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Chapter 1
Test Item File

The Life Span: Human Development for Helping Professionals

6th Edition

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Chapter 1: Organizing Themes in Development

Chapter 1 Learning Objective Quizzes

Learning Objective 1.1: Reflection and Action in Professional Practice

Explain the role of developmental science (research and theory) in the problem-solving processes of reflective practitioners.

[Q1]

Tyler is dealing with a difficult case in his counseling practice. The client has an array of problems that may stem from his dysfunctional family of origin, his obsession with order, and his inept social development, among other causal factors. With such a complex case, what approach would a follower of Donald Schon most likely recommend?

1. Research-based facts
2. Rote technical applications
3. Reflective practice [correct]
4. Simple scientific principles

[Feedback for Answer Choice 1]

Research-based facts are only part of the approach suggested by Schon and his followers. The recommended approach also involves a creative process.

[Feedback for Answer Choice 2]

Schon and his followers would recommend an approach that goes beyond rote technical applications.

[Feedback for Correct Answer 3]

Reflective practice is a creative method of thinking about practice in which the practitioner goes beyond rote technical applications to construct solutions by engaging in personal hypothesis generating and hypothesis testing.

[Feedback for Answer Choice 4]

A complex, ill-defined case may be unresponsive to the application of a simple, specific set of scientific principles. Schon and his followers would recommend the application of a dual curriculum.

[Q2]

Ms. Cade, a school counselor, is working with a 6-year-old boy who exhibits aggressive behavior and seems to imitate destructive behaviors he has seen in his immediate environment for his six years of life. If Ms. Cade has a personal belief that events in the first few years of life have a permanent effect on a person's psychological development but recognizes that research-based theory indicates otherwise, what should she do in working with this boy?

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1. Trust her personal belief.
2. Trust her personal belief if it is shared by colleagues in her school.
3. Remain undecided until she tests her belief against research-based theory.
4. Trust evidence-based theory. [correct]

[Feedback for Answer Choice 1]

We are often reluctant to give up our personal theories even in the face of evidence that these theories are incorrect. Ms. Cade needs to self-monitor her approach rather than automatically trusting her personal belief.

[Feedback for Answer Choice 2]

We are often reluctant to give up our personal theories even in the face of evidence that these theories are incorrect. Working with colleagues who share Ms. Cade's belief only heightens her resolve to trust her personal belief. Ms. Cade needs to realize that her belief is only one lens through which to view the boy's problem behavior.

[Feedback for Answer Choice 3]

Testing both views is not realistic. Ms. Cade needs to have a strong basis for her application of theory and personal beliefs.

[Feedback for Correct Answer 4]

We are often reluctant to give up our personal theories even in the face of evidence that these theories are incorrect. Ms. Cade needs to trust evidence-based theory as one lens through which to view the boy's problem.

[Q3]

The goal of life span development is to understand human behavioral change from conception to death. In this context, behavioral change includes which of the following?

1. Change in response to disciplinary action
2. Change in observable activity and mental activity [correct]
3. Change in processes that scaffold brain maturity
4. Change in cultural influences

[Feedback for Answer Choice 1]

Change in response to disciplinary action is a topic for a different field of study and does not capture behavioral change in the study of life span development.

[Feedback for Correct Answer 2]

Behavioral change refers broadly to change in both observable activity (e.g., from crawling to walking) and mental activity (e.g., from disorganized to logical thinking).

[Feedback for Answer Choice 3]

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Behavioral change in the context of life span development is broader than change in processes that scaffold brain maturity.

[Feedback for Answer Choice 4]

Change in cultural influences may shed light on behavioral change but is not a core topic of developmental science.

[Q4]

As you study developmental science, you are most likely to build a core knowledge base of which of the following?

1. Learning strategies to improve your ability to process information at different ages
2. Ways environmental factors interfere with human development
3. Behaviors that are characteristic of people at different ages [correct]
4. Protocols to use in serving clients in different life stages

[Feedback for Answer Choice 1]

Learning strategies that improve your ability to process information may be a byproduct of your study in life span development but are not the core knowledge base.

[Feedback for Answer Choice 2]

Life span development addresses some environmental influences, but the core knowledge base focuses more on a broader view of human development.

[Feedback for Correct Answer 3]

As you study life span human development, you will build a knowledge base of information about age-related behaviors and about causal theories that help organize and make sense of these behaviors.

[Feedback for Answer Choice 4]

You are likely to learn information that helps you serve clients, but the core knowledge base is less clinical and more focused on aspects of human development.

[Q5]

Carmen and Josh recently completed their preparation for professional work as counselors. Which of the following factors is most likely to *impair* their reflective practice as novice helping professionals?

1. Self-monitoring of their personal theories
2. Lack of knowledge of relevant theory-based information
3. Confidence in their own personal theories [correct]
4. False information about theories in their field

[Feedback for Answer Choice 1]

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Self-monitoring of their personal theories helps them effectively engage in reflective practice. Such self-monitoring is essential.

[Feedback for Answer Choice 2]

Having completed their preparation, Carmen and Josh are likely equipped with relevant theory-based knowledge.

[Feedback for Correct Answer 3]

The critical thinking that reflective practice requires can be impaired if we are reluctant to give up our personal theories even in the face of evidence that these theories are incorrect.

[Feedback for Answer Choice 4]

Carmen and Josh recently completed their preparation. Their education is current and should have provided up-to-date information about theories in their field.

Learning Objective 1.2: A Historical Perspective on Developmental Theories

Identify distinguishing characteristics and core issues of classic theoretical approaches in developmental science, particularly classic stage theories and incremental theories.

[Q1]

Ms. Moore explains that several of her second graders are still in the preoperational stage of development as seen in the way they approach academic tasks. What theorist is Ms. Moore referencing in this comment about her students?

1. Sigmund Freud
2. B. F. Skinner
3. Erik Erikson
4. Jean Piaget [correct]

[Feedback for Answer Choice 1]

Sigmund Freud is a stage theorist, but his stages of psychosexual development do not include a preoperational stage.

[Feedback for Answer Choice 2]

B. F. Skinner is not a stage theorist and did not suggest a preoperational stage.

[Feedback for Answer Choice 3]

Erik Erikson, a stage theorist, introduced eight stages of man, but these stages do not include a preoperational stage.

[Feedback for Correct Answer 4]

Jean Piaget's cognitive development theory describes stages of development. The preoperational stage typically occurs from age 2 to age 6 or 7 years.

[Q2]

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A dad describes his son's language development as changing from speaking a few words one day to making complete sentences the next day. Such a description is aligned with which of the following theoretical perspectives?

1. Incremental models
2. Learning theory
3. Discontinuity [correct]
4. Gradual transformation

[Feedback for Answer Choice 1]

Incremental models view developmental changes as gradual or continuous. The dad describes his son's development as an abrupt change.

[Feedback for Answer Choice 2]

Learning theory is associated with incremental models. The dad describes his son's development as an abrupt change.

[Feedback for Correct Answer 3]

Changes that seem abrupt are discontinuous. The dad describes his son's development as an abrupt change.

[Feedback for Answer Choice 4]

Gradual transformation is associated with a continuous process of development. The dad describes his son's development as an abrupt change.

[Q3]

In a counseling setting, Olivia is working with a teen who struggles with self-esteem issues and concerns about others' opinions of him. As Olivia focuses on this client's psychosocial issues, what theoretical perspectives are most likely to influence her approach?

1. Erikson's personality theory [correct]
2. Piaget's cognitive development theory
3. Information processing theories
4. Freud's psychoanalytic theory

[Feedback for Correct Answer 1]

Erikson's personality theory focused on explaining the psychosocial aspects of behavior: attitudes and feelings toward the self and toward others.

[Feedback for Answer Choice 2]

Piaget's cognitive development theory focused on stages in the development of cognition and didn't focus on self-esteem and other personal concerns.

[Feedback for Answer Choice 3]

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Information processing theories focus on how humans process information as in performing tasks and skills.

[Feedback for Answer Choice 4]

Freud's psychoanalytic theory assumed that much of personality development occurs before age 5, but modern research does not support this position. Olivia is more likely to be influenced by different and more current theoretical perspectives.

[Q4]

During a class activity, Mr. Kim explains to his seventh-grade students that he expects them to be actively engaged in building their own knowledge and understanding. He wants his students to think about the information they read and hear in lectures and draw new conclusions in a self-organizing way. What view of development most directly aligns with Mr. Kim's expectations?

1. Psychoanalytic
2. Industry vs. inferiority
3. Constructivist [correct]
4. Generativity vs. stagnation

[Feedback for Answer Choice 1]

A psychoanalytic view of development looks at personality rather than at learning.

[Feedback for Answer Choice 2]

Industry vs. inferiority is one of the stages of Erikson's personality theory and does not align with Mr. Kim's view of development as expressed in his expectations of students.

[Feedback for Correct Answer 3]

Piaget had a constructivist view of cognitive development. He saw children creating knowledge and understanding as they interact with the environment, using both existing knowledge and new information.

[Feedback for Answer Choice 4]

Generativity vs. stagnation is one of the stages of Erikson's personality theory and does not align with Mr. Kim's view of development as expressed in his expectations of students.

[Q5]

Noah is developing logical thinking about things he encounters in nature such as the relationship between the sun directing rays onto the solar panel on his toy racecar and the battery storing the energy to use in propelling the toy. Based on Piaget's cognitive stages of development, what stage is Noah experiencing?

1. Preoperational
2. Formal operational

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3. Generativity
4. Concrete operational [correct]

[Feedback for Answer Choice 1]

Preoperational thought is centered—focused on one aspect of an event at a time. Noah is able to think about more than one thing at a time. Noah is able to see relationships.

[Feedback for Answer Choice 2]

Formal operational thought extends to abstract material. Noah is absorbed in tangible, logical thinking that can be demonstrated in the concrete world.

[Feedback for Answer Choice 3]

Generativity is one aspect of the middle adulthood stage of Erikson's psychosocial stages—not Piaget's cognitive stages of development.

[Feedback for Correct Answer 4]

In the concrete operational stage, children around the ages of 7 to 11 or 12 years develop logical thinking and are able to discover logical relationships between and among pieces of information.

[Q6]

Zoe has a love of life and few inhibitions as a fifth grader. Each time her teacher corrects another student for disrupting the class, Zoe hums a few bars of a tune that sounds like doom and gloom. The class laughs and Zoe repeats the behavior on similar subsequent occasions. Based on learning theories, Zoe's behavior is identified as which of the following?

1. Modeling
2. Operant [correct]
3. Conditioned response
4. Reinforcement

[Feedback for Answer Choice 1]

Social learning theories emphasize modeling or observational learning. Zoe is not learning from modeling by others.

[Feedback for Correct Answer 2]

Zoe's behavior is an operant, an act with potential to lead to consequences in the environment. Immediately after Zoe's behavior occurs, a reinforcement follows—peers' laughter.

[Feedback for Answer Choice 3]

A conditioned response occurs in classical conditioning. Zoe's behavior is not an example of classical conditioning.

[Feedback for Answer Choice 4]

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Reinforcement occurs *after* a behavior. The behavior is not identified as the reinforcement.

[Q7]

Liam exhibits polite behavior even when other kids are rude to him. He feels at times that others pick on him, but his responses are polite. His counselor notes that Liam imitates the behaviors his parents and older siblings model in their interactions with one another and others. In attributing Liam's polite behavior to modeling, the counselor is utilizing which of the following theories?

1. Information processing theories
2. Cognitive development theory
3. Psychosocial stages theory
4. Social learning theories [correct]

[Feedback for Answer Choice 1]

Information processing theories explain how the mind works on information and are not directly associated with attributions made by Liam's counselor.

[Feedback for Answer Choice 2]

Piaget's cognitive development theory explains stages of cognitive development and is not directly associated with attributions made by Liam's counselor.

[Feedback for Answer Choice 3]

Erikson's psychosocial stages theory, focused on stages of personality development, is not directly associated with attributions made by Liam's counselor.

[Feedback for Correct Answer 4]

Social learning theories emphasize modeling as a way children acquire personality characteristics and social skills.

Learning Objective 1.3: Contemporary Multidimensional or Systems Theories: Embracing the Complexity of Development

Explain how and why contemporary multidimensional/developmental theories synthesize the extreme positions of classic theorists, and assess advantages and disadvantages of using multidimensional approaches.

[Q1]

Colin learned to drive and now drives himself to school, no longer needing his dad to take him. Based on Urie Bronfenbrenner's theory, Colin's learning to drive and driving himself to school brought about what kind of change?

1. Bidirectional change in Colin and in the environment [correct]
2. Incremental change in Colin
3. Incremental change in Colin's environment

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4. Discontinuous change in Colin's macrosystem

[Feedback for Correct Answer 1]

Colin's learning to drive brought about change in him and change in his environment. He learned something new and his new learning prepares him for more learning. His environment changed; Colin gets himself to school and his dad no longer takes him. These changes are bidirectional, that is, proximal processes are interacting to influence one another.

[Feedback for Answer Choice 2]

Colin's learning to drive resulted in more than incremental change in Colin. Additional proximal processes were involved.

[Feedback for Answer Choice 3]

Colin's learning to drive resulted in more than incremental change in the environment. Additional proximal processes were involved.

[Feedback for Answer Choice 4]

Colin's learning to drive brings about change in Colin that leads to more change. Based on Bronfenbrenner's model of development, causality in this case is more central than the macrosystem level.

[Q2]

Mateo is a 9-year-old with a very high IQ. He has difficulty relating to peers, chooses to read rather than interacting, and cleans his hands constantly out of fear of getting sick. His idiosyncrasies concern his parents, and even Mateo would like to be able to relate to peers and have friends. If Mateo's counselor wants to be open to many possible avenues of intervention, which of the following theoretical approaches is the counselor most likely to follow?

1. Incrementalism
2. A discontinuous view
3. A systems view [correct]
4. A behaviorist view

[Feedback for Answer Choice 1]

Incremental models tend to focus more narrowly than some other views and are not likely to open as many possible avenues of intervention.

[Feedback for Answer Choice 2]

Discontinuous theories focus more narrowly than some other approaches and are open to fewer possible avenues of intervention.

[Feedback for Correct Answer 3]

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A systems or multidimensional view has the advantage of minimizing the constraints of blinders associated with theories that focus on narrow aspects of the situation and reduce the visibility of other aspects.

[Feedback for Answer Choice 4]

Behaviorist views focus narrowly on the environment's imprint on behaviors and are open to fewer possible avenues of intervention.

[Q3]

Apply the propositions of life span theorist Paul Baltes as you consider these four individuals: Adrian at age 4, Zach at age 15, Ian at age 33, and Caleb at age 57. For successful adaptation, which of these individuals has the greatest need for culture-based resources in order to maintain high levels of functioning?

1. Adrian at 4 years of age
2. Ian at 33 years of age
3. Zach at 15 years of age
4. Caleb at 57 years of age [correct]

[Feedback for Answer Choice 1]

The older individuals are, the more they are in need of culture-based resources. At the age of 4, Adrian has less need of culture-based resources than older individuals.

[Feedback for Answer Choice 2]

The older individuals are, the more they are in need of culture-based resources. One or more individuals in this list have greater need for culture-based resources.

[Feedback for Answer Choice 3]

The older individuals are, the more they are in need of culture-based resources. One or more individuals in this list have greater need for culture-based resources..

[Feedback for Correct Answer 4]

Caleb is the oldest of these individuals. For adults, successful adaptation is more heavily dependent on cultural supports, whereas children are benefited more by biological supports to optimize development in most environments.

[Q4]

Ten-year-old Sophie goes to church with her family every week where she talks to friends, engages in conversations with older members of her church group, and attends various activities with her age group on a regular basis. In Bronfenbrenner's model, where would you place the level of influence of Sophie's church group on Sophie's development?

1. Exosystem
2. Microsystem [correct]

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3. Mesosystem
4. Macrosystem

[Feedback for Answer Choice 1]

The exosystem includes settings that children may not directly interact with but that influence the child nonetheless. Sophie's church group holds a closer place among the layers of external influences.

[Feedback for Correct Answer 2]

The microsystem is the immediate environment where proximal processes are played out. Sophie's church group is obviously part of the immediate environment influencing her development.

[Feedback for Answer Choice 3]

The mesosystem holds the full set of relationships among the microsystems. Sophie's church group holds a closer place among the layers of external influences.

[Feedback for Answer Choice 4]

The macrosystem is the outer layer of external influences. Sophie's church group holds a closer place among the layers of external influences.

[Q5]

Henry read a book that included journal entries from U.S. soldiers who fought in Europe during World War II. This nonfiction presentation of information was enlightening to Henry and changed his understanding of his grandfather's strong opinions about his war experiences. What are the distal influences affecting Henry's development?

1. Interactions with grandfather
2. Events captured in a book [correct]
3. Henry's internal information processes
4. Interactions with other family members

[Feedback for Answer Choice 1]

Interacting with grandfather is an example of proximal processes.

[Feedback for Correct Answer 2]

Events captured in the book represent distal factors outside Henry's immediate external environment that modified his understanding.

[Feedback for Answer Choice 3]

Henry's internal information processing is an example of proximal processes.

[Feedback for Answer Choice 4]

Interacting with family members is an example of proximal processes.

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[Q6]

Emma has a newborn with Down syndrome and has many questions about her child's development. Sharla and Ken live in Emma's community and have a 4-year-old with Down syndrome. Sharla and Ken have been advocates for children with Down syndrome and have raised awareness in their community in addition to raising funds for research. Emma hasn't met Sharla and Ken but sees their names on an information piece she received from her doctor. Based on Bronfenbrenner's bioecological theory, at what level is the advocacy of Sharla and Ken likely to influence the development of Emma's child?

1. Microsystem level
2. Mesosystem level
3. Macrosystem level [correct]
4. Multidimensional level

[Feedback for Answer Choice 1]

The microsystem is the immediate environment of the individual. Sharla and Ken are not in the infant child's immediate environment.

[Feedback for Answer Choice 2]

The mesosystem is the full set of relationships among the microsystems. Sharla and Ken are not in the infant child's microsystems.

[Feedback for Correct Answer 3]

The macrosystem level includes customs and character of the larger culture. Sharla and Ken's advocacy influences Emma's development by helping to shape the attitudes and the culture of the community.

[Feedback for Answer Choice 4]

Bronfenbrenner's levels do not include a multidimensional level.

[Q7]

Eleanor plans to retire next year at the age of 60 after a long career in marketing. She wants to remain active for many years to come. According to life span developmental theory, how long might Eleanor expect adaptation to continue?

1. Until she retires
2. Until her death [correct]
3. Until she becomes ill
4. Adaptation only continues into early adulthood

[Feedback for Answer Choice 1]

Adaptation for Eleanor should continue beyond her retirement.

[Feedback for Correct Answer 2]

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Adaptation continues from conception to death with proximal interactions between the person and her immediate context modified by more distal processes.

[Feedback for Answer Choice 3]

Adaptation for Eleanor should continue even when she becomes ill.

[Feedback for Answer Choice 4]

Adaptation continues beyond early adulthood.

Learning Objective 1.4: A Contemporary Look at Core Developmental Issues

Identify the core developmental issues and contrast current research-based conclusions with classic assumptions on each core issue.

[Q1]

Ms. Herrera has been the principal of an elementary school for six years. She believes intelligence is dependent on native ability and that education does not affect intelligence. Which of the following positions is Ms. Herrera most likely to embrace?

1. Nurture is important and nature is not a factor in intelligence.
2. Nature and nurture are both factors in intelligence.
3. Neither nature nor nurture is a factor in intelligence.
4. Nature is important and nurture is not a factor in intelligence. [correct]

[Feedback for Answer Choice 1]

Ms. Herrera believes nurture is not important in intelligence and that education does not affect intelligence.

[Feedback for Answer Choice 2]

Ms. Herrera believes nurture is not important in intelligence and that education does not affect intelligence.

[Feedback for Answer Choice 3]

Ms. Herrera believes intelligence is hereditary (based on ability), and therefore, nature is important in intelligence.

[Feedback for Correct Answer 4]

Ms. Herrera believes intelligence is hereditary and that education (nurture) has no effect on intelligence.

[Q2]

Thomas went sky-diving for the first time to celebrate his 90th birthday. This had been his dream for many years, and it was at the top of his bucket list. What change, if any, did this experience bring about in Thomas's brain?

1. No change in the brain at the age of 90

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2. Reorganization of neurons [correct]
3. Static activity in the brain
4. Disorganization of neurons

[Feedback for Answer Choice 1]

Even at the age of 90, such an experience brings about change in the brain.

[Feedback for Correct Answer 2]

Even at the age of 90, changes in the brain occur as a result of such an experience. Neurons get reorganized and result in new learning and memory.

[Feedback for Answer Choice 3]

The brain is not static during the life span. Changes are continuous throughout the lifespan.

[Feedback for Answer Choice 4]

Neurons are changed, but change does not equate with disorganization.

[Q3]

Mei heard her grandmother speak Mandarin from the time she was born. Her adopted brother never heard Mandarin as a baby or as a child. As Mei grows up, she is more likely than her adopted brother to produce native sounds in Mandarin. Mei's ability compared to her brother's ability most closely relates to what classic developmental issue?

1. Nature and nurture
2. Universality and specificity
3. Qualitative and quantitative change
4. Neuroplasticity and critical periods [correct]

[Feedback for Answer Choice 1]

The core issue centers around the timing of Mei's learning in comparison to her adopted brother's learning.

[Feedback for Answer Choice 2]

The comparison of Mei's ability to produce native sounds compared to her adopted brother's ability relates more to the timing of their learning.

[Feedback for Answer Choice 3]

Qualitative and quantitative change is not one of the classic developmental issues.

[Feedback for Correct Answer 4]

Neuroplasticity refers to changes in the brain that occur as a result of experience/practice. These brain changes primarily occur in infancy and early

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childhood. Mei experienced the learning at a critical period, that is, as a baby. Her adopted brother did not.

[Q4]

Consider two children of the same age and gender. One is growing up in an average home in the United States and the other is growing up in an average home in Turkey. These two children demonstrate different levels of ability in sorting objects and performing spatial tasks, even though each child is deemed to have high intelligence. Consider various explanations for these differences. What classic developmental issue is in question?

1. Universality and specificity [correct]
2. Neuroplasticity and critical periods
3. Nature and nurture
4. Incrementalism and stages

[Feedback for Correct Answer 1]

Cultural differences should engender some developmental differences across groups (specificity). The children may have equal intelligence but very different influences in their cultural backgrounds.

[Feedback for Answer Choice 2]

The differences in development in this case focus on questions related to the two cultures rather than timing (critical periods) of developmental changes.

[Feedback for Answer Choice 3]

The differences in development in this case focus on questions related to the two cultures rather than heredity (nature) vs. environment.

[Feedback for Answer Choice 4]

The differences in development in this case focus on questions related to the two cultures. Incrementalism and stages are not in question.

[Q5]

The cognitive development of a child growing up in a Scandinavian culture may be qualitatively different from the cognitive development of a child growing up in an African culture. This assumption with roots in the work of Lev Vygotsky aligns with what theoretical perspectives?

1. Stage theories
2. Incremental models
3. Sociocultural theories [correct]
4. Information processing theories

[Feedback for Answer Choice 1]

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Stage theories do not focus on questions of cognitive development in the context of cultural differences.

[Feedback for Answer Choice 2]

Incremental models focus on rates of development rather than cultural contexts. Incremental theories of development come in many different forms, but they all characterize behavioral change as a gradual process.

[Feedback for Correct Answer 3]

Some sociocultural theories, which trace their roots to the work of Lev Vygotsky, argue that cognitive developments may be qualitatively different in different cultures. Even sub-cultural groups within the same society may show qualitative differences in the development of cognitive skills.

[Feedback for Answer Choice 4]

Information processing theories focus on the mind and how it works on information—attending to it, holding it in a temporary store or "working memory," putting it into long-term storage, and other processes—and not cognitive developmental differences from one society to another.

Learning Objective 1.5: Developmental Pathways of Risk and Resilience

Explain the major principles of developmental psychopathology, the impacts of trauma, and the importance of risk and resilience factors over the course of human development.

[Q1]

Fifteen-year-old Austin has a high number of risk factors in his life that affect his academic performance and relationships. Based on a study illustrating how risk and protective factors operate, which of the following conditions are most likely to serve as protective factors for adolescents like Austin?

1. High level of family democratic decision making and high peer support for achievement
2. Low level of family democratic decision making and high peer support for achievement [correct]
3. High level of family democratic decision making and low peer support for achievement
4. Low level of family democratic decision making and low peer support for achievement

[Feedback for Answer Choice 1]

High levels of family democratic decision making serve as a protective factor for some adolescents but not for those with a high number of risk factors.

[Feedback for Correct Answer 2]

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In the study, adolescents with higher numbers of risks in their lives benefited most from parenting that included lower levels of democratic decision making in the family and higher levels of peer support for achievement. Austin needs this combination of low levels of family democratic decision making and high peer support for achievement.

[Feedback for Answer Choice 3]

High levels of family democratic decision making serve as a protective factor for some adolescents but not for those with a high number of risk factors.

[Feedback for Answer Choice 4]

Low peer support for achievement is not a protective factor for adolescents, especially youth like Austin who have a high number of risk factors.

[Q2]

Forty-nine-year old Kaitlin experienced the following traumatic events in her life: the death of her first husband in a truck accident after six years of marriage; the loss of her home in a regional flood when she was 33; divorce from her husband who married a young friend of the family last year. Based on studies of the characteristics of traumatic events, which traumatic event or events in Kaitlin's life likely proved most debilitating?

1. Death of her husband and loss of her home in a flood
2. Loss of her home in a flood and divorce from her husband
3. Death of her husband and divorce from her husband [correct]
4. All three traumatic events likely proved equally debilitating

[Feedback for Answer Choice 1]

Characteristics of the traumatic events matter. Some types of trauma have more debilitating effects than others. One of these losses likely proved more debilitating for Kaitlin than the other.

[Feedback for Answer Choice 2]

Characteristics of the traumatic events matter. Some types of trauma have more debilitating effects than others. One of these losses likely proved more debilitating for Kaitlin than the other.

[Feedback for Correct Answer 3]

Relationship-based traumas (such as loss or injury of loved ones) are more debilitating than traumas that involve dislocation or loss of property. Kaitlin experienced relationship-based trauma twice—once with her first husband's death and a second time with the divorce from her second husband.

[Feedback for Answer Choice 4]

Characteristics of the traumatic events matter. Some types of trauma have more debilitating effects than others. One or more of these losses likely proved more debilitating for Kaitlin than the other or others.

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[Q3]

A number of models have been developed to investigate trauma's effects on development. Which model or framework assesses the effects of trauma on development by looking with intentionality at the core features of threat, deprivation, and unpredictability?

1. Incremental model
2. Cumulative risk model
3. Specificity model
4. Dimensional model [correct]

[Feedback for Answer Choice 1]

Incremental models of development focus on developmental norms, not the effects of trauma on development.

[Feedback for Answer Choice 2]

Cumulative risk approaches assume that stress physiology is impacted in proportion to the magnitude rather than the type of risk. Although clearly useful in establishing the dose-response connection, this model does not elaborate on potential differences in mechanisms through which specific risks might operate.

[Feedback for Answer Choice 3]

Early research was guided by the specificity model, which focused on types of adversity and did not look at core features of threat, deprivation, and unpredictability.

[Feedback for Correct Answer 4]

With dimensional models, risks are distinguished according to core features of threat (to safety), deprivation (of resources), and unpredictability (acuteness). Risks are assessed for each of these dimensions across continua that vary from absent to severe.

[Q4]

A small community in California was wiped out by a forest fire. Which of the following 11-year-old children is likely to exhibit the highest level of *resilience* after experiencing the fire?

1. Nova, a self-determined girl who lost her grandmother in the fire and now has no one
2. Gabe, an optimistic boy whose family moved in with supportive grandparents after the fire [correct]
3. Amelia, a self-indulgent girl whose family sent her to live with her distant cousins after the fire
4. Theo, a brilliant and determined boy whose mom is an addict and expects Theo to make decisions

[Feedback for Answer Choice 1]

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A growing consensus indicates that resilience emerges from a system that includes the individual's internal resilient capabilities as well as family, school, community, and other systems. Nova has internal resilient capabilities but lacks supportive external dimensions of resilience. She has no one—no family or community.

[Feedback for Correct Answer 2]

A growing consensus indicates that resilience emerges from a system that includes the individual's internal resilient capabilities as well as family, school, community, and other systems. Gabe has both internal and external dimensions of resilience. He is optimistic, and he has a supportive family.

[Feedback for Answer Choice 3]

A growing consensus indicates that resilience emerges from a system that includes the individual's internal resilient capabilities as well as family, school, community, and other systems. Amelia seems to have low levels of internal and external dimensions of resilience. She is self-indulgent, and she has limited support from her family who sent her to live with distant cousins.

[Feedback for Answer Choice 4]

A growing consensus indicates that resilience emerges from a system that includes the individual's internal resilient capabilities as well as family, school, community, and other systems. Theo has internal resilient capabilities but lacks supportive external dimensions of resilience. He does not have a supportive family. His community has been wiped out.

[Q5]

Henry has experienced depression several times during adolescence such as when his baseball team lost a tournament and Henry blamed himself because he had pitched poorly. He fell into depression again when his parents went through a divorce during his sophomore year of high school. His academic performance had been good but declined during the divorce. In an attempt to forestall the development of more serious psychopathology, the school psychologist works with Henry, provides talk therapy, and helps him manage other stressors. What kind of prevention is the school psychologist providing in Henry's case?

1. Universal
2. Personalized
3. Secondary [correct]
4. Primary

[Feedback for Answer Choice 1]

Universal prevention is directed to the general population. The school psychologist is providing prevention that targets Henry's risks.

[Feedback for Answer Choice 2]

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Personalized prevention takes into account participant characteristics and identifies interventions that are known to target those characteristics. The school psychologist is providing prevention that targets Henry's risks without trying to match his specific characteristics with a specific intervention.

[Feedback for Correct Answer 3]

The school psychologist is providing secondary prevention in Henry's case. The goal is to forestall the development of more serious levels of depression by offering talk therapy and providing coping strategies.

[Feedback for Answer Choice 4]

Primary prevention is an attempt to forestall the development of problems by promoting health and wellness in the general population through group-oriented interventions. The school psychologist is providing prevention that targets Henry's risks.

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Chapter 1 Application Exercise

Application Exercise 1.1: Classic Stage Theories

Learning Objective 1.2

Identify distinguishing characteristics and core issues of classic theoretical approaches in developmental science, particularly classic stage theories and incremental theories.

Reference: Case Example 1.1 copied below (See Case Study at the end of Chapter 1 in the textbook.)

Case Title: Application of Stage Theories

Ana is a 12-year-old female of Chinese-Filipino descent. Her family emigrated from the Philippines to the United States when she was 2 years old. Ana's maternal grandmother and aunt, who were both born in China, also emigrated to the United States and now live near Ana's family in a medium-size city in the southern United States. The families see each other frequently. They are devout members of their church community and are each others' closest relatives. Ana's paternal grandparents died in a deadly typhoon that ravaged the Philippines in the 2000s.

When Ana's family came to the United States, Ana's father found steady work as a forklift operator, which helped them find housing and settle into their new neighborhood. Both Ana and her younger brother, born when Ana was 4 years old, attended public schools since kindergarten. Two years ago, Ana's father was injured on the job. He became addicted to the prescription painkillers he took for chronic pain from his injury. He is still unemployed and in recovery from prescription medication. Since the family lives in a state with limited health benefits, her parents are concerned that benefits will run out soon. Ana's father has already exhausted the limited number of sessions his former company allowed for mental health/addiction treatment.

Ana's mother worked in a nearby nursing home but had to leave her job to find one that paid more to help make ends meet. She now works in the warehouse of a manufacturing company. Her salary is higher, but her shifts are irregular, and she can't always be present when her children are home from school in the evening. Some of the responsibility involved with caring for her younger brother has fallen to Ana.

Ana is conscientious and normally does well in school. Recently, however, she has been having trouble sleeping and has been getting headaches. She notices that her parents are arguing more often, and she's concerned that they might get a divorce. This year, her class moved to a new, larger school building. One girl in her class has started to tease and make fun of Ana, especially in front of students who used to be Ana's friends in the lower grades. Her schoolwork is beginning to suffer. Ana thinks she might ask her teacher for help but she's not sure what to do. She doesn't want to bother her mother, and she's worried it might make things worse if she tells a grownup.

[Q1]

Review the text section on *Erikson's Personality Theory* and Case Example 1.1 to answer the following question:

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Based on Erikson's psychosocial stages of development, Ana is transitioning from the industry vs. inferiority stage to the identity vs. isolation stage. What events or factors suggest that Ana achieved successful resolution of the industry vs. inferiority stage?

[Q1 Model Response]

Ana is part of a close-knit family. Her family and her relatives live near one another and see each other frequently. They share membership in a church community and are close friends. Ana's parents had good jobs during most of this developmental stage, and the family had stability. Ana had friends and did well in school. These factors are positive and suggest that the positive outweighs the negative in Ana's life. According to Erikson's theory, "every psychosocial crisis or task involves finding the right balance between positive and negative feelings, with the positive outweighing the negative."

[Q2]

Review the text section on *Erikson's Personality Theory* and Case Example 1.1 to answer the following question:

What significant events appear to be interfering with Ana's positive attitude or successful development at the identity vs. isolation stage?

[Q2 Model Response]

Ana's dad was injured at work two years and became addicted to pain medications. He's still unemployed. Ana's mother took a new job and is not available as much as she was with her prior job. Ana's parents argue. Ana has some responsibility for the care of her younger brother. She has trouble sleeping and suffers from headaches. Ana has moved to a larger school and is being bullied. Former friends at school may be influenced by the girl who bullies Ana. Academically, Ana is struggling.

Based on Erikson's idea that successful resolution of identity vs. isolation requires the right balance between positive and negative feelings (with positive outweighing negative), Ana's successful development is threatened by negatives that likely outweigh the positives.

[Q3]

Review the text section on *Piaget's Cognitive Development Theory* and Case Example 1.1 to answer the following question:

Identify Ana's stage of cognitive development according to Piaget's stages of cognitive development. Provide evidence that Ana is now able to "decenter."

[Q3 Model Response]

At the age of 12, Ana is transitioning from the concrete operational stage to the formal operational stage of cognitive development.

Ana's thoughts are decentered as she considers what to do about the bullying and her academic challenges. She is able to think about several possible solutions or actions she might take. She considers the perspectives of others as she conscientiously

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ponders. When she considers talking to her mother, she hesitates and doesn't want to bother her mother. When she thinks about asking a teacher for help, she hesitates and considers how that might make things worse.

Application Exercise 1.2: Nature and Nurture

Learning Objective 1.4

Identify the core developmental issues and contrast current research-based conclusions with classic assumptions on each core issue.

Reference: Case Example 1.2

Case Title: Nature and Nurture in Beliefs About Learning Ability

> Bryson is in second grade and struggles to understand basic concepts in math. His teacher, Mrs. Lewis, suspects Bryson is incapable of learning math concepts. Consequently, she stopped challenging Bryson or expecting him to complete grade-level math after he performed poorly on universal screening measures. Now Mrs. Lewis is out on maternity leave, and Mr. Cobb is teaching her class for the remainder of the school year. He is giving Bryson second grade work incrementally and taking time to use manipulatives. He is providing a lot of practice with feedback and teaching strategies that help Bryson learn new concepts in math and apply them to problem-solving tasks. Bryson's performance is improving very gradually.
>
> In practice, Mrs. Lewis and Mr. Cobb have different views on the developmental issue of the influences of nature and nurture in students' learning.

[Q1]

Review the text section on *Nature and Nurture* and Case Example 1.2 "Nature and Nurture in Beliefs About Learning Ability" to answer the following question:

Based on their teaching practices, describe these teachers' different views on the classic developmental issue of the influences of nature and nurture on learning ability. What evidence in each teacher's approach supports your conclusions?

[Q1 Model Response]

Based on her teaching practice with Bryson, Mrs. Lewis views learning ability as inherited and believes it is not influenced by the environment (the nurturing processes of teaching). Mrs. Lewis stopped challenging Bryson or expecting him to complete grade-level math after he performed poorly on universal screening measures. This reaction is evidence of her view that nurture doesn't influence learning ability—that nature is working alone.

Mr. Cobb views learning ability as a developmental process that is influenced by nurture in the form of teaching that targets specific learning obstacles. He introduces new concepts in small increments and provides a lot of practice and feedback. He gives Bryson manipulatives and teaches him learning strategies. His approach is evidence that he believes nature and nurture are working together.

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[Q2]

Review the text section on *Nature and Nurture* and Case Example 1.2 “Nature and Nurture in Beliefs About Learning Ability” to answer the following question:

Explain how the thinking of Mr. Cobb aligns with a multidimensional approach to the classic developmental issue of the influences of nature and nurture.

[Q2 Model Response]

Modern multidimensional or systems theories make the assumption that developmental outcomes are always a function of interplay between genes and environment. Mr. Cobb’s view that learning ability is influenced by nurture supports the multidimensional view that nature is not operating alone. Bryson’s inherited learning ability (nature) influences the outcome of his learning efforts, and the targeted teaching Bryson receives (nurture) influences the outcome. Both nature and nurture (heredity and environment) are causal factors in the development of our behaviors and traits.

[Q3]

Review the text section on *Nature and Nurture* and Case Example 1.2 “Nature and Nurture in Beliefs About Learning Ability” to answer the following question:

If Bryson’s teacher had been an individual from Japan (or other East Asian country) with traditional Japanese views of intellectual achievements, how might the teacher’s expectations of Bryson been manifested?

[Q3 Model Response]

If Bryson’s teacher had been an individual from Japan (or other East Asian country) with traditional Japanese views of intellectual achievements, Bryson would have been expected to work hard and take advantage of learning opportunities. Expectations for learning and achievement in math would have been high.

Application Exercise 1.3: Risk and Resilience Factors

Learning Objective 1.5

Explain the major principles of developmental psychopathology, the impacts of trauma, and the importance of risk and resilience factors over the course of human development.

Reference: Case Example 1.3

Case Title: Risk, Protective and Promotive Factors

Eleven-year-old Dontrelle, a Black child, lives with his single mom and one younger brother in a poor, run-down Black neighborhood in a mid-sized city. Dontrelle, a very bright and perceptive child, excels academically, loves sports, and reads everything he can find about his favorite subject, football. Dontrelle’s dad was a star football player in college, but injuries prevented him from pursuing a career in professional football. A year ago, he abandoned the family, and Dontrelle misses the good times—learning football strategies from his dad when they played together at a nearby park. Like his

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dad, Dontrelle tends to be aggressive and competitive, especially when he plays football.

Three weeks ago, Dontrelle started middle school. His mom has been preparing him for the transition from the primarily Black elementary school in their neighborhood to the predominantly White middle school several miles from home where 80% of the teachers and staff are White. She has had the talk with Dontrelle about keeping his aggression in check and showing respect. She has prepared both of her sons for encounters with racial prejudice.

In most of his classes, Dontrelle is doing well and acclimating to the diversity in his middle school. However, life on the football team is another matter. Dontrelle clocked the fastest speed in team tryouts, and his coach has played him at running back in the last quarter of two games. The starter at running back, an older player, injured his ankle in last week's game, and the coach announced that Dontrelle will fill in until the starting running back returns.

Dontrelle is meeting the coach's expectations in practices and thriving with the challenge. He didn't imagine he would have such an opportunity so early in his middle school football experience. After mid-week practice, two of the White players, envious of Dontrelle's success, began taunting Dontrelle and calling him the "n" word. Dontrelle's initial thought was to respond with aggression, but he held his anger in check until he could catch up with a few other players who were eager to congratulate him on his best plays. On this particular occasion, Dontrelle escaped what could have been a very ugly situation.

[Q1]

Review the text section on *Risk, Protective and Promotive Factors* and Case Example 1.3 to answer the following question:

Dontrelle has biological and environmental features that may be (or become) threats to his well-being. These are called risk or vulnerability factors. Identify biological and environmental risk factors in Dontrelle's life and in his middle school experience. Explain how his aggression may be viewed as a risk factor.

[Q1 Model Response]

Being born Black is a risk factor that may be viewed as a biological factor because of the environment in which Dontrelle lives. Environmental risk factors also include poverty, living in a single-parent home, no longer having his father in his life, and being in the minority in his middle school.

Being aggressive might be viewed as a risk factor if Dontrelle loses his temper and reacts aggressively, escalating conflict. The case scenario does not describe any situations in which aggression has been a problem or risk factor for Dontrelle because he seems to be "perceptive" and exercise control over his emotions. If he were explosive with his aggression in interpersonal situations, his aggression would pose risks.

[Q2]

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Review the text section on *Risk, Protective and Promotive Factors* and Case Example 1.3 to answer the following question:

Dontrelle has biological and environmental features that are viewed as protective factors—things that buffer existing risks and contribute indirectly to positive outcomes. In light of the risks (identified in the previous question), what are Dontrelle's protective factors? Explain how they are protective. Discuss how Dontrelle's aggression might be viewed as a protective factor.

[Q2 Model Response]

Dontrelle is fast. If he were in a risky situation, he would likely be able to outrun risks in the form of someone wanting to fight.

Dontrelle's preparation by his mom for the risk of encounters with racial prejudice. Such preparation is a protective factor that heightens Dontrelle's vigilance in settings where he is in the minority.

Dontrelle seems to have control over his reactions. He is able to keep his aggression in check in situations such as the bullying and name-calling from older White football players.

[Q3]

Review the text section on *Risk, Protective and Promotive Factors* and Case Example 1.3 to answer the following question:

Identify promotive factors in Dontrelle's life. Explain how they are promotive. Discuss how Dontrelle's aggression might be viewed as a promotive factor.

[Q3 Model Response]

Dontrelle is very bright and perceptive. This directly benefits him in several ways:

- Academic success
- Football knowledge and skill (quickly learning plays and patterns)
- Understanding the perspectives of other players (He probably recognizes the envy of the older players for what it is.)

Dontrelle's dad played football with him in earlier years and coached him in football strategies. This gives Dontrelle a direct advantage in succeeding at his favorite sport.

Dontrelle is a fast runner. This directly benefits him on the football field.

Dontrelle is aggressive. His aggression directly benefits him on the football field. He must be aggressive to compete for the ball and run with speed and determination to outperform competitors.

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Chapter 1 Test Items

Multiple Choice Questions

1. Dr. Jones encountered a problem with a new client in therapy. Using the model of reflective practice described in Chapter 1, what is the sequence of steps he should use in order to work with this client effectively?
   a. Reflect on what has worked best in his own personal experience; apply that familiar knowledge to the client's problem.
   b. Apply standard rules and operations; reason from general rules to the individual's case; then test new forms of understanding and action if familiar ways of thinking fail.
   c. Apply experience-based knowledge first, and then use theory-based knowledge.
   d. First test any method by subjecting it to rigorous scientific experimentation; then apply the method to the client's problem.
2. Theories of development differ from opinion primarily because
   a. they provide a complete picture of development.
   b. they have been proven to be true.
   c. they are based on scientific research.
   d. they are more abstract than opinions.
3. Which of the following terms is most closely associated with *stage theory* of development?
   a. Gradual transformation
   b. Instability
   c. Incrementality
   d. Discontinuity
4. Which of the following helpers is most likely to have an implicit "incrementalist" belief about intelligence?
   a. A counselor who recommends a strategy of academic skill building for a client who is experiencing academic problems
   b. A therapist who helps the client adjust to the limitations of his academic ability
   c. A school counselor who decides which career information to provide for a client on the basis of the client's intelligence test results
   d. A counselor who develops a program to track elementary school-aged children in classes that reflect their academic achievement
5. Stage theories of development typically describe which kind of changes in behavior, cognition, or social relationships?
   a. Quantitative

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b. Incremental

c. Qualitative

d. Cumulative

6. Sigmund Freud developed a psychoanalytic theory about three aspects of adult personality. According to Freud, which of these aspects is the last to emerge during development?

   a. Id

   b. Ego

   c. Superego

   d. Autonomy

7. Based on Erik Erikson's psychosocial stages, what is the positive outcome of the *industry versus inferiority* stage that typically occurs between the ages of 6 and 12?

   a. Fidelity

   b. Willpower

   c. Competence

   d. Purpose

8. Jean Piaget's cognitive development theory is based on stages of reasoning and understanding ability (cognition). Which stage describes the cognition of children during most of their years of schooling from elementary through middle school (typically ages 7 through 12)?

   a. Operational

   b. Concrete operational

   c. Sensorimotor

   d. Formal operational

9. Theoretical models that portray development as a continuous process emphasize which of the following?

   a. Stages of change

   b. Steps on a ladder of change

   c. Incremental change

   d. Periods of stability

10. A child at school performs a behavior such as being the quietest one in her group. This behavior, an operant, is followed by something that makes the child feel rewarded—being selected to go to recess first. The reward is also called which of the following?

    a. Reinforcement

    b. Respondent

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c. Conditioned stimulus

d. Conditioned response

11. Mrs. Washington is conducting her weekly group counseling session for single young adults. Karen, a lonely young professional woman, talks about feeling abandoned by her boyfriend. The other group members listen patiently and respond empathically. Mrs. Washington reflects Karen's feeling with concern and sensitivity. What would operant learning theory predict about Karen's behavior in the next group session?

    a. Karen will be embarrassed about her past self-disclosures and feel anxious about speaking up.

    b. Karen will not self-disclose because she fears the group will lose patience.

    c. Karen will not self-disclose because her problems have been resolved.

    d. Karen will speak openly because she has previously received attention and support.

12. Mrs. Washington is conducting her weekly group counseling session for single young adults. Karen, a lonely young professional woman, talks about feeling abandoned by her boyfriend. The other group members listen patiently and respond empathically. Mrs. Washington reflects Karen's feeling with concern and sensitivity. What would social learning theorists predict about the behavior of others in the group in the next session?

    a. Group members will be encouraged to self-disclose after observing the positive way Karen's self-disclosure was received.

    b. Group members will be discouraged from self-disclosing because they do not want to imitate Karen's example.

    c. Karen's behavior will have no effect on other members of the group.

    d. Group members will scapegoat Karen for her self-absorption.

13. Using Erikson's developmental theory as a framework, which of the following statements is an accurate representation of his ideas?

    a. An individual cannot progress to a later stage unless the earlier stage has been resolved successfully and completely.

    b. Successful progression through the stages of development depends upon effective resolution of the Oedipal crisis.

    c. Successful resolution of a psychosocial crisis at each stage depends upon having more positive than negative experiences in the area of major concern.

    d. Highly intelligent individuals can skip specific stages and make progress at a faster rate than other people.

14. Which one of the following theorists emphasized continuity in development?

    a. Sigmund Freud

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b. Albert Bandura

c. Erik Erikson

d. Jean Piaget

15. Models of development based on assumption that change typically occurs in shifts between periods of relative stability and periods of disequilibrium are called

a. incremental models.

b. stage models.

c. multidimensional models.

d. information-processing models.

16. Models of development based on the assumption that change occurs as a continuous process are called

a. incremental models.

b. stage models.

c. multidimensional models.

d. information-processing models.

17. In Bronfenbrenner's multidimensional model of development, what aspect of the environment has the most immediate influence on a child's development?

a. Microsystem

b. Mesosystem

c. Exosystem

d. Macrosystem

18. According to life span developmental theory, which of the following individuals has the greatest need for resources supplied by their culture in order to maintain a high level of functioning?

a. A young adult

b. A young child

c. A retired individual

d. An adolescent

19. Models of development based on the assumption that change occurs as a function of reciprocal influences, both from within the person and from the external environment, are called

a. incremental models.

b. stage models.

c. multidimensional models.

d. information-processing models.

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20. In Bronfenbrenner's model, proximal processes refer to
    a. independent changes in mental processes.
    b. favorable developmental conditions that are more likely to exist in one particular stage of development than in another.
    c. reciprocal interactions between an organism and its immediate external environment.
    d. indirect influences on an organism.
21. What is the current assumption of modern multidimensional theories about the role of nature versus nurture in development?
    a. Environment influences development more than heredity.
    b. Heredity influences development more than environment.
    c. Heredity and environment are interdependent.
    d. Heredity and environment independently influence development.
22. Juan, a 7-month-old infant, lives in a city where the availability of high quality child care is very limited. His mother is forced to leave Juan in the care of a young woman who also cares for five other infants and toddlers in her small apartment. According to Bronfenbrenner's theory, which of the following influences on Juan's development represents an example of a proximal process?
    a. The quality of care-giving Juan receives in day care
    b. Juan's genetic inheritance
    c. State legislation regarding licensing of day care providers
    d. Juan's cultural and economic background
23. Juan, a 7-month-old infant, lives in a city where the availability of high quality child care is very limited. His mother is forced to leave Juan in the care of a young woman who also cares for five other infants and toddlers in her small apartment. Which of the following influences represents an example of a distal process?
    a. The sensitivity of Juan's caregiver
    b. Governmental policies and subsidies for child care that apply in the city
    c. The quality of care-giving provided by Juan's mother
    d. The quality and characteristics of the apartment complex in which Juan and his mother reside
24. Seven-month-old Juan and his mother live in a small apartment in a large city. Affordable, high quality child care centers are very hard to find in her neighborhood. Which level of the environment, according to Bronfenbrenner's model, is limiting her access to high quality day care in her community?
    a. Macrosystem
    b. Exosystem

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c. Microsystem

d. Mesosystem

25. Contemporary developmentalists focus on which question concerning nature and nurture?

a. Is nature the most important determinant of developmental change?

b. Is nurture the most important determinant of developmental change?

c. How do nature and nurture interact to affect development?

d. Why is nurture most influential at certain developmental periods?

26. A kitten whose eyes are covered during the first months of its life loses the ability to see clearly in ways that would have been possible without the loss of early visual stimulation. This effect remains despite later attempts to remediate the loss. This is an example of which of the following?

a. Behavior genetics

b. Critical period

c. Plasticity

d. Visual demand

27. According to neuroscientists, at what period of development are our brains static?

a. Our brains are static during the infancy period of development.

b. Our brains aren't static during any period of development.

c. Our brains are static throughout adulthood.

d. Our brains are static during the aging period (approximately from age 50).

28. Much of the social science research that shaped developmental theories in the past has been done on a narrow sample of people. Which set of descriptors best identifies the narrow sampling?

a. Western, diverse levels of education and diverse economic strata

b. World-wide, culturally diverse, young, and poorly educated

c. World-wide, well-educated, wealthy, and industrialized

d. Western, educated, industrialized, rich, and democratic

29. Developmental scientists are interested in the role of culture in development. According to their findings, which of the following cultural groups is most likely to focus holistically on interrelationships rather than analytically?

a. Cultural groups in the Western hemisphere

b. Cultural groups in Europe

c. Cultural groups in North America

d. Cultural groups in the Eastern hemisphere

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30. The measure of social status that combines aspects of education background, income, and occupation is called
    a. socioeconomic status.
    b. social standing.
    c. social class.
    d. economic class.
31. Helping professions have established standards for good practice. Which helping professions emphasize the importance of learning about diverse cultures and applying culturally appropriate care?
    a. Psychology, nursing, and social work
    b. Nursing and social work
    c. Only social work
    d. Psychology and social work
32. Developmental psychopathology is a relatively new field that integrates work from disciplines such as developmental, clinical, and abnormal psychology. In this field, which of the following approaches to life span development is emphasized?
    a. Stage theories of development
    b. Behavioral theories of development
    c. Multidimensional theories of development
    d. The role of environment in development
33. Which of the following is most likely to view development in terms of stages rather than incremental changes?
    a. Learning theories in the behaviorist tradition
    b. Piaget's cognitive development theory
    c. Information processing theories
    d. Social learning theories
34. Helping professionals are encouraged to integrate their knowledge of theories and empirical data with their own beliefs, experiences, and assumptions. This model or concept is called
    a. theoretical application.
    b. reflective practice.
    c. technical application.
    d. theory-driven hypothesis.
35. When does the human brain exhibit plasticity?
    a. During infancy and early childhood

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b. Throughout life

c. Throughout adolescence

d. During adulthood

36. Most learning theories and information processing theories take a similar theoretical approach to development. How do they typically view development?

a. As a series of stages

b. As a process based on heredity

c. As a process based on environmental change

d. As a continuous process

37. Which one of the following developmental theorists takes the most multidimensional approach, incorporating relationships among complex interacting causes for change (both external and internal) in biological, psychological, social and cultural dimensions?

a. Urie Bronfenbrenner

b. Jean Piaget

c. B. F. Skinner

d. Erik Erikson

38. Keisha is a 35-year-old African-American woman who is depressed. Her presenting concerns include marital distress, the imminent possibility of losing her job, overeating, and chain-smoking. As you listen to her story, you begin to construct a picture of her developmental history. Which of these explanations would someone using a stage theory of development be most likely to offer for Keisha's problems?

a. Keisha's difficulties most likely developed through the interaction of her family experiences and societal conditions like poverty and racism.

b. Keisha's problems are most likely related to insufficient emotional gratification during infancy when oral needs are paramount.

c. Keisha's problems are most likely related to lack of appropriate models of effective marital communication.

d. Keisha has experienced reward from her eating and smoking habits, and so she seeks these rewards in stressful situations.

39. Keisha is a 35-year-old African-American woman who is depressed. Her presenting concerns include marital distress, the imminent possibility of losing her job, overeating, and chain-smoking. As you listen to her story, you begin to construct a picture of her developmental history. Which of these explanations would someone using a social learning developmental perspective be most likely to offer for how Keisha's problems have developed?

a. Keisha's difficulties most likely developed through the interaction of her family experiences and societal conditions like poverty and racism.

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b. Keisha's problems are most likely related to insufficient emotional gratification during infancy when oral needs are paramount.

c. Keisha's problems are most likely related to lack of appropriate models of effective marital communication.

d. Keisha has experienced reward from her eating and smoking habits, and so she seeks these rewards in stressful situations.

40. Keisha is a 35-year-old African-American woman who is depressed. Her presenting concerns include marital distress, the imminent possibility of losing her job, overeating, and chain-smoking. As you listen to her story, you begin to construct a picture of her developmental history. Which of these explanations would someone using a multidimensional perspective be most likely to offer for Keisha's problems difficulties?

a. Keisha's difficulties most likely developed through the interaction of her family experiences and societal conditions like poverty and racism.

b. Keisha's problems are most likely related to insufficient emotional gratification during infancy when oral needs are paramount.

c. Keisha's problems are most likely related to lack of appropriate models of effective marital communication.

d. Keisha has experienced reward from her eating and smoking habits, and so she seeks these rewards in stressful situations.

41. In *lifespan developmental theories*, developmental processes continue until

a. the age of 18.

b. the age of 30.

c. the age of 50.

d. death.

42. The idea that children's development is affected by biological factors, and that biological factors are also affected by the environment and experience, is part of

a. developmental stage theories.

b. incremental developmental theories.

c. social learning theories.

d. multidimensional systems theories.

43. An attempt to forestall the development of problems by promoting health and wellness in the general population is called

a. tertiary prevention.

b. secondary prevention.

c. primary prevention.

d. mediation.

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44. Counselors apply multidimensional models most explicitly in their work with clients when they
    a. recognize the primary importance of genetic influences on behavior.
    b. consider levels of influence on the individual and select interventions that are targeted to more than one level.
    c. pay close attention to the stage of development that characterizes the client.
    d. understand that clients' developmental tasks must be met in each stage of development.
45. Gisela is a 6-year-old Peruvian girl who lives with her family on a farm in a rural village. She often helps her father take produce to a market to sell. She does not know how to read, but she understands the cost of items and can make change without errors. Sophie is a 6-year-old who lives in the US. She is in 1st grade, is making great progress in learning to read and write, and is gaining skill in computer use. What is the best way to explain the development of these two children?
    a. The progression of cognitive development is not universal; it is different for children in different cultures.
    b. The processes involved in cognitive development are similar across cultures, but the specific kinds of knowledge acquired may differ depending upon children's culture.
    c. The content of children's knowledge is similar across cultures, but the processes involved in cognitive development differ depending upon children's culture.
    d. Cognitive development is the same for all children, regardless of culture.

Essay Questions (Chapter 1)

46. Compare and contrast stage, incremental, and multidimensional models of development. What specific contributions does each perspective make to our knowledge of development?
47. Using an example of a helping professional, create a case scenario that describes the process of reflective practice.
48. Explain why helping professionals cannot assume that an individual's difficulty with math or reading is strictly the result of heredity.

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Chapter 1 Test Answer Key

Answers to Multiple Choice Questions

Question Number	Answer	Answer Content
1	b	Reflect on well-established theories; apply the theoretical knowledge to the individual's case; and then test out new ways of thinking about the problem if prior theory does not suffice. (See page 3)
2	c	they are based on scientific research. (See page 2)
3	d	Discontinuity (See page 6)
4	a	A counselor who recommends a strategy of academic skill building for a client who is experiencing academic problems (See page 11)
5	c	Qualitative (See page 7)
6	c	Superego (See page 8)
7	c	Competence (See page 10)
8	b	Concrete operational (See page 11)
9	c	Incremental change (See page 11)
10	a	Reinforcement (See page 12)
11	d	Karen will speak openly because she has previously received attention and support. (See page 12)
12	a	Group members will be encouraged to self-disclose after observing the positive way Karen’s self-disclosure was received. (See page 13)
13	c	Successful resolution of a psychosocial crisis at each stage depends upon having more positive than negative experiences in the area of major concern. (See page 9)
14	b	Albert Bandura (See page 12)
15	b	stage models. (See page 7)
16	a	incremental models. (See page 11)
17	a	Microsystem (See page 17)
18	c	A retired individual (See page 18)
19	c	multidimensional models. (See page 14)
20	c	reciprocal interactions between an organism and its

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Question Number	Answer	Answer Content
		immediate external environment. (See page 15)
21	c	Heredity and environment are interdependent. (See page 20)
22	a	The quality of care-giving Juan receives in day care (See page 15)
23	b	Governmental policies and subsidies for child care that apply in the city (See page 15)
24	b	Exosystem (See page 17)
25	c	How do nature and nurture interact to affect development? (See page 14)
26	b	Critical period (See page 9)
27	b	Our brains aren't static during any period of development. (See page 20)
28	d	Western, educated, industrialized, rich, and democratic (See page 21)
29	d	Cultural groups in the Eastern hemisphere (See page 23)
30	a	socioeconomic status. (See page 21)
31	a	Psychology, nursing, and social work (See page 33)
32	c	Multidimensional theories of development (See page 25)
33	b	Piaget's cognitive development theory (See page 10)
34	b	reflective practice. (See page 3)
35	b	Throughout life (See page 20)
36	d	As a continuous process (See page 13)
37	a	Urie Bronfenbrenner (See page 15)
38	b	Keisha's problems are most likely related to insufficient emotional gratification during infancy when oral needs are paramount. (See page 8)
39	c	Keisha's problems are most likely related to lack of appropriate models of effective marital communication. (See page 13)
40	a	Keisha's difficulties most likely developed through the interaction of her family experiences and societal

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Question Number	Answer	Answer Content
		conditions like poverty and racism. (See page 14)
41	d	death. (See page 17)
42	d	multidimensional systems theories. (See pages 15-17)
43	c	primary prevention. (See page 36)
44	b	consider levels of influence on the individual and select interventions that are targeted to more than one level. (See page 36)
45	b	The processes involved in cognitive development are similar across cultures, but the specific kinds of knowledge acquired may differ depending upon children's culture. (See page 23)

Suggested Answers for Essay Questions (Chapter 1)

46. *Compare and contrast stage, incremental, and multidimensional models of development. What specific contributions does each perspective make to our knowledge of development?*

Responses should incorporate information from text sections "A Historical Perspective on Developmental Theories" and "Contemporary Multidimensional or Systems Theories: Embracing the Complexity of Development."

Stage, incremental, and multidimensional models of development are similar in that they attempt to explain a wide variety and breadth of behaviors. Stage theories, such as Piaget's theory of cognitive development, characterize development as a discontinuous process, whereas, incremental theories view change as a continuous process. Metaphorically, stage theories conceptualize change as resembling a staircase. In contrast, incremental theories view change as more like a steadily rising slope. Stage theories are useful for addressing issues related to developmental readiness to learn. They also help us understand the limitations associated with trying to accelerate an individual's capacity to learn and mature. Stage theories focus on qualitative differences in mental processes and behavior, compared to incremental theories that emphasize quantitative changes.

Incremental theories are based on the assumption that developmental change is not marked by major reorganizations that affect many behaviors at once, as in stage theories. Rather, change is gradual and steady and specific to particular mental activities or behaviors. Incremental theories also differ from stage theories in the kinds of processes they assume to underlie psychological change, such as the kinds of processes involved in learning. For example, social learning theory and most information processing theories are among the incremental models available to explain development and how knowledge is acquired.

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In multidimensional models, development is considered to be the result of many causal components that impact all domains of development from cognitive to social. According to multidimensional models, there are different layers and levels of interacting causes for behavior change: physical, biological, social, psychological and cultural. Changes at one level cause and are influenced by what happens at other levels. Thus, the relationships among causes are reciprocal. Bronfenbrenner's bioecological model is a good example of a multidimensional model because it specifies how the following different levels of environment influence a person's development:

- Microsystem: immediate environment where proximal processes are played out. For example family, school, neighborhood.
- Mesosystem: full set of relationships among the microsystems. For example, parental involvement in school affects the child's education.
- Exosystem: includes settings that may not directly interact with the child but will influence the child indirectly. The teacher's family life influences the teacher and thereby influences the child.
- Macrosystem: the customs and character of the larger culture that help shape the microsystem. For example, cultural attitudes toward senior citizens would influence the structure of the family and interactions with grandparents.

47. *Using an example of a helping professional, create a case scenario that describes the process of reflective practice.*

Responses should incorporate information from the text section "Reflection and Action in Professional Practice."

An experienced counselor is working with a young adolescent who recently lost her best friend in a car accident. The counselor is an experienced grief counselor and knows what types of therapeutic techniques to use to guide the client through such a loss. The counselor has recently experienced the pain of losing a close family member. She is very self-aware of her own feelings and when to self-disclose appropriate information to her client about her own grieving process. The counselor carefully self-monitors her own emotions related to death and dying and is able to appropriately share her life experiences with her client. The counselor is proficient in reflective practice, which is a creative method of mastering the knowledge and skills base pertinent to one's profession, but goes beyond rote technical applications to generate new kinds of understanding and strategies of action. Her counseling approach involves problem-solving strategies that depend on a deep understanding in fundamental knowledge germane to the field. A common challenge for counselors is that they come to the process with a base of personal life experiences and views, which can influence their ability to be objective. The best way for counselors to avoid misapplication of their personal views is through self-monitoring—being aware of their personal theories and recognizing that they are only one of a set of possibilities.

A robust research-practice relationship offers benefits to both parties. Researchers need the input of clinicians to help identify important questions, to provide access to research participants, and to learn what works in the real world to alleviate suffering.

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Helping professionals understand that they can benefit from scientific advances by improving the quality and delivery of the care they provide.

48. *Explain why helping professionals cannot assume that an individual's difficulty with math or reading is strictly the result of heredity.*

Responses should incorporate information from the text section "Nature and Nurture."

Nature or heredity encompasses a whole cascade of biological processes. These begin with the translation of genetic codes, which have been passed down from previous generations through reproduction. Biological sciences teach us that the influence of genetic codes on the body and behavior is not unidirectional. Factors outside the genes —in cells, in organs, in blood, even in our perceptions—determine if, when, and how genetic codes are translated.

Nurture or environment refers to the entire context in which a person functions—everything outside the body that affects them. Nurture includes both the physical environment and the social environment.

Nature and nurture are inseparable in that they qualitatively modify each other. They create unique combinations and unique outcomes. The same genes operate differently in different environments, and the same environments are experienced differently by individuals with different genetic characteristics. Developmental outcomes are always a function of interplay between genes and environment, and the operation of one cannot even be described adequately without reference to the other.

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