Children and Their Development 8th edition Kail Test Bank

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Chapter 1
The Science of Child Development

MULTIPLE CHOICE QUESTIONS

1. Which philosopher believed that children are born with innate knowledge?
a. Plato
b. Aristotle
c. John Locke
d. Jean-Jacques Rousseau

Answer: a
Rationale: In Plato's view, children's experiences simply trigger knowledge they've had since birth.
Topic: Setting the Stage
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Explain how conceptions of childhood and research on child development have evolved from antiquity to today.

2. The idea that the mind of the human infant is a *tabula rasa* at birth reflects the belief that _____.
a. experience molds each person into a unique individual
b. children should be left alone so that their good natures can unfold
c. heredity plays a major role in an individual's development
d. infants cannot think, because their minds are blank

Answer: a
Rationale: John Locke's idea of a *tabula rasa* argues poetically that infants are blank slates on which experience writes.
Topic: Setting the Stage
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Explain how conceptions of childhood and research on child development have evolved from antiquity to today.

3. Which two philosophers both believed that children were born as blank slates, with knowledge acquired through experiences?
a. Plato and Aristotle
b. Aristotle and Rousseau
c. Locke and Rousseau
d. Aristotle and Locke

Answer: d
Rationale: Both Aristotle and John Locke, presenting their ideas centuries apart, thought that humans lacked innate knowledge.
Topic: Setting the Stage
Difficulty: Difficult
Skill: Understand the Concepts
Learning Objective: Explain how conceptions of childhood and research on child development have evolved from antiquity to today.

4. The French philosopher Jean Jacques Rousseau proposed that _____.
a. the human infant is born a *tabula rasa*
b. infants were born with an innate sense of justice and morality
c. experience molds each human into a unique individual
d. parents should teach their children rationality and self-control

Answer: b
Rationale: Rousseau thought that humans were born with an innate goodness.

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Topic: Setting the Stage
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Explain how conceptions of childhood and research on child development have evolved from antiquity to today.

5. Which list places thinkers who had a substantial impact on child development in the CORRECT chronological order?
a. Aristotle, Locke, Darwin
b. Locke, Plato, Rousseau
c. Rousseau, Darwin, Plato
d. Darwin, Locke, Rousseau

Answer: a
Rationale: Aristotle lived from 384 BCE to 322 BCE, John Locke lived from 1632 to 1704, and Charles Darwin was alive during the 1800s.
Topic: Setting the Stage
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Explain how conceptions of childhood and research on child development have evolved from antiquity to today.

6. Charles Darwin and other early evolutionary thinkers compiled _____, which were detailed observations of the behaviors of an individual infant, in the hope that they might better understand the overall evolution of the human species.
a. domains of development
b. baby biographies
c. Gesell scales
d. norm-referenced tests

Answer: b
Rationale: Baby biographies are detailed, systematic observations of individual children. The observations in the biographies were often subjective and the conclusions were sometimes reached on the basis of minimal evidence.
Topic: Setting the Stage
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Explain how conceptions of childhood and research on child development have evolved from antiquity to today.

7. _____ based his ideas about child development on evolutionary theory and was interested in age-trends in children's beliefs and feelings.
a. John Locke
b. Jean Jacques Rousseau
c. G. Stanley Hall
d. Alfred Binet

Answer: c
Rationale: Hall generated theories based on evolutionary theory and conducted studies to determine age trends in children's beliefs and feelings about a range of topics.
Topic: Setting the Stage
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Explain how conceptions of childhood and research on child development have evolved from antiquity to today.

8. _____ uses developmental research to promote healthy development, particularly for vulnerable children and families.
a. Family policy
b. Applied developmental science
c. A quasi-experimental design

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d. The Index of Social Health for Children and Youth (ISHCY)

Answer: b
Rationale: A new branch of child-development research has emerged that is known as applied developmental science, which uses developmental research to promote healthy development.
Topic: Setting the Stage
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Explain how conceptions of childhood and research on child development have evolved from antiquity to today.

9. An organized set of ideas that is designed to explain and make predictions about development is referred to as a _____.
a. theory
b. critical period
c. *tabula rasa*
d. case history

Answer: a
Rationale: Theories are organized sets of ideas that are designed to explain and make predictions about development.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

10. Which term did Arnold Gesell use to describe genetically programmed sequential patterns of change, such as puberty or menopause?
a. Maturation
b. Growth
c. Ethology
d. Age norms

Answer: a
Rationale: Gesell thought that child development reflects a specific and prearranged scheme or plan within the body.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

11. _____ theory states that child development occurs according to a prearranged scheme or plan within the body.
a. Psychodynamic
b. Ecological
c. Maturational
d. Cognitive developmental

Answer: c
Rationale: According to Arnold Gesell, maturational theory reflects a specific and prearranged scheme or plan within the body.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

12. Arnold Gesell's maturational theory most closely fits with the ideas of _____.
a. Jean Jacques Rousseau
b. Erik Erikson
c. John Locke
d. John Watson

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Answer: a
Rationale: Rousseau believed in a natural unfolding of a child's innate sense of justice and morality, a perspective very much in keeping with maturational theory.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

13. Compared to the others, which theory best represents the biological perspective?
a. Sigmund Freud's psychosexual theory
b. Albert Bandura's social cognitive theory
c. Arnold Gesell's maturational theory
d. Erik Erikson's psychosocial theory

Answer: c
Rationale: Maturational theory and ethological theory are the two theories with a biological perspective.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

14. The evolutionary perspective is most closely associated with which theory?
a. Psychosocial
b. Psychodynamic
c. Maturational
d. Ethological

Answer: d
Rationale: Ethological theory is based on Darwin's theory of evolution.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

15. The idea that there may be significant times during development when an organism is especially sensitive to the presence (or absence) of some particular kind of experience is referred to as a _____.
a. cohort influence
b. critical period
c. collectivist cultural influence
d. timing influence

Answer: b
Rationale: For example, ethologists argue that all animals are biologically programmed so that some kinds of learning occur only at certain ages.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Analyze It
Learning Objective: Summarize the foundational theories of child development.

16. According to ethologists, some behaviors can only be learned _____.
a. when the behavior is reinforced and opposing behaviors are punished
b. through observational learning
c. during a critical period when the organism is biologically programmed to learn that behavior
d. when the conflict between biological drives and society's standards is resolved

Answer: c
Rationale: One tenet of ethological theory is the idea of the critical period.
Topic: Foundational Theories of Child Development

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Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

17. Raeann believes that babies are born with tendencies to form emotional bonds with their caregivers because it makes them more likely to survive. Raeann's beliefs fit most closely with _____ theory.
a. maturational
b. psychodynamic
c. learning
d. ethological

Answer: d
Rationale: This describes an evolutionary perspective (survival behaviors) that is the foundation of the ethological theory.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

18. Sigmund Freud's psychodynamic theory _____.
a. emphasizes the influence of early experiences on later development
b. suggests that learning is the key to understanding development
c. suggests that behavior should be considered in context
d. emphasizes the importance of maturation

Answer: a
Rationale: Freud believed that early experiences establish patterns that endure throughout a person's life.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

19. Freud based his psychodynamic theory on _____.
a. his patients' case histories
b. observations of his children
c. correlational research studies
d. experimental research studies

Answer: a
Rationale: Freud was a physician who specialized in nervous system diseases and he kept detailed patient histories on which he based his theory.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

20. The id _____.
a. wants immediate gratification of bodily desires
b. provides a sense of morality
c. works to resolve conflicts
d. presses for socially acceptable actions

Answer: a
Rationale: According to Freud, the id is the reservoir of primitive instincts and drives, focused on immediate gratification of bodily desires.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

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21. The developmental perspective arguing that behavior is motivated by inner forces, memories, and conflicts that are generally beyond people's awareness and control is called _____.
a. the clinical approach
b. an investigative approach
c. the psychodynamic perspective
d. objectivism

Answer: c
Rationale: Psychodynamic theory focuses on how people resolve conflicts throughout the course of development.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

22. Sam and Ella were reviewing their notes for Developmental Psychology. "Let's see… seeks immediate gratification, pays no attention to societal expectations, untamed passions, bodily needs and wants…that sounds just like our friend Gustav!" Sam remarked. "Yup," agreed Ella. "He's nothing but pure _____."
a. consciousness
b. ethology
c. id
d. ego

Answer: c
Rationale: Psychodynamic theory focuses on how people resolve conflicts throughout the course of development.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

23. Hedy lives according to the philosophy "If it feels good, do it." Hedy's personality appears to be dominated by her ____.
a. ego
b. imprinting
c. superego
d. id

Answer: d
Rationale: According to Sigmund Freud, the id is the reservoir of primitive instincts and drives, focused on immediate gratification of bodily desires.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

24. Enrico effused, "Man, I'm all ego! I do what I want whenever I want to." Ike intoned, "Me, I'm pure id. I know right from wrong, and I always tread the moral path." Sammy shrieked, "I am the definition of superego! Straight and steady through the world, trying to be sensible about it all." Despite their best intentions, these three Freudian fellows are a bit mixed up. Can you assign the correct attributes to each person?
a. Enrico is id, Ike is superego, Sammy is ego.
b. Enrico is superego, Ike is ego, Sammy is id.
c. Enrico is ego, Ike is id, Sammy is superego.
d. Enrico is ego, Ike is superego, Sammy is id.

Answer: a
Rationale: The ego mediates between the superego and the id; it is the rational part of the mind.
Topic: Foundational Theories of Child Development
Difficulty: Difficult

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Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

25. According to psychodynamic theory, the moral agent in a child's personality is the _____.
a. ego
b. superego
c. primitive instincts
d. id

Answer: b
Rationale: The superego is the "moral agent" in the child's personality, which emerges during preschool as children begin to internalize adult standards of right and wrong.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

26. An angel, a demon, and a human walk into a bar. The angel says, "I'd like to buy a round for the house; it's the right thing to do." The human says, "I'd like that too, but realistically, we can't afford it." The demon, meanwhile, has already chugged down a fifth of bourbon and sabotaged the jukebox. Although there's no punchline to this joke, there are parallels to Sigmund Freud's view of the organization of personality. Can you correctly identify those parallels?
a. The demon operates like the superego, the human operates like the ego, the angel operates like the id.
b. The demon operates like the id, the human operates like the ego, the angel operates like the superego.
c. The demon operates like the ego, the human operates like the superego, the angel operates like the id.
d. The demon operates like the superego, the human operates like the id, the angel operates like the ego.

Answer: b
Rationale: According to Sigmund Freud, the id wants immediate gratification of needs and wants, whereas the superego reflects the internalized standards of right and wrong.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

27. Which psychoanalyst provided a psychodynamic view based on psychosocial development?
a. Cyril Jordan
b. Sigmund Freud
c. Erik Erikson
d. Albert Bandura

Answer: c
Rationale: Erikson was the originator of psychosocial theory.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

28. Erik Erikson's psychosocial theory differs from Sigmund Freud's psychodynamic theory, because Erikson believed that development _____.
a. is completed in infancy
b. is completed in early childhood
c. is completed by adolescence
d. continues throughout the lifespan

Answer: d
Rationale: Erikson's theory deals with eight stages of psychosocial development.
Topic: Foundational Theories of Child Development
Difficulty: Difficult

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Skill: Analyze It
Learning Objective: Summarize the foundational theories of child development.

29. Rolf is an adolescent who has an awareness of the uniqueness of himself and knowledge of roles that he should follow. Rolf has successfully passed through Erik Erikson's _____stage of psychosocial development.
a. trust vs. mistrust
b. initiative vs. guilt
c. industry vs. inferiority
d. identity vs. identity confusion

Answer: d
Rationale: Rolf's age and self-realization put him squarely in Erikson's fifth psychosocial stage.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

30. The first of Erik Erikson's psychosocial stages of development focuses on the issue of _____.
a. industry vs. inferiority
b. autonomy vs. shame and doubt
c. basic trust vs. mistrust
d. integrity vs. despair

Answer: c
Rationale: Erikson's first stage, from birth to 1 year, is basic trust versus mistrust.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

31. Mei Wi is a young woman who has a fear of establishing relationships with others. According to Erik Erikson's theory of psychosocial development, Mei Wi has not resolved the challenges associated with which stage?
a. Initiative vs. guilt
b. Autonomy vs. shame and doubt
c. Intimacy vs. isolation
d. Generativity vs. isolation

Answer: c
Rationale: Mei Wi is in the developmental period of young adulthood.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

32. In Erik Erikson's psychosocial theory of development, _____.
a. outcomes of earlier stages influence how well children deal with the challenges of later stages
b. each stage is self-contained and has no influence on other stages
c. physical aspects of development are more important than social aspects of development
d. the same challenges are faced over and over again in each stage

Answer: a
Rationale: Erikson believed that how one resolves conflicts in earlier stages influences later stages.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

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33. Jaraan was never really able to answer the question "Who am I?" as a teenager. Erik Erikson would predict that during young adulthood, Jaraan will _____.
a. be likely to view his life as satisfactory and worth living
b. establish a loving relationship with another person
c. develop the ability to try new things and handle failure
d. have difficulty forming intimate relationships

Answer: d
Rationale: An unsuccessful resolution to an earlier stage will cause problems in the next stage.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

34. According to Erik Erikson's theory of psychosocial development, development is _____.
a. the result of a natural unfolding of biological plans
b. determined by the resolution of conflicts between one's biological drives and society's standards of right and wrong
c. the result of children's attempts to understand their worlds
d. determined by children's resolution of psychological and social crises

Answer: d
Rationale: Erikson believed that development involved the resolution of psychosocial crises.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

35. The process of operant conditioning is grounded in the effect of _____.
a. antecedents
b. punishments
c. schedules
d. consequences

Answer: d
Rationale: The outcomes of a behavior play a major role in learning theories.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

36. Who was the first theorist to use learning theory to explain child development?
a. Sigmund Freud
b. John Watson
c. Jean Piaget
d. Konrad Lorenz

Answer: b
Rationale: John Watson was the first to apply learning theories to child development.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

37. Nehama believes that we could totally understand why children behave as they do if we would just look at the rewards and punishments they've received for their behaviors in the past. Nehama looks at child development as a(n) _____ theorist does.
a. ecological
b. cognitive-developmental

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c. psychodynamic
d. learning

Answer: d
Rationale: Reinforcement and punishment is a key tenet of learning theories.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

38. The operant conditioning perspective was formalized and promoted by _____.
a. Leon Mendelson
b. B. F. Skinner
c. Albert Bandura
d. Ralf Hütter

Answer: b
Rationale: B. F. Skinner was a leading researcher in the field of operant conditioning.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

39. Manuela pestered her father for some candy when they were in the grocery store. Eventually, Manuela's father gave in and bought Manuela some candy. According to theories of operant conditioning, what is likely to happen the next time Manuela and her father go to the grocery store?
a. Manuela will not ask for candy because her father punished her the last time that they were in the store.
b. Manuela will not ask for candy because her father reinforced her pestering the last time that they were in the store.
c. Manuela will cajole for candy because her father reinforced her pestering the last time they were in the store.
d. Manuela will ask for candy because her father punished her the last time they were in the store.

Answer: c
Rationale: Because Carol's behavior was positively reinforced (with candy) she is likely to repeat that behavior in the future.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

40. When 8-year-old Giulio brought home a report card with all A's, his parents gave him one dollar for each "A." Giulio's parents were attempting to use _____ to shape Giulio's future behavior.
a. negative reinforcement
b. positive reinforcement
c. punishment
d. self-efficacy

Answer: b
Rationale: It is reinforcement because the parents want Chris to repeat the behavior (all A's) in the future. It is positive reinforcement because something desirable was added (money).
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

41. Ksenya cleans her room so her mother will stop nagging her. Her mother used _____ to get Ksenya to clean the room.
a. primary punishment
b. positive reinforcement

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c. negative reinforcement
d. secondary punishment

Answer: c
Rationale: It is negative reinforcement because something undesirable was taken away (the mother's nagging).
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

42. Negative reinforcement is best thought of as _____.
a. reinforcement for an undesirable activity
b. a type of punishment
c. something that was predicted to serve as reinforcement but did not do so
d. stimuli whose termination or removal increases the behavior that precedes it

Answer: d
Rationale: Negative reinforcement consists of rewarding people by taking away unpleasant things.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

43. Chavo is afraid of spiders. He won't even watch a nature show on TV about them. When he sees a picture of a spider, he panics, but when he avoids looking at the image, his panic goes away. Chavo's avoidance of spiders is being _____.
a. extinguished, because he feels anxious after doing so
b. recovered spontaneously, because he will never get better
c. positively reinforced, because he is rewarded by his anxiety going down
d. negatively reinforced, because he is rewarded by his anxiety going down

Answer: d
Rationale: The removal of the unpleasant stimulus, spiders, rewards Chavo by lowering his anxiety and is thus reinforced.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

44. The difference between a reinforcer and a punisher is that _____.
a. reinforcers are primary and punishers are secondary
b. punishers are primary and reinforcers are secondary
c. reinforcers strengthen behavior and punishers weaken behavior
d. reinforcers are positive and punishers are negative

Answer: c
Rationale: Punishment suppresses a behavior by either adding something aversive or withholding a pleasant event.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Analyze It
Learning Objective: Summarize the foundational theories of child development.

45. After watching her father slide through pictures on his smartphone using his index finger, Edweena, a 5-year-old, learns to use her finger to slide the screen on his smartphone. Edweena acquired this behavior through _____.
a. maturation
b. observational learning
c. operant conditioning
d. negative reinforcement

Answer: b

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Rationale: Imitating an action that you have seen modeled is an example of observational learning.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

46. Amanda noticed that whenever other children asked a question in class, their teacher seemed to get mad at them. Amanda decided not to ask her teacher for help, even though she needed it and her teacher had never seemed to be angry with her. Amanda's behavior was shaped by _____.
a. positive reinforcement
b. negative reinforcement
c. observational learning
d. self-efficacy

Answer: c
Rationale: Watching and learning from the consequences of another's behavior is an example of observational learning.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

47. Three-year-old Itzak watches as his older brother Wally impishly reaches up to put his hand on the hot burner of a stove. Itzak sees Wally recoil in terror, and hears his frightened screams as he plunges his injured hand into cold water. For the rest of his life Itzak never put his hand on a stovetop burner, never got reinforced for not doing so, and in fact never had any direct experience with singed flesh or dangerous kitchen equipment, yet clearly some learning had taken place. What kind of learning did Itzak experience?
a. Negative reinforcement
b. Operant conditioning
c. Punishment
d. Observational learning

Answer: d
Rationale: This is an example of observational learning, a process in which an individual learns new responses by observing the behavior of another (a model) rather than through direct experience.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

48. Observational learning theory's foremost proponent was _____.
a. Bluma Zeigarnik
b. Edward L. Thorndike
c. John B. Watson
d. Albert Bandura

Answer: d
Rationale: Albert Bandura introduced the fundamental concepts associated with social learning theory.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

49. One difference between B.F. Skinner's operant conditioning and Albert Bandura's social cognitive theory is that
a. Bandura thought children played an active role in their own development, whereas Skinner saw them as being passively shaped by the environment.
b. Skinner viewed reinforcement and punishment as being important whereas Bandura did not.
c. Skinner thought that self-efficacy influences behavior whereas Bandura did not.
d. Bandura emphasized rewards and punishment whereas Skinner did not.

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Answer: a
Rationale: For Skinner, children were the passive recipients of the environment's rewards and punishments, whereas Bandura believes that children play a more active (cognitive) role in their development through observational learning.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Analyze It
Learning Objective: Summarize the foundational theories of child development.

50. Helga has the conviction that she can do what she sets out to do, whether it is mastering a new skill or reaching her goal of becoming a U.S. citizen. Psychologists call this feeling of competence _____.
a. positive reinforcement
b. social cognition
c. self-efficacy
d. concrete operations

Answer: c
Rationale: Self-efficacy beliefs help determine when children imitate others.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

51. Jean Piaget is associated with _____ theory.
a. ecological
b. psychodynamic
c. learning
d. cognitive-developmental

Answer: d
Rationale: Piaget was the creator of the best known of the cognitive-developmental theories.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

52. Jean Piaget believed that children _____.
a. are passively shaped by their experiences
b. actively try to make sense of their world
c. learn through a series of reinforcements and punishments
d. face a series of conflicts or challenges as they develop

Answer: b
Rationale: Piaget believed that children were like scientists, actively experimenting and testing their beliefs of the world around them.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

53. Jean Piaget's theory of cognitive development focused on _____.
a. the resolution of psychological crises
b. improvements in mental hardware and software
c. children's creation of "theories" that help them understand their worlds
d. adaptive behaviors that are learned during critical periods

Answer: c

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Rationale: Piaget believed that children were like scientists, actively experimenting and testing their beliefs and theories of the world around them.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

54. According to Jean Piaget, during the _____ stage, an infant's knowledge of the world is based on senses and motor skills.
a. preoperational
b. sensorimotor
c. formal operations
d. concrete operations

Answer: b
Rationale: Infants gather information about the world through manipulating objects, sucking on things, following moving stimuli, and so on.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

55. Jean Piaget thought that children's theories about the world _____.
a. remain the same until adulthood
b. undergo three major changes during development
c. are never tested by the children
d. are based on what adults tell them

Answer: b
Rationale: Piaget's theory is a stage theory with four stages; therefore children undergo three major qualitative changes during development.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

56. Which sequence represents the *correct* order of Jean Piaget's stages of cognitive development?
a. Preoperational, concrete operations, sensorimotor, formal operations
b. Sensorimotor, concrete operations, preoperational, formal operations
c. Sensorimotor, preoperational, concrete operations, formal operations
d. Preoperational, sensorimotor, concrete operations, formal operations

Answer: c
Rationale: Sensorimotor (birth – 2), preoperational (2 – 7), concrete operational (7 – 11), and formal operational (adolescence and beyond) is the correct order.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

57. Who was one of the first theorists to recognize the importance of a culture's influence on an individual's development?
a. Marcia Wallace
b. Albert Bandura
c. Lev Vygotsky
d. Florian Schneider

Answer: c
Rationale: Vygotsky's theory is a contextual theory that emphasizes the importance of culture.

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Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

58. Compared to the others, which theorist is most associated with the contextual approach to understanding human development?
a. Jean Piaget
b. Lev Vygotsky
c. B.F. Skinner
d. Erik Erikson

Answer: b
Rationale: Vygotsky's theory is a contextual theory that emphasizes the importance of culture.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

59. Dr. Rasmussen was pontificating to the students in his Child Development course. "Development is determined primarily by a child's environment," he began, "yet we cannot rule out the importance of both immediate and more distant environments in shaping behavior. The cultural context a person finds themselves in, and the consequences of their behavior, make us who we are." Dr. Rasmussen appears to be advocating a blend of which two general developmental perspectives?
a. The ethological perspective and the learning perspective
b. The psychodynamic perspective and the maturational perspective
c. The learning perspective and the contextual perspective
d. The cognitive-developmental perspective and the observational-learning perspective

Answer: c
Rationale: Rasmussen's focus on culture, environmental influences, and the consequences of behavior places him in the camp of both B.F. skinner and Lev Vygotsky.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

60. Biology is to environment as _____ theory is to _____ theory.
a. maturational; B.F. Skinner's operant conditioning
b. psychosocial; ethological
c. Jean Piaget's; Sigmund Freud's
d. psychodynamic, Erik Erikson's psychosocial

Answer: a
Rationale: Biology is connected to the maturational theory while environment is connected to Skinner's operant conditioning theory.
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Analyze It
Learning Objective: Summarize the foundational theories of child development.

61. Three developmentalists were discussing theories in their field. "I endorse the psychodynamic and psychosocial perspectives," said Dyana, "because they get at the core of human nature." "Behaviorism and social-cognitive learning are correct," replied Spencer. "We are what we do." "There are many theories in our field," Louie said quietly, "and each of them has a piece of the truth." Which approach is Louie advocating?
a. Evolutionary
b. Ethological
c. Multiple perspectives

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d. Cognitive

Answer: c
Rationale: Just as you can better appreciate a beautiful painting by examining it from different vantage points, child-development researchers often rely on multiple perspectives to understand why children develop as they do.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

62: Qualitative is to quantitative as _____.
a. production is to comprehension
b. specific is to individual
c. continuous is to discontinuous d. discontinuous is to continuous

Answer: d
Rationale: Continuity means that earlier aspects relate to later aspects of development.
Topic: Themes in Child-Development Research
Difficulty: Difficult
Skill: Analyze It
Learning Objective: Identify the major themes in child-development research.

63. Margeaux believes her daughter is going through very distinct stages of development and is suddenly, upon turning 2 years old, able to do far more than she could at 1 year. Margeaux's intuitions are consistent with which approach to development?
a. Continuous change
b. Discontinuous change
c. Sensitive periods
d. Nurture

Answer: b
Rationale: Continuity means that earlier aspects relate to later aspects of development.
Topic: Themes in Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Identify the major themes in child-development research.

64. The continuity–discontinuity issue addresses the question of whether _____.
a. genes or environment are most important
b. development in different domains is related
c. children actively influence their own development
d. early development is related to later development

Answer: d
Rationale: Continuity means that earlier aspects relate to later aspects of development.
Topic: Themes in Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Identify the major themes in child-development research.

65. The nature–nurture issue is concerned with _____.
a. the connection of development in one domain to development in other domains
b. the role that children play in influencing their own development
c. the roles that biology and environment play in development
d. how early development is related to later development

Answer: c
Rationale: Nature = genetics and biology, and nurture = environment.

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Topic: Themes in Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Identify the major themes in child-development research.

66. Rowan and Martin rush to their infant's crib whenever she makes the slightest wheeze, sigh, or cough and they generally attend to her every whim around the clock. "Good parenting makes for good children," Rowan proudly proclaimed. "Yes," crowed Martin, "The right conditions make for a right child." These parents plainly fall on the side of _____ as the major influence in a child's development.
a. nurture
b. nature
c. genetics
d. psychological maturation

Answer: a
Rationale: The couple thinks that environmental influences have a major impact on their child's development.
Topic: Themes in Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Identify the major themes in child-development research.

67. What is the *correct* conclusion to reach regarding the effects of heredity and the environment on shaping development?
a. "Nature versus nurture"
b. "Nature and nurture"
c. "Nature or nurture"
d. "Nature before nurture"

Answer: b
Rationale: Development is shaped by both interacting forces, as are most complex behaviors.
Topic: Themes in Child-Development Research
Difficulty: Moderate
Skill: Analyze It
Learning Objective: Identify the major themes in child-development research.

68. The concept of the "active child" refers to _____.
a. observations of children at play
b. whether an infant sleeps through the night
c. the importance of physical activity to child development
d. how children contribute to and influence their own development
Answer: d
Rationale: The active child side of the active–passive child issue holds that children influence their own development through their own individual characteristics.
Topic: Themes in Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Identify the major themes in child-development research.

69. Renaldo and Clara are new parents and they believe that their actions will influence their infant son. However, they don't think their son's behavior will influence their approach to parenting. Renaldo and Clara's views of parenting are consistent with the _____ position of the _____ issue.
a. nature; nature-nurture
b. passive; active–passive child
c. connection; connection of domains
d. continuity; continuity–discontinuity

Answer: b
Rationale: This is an active–passive child issue, with Michael and Lisa falling on the passive child (at the mercy of the environment) side.

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Topic: Themes in Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Identify the major themes in child-development research.

70. John Locke's philosophical views regarding development are consistent with _____.
a. the idea that development in different domains is connected
b. a passive view of the child
c. an emphasis on nature
d. a view of development as discontinuous

Answer: b
Rationale: Locke believed that children were a blank slate on which experience wrote, which is a classic example of the passive child (at the mercy of the environment).
Topic: Themes in Child-Development Research
Difficulty: Moderate
Skill: Analyze It
Learning Objective: Identify the major themes in child-development research.

71. Jade, age 12, is in the 6th grade but reads at a 3rd grade level. Developmentalists most likely would investigate whether there is a problem in which domain of Jade's development?
a. Physical
b. Cultural
c. Cognitive
d. Social

Answer: c
Rationale: Although domains of development overlap and interact with one another, Jade's reading comprehension would appear to primarily reflect an aspect of cognitive development.
Topic: Themes in Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Identify the major themes in child-development research.

72. Which of the following statements best represents the prevailing view among developmentalists?
a. Social development is not related to cognitive development.
b. Physical development is not related to cognitive development.
c. Social development is not related to physical development.
d. Physical, social, and cognitive development are interrelated.

Answer: d
Rationale: Most developmentalists believe that development across domains is interrelated.
Topic: Themes in Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Identify the major themes in child-development research.

73. Pamela is visiting preschools and quietly and unobtrusively observing how children play. Which method is she using for gathering her data?
a. Structured observation
b. Random assignment
c. Experimental design
d. Naturalistic observation

Answer: d
Rationale: Systematic observation means watching and carefully recording what children do and say.
Topic: Doing Child-Development Research
Difficulty: Moderate

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Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

74. Systematically collecting data in real-life environments is the essence of which descriptive research method?
a. Case studies
b. Naturalistic observation
c. Surveys
d. Correlational research

Answer: b
Rationale: Naturalistic observation involves observing behaviors as they take place in a real-world setting.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

75. Which statement is true regarding naturalistic observation as a research technique?
a. Researchers usually record all of a child's behaviors.
b. Because children are being observed in their natural settings, the behavior of interest is less likely to be disturbed.
c. This method is useful for studying phenomena that occur rarely.
d. This method is useful for studying behaviors that occur in private settings.

Answer: b
Rationale: The advantage of naturalistic observation is that the behavior of interest is less likely to be disturbed by the researcher.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

76. Kimura chose to assess the quality of infants' relationships with their caregivers by observing infants in a laboratory situation wherein the infants experienced a series of separations from and reunions with their caregivers. What kind of measurement approach did Kimura use?
a. Self-report
b. Naturalistic observation
c. Structured observation
d. Questionnaire

Answer: c
Rationale: It is an observation, and the fact that it occurs in a laboratory setting makes it structured.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

77. One drawback of structured observations is that _____.
a. the artificial nature of the setting may distort the behavior of interest
b. they cannot be used to study behaviors that occur naturally only rarely
c. they can only be used to study behaviors that occur in public settings
d. they cannot be performed in a laboratory

Answer: a
Rationale: The artificial nature of the laboratory setting is a weakness of structured observations.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

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78. Which measurement approach involves sampling behavior with a task?
a. Putting a number of objects in front of a child and having the child count them
b. Listening to children's everyday conversations and recording the complexity of their sentence structures
c. Asking children how many online videos they watch in one week
d. Having children complete a questionnaire about their study habits

Answer: a
Rationale: The others are examples of self-reports and observations.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

79. Which strength is associated with measures that sample behavior with tasks?
a. Children's behavior is seen as it occurs naturally.
b. They almost always validly represent real-life behaviors.
c. They are convenient to use.
d. They assure representative sampling.

Answer: c
Rationale: The principal strength is convenience; the others are not truthful representations of sampling behaviors with tasks.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

80. Sampling behavior with tasks _____.
a. may not really sample the behavior of interest
b. can be used to observe behavior directly
c. isn't a popular method because it isn't convenient to use
d. might lead some children to provide socially acceptable answers

Answer: a
Rationale: The task may not sample the behavior of interest because it is only as good as the task developed. The others are not truthful representations of sampling behaviors with tasks.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

81. Dr. Ramirez is interested in how toddlers perceive emotions. The researcher brings toddlers into a room and presents them with different photographs of faces, each representing a different emotion. The toddlers are asked to point to different emotions as the researcher reads them aloud. This is an example of what type of research design?
a. Correlational
b. Sampling behavior with tasks
c. Self-report
d. Naturalistic observation

Answer: b
Rationale: Toddlers' understanding of emotions cannot be observed directly. The researcher created a task that sampled the behavior of interest (identifying emotions).
Topic: Doing Child-Development Research
Difficulty: Difficult
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

82. _____ measures ask children questions about the topic of interest.

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a. Naturalistic observation
b. Structured observation
c. Sampling behavior with tasks
d. Self-report

Answer: d
Rationale: By answering a series of questions, respondents are self-reporting their attitudes, internal states, and so on.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

83. Which disadvantage is associated with the use of self-reports?
a. Answers do not lead directly to information on the topic of interest.
b. Children may provide answers that are socially acceptable.
c. The collection of information is not convenient.
d. Children have very accurate memories, so their answers regarding past events can be trusted.

Answer: b
Rationale: Response bias (including socially acceptable answers) is a major problem of self-reports.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

84. Alvaro is interested in finding out how children's conceptions of death change with age. He decides to interview children and ask them questions such as "What happens when people die?" and "Do people eat breakfast after they die?" Alvaro is using a form of _____ to measure children's conceptions of death.
a. naturalistic observation
b. self-report
c. sampling behavior with tasks
d. structured observation

Answer: b
Rationale: Alvaro is asking children directly for their answers, therefore it is self-report.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

85. The tendency to select socially acceptable answers when completing a self-report measure is called _____.
a. response bias
b. generalizability
c. internal validity
d. sampling behavior

Answer: a
Rationale: Children tend to answer questions incorrectly because they are more likely to select socially acceptable, rather than socially unacceptable, answers.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

86. Shlomo is investigating moral reasoning by asking children what they would do in different situations, such as if one of their friends would shoplift when they were together. He is concerned that children may be giving him the answers they *think* he wants to hear, rather than their genuine feelings about what they would really do. Shlomo is worried about _____.

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a. cohort effects
b. representative sampling
c. response bias
d. confidentiality

Answer: c
Rationale: Response bias (including socially acceptable answers) is a major problem of self-reports.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

87. Which weakness is associated with self-report measures?
a. They are difficult to use with behaviors that are rare or that typically occur in private settings.
b. They may be invalid because they cannot sample behavior as it occurs naturally.
c. They may be invalid because structured settings distort the behavior.
d. They may be invalid because children answer incorrectly due to forgetting or response bias.

Answer: d
Rationale: Response bias (including socially acceptable answers) is a major problem of self-reports.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

88. A measure is _____ if the results are consistent over time.
a. representative
b. reliable
c. valid
d. a sample

Answer: b
Rationale: Reliability is an estimate of a measurement process's consistency over time.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

89. Juanio takes the same intelligence test four times over the span of two months. Each time his score is within the same 3-point range. Which conclusion about these data can be reached, based on Juanio's scores alone?
a. The intelligence test is valid.
b. The intelligence test is reliable.
c. The intelligence test is accurate.
d. The data are skewed.

Answer: b
Rationale: Juanio's test results are consistent across multiple testing sessions.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

90. _____ refers to whether a measure really measures what it is intended to measure.
a. Validity
b. Reliability
c. Sampling
d. Stability

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Answer: a
Rationale: Validity refers to the ability of a measurement to measure what it was designed to measure.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

91. To be useful, the research results that developmental psychologists gather must be _____.
a. standardized and reliable
b. reliable and frequent
c. valid and reliable
d. standardized and valid

Answer: c
Rationale: Tests must measure what is intended and they must produce consistent results.
Topic: Doing Child-Development Research
Difficulty: Difficult
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

92. The magazine *Extraordinarily Traditional House and Home* publishes a survey of its female readers called "The 24/7 Job." It reports that 87 percent of all women who work outside the home feel too tired to cook and clean for their families, or provide for basic child-care needs. The critical flaw in this research would be the fact that _____.
a. the sample is not representative of all American women
b. a psychological test, rather than a survey, should have been given
c. not all women have families
d. *work* has not been operationally defined

Answer: a
Rationale: The survey asks only readers of the magazine, and they are not representative of all American women.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

93. Which statement is CORRECT concerning correlations?
a. A correlation of +1.5 is very strong.
b. Correlation coefficients are indicators of cause and effect.
c. A correlation of +.89 is strong and a correlation of –.89 is weak.
d. A correlation of +.73 and a correlation of –.73 are equally strong.

Answer: d
Rationale: Correlations range from –1.0 (strong negative) to +1.0 (strong positive).
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

94. What does a correlation coefficient of 0 indicate about the relation between two variables?
a. The two variables are directly related.
b. The two variables are inversely related.
c. The two variables are completely unrelated.
d. This coefficient indicates which variable was the "cause" and which the "effect."

Answer: c
Rationale: A correlation coefficient of 0 indicates no relationship between variables, as it is in the midpoint of the correlation continuum.
Topic: Doing Child-Development Research

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Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

95. In a correlational study, _____.
a. factors are manipulated to determine whether they are related
b. it is possible to determine whether there is a causal relationship between two variables
c. it is possible to determine whether two variables are related, but not whether there is a causal relationship between the variables
d. there is an independent variable and a dependent variable

Answer: c
Rationale: Correlation does not indicate cause and effect, which can only be determined with a true experiment.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

96. Yulya finds that children's hours of daily exercise and quality of nutritional intake are correlated +.73 with one another. What does this correlation coefficient indicate?
a. As quality of nutritional intake increases, rates of exercise increase.
b. Higher rates of exercise cause better nutrition.
c. Better nutrition causes higher rates of exercise.
d. As rates of exercise increase, quality of nutritional intake decreases.

Answer: a
Rationale: All we can conclude from this association is that as scores on one variable increase, scores on the other variable also increase.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

97. Researchers studied the relationship between intelligence and friendship in children. Which conclusion illustrates a negative correlation between the two variables?
a. Children who are smart tend to have fewer friends than children who are not smart.
b. Children who are smart tend to have more friends than children who are not smart.
c. Children who are smart tend to have the same number of friends as children who are not smart.
d. Children's intelligence is unrelated to the friendship patterns between children.

Answer: a
Rationale: A negative correlation means that larger values on one variable (intelligence) are associated with smaller values on a second variable (number of friends).
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

98. Which correlation coefficient represents the strongest relationship between two variables?
a. .50
b. .25
c. −.25
d. −.75

Answer: d
Rationale: Correlation coefficients reveal both the direction and magnitude of an association between variables.
Topic: Doing Child-Development Research
Difficulty: Easy

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Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

99. You notice an association between how many tattoos a person has and how loud of a motorcycle that person rides. What can you accurately conclude about this association?
a. Having a lot of tattoos causes a person to want to ride a loud motorcycle.
b. Riding a loud motorcycle causes a person to want to get a lot of tattoos.
c. Recklessness causes a person to both ride a loud motorcycle and get a lot of tattoos.
d. There is a positive correlation between tattoo density and motorcycle loudness.

Answer: d
Rationale: Correlation does not indicate cause and effect, which can only be determined with a true experiment.
Topic: Doing Child-Development Research
Difficulty: Difficult
Skill: Analyze It
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

100. In an experimental study, the _____ is manipulated to observe its effects on another variable.
a. dependent variable
b. independent variable
c. sample
d. population

Answer: b
Rationale: The factor that is varied in an experiment is called the independent variable.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

101. A researcher is investigating the effects of exercise on weight among adolescents. Which are the independent and dependent variables in this experiment?
a. The dependent variable is weight; the independent variable is exercise.
b. The independent variable is calories consumed; the dependent variable is diet.
c. The independent variable is weight; the dependent variable is calories consumed.
d. The dependent variable is amount of exercise; the independent variable is calories

Answer: a
Rationale: The independent variable is manipulated; the dependent variable is measured.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

102. Sonja conducts an experiment to determine whether listening to music affects emotional state. She has children wait alone in a room that either did or did not have music playing and then has them complete a questionnaire asking about their current level of happiness. The independent variable in this study is _____ .
a. how happy they were before the study began
b. being alone in the room while waiting
c. whether or not music was playing in the room
d. their level of happiness as rated on the questionnaire

Answer: c
Rationale: The independent variable that is manipulated is whether or not music was playing in the room.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

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103. Independent variable is to dependent variable as _____.
a. correlation is to effect size
b. experimental is to correlation
c. measure is to manipulate
d. manipulate is to measure

Answer: d
Rationale: The independent variable is manipulated; the dependent variable is measured.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Analyze It
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

104. An experiment is designed to study the effects of long lectures on the sleeping behavior of middle school students. In such a study, the dependent variable is _____ .
a. the sleeping behavior of students
b. long lectures
c. the length of time a lecture runs
d. middle school students

Answer: a
Rationale: The independent variable is manipulated; the dependent variable is measured.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

105. A strength of experimental studies is that _____.
a. they measure behavior in a natural setting as it typically unfolds
b. no manipulation of variables is done
c. they allow conclusions about cause and effect
d. only a single experiment is needed to reach a definite causal conclusion about a research topic

Answer: c
Rationale: The primary strength of experimental studies is the possibility of inferring causality.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

106. A weakness of experimental studies is that _____.
a. they cannot be used to determine cause and effect
b. results may not be representative of real-life behavior
c. they cannot be used in a laboratory setting
d. they are usually expensive

Answer: b
Rationale: Because they are often in a laboratory setting, experimental situations may not be reflective of real-life behavior.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

107. Dr. Schwartzman conducted a study in a preschool to test the hypothesis that the amount of unstructured time (free play) in a day affects the amount of unruliness that children display. Teachers systematically varied the amount of free play each day for a month, and Dr. Schwartzman's research assistants recorded the amount of unruliness children displayed each day. This study would best be described as a(n) _____ .

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a. correlational study
b. laboratory experiment
c. field experiment
d. quasi-experiment

Answer: c
Rationale: A manipulated independent variable makes this an experiment and the naturalistic setting makes it a field experiment.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

108. Professor Gomez is interested in studying the effects of prenatal cocaine exposure on early infant development. Professor Gomez's study would best be described as a(n) _____ .
a. correlational study
b. laboratory experiment
c. field experiment
d. quasi-experiment

Answer: d
Rationale: Quasi-experiments typically involve examining the impact of an independent variable (here cocaine) by using groups that were not created with random assignment.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

109. Which example illustrates a longitudinal research design?
a. Dr. Živojinović simultaneously studied four groups of children aged 4, 6, 9, and 11 to determine how the presence of a pet helps children cope with their parents' divorce.
b. To determine how alcohol affects the retention of information, researchers monitored young adults' ingestion of alcohol while they were learning to play a complicated videogame.
c. Dr. Weinrib initially studied a group of recently-divorced 35-year-olds to evaluate their interpersonal skills, and periodically continued to measure their relationship satisfaction over a subsequent 10 years.
d. In October 2023, researchers surveyed shoppers at local malls to assess their attitudes about retirement and their plans for post-retirement activities.

Answer: c
Rationale: Dr. Weinrib is following the same research participants over time.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

110. If a researcher was interested in learning how moral development changes between the ages of 3 and 15, she might study a single group of children across that age range, measuring them every three years. This strategy would be an example of _____ research.
a. developmental
b. longitudinal
c. sequential
d. cross-sectional

Answer: b
Rationale: A longitudinal study follows the same group of research participants over time.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts

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Learning Objective: Describe the methods and ethics involved in conducting child-development research.

111. Which disadvantage applies to longitudinal studies?
a. The development of "test-wise" subjects
b. The complication of interpretation of differences between groups
c. The sample of subjects over the course of the research stays the same
d. The cost of conducting a longitudinal study is relatively low

Answer: a
Rationale: Answer b is a disadvantage of cross-sectional studies, c is a strength, and d is false.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

112. What is selective attrition?
a. A situation in which a measurement process is reliable but not valid
b. The loss of research participants over time in a longitudinal study
c. A means of assigning participants to conditions in a cross-sectional study
d. Participants becoming "test-wise" over time, when measured repeatedly

Answer: b
Rationale: People may drop out of a study for many reasons, resulting in a smaller (and perhaps self-selected) sample size at the end of the measurement period compared to the beginning.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

113. Dr. Villanueva studied a group of children's memory skills by administering the same test at 9:00 a.m., 12:00 noon, 3:00 p.m., and 6:00 p.m., and found that the group's scores were higher at 6:00 p.m. than at 9:00 a.m. Dr. Villanueva concluded that memory improves over the course of a day, and that therefore children should be encouraged to spend longer hours in school. Which obvious flaw did Dr. Villanueva foolishly overlook?
a. Cohort effects are present; the children formed subgroups or "coalitions" to increase their overall performance.
b. Sampling bias explains the results; it's clear Dr. Villanueva selected only the brightest students to participate in the first place.
c. There's a practice effect at work; the scores got higher later in the day because, by that point, the children had seen the test items multiple times before.
d. Reliability is at issue here; there's no indication that the memory test actually measured memory skill.

Answer: c
Rationale: Most people who took the same test every three hours over a 9-hour period would eventually remember how they responded each time and simply complete the measure through a rote process.
Topic: Doing Child-Development Research
Difficulty: No competent researcher would ever design an experiment in this fashion.
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

114. Differences between age groups, resulting from environmental events rather than developmental processes, are referred to as _____.
a. response biases
b. cohort effects.
c. practice effects
d. selective attrition

Answer: b
Rationale: A cohort is a group of people born in the same year or same generation.
Topic: Doing Child-Development Research

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Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

115. The fact that differences between age groups in a cross-sectional study may result as easily from chance environmental events as from significant developmental processes is _____.
a. an example of the sample constancy problem
b. a major problem of longitudinal studies
c. a problem with a random sample from a population of interest
d. a major disadvantage of the cross-sectional approach

Answer: d
Rationale: Answer b has no relevance to the question; a and c are made up; so d is the only true statement.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

116. A psychologist is studying friendship patterns in childhood and early adolescence. Students from each grade are separately observed during lunchtime at school in order to assess their seating preferences. The researcher is conducting a(n) _____.
a. cross-sectional study
b. longitudinal study
c. structured observation
d. experiment

Answer: a
Rationale: In a cross-sectional design, changes are identified by testing children of different ages at one point in their development.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

117. What type of research design is used when people of different ages are compared at the same point in time?
a. Longitudinal
b. Sequential
c. Correlational
d. Cross-sectional

Answer: d
Rationale: In a cross-sectional design, changes are identified by testing people of different ages at one point in their development.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

118. Which example illustrates a cross-sectional research design?
a. Dr. Iishi assessed the eye–hand coordination of the second, fourth, and sixth graders at Ronnie Dawson Elementary School in September 2022.
b. Dr. Lomax assessed the eye–hand coordination of the second, fourth, and sixth graders of Ronnie Dawson Elementary School in December 2016, and the same children were tested again in 2018, 2020, and 2022.
c. At the beginning of each school year, the five children of the MacGillicuddy family visit their family doctor to have physical exams.
d. Each year the 5-year-olds of Salem, Oregon, are given number and letter proficiency exams before they begin kindergarten.

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Answer: a
Rationale: In a cross-sectional design, changes are identified by testing people of different ages at one point in their development.
Topic: Doing Child-Development Research
Difficulty: Difficult
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

119. In which research design are participants of different ages studied at the same time, and the results compared across age groups?
a. Longitudinal
b. Cross-sectional
c. Sequential
d. Cross-cultural

Answer: b
Rationale: In a cross-sectional design, changes are identified by testing people of different ages at one point in their development.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

120. Rudolf is conducting research on the number of meals people eat. He gathers data about the number of daily meals eaten by 25 people at each of the following ages—10, 20, 30, 40, 50, 60, and 70 years—over the course of one week, and looks for developmental differences. Which type of research design is Rudolf using?
a. Cohort design
b. Longitudinal design
c. Behavior genetics design
d. Cross-sectional design

Answer: d
Rationale: In a cross-sectional design, changes are identified by testing people of different ages at one point in their development.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

121. Dr. Sardonicus wants to compare the results of many studies that have looked at the relation between family income level and math ability. Dr. Sardonicus would find a _____ most appropriate for her needs.
a. field experiment
b. meta-analysis
c. longitudinal-sequential design
d. quasi-experimental design

Answer: b
Rationale: A meta-analysis is a comparison of the results of many studies.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

122. _____ is a tool that allows researchers to synthesize the results of many studies to estimate relations between variables.
a. Quasi-experimental design
b. Cross-sequencing
c. Naturalistic observation

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d. Meta-analysis

Answer: d
Rationale: Meta-analysis is a tool that allows researchers to integrate findings from many similar studies, making it possible to determine generality and consistency of research results.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

123. Which common ethical guideline is stipulated by the governing bodies related to developmental research, such as the American Psychological Association or the Society for Research in Child Development?
a. Participants may not withdraw after they begin a research study.
b. Participants must be allowed to make an informed decision regarding their participation in a research study.
c. Participants cannot be subjected to potential harm of any kind.
d. Participants cannot be deceived about aspects of the research.

Answer: b
Rationale: Participants must be given enough information to make a reasonable decision regarding their participation.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

124. Deciding whether a research study is ethical is _____ .
a. usually done by the researcher alone
b. typically done by a review board
c. arbitrary, because no one has established uniform guidelines for making decisions about whether research meets ethical standards
d. determined by whether a study is deemed as being worthy of publication upon its conclusion

Answer: b
Rationale: Research studies must be approved by an institutional or human subjects review board.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

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TRUE/FALSE QUESTIONS

1. Jean Jacques Rousseau believed that the human infant is a *tabula rasa,* such that experience molds the individual.

Answer: False
Rationale: The view of tabula rasa (or blank slate) was that of John Locke, not Jean Jacques Rousseau.
Topic: Setting the Stage
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Explain how conceptions of childhood and research on child development have evolved from antiquity to today.

2. Plato and Aristotle agreed that humans are born having innate knowledge.

Answer: False
Rationale: Plato believed in innate knowledge; Aristotle did not.
Topic: Setting the Stage
Difficulty: Difficult
Skill: Remember the Facts
Learning Objective: Explain how conceptions of childhood and research on child development have evolved from antiquity to today.

3. Applied developmental science uses developmental research to promote healthy development, particularly for vulnerable children and families.

Answer: True
Rationale: Scientists with an applied developmental science interest use research to promote healthy development.
Topic: Setting the Stage
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Explain how conceptions of childhood and research on child development have evolved from antiquity to today.

4. When the outcomes of research are as hypothesized, the theory gains support.

Answer: True
Rationale: A theory is an organized set of ideas that is designed to explain and make predictions.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

5. According to maturational theory, parents should carefully construct their children's environments so that behaviors like speech, play, and reasoning will all emerge.

Answer: False
Rationale: Maturational theory proposes that developing is an unfolding of an innate plan, and that environment and experience have little effect on that process.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

6. Ethological theory is most closely related to the tenets of the psychodynamic perspective.

Answer: False
Rationale: Ethological theory draws from evolutionary principles, and represents the biological perspective.
Topic: Foundational Theories of Child Development

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Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

7. The ego, one of Sigmund Freud's components of personality, tries to resolve the conflicts between one's biological desires and society's standards.

Answer: True
Rationale: The ego is the practical, rational component of the personality that tries to resolve conflict.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

8. According to Erik Erikson, the challenge during adolescence is to develop a sense of trust in the world.

Answer: False
Rationale: Trust versus mistrust is the challenge of infancy, not adolescence, according to Erikson.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

9. According to Erik Erikson, the challenge during early childhood is to develop a sense of initiative.

Answer: True
Rationale: Initiative versus guilt is the challenge of early childhood.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

10. Adolescents who do not meet the challenge of developing an identity will not establish truly intimate relationships, according to Erik Erikson's psychosocial view of development.

Answer: True
Rationale: According to Erikson, the earlier stages of psychosocial development provide the foundation for later stages (adolescents will become overly dependent on their parents for sources of identity).
Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

11. Making a child do extra chores when she doesn't clean her room is an example of positive reinforcement.

Answer: False
Rationale: This would be an example of punishment, not reinforcement.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

12. According to Albert Bandura, self-efficacy beliefs help determine when children will imitate others.

Answer: True
Rationale: Social cognitive theory trades on concepts such as self-efficacy, observation, and learning.
Topic: Foundational Theories of Child Development
Difficulty: Difficult

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Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

13. During Jean Piaget's preoperational period, knowledge of the world is based on an infant's sensory and motor skills.

Answer: True
Rationale: This is a description of the sensorimotor stage, not the preoperational period.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

14. Abstract thinking characterizes thought during Jean Piaget's stage of formal operational thinking.

Answer: True
Rationale: Adolescents think abstractly and have the ability to speculate on hypothetical situations in the formal operational stage, according to the notions of Jean Piaget.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

15. According to Lev Vygotsky, a child's development must be considered against the backdrop of their culture's beliefs, customs, and skills.

Answer: True
Rationale: Lev Vygotsky focused on the ways that adults convey to children the beliefs, customs, and skills of their culture.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

16. Jean Piaget viewed development as a type of apprenticeship in which children develop when they work with skilled adults, including teachers and parents.

Answer: False
Rationale: Lev Vygotsky focused on the ways that adults convey to children the beliefs, customs, and skills of their culture.
Topic: Foundational Theories of Child Development
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

17. According to the contextual perspective, development primarily reflects children's efforts to understand the world through the application of cognitive processes.

Answer: False
Rationale: According to the contextual perspective, development is influenced by immediate and more distant environments, which typically influence each other.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Summarize the foundational theories of child development.

18. The belief that outgoing 5-year-olds become outgoing adults is consistent with the belief that development is discontinuous.

Answer: False

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Rationale: This is consistent with a continuous view of development.
Topic: Themes in Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Identify the major themes in child-development research.

19. Development is shaped by the interaction of nature and nurture.

Answer: True
Rationale: Virtually, no aspects of child development are due exclusively to either heredity or environment.
Topic: Themes in Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Identify the major themes in child-development research.

20. The view that children are active in their development means that children are at the mercy of their environments.

Answer: False
Rationale: This is more consistent with the view that children are passive in their development.
Topic: Themes in Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Identify the major themes in child-development research.

21. Naturalistic observations may be difficult to use with behaviors that are rare or that typically occur in private settings.

Answer: True
Rationale: Naturalistic observations may be more difficult when the behavior of interest is rare or occurs in a private setting.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

22. An advantage of correlational research is that it can be used to determine cause and effect relationships between variables.

Answer: False
Rationale: Correlational research cannot be used to determine cause and effect.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

23. A correlation coefficient of .85 indicates that two variables are strongly positively related.

Answer: True
Rationale: When a correlation coefficient is greater than 0 scores are related positively.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

24. A correlation coefficient of -.85 indicates that there is no relationship between two variables.

Answer: False
Rationale: This would indicate a strong, negative correlation (inverse relationship) — when the r is less than 0.
Topic: Doing Child-Development Research

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Difficulty: Easy
Skill: Remember the Facts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

25. The results of a correlational study illustrate the causal relationship between the two variables of interest.

Answer: False
Rationale: Results of correlational studies tell whether variables are related, but the design does not address the question of cause and effect between the variables.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

26. A strength of field experiments is that the results are more likely to be reflective of behavior in real-world settings than results obtained in a laboratory.

Answer: True
Rationale: With field experiments, the investigators embed manipulation of an independent variable in a natural setting.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

27. A field experiment typically involves examining the impact of an independent variable by using groups that were not created with random assignment.

Answer: False
Rationale: A quasi-experiment is carried out when conducting a true experiment would be impossible or unethical — where children cannot be randomly assigned to groups (e.g., mothers who smoke or grow up on a farm).
Topic: Doing Child-Development Research
Difficulty: Difficult
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

28. One strength of cross-sectional studies is that they allow researchers to chart the continuity or discontinuity of behavior.

Answer: False
Rationale: The only way to answer questions of continuity or discontinuity is to use a longitudinal design.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

29. One disadvantage of cross-sectional studies is that repeated testing may change participants' behaviors.

Answer: False
Rationale: This is a disadvantage of longitudinal studies, not cross-sectional ones.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

30. Longitudinal designs are usually more efficient to conduct than are cross-sectional designs.

Answer: False
Rationale: Longitudinal designs typically take a lot of time, coordination, and planning.
Topic: Doing Child-Development Research

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Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

31. Children do not need to provide informed consent to participate in research.

Answer: False
Rationale: Children and their caregivers typically need to be informed about their potential participation in a research project.
Topic: Doing Child-Development Research
Difficulty: Difficult
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

32. When conducting research, children's names should be linked with their data so that they are easy to identify.

Answer: False
Rationale: Participants' responses should be anonymous or confidential.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

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SHORT ANSWER QUESTIONS

1. Name and briefly describe the eight stages of Erik Erikson's theory of psychosocial development.

Answer: A good answer will include the following key points:
- Basic Trust versus Mistrust (birth to 1 year): The challenge is to develop a sense that the world is a safe, good place.
- Autonomy versus Shame and Doubt (1–3 years): The challenge is to realize that one is an independent person who can make decisions.
- Initiative versus Guilt (3–6 years): The challenge is to develop a willingness to try new things and to handle failure.
- Industry versus Inferiority (6– adolescence): The challenge is to learn basic skills and to work with others.
- Identity versus Identity confusion (adolescence): The challenge is to develop a lasting, integrated sense of self.
- Intimacy versus Isolation (young adulthood): The challenge is to commit to another in a loving relationship.
- Generativity versus Stagnation (middle adulthood): The challenge is to contribute to young people, through child rearing, child care, or other productive work.
- Integrity versus Despair (later life): The challenge is to view one's life as satisfactory and worth living.

Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

2. Name and briefly describe the four stages of Jean Piaget's theory of cognitive development.

Answer: A good answer will include the following key points:
- Sensorimotor (birth to 2 years): Infant's knowledge of the world is based on senses and motor skills.
- Preoperational (2–7 years): The child learns how to use symbols, such as words and numbers to represent the world, but relates to the world only through their perspective.
- Concrete operational (7–11 years): The child understands and applies logical operations to experiences, provided they are concrete and focused on the here and now.
- Formal operational (adolescence and beyond): The adolescent or adult thinks abstractly, speculates on hypothetical situations, and reasons deductively about what may be possible.

Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

3. Summarize the five developmental perspectives (e.g., biological, psychodynamic) and list which specific theories belong to each perspective.

Answer: A good answer will include the following key points:
- Biological development is determined by biological forces—Maturational theory and ethological theory.
- Psychodynamic development is determined by how a child resolves conflicts at different ages—Freud's theory and Erikson's psychosocial theory.
- Learning development is determined by a child's environment—Skinner's operant conditioning and Bandura's social cognitive theory.
- Cognitive-Developmental: development reflects children's efforts to understand the world—Piaget's cognitive development theory.
- Contextual: development is influenced by immediate and more distant environments, which influence each other—Vygotsky's theory.

Topic: Foundational Theories of Child Development
Difficulty: Difficult
Skill: Remember the Facts
Learning Objective: Summarize the foundational theories of child development.

4. Describe four themes or issues that often arise in the study of child development.

Answer: A good answer will include the following key points:
- Early development is related to later development, but not perfectly (continuity vs. discontinuity issue). This issue addresses the question of how consistently early development is related to later development.

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- Development is always jointly influenced by heredity and environment (nature vs. nurture issue). This issue addresses the roles of biology and environment in child development.
- Children determine their own development (active-passive child issue). This issue addresses the question of whether children are at the mercy of their environment or if they actively influence their own development through their own unique individual characteristics.
- Development in different domains is connected. Development in the physical, cognitive, social, and other domains is interrelated.

Topic: Themes in Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Identify the major themes in child-development research.

5. Describe the strengths and weaknesses of self-reports when conducting research with children.
Answer: A good answer will include the following key points:
- Strengths: Can lead directly to information on the topic of interest; relatively convenient (especially when administered to groups of children or adolescents)
- Weakness: Children's answers are sometimes inaccurate due to response bias and/or accurate memories.

Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

6. Describe the basic approaches of correlational and experimental research designs, and discuss the strengths and weaknesses of each design.

Answer: A good answer will include the following key points:
- Correlational: Observe variables as they exist in the world and determine their relations.
  - Strength: Behavior is measured as it occurs naturally.
  - Weakness: Cannot determine cause and effect
- Experimental: Manipulate independent variable and determine effect on dependent variable.
  - Strength: Control of variables allows conclusions about cause and effect.
  - Weakness: Work is often laboratory-based, which can be artificial.

Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

7. Describe longitudinal and cross-sectional research designs. What are the strengths and weaknesses of each approach?

Answer: A good answer will include the following key points:
- Longitudinal: One group of children is tested repeatedly as they develop.
  - Strength: Only way to chart an individual's development and look at the stability of behavior over time
  - Weakness: Expensive; participants drop out and repeated testing can distort performance.
- Cross-sectional: Children of different ages are tested at the same time.
  - Strength: Convenient, inexpensive, and don't have participant drop-out because they're seen at only one time; don't have repeated testing effects.
  - Weakness: Cannot study stability of behavior; cohort effects complicate interpretation of differences between groups.

Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

8. Describe four key guidelines of conducting ethical research.

Answer: A good answer will include the following key points:
- Minimize risks to research participants
- Describe the research to potential participants, so they can determine whether they wish to participate.

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- Obtain informed consent.
- Avoid deception. If participants must be deceived, provide a thorough explanation of the true nature of the research as soon as possible (debriefing).

Keep results anonymous (no names gathered) or confidential (names are gathered, but not reported).
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Understand the Concepts
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

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ESSAY QUESTIONS

1. Hester is having problems with her 2-year-old daughter, Prudence, who has been throwing tantrums to get her own way. Hester will say "no" to Prudence, Prudence will scream and cry, and then Hester will give in to her anyway. What can you tell Hester about the principles of operant conditioning that might help her deal more effectively with Prudence?

Answer: A good answer will be similar to the following:
You should tell Hester that reinforcement is a consequence that increases the future likelihood of the behavior that it follows. Reinforcers can include food, candy, toys, or getting your own way. By giving in to Prudence, Hester is reinforcing her tantrums and increasing the likelihood that Prudence will throw another tantrum; that is, Hester is simply learning that throwing a tantrum eventually gets rewarded. Instead, Hester should ignore Prudence's tantrums, thereby removing any reinforcement. This should eventually lead Prudence to learn that tantrums do not result in reward, and the unwanted behavior (the tantrums) will be extinguished. Hester might also try using punishment to alter Prudence's behavior, although generally punishment leads to a short-term cessation of behavior, whereas reinforcing desired behavior produces longer lasting and more beneficial outcomes.
Topic: Foundational Theories of Child Development
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Summarize the foundational theories of child development.

2. Marlo and Thomas have a new baby girl named Kaycee and they have told you that they can't wait to raise her, because they will create a wonderful environment that Kaycee will love. For example, they will never let Kaycee watch worthless shows on television, and she will love to read because they will read to her all the time when she is a baby. What can you tell Marlo and Thomas about the concept of a child being active versus passive in her development?

Answer: A good answer will be similar to the following:
According to John Locke, a child is a blank slate on which experiences in the environment are written. Locke's notion is consistent with the view of a child who is passive in her development. Marlo and Thomas also seem to adopt the view that Kaycee will be the passive recipient of the environment that they structure for her. In reality, children often are active in influencing and interpreting their worlds. For example, Kaycee probably will not sit still while they read to her, so they will eventually stop trying to commandeer her attention in this way. Also, Kaycee may prefer playing catch and kicking a soccer ball to sitting and reading.
Topic: Themes in Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Identify the major themes in child-development research.

3. Claudius and Veronica were chatting one day after their Child Development course. With little prompting, Claudius announced, "Development is the result of the genes that you inherit, and those genes put you on a developmental path that stays the same throughout your life." What can Veronica tell her friend about the issues of *nature and nurture* and *continuity versus discontinuity*?

Answer: A good answer will be similar to the following:
Claudius should first know that both nature and nurture interact with each other to influence development. In fact, almost all aspects of development are shaped by both heredity and environment. His idea that genes are the only important influence on development is misguided, and likely he should have paid more attention during the professor's lecture on the subject. Also, the developmental path that a person is on is not completely rigid and fixed as he believes. Early behavior does not predict later behavior perfectly, so a child who is surly and irascible may actually grow up to be a nice adult.
Topic: Themes in Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Identify the major themes in child-development research.

4. A researcher is interested in studying cooperative and competitive behavior among siblings. How might the researcher use (1) systematic observations and (2) self-reports to measure sibling behavior? Explain each type of measurement process, and give an example of how each could be used to assess cooperation and competition between siblings.

Answer: A good answer will be similar to the following:

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Systematic observations involve watching children and carefully recording what they say or do. These can be either naturalistic observations (observing children as they behave spontaneously in some real-life situation) or structured observations (observing children in a setting the researcher has created that is likely to elicit the behavior of interest). For example, a researcher might observe siblings in a naturalistic setting, such as a park or playground, and watch for spontaneously occurring occasions in which the siblings behave cooperatively, such as taking turns pushing each other on swings, or competitively, such as racing to see who reaches a slide first. Or a researcher might place children in situations that would be likely to elicit either cooperative or competitive behavior. For example, they could be given a puzzle and told they would be rewarded if, together, they are able to complete it within a specified amount of time. Or they could each be given their own puzzle and be told that the one who finishes their puzzle first would be given a reward. Self-reports involve children answering questions about a topic of interest. The questions and answers can either be given verbally (interview format) or in a written format (questionnaire). For example, a researcher might ask children how cooperative and competitive they are with their siblings. Of the two general approaches, observation would be preferable to self-reports. Recording actual behaviors is usually a more valid approach than relying on retrospective reports, which can be colored by any number of factors, and may be difficult to assess among younger children (whose vocabularies might not allow for useful self-report data).
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

5. Using examples from everyday life, explain why a correlation between two variables does not indicate a causal relation between the variables.

Answer: A good answer will be similar to the following:
There is a positive correlation between the number of fire trucks at a fire and the number of deaths in the fire; in other words, the more fire trucks at a fire, the more people who will die in the fire. However, it doesn't make sense to say that the fire trucks cause the deaths or that the number of deaths caused the presence of more fire trucks. In this case, a third variable, the size of the fire, leads to a greater number of fire trucks arriving at the scene as well as the likelihood of a greater number of deaths in the fire. So, although the number of trucks and the number of deaths are correlated, there is no causal relation between the two variables. (Note: Student's examples will vary, but the logic should be similar to the logic given in this example.)
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

6. A researcher wants to determine if watching a violent movie leads to more aggressive behavior among preschool children. How should the researcher proceed? Be sure to discuss sampling, assignment to conditions, and choice of independent and dependent variables.

Answer: A good answer will be similar to the following:
Given that there is the implication of wanting to determine causality, the researcher should use an experimental design. The participants should be a sample of preschool children who are similar across a variety of relevant demographic variables to the general population of interest, thereby ensuring representative sampling. These children would be assigned randomly to one of two conditions. In one condition, children would see a movie that contained many violent acts. In the other condition, children would see a movie with similar content, actors, themes, and so on, but without the violent content. The type of movie that the children watched is the independent variable. After watching the movie, the children would be allowed to play in a room with toys. Structured observation could be used to determine if the amount of aggressive behavior while playing was related to the type of movie that the children had watched. Aggressive behavior while playing (e.g., hitting, kicking, punching) is the dependent variable.
Topic: Doing Child-Development Research
Difficulty: Difficult
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

7. A researcher wants to examine the stability of friendships between children of the first, third, and fifth grades. Should the researcher use a cross-sectional or a longitudinal design? Explain your choice. Summarize the advantages and disadvantages of each approach.

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Answer: A good answer will be similar to the following:
A longitudinal design would involve looking at children's friendships in first grade. Later, when the same children were in third grade and then fifth grade, researchers could see how many of the initial friendships had been maintained. A cross-sectional study might involve asking a group of first-graders, a different group of third-graders, and a different group of fifth-graders questions about the stability of their friendships. The main advantage of a cross-sectional research design is that it can be completed in a relatively short period of time and at a much lower cost compared to a longitudinal study. The major disadvantage is that cohort effects may be present, which make it difficult to draw conclusions about developmental change. For example, perhaps some compelling historical event occurred as children were entering first grade (that didn't affect the third- and fifth-graders, either to the same extent at the time, or when they themselves had entered first grade). The main advantage of longitudinal research designs is that cohort effects are reduced and stability and change can be studied a bit more clearly. The major disadvantage of longitudinal studies is that they are expensive and time-consuming. In the present case, the researcher would have to wait until children progressed to fifth grade. Other disadvantages include a possible lack of sample constancy over the course of the study, as participants drop out.
Topic: Doing Child-Development Research
Difficulty: Moderate
Skill: Apply What You Know
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

8. Two first-grade teachers were interested in boys' aggressive behavior that seemed to happen during recess. One teacher thought that the aggressive behavior was more likely to happen when boys and girls got to play together during recess, whereas the other teacher believed that boys' aggressive behavior was worse when they played among themselves. To address their hypotheses, for one week, they had boys play alone (without girls) during recess. The following week they had boys play with girls during recess. The teachers monitored boys' aggressive behavior each week. What potential ethical problems do these teachers have? How could this problem be corrected and avoided?

Answer: A good answer will be similar to the following:
The teachers made changes to recess structure without getting informed consent from the children's parents or guardians. The teachers must describe the research to the parents, so the parents can determine if they want their children to participate. The legal guardians of all the children must provide written consent before the study is done. In addition, prior to doing this, the teachers must also make sure they have minimized the potential risks for the students. They must closely monitor each recess period to be sure to avoid any unforeseen stress or harm. This must be conveyed to parents when describing the study.
Topic: Doing Child-Development Research
Difficulty: Easy
Skill: Analyze It
Learning Objective: Describe the methods and ethics involved in conducting child-development research.

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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.

Chapter 1 EOM Quizzes

Quiz 1.1: Setting the Stage
EOM Quiz 1.1.1
Jasper is doing a presentation for his child psychology class about a philosopher who believed that children are born with much innate knowledge, including both concrete and abstract concepts. Who is Jasper presenting to his classmates?

a. Plato
b. Socrates
c. Rousseau
d. Locke

Answer: a
Skill: Apply What You Know

EOM Quiz 1.1.2
Philosopher Jean Jacques Rousseau's views on optimal child-rearing practices emphasized _____.

a. parental discipline
b. parental responsiveness
c. parental structure
d. parental neglect

Answer: b
Skill: Understand the Concepts

EOM Quiz 1.1.3
Two primary historical events set the stage for the development of the new science of child development. One was the Industrial Revolution. What was the other?

a. Charles Darwin’s work on evolution
b. G. Stanley Hall’s creation of the American Psychological Association
c. Alfred Binet’s development of a test of mental abilities
d. John B. Watson’s establishment of the behaviorism perspective

Answer: a
Skill: Remember the Facts

Quiz 1.2: Foundational Theories of Child Development
EOM Quiz 1.2.1
Consider the following statement: “The ethological theory views development from an evolutionary perspective.” Why is this statement accurate?

a. Because ethological theory assumes that many behaviors are adaptive and assumes that these adaptive behaviors are inherited
b. Because ethologists assume that if certain behaviors are not acquired during a critical period they can never be acquired thereafter
c. Because ethologists emphasize that human development depends on how effectively children resolve challenges at different stages in development.
d. Because ethologists believe that child development reflects a specific and prearranged scheme or plan within the body

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Answer: a
Skill: Understand the Concepts

EOM Quiz 1.2.2
Alex is developing a sense that the world is a good and safe place. According to the psychosocial theory of Erik Erikson, Alex is currently in the _____ stage of development.

a. basic trust versus mistrust
b. autonomy versus shame and doubt Incorrect option
c. initiative versus guilt
d. industry versus inferiority

Answer: a
Skill: Apply What You Know

EOM Quiz 1.2.3
Which of the following statements accurately describes a major aspect of Piaget's theory?

a. Children fundamentally revise their perspectives during four major life stages.
b. Children often imitate others, particularly those who are smart or popular.
c. Children repeat certain behaviors based on rewards or consequences.
d. Children are a blank slate just waiting to be filled.

Answer: a
Skill: Understand the Concepts

EOM Quiz 1.2.4
The _____ perspective on child development considers the overlapping influences of various factors, such as one's parents and siblings, friends, extended family, teachers, and institutions such as schools, the workplace, and houses of worship.

a. contextual
b. psychodynamic
c. biological
d. cognitive-developmental

Answer: a
Skill: Remember the Facts

Quiz 1.3: Themes in Child-Development Research
EOM Quiz 1.3.1
When he was 3 years old, Yoenis smiled constantly, rarely was grumpy, and was playful and affectionate. Now, at 7, years of age, Yoenis is often in a bad mood, talks back to his mother, and sometimes hits his little brother. Yoenis's development supports the statement that

a. development is discontinuous.
b. development is affected by both environment and heredity.
c. children actively influence their own development.
d. different domains of child development are connected.

Answer: a
Skill: Apply What You Know

EOM Quiz 1.3.2
Many children who are depressed also have problems in their relationships with peers and they often fall behind in school. This demonstrates which of the following concepts?

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a. Development in different domains is connected.
b. Development is continuous rather than discontinuous.
c. Development relies on both nature and nurture.
d. Development is an active rather than a passive process.

Answer: a
Skill: Understand the Concepts

EOM Quiz 1.3.3
Which of the following perspectives sees connectedness as dependent on the nature of environmental influences?

a. The learning perspective
b. The biological perspective
c. The cognitive-developmental perspective
d. The contextual perspective

Answer: a
Skill: Understand the Concepts

Quiz 1.4: Doing Child Development Research
EOM Quiz 1.4.1
Scientists who conduct correlational research examine _____.

a. relationships between variables as they exist naturally in the world
b. the impact of an independent variable on a naturally-assigned group
c. how the subjects in an experiment respond to different variables
d. relationships between variables as they occur in a controlled setting

Answer: a
Skill: Remember the Facts

EOM Quiz 1.4.2
What research method cannot study the continuity of behavior and is complicated by cohort effects?

a. a cross-sectional design
b. a longitudinal design
c. an cross-sequential design
d. a correlational design

Answer: a
Skill: Apply What You Know

EOM Quiz 1.4.3
When conducting a _____, investigators review studies related to a topic over a period of time and then analyze the various results for consistency.

a. meta-analysis
b. cross-sectional study
c. experimental study
d. longitudinal study

Answer: a
Skill: Remember the Facts

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EOM Quiz 1.4.4
Dr. Flauterman wants to study children's conduct disorders. As she plans her research, which of the following is NOT an ethical restriction that she must keep in mind?

a. Her participants must be told exactly what is being studied before they give consent to participate.
b. Her research must minimize the risk to her intended participants.
c. She must make sure to keep her research results anonymous or confidential.
d. She must obtain informed consent from her participants (or their parents) before enlisting them in her study.

Answer: a
Skill: Apply What You Know

EOM Quiz 1.4.5
Dr. Marion wrote a report describing her research on language in children born blind and has submitted it to a scientific journal that specializes in child development. What will be the next step in Dr. Marion's quest to have her research published?

a. The editor of the journal will ask other scientists to evaluate the report.
b. If the editor thinks the report was well done, Dr. Marion's report will be published without further review.
c. The process is complete; Dr. Marion's report will be published in the journal.
d. Dr. Marion will immediately receive the report back with suggestions for how it can be improved.

Answer: a
Skill: Apply What You Know

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Chapter 1
Quiz: The Science of Child Development

EOC 1.1
The view of a child's mind as a tabula rasa emphasizes the role of _____ in shaping a child's development.

a. experience
b. active children
c. genetics

Answer: a
Skill: Remember the Facts

EOC 1.2
_____ are detailed, systematic observations of individual children.

a. Mental tests
b. Critical periods
c. Baby biographies

Answer: c
Skill: Remember the Facts

EOC 1.3
In maturational theory, development consists of _____.

a. the unfolding of a specific and prearranged scheme or plan within the body
b. resolving conflicts between biological drives and society's standards
c. the cumulative impact of positive and negative reinforcement

Answer: a
Skill: Understand the Concepts

EOC 1.4
Ethologists show that some behaviors can only be learned during _____, when organisms are biologically prepared for that learning.

a. the sensorimotor stage
b. a critical period
c. periods of positive and negative reinforcement

Answer: b
Skill: Understand the Concepts

EOC 1.5
Freud's psychodynamic theory emphasized the role of _____ in shaping later development.

a. maturation
b. early experience
c. the child's own theories of the world

Answer: b
Skill: Understand the Concepts

EOC 1.6
In Freud's psychosocial theory, development is driven by the need to resolve conflict between _____.

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a. a person's biological drives and society's standards of right
b. the concrete operational stage and the formal operational stage
c. positive and negative reinforcement

Answer: a
Skill: Understand the Concepts

EOC 1.7
Operant conditioning + _____ = social cognitive theory.

a. maturation
b. cultural context
c. observational learning

Answer: c
Skill: Understand the Concepts

EOC 1.8
According to Jean Piaget, children of all ages create _____.

a. psychological and social conflicts
b. theories that help them understand their world
c. critical periods in which they are most likely to learn

Answer: b
Skill: Understand the Concepts

EOC 1.9
Finding that early development is related to later development is evidence for _____ in development.

a. continuity
b. the influence of nature and nurture
c. the role of children's actions

Answer: a
Skill: Understand the Concepts

EOC 1.10
According to the _____ of children, they are masters of their own destinies.

a. continuous view
b. nature–nurture
c. active view

Answer: c
Skill: Understand the Concepts

EOC 1.11
A potential shortcoming of structured observations is that _____.

a. the artificial nature of the setting may distort the behavior of interest
b. the behavior of interest is unlikely to be observed because it's rare or private
c. children's responses may be inaccurate because of forgetting or response bias Incorrect option

Answer: a
Skill: Analyze It

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EOC 1.12
Question Text
In a _____, high scores on one variable are associated with high scores on a second variable.

a. sample
b. positive correlation
c. negative correlation

Answer: b
Skill: Understand the Concepts

EOC 1.13
A measure is _____ when it actually measures what it's supposed to measure.

a. reliable
b. biased
c. valid

Answer: c
Skill: Understand the Concepts

EOC 1.14
In a(n) _____, a researcher manipulates an independent variable and measures its effect on a dependent variable.

a. longitudinal study
b. experiment
c. structured observation

Answer: b
Skill: Understand the Concepts

EOC 1.15
The biggest advantage of longitudinal studies is that a researcher can _____.

a. establish cause and effect
b. determine whether behaviors at a younger age are related to behaviors at an older age
c. avoid the problems associated with self-reports

Answer: b
Skill: Understand the Concepts

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