1. Some psychologists examine how early behavioral and physical problems may be associated with future problems.
2. Bullying and cyberbullying cause anxiety, depression, sleep difficulties, and academic problems.
3. Researchers have found that exposure to aggression may lead to violence.
4. Researchers have developed programs to reduce aggression and violence.

Learning Objective: LO 1.7 Predict future developments in the field of child development.
Topic: Children: Past, Present, and Future
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Virtual Child Questions

1. Think about the topical areas of development as noted in your text. List one example that you have observed this week. Think about the area of feeding, communication, and motor behavior. Note whether there is any change in behavior or development dependent on your interaction with your child.

2. Read the section covering the nature-versus-nurture issue. Observe some of the physical and behavioral traits and characteristics of your child and describe these in your journal. Also, think back to some of your own behaviors and traits as a child. Have you noticed any similarities? If so, do you think these behaviors and traits are the result of genetics, the environment, or both? Explain.

3. Again, consider the implications of the nature-versus-nurture issue. How might you arrange the environment to facilitate growth across all three areas of topical development (physical, cognitive, personality/social)? Do you think these environmental factors will impact the growth of your child? If so, what does this say about your own belief about the nature-versus-nurture issue?

4. As you observe your child this week, think about the issue of whether change is continuous or discontinuous as discussed in Chapter 1. Have you noticed any gradual changes that have built on changes from the previous week? If so, list these changes and indicate the type of change. Alternatively, perhaps you've noticed a qualitative difference in your child's behavior and development. Does this development appear to be stage-like? If so, what does that tell you in regard to the type of change noted?

5. Think about the time and place that your infant was born. Do you know anyone who may have a child born around the same time and place as your child? During this time, was there a major historical event taking place that may ultimately influence the development of the children? How would you describe this cohort? In addition, were there any non-normative life events that occurred early on that may affect your child? Explain.

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Revel Quizzes

The following questions appear at the end of each module and at the end of the chapter in Revel for *Child Development*, Ninth Edition.

Module 1.1. Quiz: An Orientation to Child Development

EOM_Q1.1.1
Child development can be defined as the scientific study of _____ as well as stability that occurs between conception and adolescence.

a) growth and change
b) dissonance
c) incongruent factors
d) cross-cultural differences

Answer: a
Consider This: Child development is the study of various patterns from conception through adolescence. LO 1.1: Define the field of child development.
Learning Objective: LO 1.1 Define the field of child development.
Topic: Defining the Field of Child Development
Difficulty Level: Easy
Skill Level: Remember the Facts

EOM_Q1.1.2
The field of child development includes three major topic areas: physical development, _____ development, and social and personality development.

a) cognitive
b) cultural
c) artistic
d) language

Answer: a
Consider This: Which type of development represents mental processes? LO 1.2: Describe the scope of the field of child development.
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: Characterizing Child Development: The Scope of the Field
Difficulty Level: Easy
Skill Level: Remember the Facts

EOM_Q1.1.3
Specialists in child development must take into consideration broad _____ factors and account for ethnic, racial, socioeconomic, and gender differences if they are to understand the ways in which people change and grow throughout the life span.

a) cultural
b) religious
c) physical
d) ethnographic

Answer: a

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Consider This: The Asian collectivistic orientation is one example. LO 1.2: Describe the scope of the field of child development.
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: Characterizing Child Development: The Scope of the Field
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOM_Q1.1.4
Major social events can have similar influences on members of a particular _____, a group of people born at around the same time in the same place.

a) cohort
b) race
c) generation
d) culture

Answer: a
Consider This: These are examples of history-graded influences. LO 1.3: Explain the major societal influences that determine development.
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: Cohort Influences on Development: Developing with Others in a Social World
Difficulty Level: Easy
Skill Level: Remember the Facts

EOM_Q1.1.5
_____ influences are similar for individuals in a particular age group, regardless of when or where they were raised.

a) Age-graded
b) History-graded
c) Sociocultural-graded
d) Non-normative

Answer: a
Consider This: These are biological and environmental influences that are similar for individuals in a particular age group. LO 1.3: Explain the major societal influences that determine development.
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: Cohort Influences on Development: Developing with Others in a Social World
Difficulty Level: Easy
Skill Level: Remember the Facts

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Module 1.2 Quiz: Children: Past, Present, and Future

EOM_Q1.2.1
English philosopher John Locke regarded a child as a *tabula rasa*, which is a Latin phrase meaning _____.
a) "blank slate"
b) "noble savage"
c) "basically good"
d) "tiny adult"
Answer: a
Consider This: Locke believed children entered the world with no specific characteristics or personalities. LO 1.4: Explain the earliest views of childhood and children.
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Early Views of Children
Difficulty Level: Easy
Skill Level: Remember the Facts

EOM_Q1.2.2
Psychologist Alfred Binet pioneered the study of children's:
a) intelligence.
b) social development.
c) language development.
d) physical development.
Answer: a
Consider This: Binet also investigated memory and mental calculation abilities. LO 1.5: Describe the ways that childhood has been viewed since the 20th century.
Learning Objective: LO 1.5 Describe the ways that childhood has been viewed since the 20th century.
Topic: The 20th Century: Child Development as a Discipline
Difficulty Level: Moderate
Skill Level: Remember the Facts

EOM_Q1.2.3
The four key issues in child development are continuous versus discontinuous change, _____ periods, a life span approach versus a period approach, and nature versus nurture.
a) critical and sensitive
b) intimacy versus isolation
c) infancy versus childhood
d) trust versus mistrust
Answer: a
Consider This: Certain experiences must occur at certain times in order for development to progress in a typical fashion. LO 1.6: Explain the key issues and questions in the field of child development.
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Today's Key Issues and Questions: Child Development's Underlying Themes
Difficulty Level: Easy
Skill Level: Understand the Concepts

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EOM_Q1.2.4
The predetermined unfolding of genetic information is known as _____.
a) maturation
b) plasticity
c) the nature versus nurture debate
d) cell mitosis
Answer: a
Consider This: This process is at work from the moment of conception until the moment of death. LO 1.6: Explain the key issues and questions in the field of child development.
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Today's Key Issues and Questions: Child Development's Underlying Themes
Difficulty Level: Easy
Skill Level: Remember the Facts

EOM_Q1.2.5
Changes in the composition of the U.S. population will lead the field of developmental psychology to give more attention to issues of _____.
a) diversity
b) classroom technology
c) children with special needs
d) genetic research
Answer: a
Consider This: The population of the United States continues to shift in terms of ethnicity, language, and culture. LO 1.7: Predict future developments in the field of child development.
Learning Objective: LO 1.7 Predict future developments in the field of child development.
Topic: The Future of Child Development
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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Chapter 1 Quiz

EOC_Q1.1
Although some developmentalists study nonhuman species, most examine growth and change in _____.

a) people
b) patterns
c) vertebrates
d) genetic anomalies

Answer: a
Consider This: The study of child development is most concerned with which species? LO 1.1: Define the field of child development.
Learning Objective: LO 1.1 Define the field of child development.
Topic: Defining the Field of Child Development
Difficulty Level: Easy
Skill Level: Understand the Concepts

EOC_Q1.2
Which of the following is **NOT** a primary topic of child development research?

a) Cognitive development
b) Personality development
c) Spiritual development
d) Physical development

Answer: c
Consider This: Recall the three major topic areas considered by child development researchers. LO 1.2: Describe the scope of the field of child development.
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: Characterizing Child Development: The Scope of the Field
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOC_Q1.3
Which topic area of child development focuses on enduring characteristics that differentiate one person from another?

a) Physical
b) Cognitive
c) Personality
d) Social

Answer: c
Consider This: This is also sometimes called the study of individual differences. LO 1.2: Describe the scope of the field of child development.
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: Characterizing Child Development: The Scope of the Field
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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EOC_Q1.4
From a pediatrician's perspective, why is it important to understand average time periods for reaching developmental milestones?

a) To determine whether a child has shown substantial deviation from the average
b) To facilitate the research process
c) To clearly define the various stages of development across the life span
d) To track the shifts in average milestone ages over time

Answer: a
Consider This: What criteria do physicians use to determine whether a child is developing in a typical manner? LO 1.2: Describe the scope of the field of child development.
Learning Objective: LO 1.2 Describe the scope of the field of child development.
Topic: Characterizing Child Development: The Scope of the Field
Difficulty Level: Moderate
Skill Level: Apply What You Know

EOC_Q1.5
Major social events that occur in a particular place and time, such as wars, famines, and epidemics, have similar influences on members of a particular _____.

a) peer group
b) cohort
c) control group
d) domain

Answer: b
Consider This: Studying this type of group can help researchers understand the biological and environmental influences during a particular time in history. LO 1.3: Explain the major societal influences that determine development.
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: Cohort Influences on Development: Developing with Others in a Social World
Difficulty Level: Moderate
Skill Level: Remember the Facts

EOC_Q1.6
The coronavirus pandemic of 2020 will exert what type of effect on the cohort of children growing up during this period?

a) Age-graded influences
b) Non-normative life event influences
c) Sociocultural-graded influences
d) History-graded influences

Answer: d
Consider This: What are the different types of influences that can affect people developmentally? LO 1.3: Explain the major societal influences that determine development.
Learning Objective: LO 1.3 Explain the major societal influences that determine development.
Topic: Cohort Influences on Development: Developing with Others in a Social World
Difficulty Level: Moderate
Skill Level: Remember the Facts

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EOC_Q1.7
Which theorist argued that children are essentially *noble savages*, who are born with an innate sense of right and wrong?

a) Charles Darwin
b) John Locke
c) Jean-Jacques Rousseau
d) Alfred Binet

Answer: c
Consider This: This person also thought that children were basically good unless they were corrupted by negative circumstances. LO 1.4: Explain the earliest views of childhood and children.
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Early Views of Children
Difficulty Level: Moderate
Skill Level: Remember the Facts

EOC_Q1.8
A _____ is a record of a single child's physical and linguistic milestones, usually completed by the child's parents.

a) benchmark assessment
b) baby biography
c) tabula rasa
d) growth pattern

Answer: b
Consider This: This was a popular means of tracing development several hundred years ago. LO 1.4: Explain the earliest views of childhood and children.
Learning Objective: LO 1.4 Explain the earliest views of childhood and children.
Topic: Early Views of Children
Difficulty Level: Moderate
Skill Level: Remember the Facts

EOC_Q1.9
Who wrote the first book emphasizing adolescence as a distinct developmental period?

a) Charles Darwin
b) Alfred Binet
c) G. Stanley Hall
d) Jean-Jacques Rousseau

Answer: c
Consider This: This person also pioneered the use of questionnaires to illuminate children's thinking and behavior. LO 1.5: Describe the ways that childhood has been viewed since the twentieth century.
Learning Objective: LO 1.5 Describe the ways that childhood has been viewed since the 20th century.
Topic: The 20th Century: Child Development as a Discipline
Difficulty Level: Moderate
Skill Level: Remember the Facts

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EOC_Q1.10
Children typically learn about 200 words during their first two years of life, but their vocabulary increases by 200–600 percent during the next year. This is an example of what kind of change?

a) sensitive
b) critical
c) continuous
d) discontinuous

Answer: d
Consider This: Which type of change occurs in distinct steps or stages? LO 1.6: Explain the key issues and questions in the field of child development.
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Today's Key Issues and Questions: Child Development's Underlying Themes
Difficulty Level: Moderate
Skill Level: Apply What You Know

EOC_Q1.11
Scientists have called the time during which a particular event has the greatest consequences on a child's development a _____ period.

a) maturation
b) discontinuous
c) critical
d) gestation

Answer: c
Consider This: These periods occur when the presence of certain kinds of environmental stimuli enable development to proceed in a typical fashion. LO 1.6: Explain the key issues and questions in the field of child development.
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Today's Key Issues and Questions: Child Development's Underlying Themes
Difficulty Level: Easy
Skill Level: Remember the Facts

EOC_Q1.12
Why have developmentalists shifted their thinking from the concept of critical periods to sensitive periods for development?

a) The sensitive period is longer and allows for more in-depth study of children across cohorts.
b) The plasticity of developing humans can allow them to overcome adverse developmental impacts.
c) The critical period concept emphasizes genetics and does not recognize the impact of the child's environment.
d) Critical impacts on development only occur in the first few months of life.

Answer: b
Consider This: The distinction is between "must happen now" and "better if it happens now," or "will produce an outcome" versus "could produce an outcome." LO 1.6: Explain the key issues and questions in the field of child development.

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Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Today's Key Issues and Questions: Child Development's Underlying Themes
Difficulty Level: Difficult
Skill Level: Understand the Concepts

EOC_Q1.13
Most researchers agree that many facets of a child's development are influenced by genetics (nature) as well as environmental influences (nurture). A focus on the importance of environmental influences (nurture) on many facets of a child's development can lead to _____.

a) social policy changes to improve children's environments
b) further research on rare genetic diseases
c) the dismantling of protections for children
d) greater understanding of the human genome

Answer: a
Consider This: Societal-level changes can have individual-level effects. LO 1.6: Explain the key issues and questions in the field of child development.
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Today's Key Issues and Questions: Child Development's Underlying Themes
Difficulty Level: Easy
Skill Level: Apply What You Know

EOC_Q1.14
Which of the following is **NOT** considered an environmental influence that shapes child development?

a) Formation of peer relationships
b) Inheritance of a blood disorder
c) High parental socioeconomic status
d) Having four siblings

Answer: b
Consider This: Which of these is a genetic condition? LO 1.6: Explain the key issues and questions in the field of child development.
Learning Objective: LO 1.6 Explain the key issues and questions in the field of child development.
Topic: Today's Key Issues and Questions: Child Development's Underlying Themes
Difficulty Level: Easy
Skill Level: Understand the Concepts

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EOC_Q1.15
As new research continues to add to our knowledge about children, what is a likely consequence of this expansion for the field of child development?

a) The topic of life span development will become less important in the overall field of psychology.
b) The contribution of genetic research will be limited to understanding inherited diseases.
c) The field will become increasingly specialized.
d) There will be fewer areas of study offering interesting research questions.

Answer: c
Consider This: When a field becomes larger, how does one become an expert? LO 1.7: Predict future developments in the field of child development.
Learning Objective: LO 1.7 Predict future developments in the field of child development.
Topic: The Future of Child Development
Difficulty Level: Moderate
Skill Level: Apply What You Know

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1
AN INTRODUCTION TO CHILD DEVELOPMENT

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LEARNING OBJECTIVES

LO 1.1 Define the field of child development.
LO 1.2 Describe the scope of the field of child development.
LO 1.3 Explain the major societal influences that determine development.
LO 1.4 Explain the earliest views of childhood and children.
LO 1.5 Describe the ways that childhood has been viewed since the 20th century.
LO 1.6 Explain the key issues and questions in the field of child development.
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KEY TERMS AND CONCEPTS

child development
physical development
cognitive development
personality development
social development
cohort
continuous change
discontinuous change
critical period
plasticity
sensitive period
maturation

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OUTLINE

I. An Orientation to Child Development
  A. Defining the Field of Child Development
    LO 1.1 Define the field of child development.
      1. **Child development** is the scientific study of the patterns of growth, change, and stability that occur from conception through adolescence.
      2. Child development is situated within the broader field of developmental science, an interdisciplinary field that draws from biology, psychology, anthropology, sociology, education, and other related disciplines to address the issues of human development.
      3. Researchers in child development test their assumptions about the nature and course of human development by applying scientific methods.
      4. Child development focuses on *human* development.
        a) Universal principles of development
        b) Cultural, racial, ethnic differences
        c) Individual traits and characteristics
      5. Child developmentalists view development as a continuing process throughout childhood and adolescence.
      6. Developmental specialists focus on the ways people change and grow during their lives, in addition to stability, consistency, and continuity in children's and adolescents' lives.
      7. In general, developmentalists are interested in every part of people's lives. They believe that no single period of life governs all development.
      8. Child developmentalists seek to improve the lives of children.
  B. Characterizing Child Development: The Scope of the Field
    LO 1.2 Describe the scope of the field of child development.
      1. Topical Areas in Child Development
        a) **Physical development** is development involving the body's physical makeup, including the brain, nervous system, muscles, and senses, as well as the need for food, drink, and sleep.
        b) **Cognitive development** is development involving the ways that growth and change in intellectual capabilities influence a person's behavior.
          (1) Cognitive developmentalists study learning, memory, problem solving, and intelligence.
        c) Some developmental specialists focus on personality and social development.
          (1) **Personality development** is development involving the ways that the enduring characteristics that differentiate one person from another change over the life span.
          (2) **Social development** is the way in which individuals' interactions with others and their social relationships grow, change, and remain stable over the course of life.

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2. Age Ranges and Individual Differences
    a) Child developmentalists specialize in chosen topical areas but at the same time they specialize in particular age ranges.
        (1) Prenatal period (conception to birth)
        (2) Infancy and toddlerhood (birth to age 3)
        (3) Preschool period (ages 3 to 6)
        (4) Middle childhood (ages 6 to 12)
        (5) Adolescence (ages 12 to 20)
    b) It is important to remember that these broad periods—which are largely accepted by child developmentalists—are social constructions—shared notions of reality that are widely accepted but are a function of society and culture at a given time.
    c) Although most child developmentalists accept these broad periods, the age ranges themselves are in many ways arbitrary.
    d) Some developmentalists have proposed entirely new developmental periods.
        (1) For example, psychologist Jeffrey Arnett argues that adolescence extends into *emerging adulthood*, a period beginning in the late teenage years and continuing into the mid-twenties.
    e) There are substantial *individual differences* in the timing of events in people's lives—a biological fact of life.
        (1) Environmental factors also play a significant role in determining the age at which a particular event is likely to occur.
        (2) It is important to keep in mind, then, that when developmental specialists discuss age ranges, they are talking about averages—the times when people, on average, reach particular milestones.
        (3) As children grow older, they become more likely to deviate from the average and exhibit individual differences.
3. The Links Between Topics and Age
    a) Some developmentalists focus on a given topical area of development at a given period of childhood or adolescence.
    b) The variety of topical areas and age ranges studied in the field of child development means that specialists from diverse backgrounds and areas of expertise considered themselves child developmentalists.
    c) Psychologists, educational researchers, geneticists, and physicians are only some of the people who specialize and conduct research in child development.
    d) The diversity of specialists working in child development brings a variety of perspectives and intellectual richness to the field.

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4. Developmental Diversity and Your Life: Taking Culture, Ethnicity, and Race into Account
    a) Different cultures and subcultures have their own views of appropriate and inappropriate methods and interpretations of childrearing.
    b) Specialists in child development must take into consideration broad cultural factors.
    c) Child developmentalists must also consider ethnic, racial, socioeconomic, and gender differences if they are to achieve an understanding of how people change and grow throughout the life span.
    d) Efforts to understand how diversity affects development have been hindered by difficulties in finding an appropriate vocabulary.
        (1) Members of the research community have sometimes used terms such as *race* and *ethnic group* in inappropriate ways.
        (2) *Race* originated as a biological concept, which now has little validity in terms of humans; research shows it is not a meaningful way to differentiate humans.
        (3) *Ethnic group* and *ethnicity* are broader terms that related to cultural background, nationality, religion, and language. Members of ethnic groups share a common cultural background and group history.
    e) There is little agreement about which names best reflect different races and ethnic groups.
        (1) *African American* vs. *black*
        (2) *Native American* vs. *Indian*
    f) Only by looking for similarities and differences among various ethnic, cultural, and racial groups can developmental researchers distinguish principles of development that are universal from ones that are culturally determined.

B. Cohort Influences on Development: Developing with Others in a Social World
    1. A **cohort** is a group of people born at around the same time in the same place.
    2. Major social events, such as wars, economic upturns and depressions, famines, and epidemics (such as that related to the AIDS virus), influence members of a particular cohort.
    3. People who are members of a cohort are subject to particular events.
    4. *Cohort effects* provide an example of *history-graded influences,* which are biological and environmental influences associated with a particular historical moment.
    5. *Age-graded influences* are biological and environmental influences that are similar for individuals in a particular age group, regardless of when or where they are raised.
    6. *Sociocultural-graded influences* include ethnicity, social class, sub-cultural membership, and other factors.
    7. *Non-normative life events* are specific, atypical events that occur in a person's life at a time when such events do not happen to most people.

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II. Children: Past, Present, and Future
  A. Early Views of Children
  LO 1.4 Explain the earliest views of childhood and children.
    1. Some scholars believe that there was a time when childhood didn't exist, at least in the minds of adults.
      a) According to Philippe Ariès, before 1600, children were seen as miniature, imperfect adults.
      b) Childhood was not seen as a stage qualitatively different from adulthood.
    2. Philosophers' Perspectives on Children
      a) English philosopher John Locke considered a child to be a *tabula rasa*, which is Latin for "blank slate"—meaning that children entered the world without specific characteristics or personalities and are entirely shaped by their experiences as they grew up.
      b) Sixteenth-century French philosopher Jean-Jacques Rousseau argued that children were *noble savages,* meaning they were born with an innate sense of right and wrong and morality. He saw human beings as basically good.
    3. Baby Biographies
      a) Baby biographies, popular in the late 1700s in Germany, were among the first instances in which children were methodically studied.
      b) Observers, typically parents, tried to trace the growth of a single child, recording physical and linguistic milestones.
      c) Charles Darwin, who developed the theory of evolution, gave the observation of children a more systemic turn and made baby biographies more scientifically respectable with the recording of his own son's first year of development.
    4. Focus on Childhood
      a) As the adult labor pool increased, children were no longer needed as a source of inexpensive labor, paving the way for laws that protected children from exploitation.
      b) Advances in psychology led people to focus on the ways that childhood events influenced them during their adult lives.
      c) Child development became recognized as a field of its own.
  B. The 20th Century: Child Development as a Discipline
  LO 1.5 Describe the ways that childhood has been viewed since the 20th century.
    1. In the 20th century, several figures became central to the emerging field of child development.
      a) Alfred Binet, a French psychologist, pioneered work on children's intelligence and investigated memory and mental calculation.
      b) G. Stanley Hall initiated the use of questionnaires to illuminate children's thinking and behavior. He wrote the first book that targeted adolescence as a period of development.
    2. In the early 1900s, women made significant contributions to the discipline of child development.
      a) Leta Stetter Hollingworth was one of the first psychologists to focus on child development.
      b) Maria Montessori opened the first Montessori preschool in 1907 based on her theories of how children naturally learn.
    3. During the first decades of the 1900s, one emerging trend that had enormous impact on the understanding of children's development was the rise of large-scale, systematic, and ongoing investigations of children and their development throughout the life span.

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C. Today's Key Issues and Questions: Child Development's Underlying Themes
LO 1.6 Explain the key issues and questions in the field of child development.
1. Continuous Change Versus Discontinuous Change
    a) **Continuous change** involves gradual development in which achievements at one level build on those of previous levels.
    b) **Discontinuous change** is development that occurs in distinct steps or stages, with each stage bringing about behavior that is assumed to be qualitatively different from behavior at earlier stages.
2. Critical and Sensitive Periods: Gauging the Impact of Environmental Events
    a) A **critical period** is a specific time during development when a particular event has its greatest consequences.
    b) **Plasticity** is the degree to which a developing behavior or physical structure is modifiable.
    c) More recent formulations identify **sensitive periods,** specific times when organisms are particularly susceptible to certain kinds of stimuli in their environment. Although the absence of particular environmental influences during a sensitive period may hinder development, it is possible for later experiences to overcome the earlier deficits.
3. Life Span Approaches Versus a Focus on Particular Periods
    a) Early developmentalists focused on infancy and adolescence.
    b) Today the entire period from conception through adolescence is seen as important, for several reasons.
        (1) Growth and change continue throughout life.
        (2) An important part of every person's environment is the presence of other people around him or her—the person's social environment. To understand the social influences on children of a given age, we need to understand the people who are in large measure providing those influences.
4. The Relative Influences of Nature and Nurture on Development
    a) The question of how much of people's behavior is due to their genetically determined nature and how much is due to nurture has deep philosophical and historical roots.
    b) *Nature* refers to traits, abilities, and capacities that are inherited from one's parents. It encompasses any factor that is produced by the predetermined unfolding of genetic information—**maturation**.
    c) *Nurture* refers to the environmental influences that shape behavior.
    d) If traits and behavior were determined solely by either nature or nurture, there would be little debate, and for most critical behaviors, this is hardly the case. Largely because of social implications, this issue has spilled out of the scientific arena and into the realm of politics and social policy.

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5. Implications for Childrearing and Social Policy
    a) The extent of social policy affected by ideas about the origins of intelligence illustrates the significance of issues that involve the nature–nurture question.
    b) Specialists in child development reject the notion that behavior is the result solely of either nature or nurture.
        (1) The interaction of genetic and environmental factors is complex, in part because certain genetically determined traits have a direct influence on children's behavior and an indirect influence on children's environments.
        (2) Although one's genetic background orients that person toward particular behaviors, those behaviors will not necessarily occur in the absence of an appropriate environment.
    c) Ultimately, we should consider the two sides of the nature–nurture issue as opposite ends of a continuum, with particular behaviors falling somewhere between the two ends.

D. The Future of Child Development

LO 1.7 Predict future developments in the field of child development.

1. Several trends appear likely to emerge in child development.
    a) The field of child development will become increasingly specialized as research continues.
    b) Information on genes and genetic foundations of behavior will influence all spheres of child development.
    c) Increasing diversity of the U.S. population will lead to an increasing focus on diversity issues, such as race, ethnicity, language, and culture.
    d) Educators, social workers, nurses and other health care providers, genetic counselors, toy designers, childcare providers, cereal manufacturers, and social ethicists will all draw on the field of child development's research and findings.
    e) Work on child development will influence public interest issues, especially in the areas of violence, prejudice and discrimination, poverty, changes in family life, childcare, schooling, and even terrorism. Consequently, child developmentalists are likely to make important contributions to 21st-century society.

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E. From Research to Practice: Preventing Violence Toward Children
    1. Violence is part of the lives of many children; it is a worldwide problem.
    2. Some child developmentalists have looked at how early behavioral and physical problems may be associated with later difficulties in controlling aggression as adults.
    3. More recently, others have focused on understanding the effects of the pandemic on child abuse: many children have been forced to stay at home with abusive parents, who are stressed by unemployment and financial problems and may lash out at their children.
    4. Child developmentalists have sought to understand the causes of school shootings and how to prevent them.
    5. Twenty percent of high school students were bullied at school in the prior year and a million children report being harassed, threatened, or subjected to other forms of cyberbullying on social media. Many child developmentalists have sought to determine ways to prevent bullying.
    6. Other developmentalists have examined how exposure to violence in the media and in video games may lead to aggression.
    7. Some child developmentalists have focused on devising programs to reduce aggression in children.
        a) Ervin Staub and Darren Spielman devised a program to help children develop constructive ways of fulfilling their basic needs. After involvement in an intervention that included role playing, videotaping, and structured discussions, participants' aggressive behavior declined.
    8. Developmental researchers are making progress in understanding dealing with the violence that is increasingly part of modern society.

F. Child Development in Your Life: Assessing Information on Child Development
    1. Not all advice for raising a child is equally valid.
    2. Some guidelines can help distinguish which recommendations are reasonable and which are not.
        a) Consider the source and currency of the advice.
        b) Evaluate the credentials of the person providing advice.
        c) Understand the difference between anecdotal evidence and scientific evidence.
        d) Keep cultural context in mind.
        e) Don't assume that because many people believe something, it is necessarily true.
    3. The key to evaluating information relating to child development is to maintain a healthy dose of skepticism.

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LECTURE SUGGESTIONS AND DISCUSSION TOPICS

- **Why Child Development?** On the first day of class, ask students to share why they are interested in learning about child development. Also, ask them about their experiences with children (e.g., siblings, babysitting, tutoring). Then share the reasons why you are interested in child development and accounts of your personal and professional experiences with children.

- **What Will Be the Long-term Consequences of the Covid-19 Pandemic?** Using each of the topical areas in child development (cognitive, physical, social, personality), ask students to reflect on what might be the long-term consequences to the development of children of various ages who have experienced the pandemic.

- **What's Your Cohort?** Have students identify their year of birth and list all of the important social, political, and economic events that have occurred during their lifetimes. Then ascertain how many cohorts appear to be in the class. This may lead to a discussion of how one categorizes differing cohorts.

- **Nature or Nurture?** Ask students to write descriptions of themselves using ten adjectives or phrases. Then ask them to think about the source of these traits—nature, nurture, or both? Have students who so desire share their ideas with the class.

- **How Culture Influences Development.** Invite students to brainstorm how culture influences development. Perhaps ask them to share their own cultural perspectives. Ask them how racism and discrimination affect child development. What about socioeconomic status?

- **Cyberbullying.** Ask students to reflect on their experiences during middle school and high school. Did they ever experience cyberbullying? Did their schools have prevention programs for cyberbullying? What should be done in the future to decrease the incidence of cyberbullying?

- **Case Study: The Case of . . . Too Many Choices**
  Suggested Answers to Case Study Questions:

  1. *How well might a career in the field of child development address Jenny's love of children and her interest in genetic research?*
  In the future, the explosion of information about genes and the genetic foundations of behavior will influence all spheres of the field of child development.

  2. *What sort of career might focus on the prevention of school violence?*
  Some child developmentalists research how early behavioral and physical problems may be associated with later difficulties in controlling aggression. Others examine how exposure to violence in the media and in video games may lead to aggression. To combat aggression and bullying, some child developmentalists work to devise programs and

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interventions that help children develop constructive ways of fulfilling their needs.

3. *How might child development relate to her interest in eyewitness testimony and memory?*
Child developmentalists that specialize in cognitive development examine how a person who experiences traumatic events at an early age would remember those experiences later in life.

4. *Overall, how many careers could you think of that would fit Jenny's interests?*
Possible answers would include child advocate, social worker, school administrator, teacher, researcher, psychologist, therapist, and genetic counselor.

CLASS ACTIVITIES, DEMONSTRATIONS, AND EXERCISES

- **Characterizing Child Development.** On the first day of class, have students list a descriptive term or two for each of the following age ranges: birth to age 3, ages 3 to 6, ages 6 to 12, and ages 12 to 20. For example, *fragile* or *dependent* could be used to describe children from birth to age 3. Then, have students share their lists with the class. This is a good way to introduce the age ranges and topical areas covered in the book. Also, depending on students' descriptive terms, this activity may allow you to point out students' misconceptions about child development.

- **Assessing Information on Child Development.** To improve students' ability to consume information, provide them with a recent newspaper or magazine article that is on a topic related to child development. Then, have students assess the information that is in the article. Is the information accurate? How do they know? Is the information based on scientific evidence? Should they trust the article?

- **Current Knowledge on School Shootings.** Assist students in bringing their understanding of school shootings up to date by having them read an article summarizing recent research on potential causes and potential prevention of school shootings. Have them write a brief essay on their understanding of what researchers know about school shootings. A sample reference is listed below:

  Timm, J. D., & Aydin, N. (2020). Culturally independent risk factors of school and campus rampages: An analysis of international case studies of educational institution violence. *Aggression and Violent Behavior, 55*, Article 101514, ISSN 1359-1789, https://doi.org/10.1016/j.avb.2020.101514.

OUT-OF-CLASS ASSIGNMENTS AND PROJECTS

- **Reflective Journal.** Keeping a journal throughout the course is an excellent way for students to integrate material learned in class with their own lives. Determine ahead of time how often students will hand in their journals for comment. If students know they will be graded on their reflections, they will make a greater effort to give you quality work. It may take a few weeks for students to feel comfortable sharing their lives with

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you. You might want to assign a particular type of notebook or binder so that you can carry all the journals on the day students turn them in.

Resource: Stevens, D., & Cooper, J. (2009). *Journal keeping: How to use reflective writing for learning, teaching, professional insight and positive change.* Sterling, VA: Stylus Publishing.

- **Virtual Child.** Direct students to the *My Virtual Child* Web page and enter the course code you provide. Have students follow the site's instructions for setting up their individual accounts.

- **Reading Professional Journals.** This assignment is designed to acquaint students with research published in the field of developmental psychology. It also familiarizes students with the scientific method and the tone of professional writing. To begin, give students copies of Handout 1-1, the assignment, and Handout 1-2, which is an example of a completed assignment.

- **Magazine Articles and Cartoons.** Ask students to bring in articles or cartoons pertaining to themes and issues in human development. You might consider having students incorporate these articles into their journals with a focus on diverse populations. Many instructors assign extra credit for this project.

- **American Academy of Pediatrics.** Ask students to visit the American Academy of Pediatrics website (https://www.aap.org), a trusted source of information on child development, and search for the "Media Use in School-Aged Children and Adolescents" policy statement. Have them read the policy statement and write a brief reaction paper. Specifically, you can ask them whether they agree with the list of recommendations for families, which is included near the end of the policy statement.

- **Drug Abuse Resistance Education (D.A.R.E.).** Have students research the D.A.R.E. antidrug program and write a literature review on the effectiveness (or ineffectiveness) of the program. (This assignment can be used as a specific topic for the Reading Professional Journals assignment, above).

SUPPLEMENTAL READING LIST

Benner, A. D., & Mistry, R. S. (2020). Child development during the COVID-19 pandemic through a life course theory lens. *Child Development Perspectives, 14*(4), 236–243. https://doi-org.aurarialibrary.idm.oclc.org/10.1111/cdep.12387

Gershoff, E. T., Aber, J. L., Ware, A., & Kotler, J. A. (2010). Exposure to 9/11 among youth and their mothers in New York City: Enduring associations with mental health and sociopolitical attitudes. *Child Development*, *81*, 1142–1160.

Livingston, M. D., & Hall, K. S. (2019). A descriptive analysis of school and school shooter characteristics and the severity of shootings in the United States, 1999–

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2018. *Journal of Adolescent Health, 64*(6), 797–799. https://doi.org/10.1016/j.jadohealth.2018.12.006

Nixon, C. L. (2014). Current perspectives: The impact of cyberbullying on adolescent health. *Adolescent Health, Medicine and Therapeutics*, *5*, 143–158.

REVEL VIDEO RESOURCES

This is a list of the videos that appear in Revel for this chapter.

Introduction to Human Development

360 Video: Look for Physical, Cognitive, & Social/Personality Development

Emerging Adulthood Across Cultures

Cohort Effects

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HANDOUT 1-1

Reading Professional Journals

The purpose of this assignment is to provide you with an opportunity to familiarize yourself with published research. At the end of the assignment, you will turn in a one-page abstract (see Handout 1–2 for a sample abstract). The tasks of the assignment are as follows:

1. Choose an empirical article from a professional journal in which the author(s) describes the purpose, method, and results of a scientific investigation. Following are some examples of relevant journals in developmental psychology:

Developmental Psychology
Human Development
Merrill-Palmer Quarterly
Child Development
Adolescence
Journal of Youth and Adolescence
Journal of Early Adolescence
Journal of Black Psychology
Developmental Review
Journal of Personality and Social Psychology
Journal of Marriage and the Family
Hispanic Journal of Behavioral Sciences
Death Studies

Note that not all research articles are complicated reading. As a novice, it might help to browse through the journals until you come on one that is of interest, as well as readable.

2. Identify your article by including a full APA style reference of it at the top of your abstract.

3. Briefly summarize the research article using the headings most common to such empirical reports. These include the Introduction, which generally states a rationale for the investigation and the purpose of the study and also reviews relevant research. Next is the Method section, which includes a description of the participants, instruments, and procedures. The Results section addresses the significant findings of the study. Finally, in the Discussion section, the author(s) summarize(s) the findings and future directions.

4. Type your one-page abstract. Note that in writing an abstract you do not want to reproduce or summarize the entire article. Rather, you want to provide the most salient information, as succinctly as possible, in each of the aforementioned areas. Further, in *some* instances you might choose to replicate or incorporate part of the original text. In these cases, you MUST put quotation marks around the words you are copying from the source material, followed by the source's page number in parentheses.

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HANDOUT 1-2

Sample Abstract

Oltjenbruns, K. A. (1991). Positive outcomes of adolescents' experience with grief. *Journal of Adolescent Research*, 6 (1), 43–53.

INTRODUCTION

Reports suggest that by the time youngsters finish high school, 90 percent of them will have experienced the death of a family member or friend. Yet, there is very little grief-related literature examining adolescent populations, particularly in terms of possible positive outcomes to grief. Thus, the purpose of this research was to "examine the perceptions of older adolescents regarding positive outcomes, if any, to the grief experience" and "to determine if there are significant differences in responses related to ethnicity, gender, or the personality variable of locus of control" (p. 46).

METHOD

Participants

Research packets were mailed to a computer-generated random sample list of 1,200 addresses. A total of 336 individuals returned consent forms and completed surveys; however, only 93 fit the criteria for inclusion in the study. Of these 93 participants, 37 percent were Mexican American, 63 percent were Anglo American, 28 percent were male, and 72 percent were female. The age range of participants was 16 to 22 years old.

Procedure

Participants responded to the question, "What positive outcomes, if any, do you feel were the result of your grief experience(s)? Check all that apply" (p. 47). Seven checklist options were included, for example, "have a deeper appreciation for life, developed emotional strength, and increased empathy for others" (p. 47). To measure the personality variable, participants also responded to the Rotter I-E Locus of Control Scale.

RESULTS

Results indicated that 96 percent of the participants identified at least one positive outcome. The most frequent positive outcomes were "deeper appreciation of life (74 percent), greater caring for loved ones (67 percent), strengthened emotional bonds with others (56 percent), and developed emotional strength (53 percent)" (p. 48). The less-noted positive outcomes were "increased empathy for others (47 percent), better communication skills (28 percent), and enhanced problem-solving skills (9 percent)" (p. 48). Chi-square tests using the Yates correction formula were computed to determine whether there were significant differences in responses between ethnic groups or gender. No differences were found. However, "significantly more persons with an internal locus of control orientation reported that better communication skills were a positive outcome of their grief experience ($X2 = 4.153$ [1, $N = 93$], $p < .05$)" (p. 48). Some participants added positive outcomes that were not included in the list, for example, "put priorities in a different perspective and made me more independent" (p. 49).

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DISCUSSION

Learning more about adolescent grief reactions, both painful and positive outcomes, can be beneficial for both the griever and helper. It is also suggested that more research be conducted.

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