Dynamic Child 3rd edition Manis Test Bank

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CHAPTER 1: The Study of Child and Adolescent Development

TOTAL ASSESSMENT GUIDE

Learning Objectives	Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
1.1.1: Identify the most important features of a developmental theory.	1	2	107, 116	
1.1.2: Identify four important issues addressed by developmental theories.	6	5, 9	3, 4, 8	7, 108
1.1.3: Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.	10, 11, 12	14	15, 118	13, 117
1.1.4: Identify the key concepts used by Freud and Erikson to explain social and emotional development.	16, 18, 21, 25, 26	20, 24, 27	17, 19, 22, 119	23, 28, 120
1.1.5: Identify the key concepts used by learning and social learning theorists to explain development.	29, 37	30, 41	31, 32, 33, 34, 35, 36, 38, 39, 40, 42, 43, 121, 122	109
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1.2.7: Identify four main categories of professions that utilize developmental science		106	130	

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to improve the lives of children.				

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Chapter 1: The Study of Child and Adolescent Development

Multiple-Choice Questions

1. _____ refers to patterns of growth and change in behavior, thinking, or emotions over time.
    a. Nature
    b. Biological maturation
    c. Development
    d. Secure attachment

Answer: c
Learning Objective: 1.1.1 Identify the most important features of a developmental theory.
Topic/Concept: Key Features of Developmental Theories
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

2. _____ refers to the predetermined unfolding of genetic information, a view advocated by developmentalist Arnold Gesell.
    a. Nurture
    b. The social environment
    c. Maturation
    d. Conception

Answer: c
Learning Objective: 1.1.1 Identify the most important features of a developmental theory.
Topic/Concept: Key Features of Developmental Theories
Difficulty Level: Difficult
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

3. Britni Lynn and Jescoe just brought their fourth child home from the hospital. “Maybe we’ll get lucky this time,” Jescoe hoped. “But I doubt it.” “Yeah,” Britni Lynn added, “Nobody’s too smart in your kin or mine, except maybe Granddaddy Rollo, but he died young. You can’t fight it; it’s in the blood.” The semi-happy couple seems to be advocating for _____ as the major influence in a child’s development.
    a. nurture
    b. nature
    c. psychological maturation
    d. discontinuous change

Answer: b
Learning Objective: 1.1.2 Identify four important issues addressed by developmental theories.
Topic/Concept: Developmental Issues
Difficulty Level: Moderate

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Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

4. Martin and Lewis 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," Martin proudly proclaimed. "Yes," crowed Lewis, "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
Learning Objective: 1.1.2 Identify four important issues addressed by developmental theories.
Topic/Concept: Developmental Issues
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

5. Jean Piaget's view of cognitive development emphasized that developmental changes are _____.

a. environmental
b. continuous
c. discontinuous
d. genetic

Answer: c
Learning Objective: 1.1.2 Identify four important issues addressed by developmental theories.
Topic/Concept: Developmental Issues
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

6. In development, _____ refers to the extent to which development can be altered by experience.

a. continuity
b. attachment
c. discontinuity
d. plasticity

Answer: d
Learning Objective: 1.1.2 Identify four important issues addressed by developmental theories.
Topic/Concept: Developmental Issues
Difficulty Level: Easy
Skill Level: Remember the Facts

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APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

7. As a child, Amir was irritable and experienced harsh parenting. However, he was able to bounce back from these negative experiences because he is highly intelligent and had excellent, caring teachers in school. Amir's ability to recover from negative experiences demonstrates _____.

a. continuity
b. resilience
c. discontinuity
d. vulnerability

Answer: b
Learning Objective: 1.1.2 Identify four important issues addressed by developmental theories.
Topic/Concept: Developmental Issues
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

8. An aggressive child is frustrated by the rejection of peers in preschool. In kindergarten, the child's poor social skills lead to further rejection by classmates and a lack of concentration in class, leading to delays in early literacy development. This pattern of outcomes is an example of _____.

a. a developmental cascade
b. plasticity
c. resilience
d. protective factors in the environment

Answer: a
Learning Objective: 1.1.2 Identify four important issues addressed by developmental theories.
Topic/Concept: Developmental Issues
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

9. What does PACE signify for a psychologist studying the overall conditions that can affect child development?

a. Partial activation of cerebral encoding
b. Protective and compensatory experiences
c. Pediatric assessment of childhood engagement
d. Parental absence causes emotionality

Answer: b
Learning Objective: 1.1.2 Identify four important issues addressed by developmental theories.
Topic/Concept: Developmental Issues
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

10. Which theorist was responsible for the birth of the evolutionary perspective?
    a. Urie Bronfenbrenner
    b. Lev Vygotsky
    c. Charles Darwin
    d. John Bowlby

Answer: c
Learning Objective: 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
Topic/Concept: Evolutionary Theories of Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

11. A(n) _____ is a range of time when development is most affected by experience.
    a. evolutionary epoch
    b. sensitive period
    c. imprinting sequence
    d. nurturant period

Answer: b
Learning Objective: 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
Topic/Concept: Evolutionary Theories of Development
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

12. In _____, researchers seek connections between adaptations made by our distant ancestors and various aspects of development.
    a. developmental theories
    b. psychodynamic theories
    c. the nativist approach
    d. psychosocial research

Answer: c
Learning Objective: 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
Topic/Concept: Evolutionary Theories of Development
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

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13. _____ argue that evolution has created many remarkable capabilities that are present even in early infancy, particularly in areas of special importance, such as understanding basic properties of physical objects, number concepts, and the reactions of other people.
    a. Stage theorists
    b. Empiricists
    c. Nativists
    d. Sociologists

Answer: c
Learning Objective: 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
Topic/Concept: Evolutionary Theories of Development
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

14. According to John Bowlby's theory of attachment, behaviors such as crying, smiling, and expressions of other emotions evolved in human babies to _____.
    a. stimulate the development of play
    b. demonstrate independence from a caregiver
    c. distinguish them from other animals
    d. attract adult attention and care

Answer: d
Learning Objective: 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
Topic/Concept: Evolutionary Theories of Development
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

15. Quan, age 5, was adopted from an institutional setting before he turned 3, and he has difficulty forming social relationships. This kind of incomplete or atypical development of _____ is a common result of institutional care.
    a. attachment
    b. maturation
    c. the id
    d. independence

Answer: a
Learning Objective: 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
Topic/Concept: Evolutionary Theories of Development
Difficulty Level: Moderate
Skill Level: Apply What You Know

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APA Learning Objective: 2.1 Exercise scientific reasoning to investigate psychological phenomena.

16. Psychodynamic theories are so-named because, as a group, they _____.
    a. reject the influence of early development on later development
    b. focus on opposing forces or conflicts within the psyche (mind)
    c. focus on the role of punishment and reinforcement in maintaining behavior
    d. focus on the role of evolutionary adaptations in shaping behavior

Answer: b
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

17. You are quite hungry but don't have any money. If you were described as "all id and only id," what would you do?
    a. Steal a hot dog from the vendor on the corner.
    b. Distract yourself with images of food.
    c. Volunteer in a soup kitchen in the hope that they might repay you with food.
    d. Run all the way home to get something to eat as soon as possible.

Answer: a
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Easy
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

18. For Sigmund Freud, the rational, logical part of the personality was the _____.
    a. superego
    b. alter ego
    c. id
    d. ego

Answer: d
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

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19. Enyo effused, “Man, I’m all ego! I do what I want whenever I want to.” Iggy intoned, “Me, I’m pure id. I know right from wrong, and I always tread the moral path.” Shlomo 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. Enyo is id, Iggy is superego, and Shlomo is ego
b. Enyo is superego, Iggy is ego, and Shlomo is id
c. Enyo is ego, Iggy is id, and Shlomo is superego
d. Enyo is ego, Iggy is superego, and Shlomo is id

Answer: a
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

20. Sigmund Freud divided development into psychosexual stages, which were named after _____.

a. the three components of personality
b. zones of the body that the child found most stimulating
c. figures from Greek tragedy
d. stages of the human life span

Answer: b
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

21. During the _____ stage of development, Sigmund Freud proposed that children focus on control of bodily wastes.

a. phallic
b. genital
c. ego
d. anal

Answer: d
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Easy
Skill Level: Remember the Facts

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APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

22. Minerva wanted to remember the correct order of Sigmund Freud's psychosexual stages of development, so she challenged herself with a grocery game. She remembered Phallic (Peaches), Anal (Apples), Oral (Oranges), Genital (Grapes), and Latency (Lemons). Which fruit-based shopping list has the stages in the correct order?

a. Oranges, grapes, lemons, peaches, and apples
b. Oranges, apples, peaches, lemons, and grapes
c. Peaches, lemons, grapes, oranges, and apples
d. Lemons, grapes, oranges, apples, and peaches

Answer: b
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

23. Sigmund Freud's legacy for developmental science is _____.

a. essentially nonexistent, because his theories have been rejected
b. recognizing the lasting effects of early experience on later development
c. an emphasis on toilet training and techniques to achieve it successfully
d. the four psychosexual stages as the core feature of social development

Answer: b
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

24. According to Erik Erikson, psychosocial crises occur _____.

a. in infancy
b. throughout the life span
c. only in troubled individuals
d. generally after age 60

Answer: b
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

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25. Erik Erikson believed that rather than engaging in conflict over toilet training, the most important psychological issue for 1- to 3-year-olds was _____.
    a. expressing the desires of the id
    b. developing a sense of trust
    c. achieving some autonomy from parents
    d. developing a sense of shame and doubt

Answer: c
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

26. In Erik Erikson's musings on psychosocial development, the preschool period between the ages of 3 and 6 years, his third stage, is characterized by the major challenge of _____.
    a. industry versus inferiority
    b. autonomy versus shame and doubt
    c. identity versus role confusion
    d. initiative versus guilt

Answer: d
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Difficult
Skill Level: Remember the Facts
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

27. According to Erik Erikson, the psychosocial crisis that all adolescents must resolve is _____.
    a. identity versus role confusion
    b. generativity versus stagnation
    c. integrity versus despair
    d. industry versus inferiority

Answer: a
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

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28. One similarity between Sigmund Freud's theory and Erik Erikson's theory is that _____.
    a. early experience impacts later experience
    b. three parts of the personality exist
    c. the unconscious drives all behavior
    d. individuals must resolve eight crises over the course of the life span

Answer: a
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

29. The term "behaviorism" was coined by _____.
    a. Sigmund Freud
    b. John Watson
    c. Erik Erikson
    d. B. F. Skinner

Answer: b
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

30. Which phrase best captures the mechanics of the behaviorist view of the learning process?
    a) "Here today, gone tomorrow"
    b) "Cast your fate to the wind"
    c) "Once learned, always retained"
    d) "Kick out the jams!"

Answer: c
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

31. Which situation provides an example of classical conditioning?
    a. A child learns to blink her eyes to the sound of a bell because the ringing of the bell previously had been followed by a puff of air to the eye.

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b. Joey saw that Dee Dee banged his fist against a particular vending machine and got a free candy bar, so now he bangs his fist against that machine to get free candy.
c. A monkey learns to escape from a cage.
d. A pigeon learns to peck at a disk because it is reinforced to do so to get food.

Answer: a
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

32. Four-year-old Matzuki is watching a storm from her window. A huge bolt of lightning is followed by a tremendous thunderclap, and Matzuki jumps at the noise. In the language of classical conditioning, the sound of thunder is the _____.
a. conditioned response
b. unconditioned stimulus
c. unconditioned response
d. neutral stimulus

Answer: b
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

33. Four-year-old Matzuki is watching a storm from her window. A huge bolt of lightning is followed by a tremendous thunderclap, and Matzuki jumps at the noise. This happens several more times. There is a brief lull and then another lightning bolt. Matzuki jumps in response to the bolt. In classical conditioning terms, Matzuki's reaction is the _____.
a. unconditioned stimulus
b. unconditioned response
c. conditioned response
d. neutral stimulus

Answer: c
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

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34. In John B. Watson and Rosalie Rayner's "Little Albert" study, each time the rat was presented to the infant it was accompanied by a loud noise. Albert's reaction of fear upon hearing the loud noise was the _____.

a. unconditioned response
b. conditioned response
c. latent response
d. counterconditioned response

Answer: a
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

35. Jara's cat runs to the kitchen when she hears the sound of the can opener because the cat associates the sound with food. In this example, the cat running to the kitchen is the _____.

a. conditioned stimulus
b. unconditioned stimulus
c. conditioned response
d. unconditioned response

Answer: c
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

36. Jara's cat runs to the kitchen when she hears the sound of the can opener because the cat associates the sound with food. In this example, the cat food is the _____.

a. conditioned stimulus
b. unconditioned stimulus
c. conditioned response
d. unconditioned response

Answer: b
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

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37. In _____ conditioning, existing behavior is strengthened or weakened by changing the consequences.
    a. social
    b. operant
    c. classical
    d. observational

Answer: b
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

38. Baby Huey smiled at his mother, and in response, his mother cuddled Huey. In operant conditioning terms, cuddling was _____ for Huey's smile.
    a. negative reinforcement
    b. punishment
    c. classical conditioning
    d. positive reinforcement

Answer: d
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

39. Because Agnetha did not study enough for school, her mom nagged her constantly. To get her mom to stop bothering her, Agnetha began to study more. Her mother's nagging acts as _____.
    a. positive reinforcement
    b. punishment
    c. negative reinforcement
    d. developmental science

Answer: c
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Difficult
Skill Level: Apply What You Know
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40. Renaldo and Clara take their 2-year-old son, Rufus, to the supermarket every Saturday. Each week, the same sequence of events unfolds: Rufus screams, demanding that they buy him treats. Although they refuse to give in to his demands, he continues to screech. Finally, either Renaldo or Clara gets in their son's face and loudly yells, "Zip it up Rufie-boy! Not today, ain't no way, hear exactly what I SAY!!" He stops screaming instantly. Which operant conditioning concepts are illustrated in this story?

a. The parents are using negative reinforcement to increase their son's screaming.
b. Their son probably learned how to scream by observing his parents at home, and now he is reinforced through the process of latent observational punishment.
c. The parents are in a stressful relationship; their child's screaming is his way of trying to get his parents to stay together.
d. The parents are using positive punishment to suppress the screaming; their use of punishment itself is negatively reinforced by the cessation of screaming.

Answer: d
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

41. In operant conditioning, reinforcing successive approximations of a desired behavior is a procedure called _____.

a. chaining
b. shaping
c. higher-order conditioning
d. counterconditioning

Answer: b
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

42. Mia saw her friend Jack cluck like a chicken and tried to do the same. Mia's imitation of Jack represents _____.

a. classical conditioning
b. punishment
c. observational learning
d. operant conditioning

Answer: c

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Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

43. Three-year-old Sandor watches as his older brother Giuseppe impishly reaches up to put his hand on the hot burner of a stove. Sandor sees Giuseppe recoil in terror, and hears his frightened screams as he plunges his injured hand into cold water. For the rest of his life Sandor 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 Sandor experience?

a. Classical conditioning
b. Operant conditioning
c. Contingent punishment
d. Observational learning

Answer: d
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

44. In Jean Piaget's theory of cognitive development, children employ _____, which refer(s) to organized ways to think about or act on objects.

a. social learning
b. schemes
c. shaping
d. operant conditioning

Answer: b
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

45. Which sequence represents the correct order of Jean Piaget's stages of cognitive development?

a. Preoperational, concrete operational, sensorimotor, and formal operational
b. Sensorimotor, concrete operational, preoperational, and formal operational
c. Sensorimotor, preoperational, concrete operational, and formal operational

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d. Preoperational, sensorimotor, concrete operational, and formal operational

Answer: c
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

46. Although only 12 years old, Ah Lam is able to use the scientific method, formulating and testing hypotheses. Ah Lam is in Jean Piaget's _____ stage of cognitive development.
a. formal operational
b. sensorimotor
c. concrete operational
d. preoperational

Answer: a
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

47. Sukrit is reasonably well coordinated. He can coordinate the motions of the left hand and the right hand as he examines new objects, turning them over, holding them in one hand, and touching them with the other hand. However, he cannot speak in words yet. Sukrit is in Jean Piaget's _____ stage of cognitive development.
a. concrete operational
b. formal operational
c. preoperational
d. sensorimotor

Answer: d
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

48. Gerald has a difficult time seeing solutions to problems from another person's point of view. Gerald is at Jean Piaget's _____ stage of cognitive development.
a. preoperational
b. formal operational

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c. sensorimotor
d. concrete operational

Answer: a
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

49. Just recently, Martina has begun to enjoy school activities in which she gets to classify rocks as igneous, sedimentary, or metamorphic. Martina is most likely in Jean Piaget's _____ stage.
a. sensorimotor
b. preoperational
c. concrete operational
d. formal operational

Answer: c
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

50. In contrast to Jean Piaget, _____ was primarily interested in the influence of historical and cultural factors on cognitive development.
a. Albert Bandura
b. Lev Vygotsky
c. Ivan Pavlov
d. John Bowlby

Answer: b
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

51. In Lev Vygotsky's opinion, cultures provide _____ to assist children's learning, such as the counting system, the abacus, and the calculator.
a. devices
b. learning routines

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c. tools
d. cultural standards

Answer: c
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

52. According to Lev Vygotsky, people in Western industrialized cultures rely heavily on _____ to teach children practical skills, whereas people in traditional societies use _____ to teach practical skills.
a. intelligent guides; demonstrations
b. verbal instructions; observation and demonstration
c. observation and demonstration; intelligent guides
d. verbal instructions; schemes

Answer: b
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

53. According to Lev Vygotsky, _____ is the level at which a child cannot fully perform a task independently, but can do so with the assistance of someone more knowledgeable.

a. post-formal reasoning
b. script enactment
c. the zone of proximal development
d. scaffold construction

Answer: c
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

54. _____ theories view the minds of children as being somewhat like computers.
a. Developmental cognitive neuroscience
b. Information processing

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c. Learning
d. Psychodynamic

Answer: b
Learning Objective: 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.
Topic/Concept: Modern Cognitive Development Theories
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

55. Information processing theorists studying children's memory development focus on _____ children use to move information from working memory to long-term memory.
a. techniques
b. guidelines
c. schemes
d. strategies

Answer: d
Learning Objective: 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.
Topic/Concept: Modern Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

56. The focus of _____ is on the relationship between changes in behavior or thinking and changes with age in brain structure or function.
a. information processing theories
b. social learning theory
c. classical conditioning
d. developmental cognitive neuroscience

Answer: d
Learning Objective: 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.
Topic/Concept: Modern Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

57. In developmental cognitive neuroscience, knowledge about the structure of the brain as it develops has been advanced by using _____.
a. magnetic resonance imaging (MRI)
b. analogies to computer systems
c. Lev Vygotsky's stage of formal operations

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d. dissections of white matter tracts

Answer: a
Learning Objective: 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.
Topic/Concept: Modern Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

58. In the brain, _____ connect the rear part of the temporal lobe to the frontal lobe.
a. white matter tracts
b. gray matter tracts
c. the pons and medulla
d. mirror neurons

Answer: a
Learning Objective: 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.
Topic/Concept: Modern Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

59. _____ view development as influenced by a number of interacting components.
a. Psychodynamic theories
b. Information processing theories
c. Social learning theories
d. Systems theories

Answer: d
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Topic/Concept: Developmental Systems Theories
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

60. Peter and Gordon are preparing for the arrival of their first child, and are considering moving from their small rural town to a larger city to gain greater access to social services, better schools, and a variety of entertainment options. Their plan represents the influence of the _____ level of Urie Bronfenbrenner's bioecological approach.
a. macrosystem
b. exosystem
c. microsystem
d. mesosystem

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Answer: b
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Topic/Concept: Developmental Systems Theories
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

61. Bahir interacts with his parents and siblings, as well as with his teachers and peers. In Urie Bronfenbrenner's bioecological model, Bahir's interactions with his parents and siblings, and with his teachers and peers, represent different _____.
    a. mesosystems
    b. exosystems
    c. microsystems
    d. macrosystems

Answer: c
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Topic/Concept: Developmental Systems Theories
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

62. A historical event, such as a controversial presidential election, would be considered by Urie Bronfenbrenner to fall within which bioecological system?
    a. Macrosystem
    b. Mesosystem
    c. Exosystem
    d. Chronosystem

Answer: d
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Topic/Concept: Developmental Systems Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

63. In Urie Bronfenbrenner's bioecological model, the influence of politics at a national level represents influences in the _____.
    a. mesosystem
    b. exosystem
    c. macrosystem
    d. chronosystem

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Answer: c
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Topic/Concept: Developmental Systems Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

64. Which of Urie Bronfenbrenner's bioecological levels provides the connections between the various aspects of a person's life?
a. Exosystem
b. Mesosystem
c. Microsystem
d. Macrosystem

Answer: b
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Topic/Concept: Developmental Systems Theories
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

65. Which theoretical approach to development argues that there are five levels of the environment that simultaneously influence individuals?
a. Jean Piaget's cognitive approach
b. Urie Bronfenbrenner's bioecological approach
c. B. F. Skinner's behavioral approach
d. Sigmund Freud's psychodynamic approach

Answer: b
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Topic/Concept: Developmental Systems Theories
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

66. The "dynamic" in dynamic systems theory refers to _____.
a. system stability in the interrelationships among the various influences
b. the self-organizing principle
c. continuity and discontinuity among various influences
d. constant flux in the interrelationships among the various influences on development

Answer: d

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Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Topic/Concept: Developmental Systems Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

67. According to dynamic systems theory, the system may become unstable for a period of time and then transform into a more complex and effective system, according to the _____.
    a. exosystem
    b. microsystem
    c. dominant beliefs and ideologies
    d. self-organizing principle

Answer: d
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Topic/Concept: Developmental Systems Theories
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

68. Gracie underwent a growth spurt over the summer and felt awkward for a while on the soccer field in the fall. But after a couple of weeks of practice, she noticed she was able to move more quickly into position near the ball and thus have more options about re-directing it. According to dynamic systems theory, these changes are an example of _____.
    a. maturation
    b. the self-organizing principle
    c. stability in the interrelationships among components of a system
    d. genetic predispositions

Answer: b
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Topic/Concept: Developmental Systems Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

69. Dr. Gomez invites children to her laboratory to play together with the same toys so that she can watch and record their peer interactions. Dr. Gomez is using _____.
    a. ethnography
    b. structured observation
    c. naturalistic observation
    d. self-reporting

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Answer: b
Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Topic/Concept: Research Methods
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

70. Which statement is correct regarding naturalistic observation?
    a. It involves observing behavior in its natural setting.
    b. It involves observing behavior in the lab without taking formal notes or using technological equipment to measure the experimental findings.
    c. It is basically the same process as objective introspection.
    d. It recreates natural conditions in the laboratory as closely as possible to make an experiment more valid.

Answer: a
Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Topic/Concept: Research Methods
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

71. _____ are often used in non-Western cultural settings.
    a. Questionnaires
    b. Ethnographic research methods
    c. Structured observations
    d. Structured interviews

Answer: b
Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Topic/Concept: Research Methods
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

72. A _____ is a type of self-report method that can quickly gather data from a large number of people.
    a. structured interview
    b. standardized test
    c. naturalistic observation
    d. questionnaire

Answer: d
Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Topic/Concept: Research Methods
Difficulty Level: Easy

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Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

73. _____ have content that is predetermined, must be administered following specified rules, and are backed by norms for how groups of people perform.
    a. Structured interviews
    b. Standardized tests
    c. Naturalistic observation techniques
    d. Structured observation methods

Answer: b
Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Topic/Concept: Research Methods
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

74. In the context of standardized testing, _____ refer(s) to data on the performance of large groups of people.
    a. reliability
    b. norms
    c. validity
    d. testability

Answer: b
Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Topic/Concept: Research Methods
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

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

Answer: c
Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Topic/Concept: Research Methods
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

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76. Hondo is told that the achievement test he is taking is a standardized test. This means that _____.
    a. the test has been approved by the American Psychological Association (APA)
    b. the test will be measuring what is it intended to measure
    c. similar scores occur when the test is given in a standard laboratory setting or in a naturalistic setting
    d. uniform procedures exist for giving and scoring the test

Answer: d
Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Topic/Concept: Research Methods
Difficulty Level: Difficult
Skill Level: Understand the Concepts
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

77. Which disadvantage applies to case studies?
    a. Case studies produce a less detailed picture of an individual than other methods.
    b. Case studies have only limited usefulness for deriving general principles of behavior.
    c. Data from case studies is more abstract, vague, and general than data from other methods.
    d. The amount of control used in case studies makes them very artificial.

Answer: b
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

78. With a(n) _____ study, a researcher can determine which variables are related to each other and how they are associated.
    a. correlational
    b. case
    c. field
    d. intervention

Answer: a
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 2.2 Interpret, design, and evaluate psychological research.

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79. It is possible to determine a cause-and-effect relationship between two variables with _____.
    a. experimental studies
    b. correlational studies
    c. naturalistic observation
    d. multiple regression analyses

Answer: a
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

80. As values of one variable go up, values of another variable go down. This relationship describes a _____.
    a. positive correlation
    b. negative correlation
    c. positive result
    d. dependent variable

Answer: b
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Interpret, design, and evaluate psychological research.

81. Which correlation represents the strongest association between two variables?
    a. +.25
    b. +.50
    c. –.50
    d. –.75

Answer: d
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 2.2 Interpret, design, and evaluate psychological research.

82. A correlation coefficient of +1.63 means that _____.
    a. the relationship between the two variables is very strong

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b. the relationship between the two variables is very weak
c. as one variable increases, so does the other
d. a calculation error has been made

Answer: d
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 2.2 Interpret, design, and evaluate psychological research.

83. Andalya 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 rates of exercise increase, quality of nutritional intake decreases.
b. As quality of nutritional intake increases, rates of exercise increase.
c. Better nutrition causes higher rates of exercise.
d. Higher rates of exercise cause better nutrition.

Answer: b
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 2.2 Interpret, design, and evaluate psychological research.

84. What is the primary advantage of using an experimental design rather than a correlational design when conducting research?
a. There is no advantage to using experimental versus correlational designs.
b. Experimental studies allow the researcher to establish cause and effect, and correlational studies do not.
c. Correlational studies allow the researcher to establish cause and effect, and experimental studies do not.
d. Correlational studies allow the researcher to randomly assign participants to groups, but experimental studies do not.

Answer: b
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

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85. A number indicating the strength and direction of the relationship between two variables is the _____.
    a. independent variable
    b. multiple regression
    c. correlation coefficient
    d. dependent variable

Answer: c
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

86. _____ measure(s) the relationships between more than one independent variable and a dependent variable.
    a. The correlation coefficient
    b. Field experiments
    c. Intervention studies
    d. Multiple regressions

Answer: d
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

87. 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 consumed.

Answer: a
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 2.2 Interpret, design, and evaluate psychological research.

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88. Dr. Poblano asks middle-school children to cycle on stationary bikes for 0, 10, 20, or 30 minutes, after which she measures their self-reported mood. In this hypothetical study, the dependent variable is the:

a. self-reported mood.
b. number of minutes children ride the bike.
c. riding of bikes.
d. children who do not ride on the stationary bike.

Answer: a
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 2.2 Interpret, design, and evaluate psychological research.

89. Field experiments may yield more applicable results than laboratory experiments because _____.

a. standardized tests are not used
b. there is no experimental group
c. there is no control group
d. the situation is less artificial

Answer: d
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Difficult
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

90. Patterns of change over time can be detected by a(n) _____.

a. longitudinal study
b. cross-sectional study
c. negative correlation
d. laboratory experiment

Answer: a
Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
Topic/Concept: Designs for Studying Developmental Change
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

91. Which example illustrates a longitudinal research design?

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a. Dr. Amalfi 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 distraction affects the retention of information, researchers monitored children's eye movements while they were playing a complicated game.
c. Dr. Chang studied a group of 5-year-olds to evaluate their interpersonal skills, and continued to measure the quality of their social interactions for a subsequent 10 years.
d. In October 2022, researchers surveyed children at local malls to assess their attitudes about sports and their plans for participating in athletic activities.

Answer: c
Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
Topic/Concept: Designs for Studying Developmental Change
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

92. A cross-sectional study investigates people of different _____ at the same point in time.
a. genders
b. ages
c. ethnic groups
d. degrees of intelligence

Answer: b
Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
Topic/Concept: Designs for Studying Developmental Change
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

93. The phenomenon that children of different ages grow up in different time periods, and therefore may have very different experiences, is known as _____.
a. the self-organizing principle
b. multiple regression
c. the cohort effect
d. a correlation coefficient

Answer: c
Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
Topic/Concept: Designs for Studying Developmental Change
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

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94. A researcher compares the language skills of children tested in four different age groups at the same time: 3 to 6 years old. Language skills are then compared across the groups. This study uses a _____ design.

a. correlational
b. longitudinal
c. cross-sectional
d. case study

Answer: c
Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
Topic/Concept: Designs for Studying Developmental Change
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

95. A researcher follows the same group of children from ages 2 to 18 to measure how intelligence changes over time. This study uses a _____ design.

a. correlational
b. longitudinal
c. cross-sectional
d. case study

Answer: b
Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
Topic/Concept: Designs for Studying Developmental Change
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

96. Harald found that there was a relationship between consumption of chocolate and the ability to draw well. He knows that he must be cautious about trusting these results until he is able to _____ his study.

a. publish
b. replicate
c. finance
d. falsify

Answer: b
Learning Objective: 1.2.4 Identify problems and progress in dealing with scientific replicability.
Topic/Concept: Scientific Replicability
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

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97. _____ are an objective, standardized way of describing the scientific meaningfulness of a study's findings.
    a. Effect sizes
    b. Significance levels
    c. Meta-analyses
    d. Descriptive statistics

Answer: a
Learning Objective: 1.2.4 Identify problems and progress in dealing with scientific replicability.
Topic/Concept: Scientific Replicability
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

98. Which statement is true regarding the scientific enterprise?
    a. Scientists should keep their research covert so as to protect their ideas from plagiarism.
    b. It is a waste of time and money to replicate a study that has already been completed.
    c. Disclosure of the details of a study is important so that others can verify or refute the findings.
    d. Peer reviews take place after research findings have been announced publicly.

Answer: c
Learning Objective: 1.2.4 Identify problems and progress in dealing with scientific replicability.
Topic/Concept: Scientific Replicability
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

99. _____ is a technique that allows a researcher to combine data from numerous studies.
    a. Significance testing
    b. Meta-analysis
    c. Cross-sectional research
    d. Longitudinal research

Answer: b
Learning Objective: 1.2.4 Identify problems and progress in dealing with scientific replicability.
Topic/Concept: Scientific Replicability
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

100. Techniques such as meta-analysis are useful in psychology because _____.
    a. they help reduce unintended changes in participants' behavior due to cues given by the experimenter

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b. they allow for the careful study of behavior in schools, workplaces, and other natural contexts
c. they provide a range of values within which the mean of a population is likely to lie
d. rarely does one study alone definitively answer a research question, and this technique analyzes data from many studies

Answer: d
Learning Objective: 1.2.4 Identify problems and progress in dealing with scientific replicability.
Topic/Concept: Scientific Replicability
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

101. In the study of diversity, _____ typically refers to physical characteristics, and _____ refers to cultural features that distinguish one group from another.
a. ethnicity; socioeconomic status
b. race; ethnicity
c. socioeconomic status; race
d. ethnicity; race

Answer: b
Learning Objective: 1.2.5 Identify aspects of diversity and explain how they are investigated.
Topic/Concept: Studying Diversity
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.

102. In the study of diversity, _____ has tended to have more impact than race or ethnicity on child development.
a. socioeconomic status
b. family income
c. cultural group membership
d. parent's education level

Answer: a
Learning Objective: 1.2.5 Identify aspects of diversity and explain how they are investigated.
Topic/Concept: Studying Diversity
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.

103. Compared to the others, which group of people under age 18 in the United States showed a decrease in the percentage of the population between 2010 and 2020?
a. Hispanic or Latino people
b. Non-Hispanic Asian people
c. Non-Hispanic White people

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d. Non-Hispanic people identifying with two or more race groups

Answer: c
Learning Objective: 1.2.5 Identify aspects of diversity and explain how they are investigated.
Topic/Concept: Studying Diversity
Difficulty Level: Difficult
Skill Level: Remember the Facts
APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.

104. Ethical guidelines for research involving children include _____.
a. always avoiding the use of deception in a research design
b. using the least stressful procedures possible
c. obtaining parental consent, but child assent is not necessary
d. not allowing children to participate in research

Answer: b
Learning Objective: 1.2.6 Describe ethical precautions researchers take to protect children participating in studies.
Topic/Concept: Ethics in Child Development Research
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 3.1 Employ ethical standards in research, practice, and academic contexts.

105. Which common ethical guideline is stipulated by the American Psychological Association, the Society for Research in Child Development, and other governing bodies?
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
Learning Objective: 1.2.6 Describe ethical precautions researchers take to protect children participating in studies.
Topic/Concept: Ethics in Child Development Research
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 3.1 Employ ethical standards in research, practice, and academic contexts.

106. Most of the foundational knowledge about child development originates with _____.
a. health care professionals
b. psychologists and researchers
c. educators
d. attorneys

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Answer: b
Learning Objective: 1.2.7 Identify four main categories of professions that utilize developmental science to improve the lives of children.
Topic/Concept: Developmental Science and Careers with Children
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

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Short-Answer Questions

107. What is a developmental theory? Describe how developmental theories are used in developmental science.

Answer: The ideal answer should include:

1. A developmental theory is a set of rules or statements that describes, explains, and predicts various aspects of development.
2. Developmental theories are used primarily to describe the ways in which development happens.
3. They may also be used to predict how a child grows and changes, and can serve as a guide to promoting development.

Learning Objective: 1.1.1 Identify the most important features of a developmental theory.
Topic/Concept: Key Features of Developmental Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

108. Summarize the four important issues addressed by developmental theories, and apply them to understanding how development occurs.

Answer: The ideal answer should include:

1. Developmental theories address four issues, each of which connects to how development occurs: nature and nurture; continuity and discontinuity; early and later experience; and adverse, protective, and compensatory processes.
2. Nature and nurture: Nature refers to the influence of heredity and biological processes; nurture refers to the influence of the environment in development. Both influence development in a bidirectional process.
3. Continuity and discontinuity: Continuity refers to gradual changes in development, and discontinuity refers to stage-like, qualitatively different developmental changes.
4. Early and later experience: Early experience highlights the importance of early life events in development, and later experience posits that early events may be mitigated by later life events.
5. Adverse, protective, and compensatory processes are often referred to as ACE (adverse childhood experiences) or PACE (protective and compensatory experiences. ACE refer to any experience that might have a negative impact on children's later health and development. PACEs include experiences or resources in the environment that prevent, mitigate, or remediate negative health and behavioral outcomes.

Learning Objective: 1.1.2 Identify four important issues addressed by developmental theories.
Topic/Concept: Developmental Issues
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

109. How do classical conditioning and operant conditioning differ from each other? How do classic learning theories and social learning theories differ?

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Answer: The ideal answer should include:
1. In classical conditioning, what is learned is the link between an unconditioned stimulus and a conditioned stimulus, whereas in operant conditioning, the rate of responding is influenced by contingencies in the environment.
2. Classic learning theories explain learning by relying on classical and operant conditioning, whereas social learning theory adds an imitative or observational component to the learning process.

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.2 Develop a working knowledge of psychology's major subfields.

110. What did Jean Piaget mean by a *scheme*? Provide an example.

Answer: The ideal answer should include:
1. For Jean Piaget, a scheme is an organized way of thinking about, or acting on, the world.
2. For example, an infant may have a scheme for grasping spoons, which means that the infant uses the fingers and palm in a particular way for spoons that is different than how the infant grasps other objects.

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

111. How does cognitive development happen according to Lev Vygotsky?

Answer: The ideal answer should include:
1. For Lev Vygotsky, cognitive skills such as language, memory, and problem solving are inseparable from the social and cultural context.
2. Culture provides tools such as verbal instruction or observation that assist children in learning cognitive skills.
3. By interacting with adults who know more about a specific task, children develop cognitive skills.

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

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112. According to Jean Piaget's four stages of development, how does cognitive development occur?

Answer: The ideal answer should include:

1. Jean Piaget proposed that there are four stages of cognitive development.
2. Stage 1: Sensorimotor stage: Children in this stage think about the world around them by coordinating movement with the senses.
3. Stage 2: Preoperational stage: Children in this stage are becoming more complex in their thinking because they can now use symbols.
4. Stage 3: Concrete operational stage: Children in this stage become increasingly able to reason, but their thinking is tied to the concrete world.
5. Stage 4: Formal operational stage: Children in this stage are capable of abstract thinking, and they can systematically reason about solutions to problems.

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

113. Compare and contrast structured and naturalistic observation.

Answer: The ideal answer should include:

1. Naturalistic observation takes place in natural settings, whereas structured observations take place in laboratories or other highly controlled settings. Naturalistic observation provides a more natural view of a person's typical behavior, but the researcher sacrifices control over what the participant experiences.
2. Structured observation allows the researcher to have greater control over the participant experience, but it may lead to behavior changes because participants know they are being observed.

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Topic/Concept: Research Methods
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

114. Summarize some advantages and disadvantages of using structured interviews in the process of data collection.

Answer: The ideal answer should include:

1. Structured interviews are designed to obtain information about individuals that might be missed by a questionnaire and to explore and clarify individuals' answers in more depth than a questionnaire allows.
2. Drawbacks of the interview process are similar to those of questionnaires and include the possibility that people can misunderstand questions or answer inaccurately.

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

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Topic/Concept: Research Methods
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

115. Explain the concepts of reliability and validity, and discuss why test developers are concerned with these concepts.

Answer: The ideal answer should include:

1. Reliability refers to consistency in the measurement process.
2. Validity estimates the extent to which a measurement process measures what it is intended to measure.
3. Test developers are concerned with these concepts because they contribute to the soundness of the test.
4. If a test developer wants to measure something that should stay stable over time (such as personality or intelligence), the test should yield consistent results across administrations. Test developers are concerned with validity because they want to ensure that their tests accurately reflect the construct of interest.

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Topic/Concept: Research Methods
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

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Essay Questions

116. Describe the main features of a developmental theory. Provide an example of how a specific developmental theory explains development.

Answer: The ideal answer should include:

1. A developmental theory describes, explains, and predicts development.
2. It helps organize diverse observations and give them meaning.
3. It provides guidance in promoting development.
4. Examples will vary. One example is John Bowlby's attachment theory. According to this theory, infants who are securely attached feel happy and safe around the caregiver and do not want to be separated from the caregiver. Securely attached infants seek the caregiver for comfort and closeness. In Bowlby's theory, many disparate behaviors (crying, snuggling, and crawling closer) are given meaning by the overall concept of attachment.

Learning Objective: 1.1.1 Identify the most important features of a developmental theory.
Topic/Concept: Key Features of Developmental Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

117. Summarize the views that posit a role for "nature" or "nurture" in human development, and discuss how the overall concepts of nature and nurture should most accurately be understood.

Answer: The ideal answer should include:

1. Many thinkers have debated whether genetic influences and innate characteristics ("nature") or environmental influences and learning ("nurture") have played a greater role in human development.
2. The philosopher René Descartes fell squarely on the nature side of things, arguing that certain human capabilities were innate, whereas the philosopher John Locke argued that humans are born with a *tabula rasa*, or "blank slate," onto which our experiences get etched.
3. In developmental psychology, Arnold Gesell emphasized the importance of maturation in development (suggesting a primary role of nature), whereas John B. Watson demonstrated empirically that environmental conditions (nurture) have a strong and lasting impact on behavior.
4. Current developmentalists endorse what most laypeople probably already believed for a very long time. For any complex behavior, it's rarely nature *versus* nurture, and almost always nature *and* nurture.
5. Examples abound of how genetics can shape the environments people seek, but also how environmental factors can influence the expression of genes.

Learning Objective: 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
Topic/Concept: Evolutionary Theories of Development
Difficulty Level: Moderate

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Skill Level: Analyze It
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

118. Explain the key assumptions of evolutionary theories of development, including attachment theory.

Answer: The ideal answer should include:

1. Evolutionary theories of behavior seek to establish behavior patterns that would have increased survival to reproductive age and reproduction for our distant ancestors.
2. For example, social skills and language that are acquired in the first two years would have increased the likelihood of acceptance of the individual within the social group, which in turn would increase survival to adulthood.
3. Attachment theory is partly evolutionary in the sense that humans evolved behaviors that increased the proximity of caregiver to child, which in turn increased the survival rate of infants.
4. These behaviors include infants' crying and seeking attention and caregivers' desire to take care of a helpless infant.

Learning Objective: 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
Topic/Concept: Evolutionary Theories of Development
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

119. Name and describe the three parts of the personality in Sigmund Freud's psychodynamic theory.

Answer: The ideal answer should include:

1. Sigmund Freud understood the personality structure as consisting of three parts that interacted dynamically.
2. The id was the source of biological needs and desires.
3. The ego was the rational part of the personality.
4. The superego represented the rules and morals of society and acted as a person's conscience.
5. In development, the ego and superego increasingly channel the id's desires.

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

120. Explain how Erik Erikson's psychodynamic approach differs from Sigmund Freud's.

Answer: The ideal answer should include:

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1. Erik Erikson's proposed that development is a series of psychosocial crises that each person must face, rather than psychosexual crises as Sigmund Freud theorized, such as the crisis of trusting or not trusting the caregiver (as opposed to Freud's satisfaction or dissatisfaction of oral desires).
2. Erikson's view includes psychosocial crises and periods of development beyond adolescence, unlike Freud's theory (which largely stops at around the time of adolescence).
3. Erikson's theory has been more positively received than Freud's theory and has had greater influence on the field of developmental science.

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Topic/Concept: Psychodynamic Theories
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

121. Explain and give an example of classical and operant conditioning.

Answer: The ideal answer should include:

1. Classical conditioning involves learning an association between a novel stimulus and a reflexive response that was made upon exposure to the stimulus. For example, an infant makes a sucking movement (reflex) when the nipple of a breast or bottle near the mouth. Initially the infant does not respond to the sight of the breast or bottle, but over time, becomes conditioned to make a sucking response to the sight of the breast or bottle.
2. In operant conditioning, behavior depends on consequences, including reinforcement or punishment. Reinforcement increases the likelihood of a response occurring again in the future, whereas punishment decreases that likelihood. An example would be that each time a child says, "milk" a caregiver provides a sippy cup brimming with nutritious goat's milk. The child has been reinforced for saying "milk," and will say it more often in the future.

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

122. Give an example of how observational learning, shaping, and reinforcement might be used to improve children's table manners.

Answer: The ideal answer should include:

1. Children observe others engaging in table manners and imitate their behaviors.
2. Children are praised and given rewards (reinforcement) for enacting appropriate table manners.
3. Children's initial efforts at table manners are simple and clumsy (such as keeping elbows on the table or using a napkin inappropriately), but by selectively reinforcing

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closer and closer approximations to adult table manners, shaping of the desired behaviors occurs.

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Topic/Concept: Learning Theories
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

123. Compare and contrast Jean Piaget's and Lev Vygotsky's views of cognitive development.

Answer: The ideal answer should include:

1. Jean Piaget proposed that children construct their knowledge of the world by exploring and interacting with their environments. Development proceeds through a universal series of stages that involve more and more highly adapted and structured thinking about the world. Children develop *schemes*, which are organized networks of knowledge. They use these schemes to interpret the world around them.
2. Lev Vygotsky agreed that development involves bidirectional interactions of child and environment but emphasized how social environments shape child development. Vygotsky did not emphasize stages, but rather that cognitive development happens through social interaction with a more knowledgeable adult. Piaget thought cognitive skills could be understood in their pure form, but Vygotsky proposed that cognition was best understood within its social, cultural, and historical context.

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Topic/Concept: Classic Cognitive Development Theories
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

124. Compare and contrast information processing and developmental cognitive neuroscience approaches to explaining developmental change.

Answer: The ideal answer should include:

1. Information processing theories view the mind as a device for processing information, somewhat analogous to a computer. There is mental hardware built into all brains, such as short- and long-term memory, but through practice, individuals develop more complex and effective strategies for processing information and more knowledge, which is analogous to software.
2. Developmental cognitive neuroscience theories focus more explicitly on brain development and how it is related to the processing of information. They try to correlate data on brain development obtained through brain imaging and other ways of studying brain structure and function with data on cognitive skills at different ages.

Learning Objective: 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.
Topic/Concept: Modern Cognitive Development Theories

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Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

125. Outline the system layers in Urie Bronfenbrenner's bioecological model of development. Provide an example of each layer of the system.

Answer: The ideal answer should include:

1. Microsystem: the immediate social and physical environment of the child. Examples include the child's family, classroom, and extracurricular activities.
2. Mesosystem: influences on the child that originate from interactions between two microsystems. Examples include the parents' involvement in the child's school and parents' seeking out particular groups of children with whom their child can interact.
3. Exosystem: influences on a microsystem that are not in the child's immediate social and physical environment but that have an effect through their influence on one or more microsystems. For example, a parent who has a stressful workplace may be tense or tired when they come home and may be less likely to interact with the child or may be more irritable with the child, changing the family microsystem.
4. Macrosystem: the cultural beliefs and ideologies characteristic of the geographic setting in which the other layers of the system function. These effects are difficult to identify but they can alter exosystem, mesosystem, and microsystem influences on the child. An example is that in the United States, there is a strong reliance on fast-food restaurants by families, which can in turn increase the number of calories consumed by parents and children. Other examples can be derived from the influences of culture on child development.
5. Chronosystem: the influence of time on all layers of the system. Examples include the experience of a generation, such as children growing up in the digital age and how this impacts child development.

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Topic/Concept: Developmental System Theories
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

126. Describe and give an example of each of these research methods: naturalistic observation, structured observation, ethnographic methods, self-report methods, and standardized tests.

Answer: The ideal answer should include:

1. Naturalistic observation involves observing child behavior in natural settings, such as observing how a child interacts with peers in a preschool.
2. Structured observation involves observing child behavior in a situation set up by the researchers, such as observing how an infant responds in a situation where a known caregiver and a stranger enter and leave the room that the infant is in.
3. Ethnographic methods involve researchers becoming immersed in a particular culture and employing extensive observations and interviews of individuals who are part of that

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particular culture. An example is a researcher who lives with a cultural group in a remote area of New Guinea to understand how emotions get communicated between children and caregivers.
4. Self-report methods involve a research participant providing information either through a questionnaire or interview about their own behavior, attitudes, or skills. An example would be a child who completes a survey indicating how often they interact with electronic media during a typical day.
5. Standardized tests are structured sets of questions or problems that are given in the same way to all individuals taking the test. Responses to these questions are compared to norms obtained on a large number of individuals representative of different age levels and demographic backgrounds. An example is the Bayley Scales of Infant Development.

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Topic/Concept: Research Methods
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.4 Apply psychological content to solve practical problems.

127. Define case studies, correlational studies, and experimental studies, and present weaknesses associated with each research design.

Answer: The ideal answer should include:
1. Case studies intensively study a small number of children or families. Results from case studies are difficult to generalize to the broader population because the case study sample size is small and the experiences being studied are idiosyncratic to the respondents.
2. Correlational studies are used to determine which variables are related to each other and how the variables are associated. Correlation cannot be used to determine cause and effect, given that there are three possible ways of explaining any correlation.
3. Experiments are the only research design that allows for the possibility of reaching casual conclusions, given that hallmarks of the experiment (such as random assignment to conditions, the manipulation of an independent variable, and the control of confounding variables) are present. Many field experiments cannot control possible confounds. When studying some variables (e.g., the experience of child maltreatment), random assignment is not possible, meaning true experimental design cannot be used. And, because child maltreatment cannot or should not be manipulated by a researcher, a true independent variable is missing.

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Topic/Concept: Research Designs
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 2.1 Exercise scientific reasoning to investigate psychological phenomena.

128. Explain longitudinal and cross-sectional designs, and present strengths and weaknesses associated with each approach.

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Answer: The ideal answer should include:

1. Longitudinal designs obtain data from the same participants at two or more points in time, with researchers noting changes in the participants' behavior or test scores. Longitudinal designs are expensive to conduct, participants may drop out of the study over time, and conclusions are correlational.
2. Cross-sectional designs study people of different ages at the same point in time. This is the most commonly used design. Cross-sectional designs do not allow for intraindividual comparisons.

Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
Topic/Concept: Designs for Studying Developmental Change
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and theories in psychology.

129. Describe the ethical guidelines that researchers must follow when conducting research enlisting the help of child participants.

Answer: The ideal answer should include:

1. Nonharmful procedures: The researchers need to use the least stressful procedures.
2. Informed consent: Caregivers must be fully informed of the purpose, procedures, and known risks and benefits, and must give signed consent for a child's participation in the study. In addition, caregivers may discontinue participation at any time. If the child is old enough and mature enough to understand the study, the child's verbal or written assent must be obtained.
3. Confidentiality: It is important that the researchers not publish the names or identifying information of the children or caregivers.
4. Deception and debriefing: If deception is used in the study, it must not create any harm to the child. Caregivers must be informed about the true nature of the study after the study's completion, and the reasons deception was used must be fully explained.

Learning Objective: 1.2.6 Describe ethical precautions researchers take to protect children participating in studies.
Topic/Concept: Ethics in Child Development Research
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 3.1 Employ ethical standards in research, practice, and academic contexts.

130. Name the four broad areas that offer career opportunities for working with children, and describe the primary focus of each area.

Answer: The ideal answer should include:

1. Psychologists and researchers: The main focus is either delivery of psychological services to children, adolescents, and families; research; or a combination of the two.

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2. Health care professionals: The main focus is the delivery of medical services to children, adolescents, and families; prevention of illness; and conducting research relevant to promoting children's health.
3. Educators: The main focus of teaching is to provide classroom educational services to children and adolescents. Other educational professionals (such as school psychologists) work to establish the best combination of educational services for children who need the classroom environment to be adapted to their needs.
4. Policy makers, program directors, and attorneys: The main focus is to design or bring into being programs that benefit children, adolescents, and families.

Learning Objective: 1.2.7 Identify four main categories of professions that utilize developmental science to improve the lives of children.
Topic/Concept: Developmental Science and Careers with Children
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 5.6 Develop direction for life after graduation.

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Revel Quizzes

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

Chapter 1

Quiz: 1.1 Developmental Theories

EOM Q1.1.1

The major theories of development _____.

a. fall somewhere on a continuum between an emphasis on nature and an emphasis on nurture, with many emphasizing the interaction of nature and nurture
b. emphasize the importance of nurture over nature
Consider This: Most of the major theories of development emphasize that there must exist a balance among a variety of influences. 1.1.2 Identify four important issues addressed by developmental theories.
c. emphasize the importance of nature over nurture
Consider This: Most of the major theories of development emphasize that there must exist a balance among a variety of influences. 1.1.2 Identify four important issues addressed by developmental theories.
d. all emphasize the interaction of nature and nurture
Consider This: Most theories strive to identify a balance among a variety of influences but generally fall more toward one end of the spectrum or the other. 1.1.2 Identify four important issues addressed by developmental theories.

Answer: a
Learning Objective: 1.1.2 Identify four important issues addressed by developmental theories.
Difficulty: Easy
Skill: Remember

EOM Q1.1.2

A teacher notices that one student typically comes to class tired and hungry, and has an unusual number of cuts and bruises. The teacher contacts the school psychologist, who works with the parents to provide more nutritious meals and to establish daily routines for the child that include a regular bedtime. In this situation, the protective and compensatory childhood experiences (PACES) are _____.

a. both the teacher's identification of the problem and the school psychologist's interventions

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b. the cuts and bruises but not the child's fatigue and hunger
Consider This: Cuts and bruises, as well as the child's fatigue and hunger, would all be considered indicative of adverse childhood experiences (ACES). 1.1.2 Identify four important issues addressed by developmental theories.

c. the teacher's identification of the problem, but not the school psychologist's interventions
Consider This: Efforts of any professionals to provide compensatory experiences could be considered to be protective and compensatory experiences (PACES). 1.1.2 Identify four important issues addressed by developmental theories.

d. the child's fatigue and hunger but not the cuts and bruises
Consider This: Cuts and bruises, as well as the child's fatigue and hunger, would all be considered indicative of adverse childhood experiences (ACES). 1.1.2 Identify four important issues addressed by developmental theories.

Answer: a
Learning Objective: 1.1.2 Identify four important issues addressed by developmental theories.
Difficulty: Moderate
Skill: Apply

EOM Q1.1.3

Each of the following is a principle of Darwin's theory of natural selection, EXCEPT _____.

a. during their lifetime, organisms acquire new traits from experience and pass these on to their offspring

b. because of random genetic mutations, organisms vary from one another
Consider this: Darwin viewed random genetic mutations as crucial to his theory of natural selection. 1.1.3. Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.

c. some organisms fare better than others because their genetic traits are useful to survival, leading them to survive, while others with less useful traits die out
Consider this: Darwin theorized that certain traits were more useful than others for survival, leading organisms with those traits to survive and those with less useful traits to die out. 1.1.3. Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.

d. organisms pass their inherited traits on to their offspring, so that over time the population of organisms increasingly consists of those with useful or adaptive traits
Consider this: Darwin assumed that somehow traits are passed on from parents to their offspring, and as a result, organisms with the more useful traits become more frequent in the population. 1.1.3. Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.

Answer: a
Learning Objective: 1.1.3. Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
Difficulty: Moderate

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Skill: Remember

EOM Q1.1.4

Which of the following stages is part of Erikson's focus on psychosocial crises?

a. Identity crisis
b. Ego
Consider This: The correct answer refers to an event or phase one can experience in any part of life. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
c. Superego
Consider This: An individual experiencing one of these stages in adolescence is likely dealing with different issues and obstacles than an individual experiencing one of these stages in middle adulthood. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
d. Psychosexual
Consider This: Failure to resolve the crisis in one phase of life affects the next phase of one's life and the difficulties one will experience. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Answer: a
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Difficulty: Moderate
Skill: Remember

EOM Q1.1.5

A child watches her older brother throw a ball and imitates his throwing motion. Later, her father praises her for an improved throw. These are examples of _____ and _____, respectively.

a. observational learning; positive reinforcement
b. negative reinforcement; positive reinforcement
Consider This: Look back at the definition of negative reinforcement. Is there any negative reinforcement in this scenario? 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
c. operant conditioning; classical conditioning
Consider This: The child is watching her brother and imitating his technique. 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
d. positive reinforcement; classically conditioned response

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Consider This: This mode of acquiring new skills helps an individual shape novel behaviors more quickly. 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.

Answer: a
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Difficulty: Difficult
Skill: Apply

EOM Q1.1.6

Ismail is a third grader who is able to read a book at the second grade reading level with 95 percent accuracy when a parent helps out with a word here and there. When the teacher asks Ismail to read independently, he scores 80 percent on a similar second-grade reading level passage. In this situation, Vygotsky's zone of proximal development refers to _____.

a. the difference between 80 percent independent and 95 percent supported accuracy on second-grade level passages
b. the 80 percent independent accuracy level of accuracy on second-grade level passages
Consider This: Look back at the definition of the zone of proximal development. 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
c. the 95 percent accuracy level of accuracy on second-grade level passages when reading with support from an adult
Consider This: Look back at the definition of the zone of proximal development. 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
d. the fact that Ismail is reading only at the second-grade level and not the third-grade level
Consider this: Look back at the definition of the zone of proximal development. 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Answer: a
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Difficulty: Difficult
Skill: Apply

EOM Q1.1.7

According to Piaget, cognitive development can be organized into a series of qualitatively different _____ that come about due to qualitative changes over time in _____.

a. stages; schemes
b. outcomes; tools

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Consider This: Piaget described different phases children go through in which they develop new frameworks and skills for interacting with their environments. 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

c. observations; reinforcement
Consider This: During the phases Piaget described, children might gain new skills to make new observations about their environment and receive reinforcement while doing so, but this is not the correct answer. 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

d. adaptations; social factors
Consider This: In the phases Piaget described, children certainly gain new adaptations in motor skills and cognition, and these will affect their socialization, but this answer is incorrect. 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Answer: a
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Difficulty: Difficult
Skill: Understand

EOM Q1.1.8

An important concept in information processing theory is the _____, which exerts control over which strategies to use in particular situations.

a. central executive

b. child's exploration of the environment
Consider This: This concept is important from infancy through adolescence. Which choice would help even after childhood? 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.

c. child's imitation of others
Consider This: The correct concept helps a child choose which strategy to use and determine which is most effective; imitation is not always the most fitting skill to utilize. 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.

d. social and cultural context
Consider This: Social and cultural context may affect how this concept determines which strategy to use, but this is not the correct answer. 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.

Answer: a

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Learning Objective: 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.
Difficulty: Easy
Skill: Remember

EOM Q1.1.9

In the bioecological model of development, indirect influences on children, such as those stemming from the parents' workplace, are identified as part of an ecological system called the _____.

a. exosystem
b. mesosystem
Consider This: The mesosystem involves an interaction between two microsystem influences. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
c. microsystem
Consider This: Microsystems refer to unique personal factors that differ from family to family and home to home and occur in the child's immediate, daily experience. Which choice refers to factors that directly impact the child but occur outside the child's immediate environment? 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
d. macrosystem
Consider This: Macrosystems concern factors that are even farther removed from the child's direct environment than the parent's workplace, such as trends in the economy. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Answer: a
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Difficulty: Moderate
Skill: Understand

EOM Q1.1.10

According to dynamic systems theory, during periods of change, the interacting influences on a particular system of behavior (such as a particular motor skill) may become unstable for a time and then reorganize into a more complex and effective system. This feature of dynamic systems theories is called the _____ principle.

a. self-organizing
b. identity crisis

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Consider This: While an identity crisis can occur during periods of change, it is not a concept used in dynamic systems theory. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

c. strategic
Consider This: While being strategic can help one become more effective at solving problems during periods of change, this concept is not a feature of dynamic systems theory. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

d. sensitive period
Consider This: While developing motor skills, going through changes, and reorganizing behavior systems can occur during sensitive periods, the question is not describing what a sensitive period is, nor is this a feature of dynamic systems theory. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Answer: a
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Difficulty: Moderate
Skill: Remember

Quiz: 1.2 Studying Child Development

EOM Q1.2.1

Videotaping mother–infant interactions in the home and analyzing the frequency of vocalizations directed by the infant to the mother are examples of a(n) _____ observation, whereas asking mothers to show their infants a picture book and recording the number of infant vocalizations would be an example of a _____.

a. naturalistic; structured observation

b. valid; norm
Consider This: Validity refers to whether the method measures what it is intended to measure, and norms refer to expectations for standard performance. 1.2.1 Describe the major methods of collecting data on children.

c. reliable; standardized test
Consider This: Reliability refers to the consistency of the measurement. The method being used is not a standardized test, but it does call for a particular methodology that must be repeated by others trying to replicate the results of the study. 1.2.1 Describe the major methods of collecting data on children.

d. ethnographic; questionnaire

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Consider This: Ethnographic observations are used to study children within particular social groups, whereas the method being described could be applied universally. Questionnaires involve interviewing people who are able to use language effectively, unlike infants. 1.2.1 Describe the major methods of collecting data on children.

Answer: a
Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Difficulty: moderate
Skill: Apply

EOM Q1.2.2

All of the following are biological assessments used frequently in contemporary developmental research, EXCEPT _____.

a. X-rays
b. MRI scans
Consider This: MRI scans are used to investigate changes with age in specific brain structures. 1.2.1 Describe the major methods of collecting data on children.
c. measuring hormone levels in saliva
Consider This: Levels of circulating hormones may differ when children and adults are under stress. 1.2.1 Describe the major methods of collecting data on children.
d. measuring evoked response potentials
Consider This: Evoked response potentials, or ERPs, are infants' brain responses to stimuli, measured by means of an EEG cap. 1.2.1 Describe the major methods of collecting data on children.

Answer: a
Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Difficulty: moderate
Skill: Remember

EOM Q1.2.3

The negative correlation between length of stay in an institution and later cognitive scores _____.

a. means that longer stays were associated with lower cognitive scores
b. means that longer stays were associated with higher cognitive scores
Consider This: Think of how a lack of caregiver interaction and bonding would affect a child's development over a longer period of time. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

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c. indicates that staying in the institution longer caused cognitive scores to decrease over time
Consider This: The negative correlation does not describe the decrease in cognitive scores but is related to how the variables being measured relate to each other. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

d. was most likely due to a third factor, such as children who stayed longer in the institution were likely to have brain damage, and thus lower cognitive scores
Consider This: Negative correlation describes the way in which the variables being measured are related to each other and does not indicate by itself which factor might be causally related to lower cognitive scores. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Answer: a
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Difficulty: moderate
Skill: Understand

EOM Q1.2.4

In the Bucharest Early Intervention Project, cognitive ability was a(n) _____, and the group (never institutionalized, care as usual, and foster care) was a(n) _____.

a. dependent variable; independent variable

b. dependent variable; valid variable
Consider This: Which terms used in describing measurements refer to the item that is being measured and the item that differs between the control and experimental group, respectively? 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

c. experimental condition; long-term intervention
Consider This: The project did measure the outcomes of a long-term intervention, but this is not the correct answer. Which terms describe what is being measured and what differs between the control and the experimental group, respectively? 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

d. independent variable; dependent variable
Consider This: Cognitive ability was a constant being measured, and whether the group had been institutionalized or for how long was what differed between the groups being compared. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Answer: a

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Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Difficulty: moderate
Skill: Analyze

EOM Q1.2.5

In addition to providing direct data on changes in behavior or cognitive ability with age, longitudinal studies yield information about _____.

a. the consequences of early experience
b. causal directions of effects
Consider This: Longitudinal studies can obtain direct information about patterns of change but, without further information, cannot indicate the direction of causality. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
c. cohort effects
Consider This: Longitudinal studies can be used to note variations in developmental patterns because the data are collected on *individuals*. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
d. trends in behavior across generations
Consider This: Longitudinal studies can be used to examine the relationships between an individual's experiences and behaviors over a significant period of time. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Answer: a
Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
Difficulty: moderate
Skill: Understand

EOM Q1.2.6

One contributor to the scientific replicability crisis is _____, in which studies that find statistically significant differences are more likely to get published in scientific journals than those that don't find significant differences.

a. the file drawer effect
b. unrepresentative samples
Consider this: Studies with unrepresentative samples may or may not find statistically significant findings. 1.2.4: Identify problems and progress in dealing with scientific replicability.
c. open science

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Consider this: Open science is a set of practices designed to make scientific studies more transparent, accessible, and replicable. 1.2.4: Identify problems and progress in dealing with scientific replicability.

d. meta-analysis
Consider this: A meta-analysis involves combining both published and unpublished studies to calculate an overall effect size. 1.2.4: Identify problems and progress in dealing with scientific replicability.

Answer: a
Learning Objective: 1.2.4: Identify problems and progress in dealing with scientific replicability.
Difficulty: moderate
Skill: Understand

EOM Q1.2.7

The practices of open science were developed to counter the problem with scientific replicability, and they include _____.

a. a journal publishing a pre-registered study even if the effects are nonsignificant
b. a journal publishing any findings, regardless of the methodology used
Consider This: Open science practices involve journal editors assessing whether a study uses sound methodological practices. 1.2.4 Identify problems and progress in dealing with scientific replicability.
c. a journal accepting studies with both large and small sample sizes in order to increase the amount of data pertaining to a particular hypothesis
Consider this: Issues of replicability often arise because of small and unrepresentative samples. 1.2.4 Identify problems and progress in dealing with scientific replicability.
d. scientists being urged not to make their methods available to other scientists to preserve integrity
Consider this: One of the practices of open science is to share all details of the study so its replicability can be determined. 1.2.4 Identify problems and progress in dealing with scientific replicability.

Answer: a
Learning Objective: 1.2.4 Identify problems and progress in dealing with scientific replicability.
Difficulty: moderate
Skill: Understand

EOM Q1.2.8

Socioeconomic status is a powerful variable in developmental research and generally refers to family income as well as _____.

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a. the educational level attained by parent(s)
b. the area of the country in which the family lives
Consider This: Socioeconomic status does not refer to the area of the country in which a family lives. 1.2.5 Identify aspects of diversity and explain how they are investigated.
c. the neighborhood in which the family lives
Consider This: Socioeconomic status can affect which neighborhoods families live in, but this is not the meaning of socioeconomic status. 1.2.5 Identify aspects of diversity and explain how they are investigated.
d. the friends that the family has
Consider This: Socioeconomic status can affect who we associate with socially, but this is not the meaning of socioeconomic status. 1.2.5 Identify aspects of diversity and explain how they are investigated.

Answer: a
Learning Objective: 1.2.5 Identify aspects of diversity and explain how they are investigated.
Difficulty: moderate
Skill: Understand

EOM Q1.2.9

Investigators in the Bucharest Early Intervention Project asked caregivers or parents for permission to enroll children in the study; this process is termed _____.

a. informed consent
b. debriefing
Consider This: Debriefing occurs upon the conclusion of the study; the script for the debriefing must be approved by an institutional review board before the study can commence. 1.2.6 Describe ethical precautions researchers take to protect children participating in studies.
c. confidentiality
Consider This: Confidentiality is legally and ethically critical, but the correct answer regards the individual being able to agree to the study with full knowledge of what is being studied and what the risks may be. 1.2.6 Describe ethical precautions researchers take to protect children participating in studies.
d. institutional review
Consider This: An institutional review board does help ensure beforehand that the potential scientific gains of any study will be worth the risks posed to the individuals in the study, but the review is conducted before any potential participants are contacted. 1.2.6 Describe ethical precautions researchers take to protect children participating in studies.

Answer: a

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Learning Objective: 1.2.6 Describe ethical precautions researchers take to protect children participating in studies.
Difficulty: Easy
Skill: Understand

EOM Q1.2.10

Pediatricians, psychiatrists, nurses, and occupational therapists are all examples of which category of professions involving children?

- **a.** Health care professionals
- **b.** Psychologists and researchers
  Consider This: Some of these individuals are often also researchers, but generally others of them are not. Which category fits all of these occupations? 1.2.7 Identify four main categories of professions that utilize developmental science to improve the lives of children.
- **c.** Policy makers
  Consider This: The work done by some of these individuals can help create policies, but generally we would not think of these professionals as policy makers. Which category fits all of these occupations? 1.2.7 Identify four main categories of professions that utilize developmental science to improve the lives of children.
- **d.** Educators
  Consider This: Many of these individuals can also be educators as part of their jobs, but generally we don't think of them as primarily educators. Which category fits all of these occupations? 1.2.7 Identify four main categories of professions that utilize developmental science to improve the lives of children.

Answer: a
Learning Objective: 1.2.7 Identify four main categories of professions that utilize developmental science to improve the lives of children.
Difficulty: Easy
Skill: Remember

Chapter 1 Quiz: The Study of Child and Adolescent Development

EOC Q1.1

The term for patterns of growth and change in behavior, thinking, or emotions over time is _____.

- **a.** development
- **b.** stages

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Consider This: Stages occur during this lengthy process, but which choice describes the process as a whole? 1.1.1 Identify the most important features of a developmental theory.

c. evolution
Consider This: Evolution does concern changes over time, but which choice describes regularly expected changes and milestones that occur within the lifespan of an individual rather than a species? 1.1.1 Identify the most important features of a developmental theory.

d. learning
Consider This: Learning is certainly an integral part of this lengthy process, but which choice describes the process as a whole? 1.1.1 Identify the most important features of a developmental theory.

Answer: a
Learning Objective: 1.1.1 Identify the most important features of a developmental theory.
Difficulty: Easy
Skill: Remember

EOC Q1.2

A child who lives in a stressful home environment is fearful when interacting with other children in kindergarten, despite the teacher's efforts to encourage her. She is increasingly ignored by her peers and as a result does not develop skills in initiating play. Her family moves, she starts first grade at a new school, and she is ignored by peers and picked on by a bully, who is easily able to make her fearful and upset. The best term to describe this developmental pattern is _____.

a. a developmental cascade

b. resilience
Consider This: Resilience would be a helpful attribute when going through this process, but which choice describes the process as a whole? 1.1.2 Identify four important issues addressed by developmental theories.

c. maturation
Consider This: Maturation is likely occurring during this process and also being impacted by it, but which choice describes the process as a whole? 1.1.2 Identify four important issues addressed by developmental theories.

d. nature–nurture interaction
Consider This: How the child handles this process is certainly impacted by the influence of the interaction between nature and nurture in the child's life, but which choice refers to the process itself? 1.1.2 Identify four important issues addressed by developmental theories.

Answer: a
Learning Objective: 1.1.2 Identify four important issues addressed by developmental theories.
Difficulty: moderate

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Skill: Apply

EOC Q1.3

The finding that institutionalized children have better outcomes if they are adopted before 18 months of age is an example of _____.

a. a sensitive period
b. shaping
Consider This: Shaping occurs when children are rewarded for successively closer approximations to a target behavior, but this is not what is being asked about here. Which choice refers to a range of time in which development is most affected by experience? 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
c. a scheme
Consider This: While schemes, organized ways of thinking or acting on objects, would certainly be affected by early experience, this is not what is being asked about here. Which choice refers to a range of time in which development is most affected by experience? 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
d. observational learning
Consider This: Observational learning occurs across a wide range of ages and environments. Which choice refers to a range of time that may lead to better or worse outcomes for a child depending on their upbringing? 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.

Answer: a
Learning Objective: 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism.
Difficulty: moderate
Skill: Remember

EOC Q1.4

According to _____, children are born with innate core capacities that had survival value for ancient ancestors, such as the ability to distinguish larger from smaller numbers.

a. nativist theories
b. Piaget
Consider This: Piaget's theory is not listed as one of the theories that derives from Darwin's theory of evolution. 1.1.3 Describe the key features of Darwin's theory of

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evolution and evolutionary theories of development, including attachment theory and nativism

c. psychodynamic theories
Consider This: psychodynamic theories are not described as deriving from Darwin's theory of evolution. 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism

d. principles of operant conditioning
Consider This: Operant conditioning is a principle of learning theory, which is not one of the theories that derives from Darwin's theory of evolution. 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism

Answer: a
Learning Objective: 1.1.3 Describe the key features of Darwin's theory of evolution and evolutionary theories of development, including attachment theory and nativism
Difficulty: Easy
Skill: Understand

EOC Q1.5

An enduring contribution of Freud's theory is his proposal that difficulties in _____ contribute to later development.

a. early experience

b. toilet training
Consider This: Freud believed difficulties in learning to control urination and defecation had an important effect on a child's later development, but which choice refers to the primary, overarching focus of Freudian theory? 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

c. becoming conditioned to the environment
Consider This: This would be a concept focused on by classical learning theories. Which choice refers to the primary, overarching focus of Freudian theory? 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

d. imprinting
Consider This: Imprinting is a concept developed by Lorenz, an ethologist. Which choice refers to the primary, overarching focus of Freudian theory? 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Answer: a
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Difficulty: moderate
Skill: Understand

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EOC Q1.6

In contrast to Freud, Erikson thought that the main issue for the toddler (e.g., approximately age 2) was not toilet training but _____.

a. achieving autonomy from the parent
b. developing a secure attachment to the parent
Consider This: Bowlby is known for focusing on attachment. Erikson's concept of trust is similar, but it is the main issue for the infant in the first year. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
c. imprinting on the parent
Consider This: Lorenz is known for discussing the phenomenon of imprinting in animals. Erikson focused on social relationships among humans at different developmental stages. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
d. ego development
Consider This: Freud is known for focusing on ego. Erikson used different concepts relating to social interactions among people. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Answer: a
Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.
Difficulty: moderate
Skill: Understand

EOC Q1.7

Suppose a child adopted from an orphanage continues to show a negative reaction to being placed in a crib for several months after being adopted into a supportive and loving home. According to learning theorists, this might be a(n) _____ response learned from months of stressful experiences spent in her crib at the orphanage.

a. classically conditioned
b. operant conditioned
Consider This: Operant conditioning generally refers to a behavior rather than an emotion felt toward an object. The correct answer refers to the process that developed this response to the crib. 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

c. observational learning

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Consider This: There is no mention in the question that the child responded this way because she observed another person showing a negative reaction to the crib. 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

d. unconditioned
Consider This: An unconditioned response might refer to the child's initial reaction to the crib when first placed in it, but this response is occurring months later. 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Answer: a
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.
Difficulty: Difficult
Skill: Apply

EOC Q1.8

In Bandura's Bobo doll experiment, how did children behave after seeing adults behave aggressively toward the Bobo doll?

a. These children were more likely to be aggressive toward the Bobo doll in the laboratory.
b. These children became aggressive in their daily lives.
Consider This: The children did show increased aggression in certain contexts but not globally. 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
c. The children were more aggressive toward the Bobo doll, but subsequent studies did not bear out this finding.
Consider This: Subsequent studies showed that children were more likely to imitate behavior that stood out to them. 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
d. The children who had observed the adult playing aggressively with Tinkertoys were aggressive toward the Tinkertoys.
Consider This: The adults did not play in an atypical way with the Tinkertoys. 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.

Answer: a
Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theorists to explain development.
Difficulty: moderate
Skill: Remember

EOC Q1.9

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According to Piaget, the contrast in thinking between infancy and early childhood involves a transition from thinking about the world exclusively in terms of sensory impressions and motor actions to thinking about the world in terms of _____.

a. symbols
b. schemes
Consider This: Schemes refer to the organized ways of thinking and acting on objects that children develop as they grow. Which choice refers to an expected developmental advancement that would regularly be incorporated by a child into their schema toward the end of infancy or beginning of early childhood? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
c. formulating and testing hypotheses
Consider This: A toddler who could formulate and test hypotheses would be incredibly advanced. Which choice refers to an expected developmental advancement that would regularly occur toward the end of infancy or beginning of early childhood? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
d. logical operations
Consider This: Toddlers do not normally have a grasp of logical operations. Which choice refers to an expected developmental advancement that would regularly occur toward the end of infancy or beginning of early childhood? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Answer: a
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Difficulty: moderate
Skill: Analyze

EOC Q1.10

According to researchers following up on Vygotsky's ideas, adult guidance of children in Western cultures is heavily verbal, whereas children in traditional societies depend a lot more on a process of _____.

a. observation and imitation of adults
b. creating mental symbols of what adults are doing
Consider This: Mental symbols were something discussed by Piaget. How would a child in a traditional society likely learn the skills and behaviors they would need to be a productive member of their community? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

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c. using nonverbal representations such as pictures to communicate
Consider This: This would not likely be a very effective or natural way for children to learn about day-to-day life in traditional cultures. How would a child in a traditional society likely learn the skills and behaviors they would need to be a productive member of their community? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

d. using strategies
Consider This: Using strategies is a process emphasized by information processing theory. According to Vygotsky, how would a child in a traditional society likely learn the skills and behaviors they would need to be a productive member of their community? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Answer: a
Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.
Difficulty: moderate
Skill: Understand

EOC Q1.11

Cognitive developmental neuroscientists use MRI and other brain imaging methods to determine how _____ changes with age.

a. brain structure or function

b. cognitive ability
Consider This: The reasons for a certain level of cognitive ability might be indicated by an MRI, but brain imaging by itself does not directly measure cognitive ability. 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.

c. behavior
Consider This: The reasons for certain types of behavior might be indicated by an MRI, but brain imaging by itself does not directly measure behavior. 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.

d. sensitivity to the environment
Consider This: The reasons for certain levels of sensitivity to the environment might be indicated by an MRI, but sensitivity to the environment is not directly measured by a scan such as this. 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.

Answer: a
Learning Objective: 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.

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Difficulty: moderate
Skill: Understand

EOC Q1.12

Information processing theories use computers as an analogy for the human brain. For example, a change in a child's information processing "hardware" might be _____, whereas an example of a change in his or her "software" might be _____.

a. increases in working memory capacity; increases in use of strategies
b. increases in executive control; improvements in knowledge
Consider This: A computer's hardware affects how it takes in, stores, and processes information, whereas its software directs the flow of the information. 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.
c. improvements in counting routines; use of more sophisticated schemes
Consider This: Both counting routines and schemes would be more like a computer's software, which directs the flow of information within the computer's processing system. 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.
d. connections of the temporal to frontal lobe; maturation of white matter tracts
Consider This: Connections and maturation of white matter tracts are more like a computer's hardware, as they involve structural changes to the brain. 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.

Answer: a
Learning Objective: 1.1.7 Identify the key features of information processing and developmental cognitive neuroscience theories.
Difficulty: moderate
Skill: Remember

EOC Q1.13

An important assumption of dynamic systems theorists is that _____ is the unit of analysis.

a. the whole individual
b. brain development
Consider This: Brain development is a contributing factor for dynamic systems theorists, but it is not the primary unit of analysis. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
c. a person's genetic predisposition

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Consider This: Genetic predisposition is a contributing factor for dynamic systems theorists, but it is not the primary unit of analysis. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

d. a person's physical growth
Consider This: Physical growth is a contributing factor for dynamic systems theorists, but it is not the primary unit of analysis. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Answer: a
Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.
Difficulty: Easy
Skill: Remember

EOC Q1.14

A standardized test is _____ if the scores for a person are consistent across different test occasions.

a. reliable
b. using norms
Consider This: Using norms refers to relying on data from many people who took the same test. What would you think of a test that had predictable and consistent outcomes if performed correctly each time? 1.2.1 Describe the major methods of collecting data on children.
c. valid
Consider This: Validity refers to whether a test measures what it is intended to measure. What would you think of a test that had predictable and consistent outcomes if performed correctly each time? 1.2.1 Describe the major methods of collecting data on children.
d. structured
Consider This: Structured observations are designed to elicit a particular behavior. What would you think of a test that had predictable and consistent outcomes if performed correctly each time? 1.2.1 Describe the major methods of collecting data on children.

Answer: a
Learning Objective: 1.2.1 Describe the major methods of collecting data on children.
Difficulty: Easy
Skill: Understand

EOC Q1.15

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Multiple regression is a data analysis technique that enables researchers to evaluate the relative strength of association between many _____ and a _____.

a. independent variables; dependent variable
b. standardized tests; a structured interview
Consider This: Although standardized test scores and a structured interview might be used in a multiple regression analysis, the use of these types of data is not the defining characteristic of a multiple regression. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
c. observations; norm
Consider This: While observational data could be used in a multiple regression, and any standardized tests that are used should have norms, the use of these types of data is not the defining characteristic of a multiple regression. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
d. cohort effects; microsystem
Consider This: Cohort effects are not a data analysis technique but refer to phenomena wherein children growing up in different generations can potentially exhibit drastically different testing results. Microsystem refers to a level of environment in Bronfenbrenner's model and is not a data analysis technique. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Answer: a
Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.
Difficulty: Difficult
Skill: Analyze

EOC Q1.16

An advantage of cross-sectional over longitudinal studies is _____.

a. they are less costly and time consuming
b. the absence of cohort effects
Consider This: This is not an advantage of cross-sectional studies; it is a possible drawback. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
c. direct information about causal relationships among variables
Consider This: This is a major strength of experimental studies but not of either cross-section or longitudinal studies. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
d. superior information about changes with age

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Consider This: This is not an advantage of cross-sectional studies compared to longitudinal studies. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Answer: a
Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.
Difficulty: moderate
Skill: Analyze

EOC Q1.17

_____ is a technique for combining data from many samples of individuals, collated from existing studies, in order to determine the size of an experimental effect or a correlation between two variables.

a. Meta-analysis
b. Multiple regression
Consider This: Although multiple regression could be used in the type of study described, it does not refer to the overall technique of combining data from many separate studies. 1.2.4 Identify problems and progress in dealing with scientific replicability.
c. A longitudinal study
Consider This: Although longitudinal data could be included, it does not refer to the overall technique of combining data from many separate studies. 1.2.4 Identify problems and progress in dealing with scientific replicability.
d. Open science
Consider This: Although the practice described is a part of an open science approach, open science is not the correct term to label the technique of combining data from many separate studies. 1.2.4 Identify problems and progress in dealing with scientific replicability.

Answer: a
Learning Objective: 1.2.4 Identify problems and progress in dealing with scientific replicability.
Difficulty: moderate
Skill: Understand

EOC Q1.18

Compared to the 2010 Census, the U.S. Census conducted in 2020 revealed proportionately more children from _____ families and proportionately fewer children from _____ families.

a. Hispanic or Latino; Non-Hispanic White

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b. Non-Hispanic Black; Non-Hispanic White
Consider This: The proportion of children from Non-Hispanic Black families stayed about the same with a slight decline from 2010 to 2020. 1.2.5: Identify aspects of diversity and explain how they are investigated.

c. Non-Hispanic White; Non-Hispanic Asian
Consider This: The proportion of children from Non-Hispanic White families declined from 2010 to 2020. 1.2.5: Identify aspects of diversity and explain how they are investigated.

d. Non-Hispanic Asian; Non-Hispanic White
Consider This: The proportion of children from Non-Hispanic Asian families increased from 2010 to 2020. 1.2.5: Identify aspects of diversity and explain how they are investigated.

Answer: a
Learning Objective: 1.2.5: Identify aspects of diversity and explain how they are investigated.
Difficulty: moderate
Skill: Remember

EOC Q1.19

The issue of whether it was ethical for the authors of the Bucharest Early Intervention Project to assign only half of the child participants to the foster care intervention and half to the care-as-usual group was likely a subject of debate, but according to the authors (Nelson et al., 2007), the study was approved in part because _____.

a. it was not possible to know definitively whether the foster care intervention worked without random assignment to the two groups

b. the Romanian government overrode the objections of IRBs at the investigators' home universities because they wanted to know whether the intervention worked
Consider This: The study could not have been conducted without the approval of both the investigators' home universities and the Romanian authorities. 1.2.6 Describe ethical precautions researchers take to protect children participating in studies.

c. the investigators knew that most of the children in the care-as-usual group would be adopted anyway
Consider This: Although many of the children in the care-as-usual group were adopted, the investigators did not know this in advance. 1.2.6 Describe ethical precautions researchers take to protect children participating in studies.

d. the Romanian government valued the cash payments that the investigators were making to the foster families
Consider This: Cash payments to parents do not supersede the four key ethical guidelines for research with children. 1.2.6 Describe ethical precautions researchers take to protect children participating in studies.

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Answer: a
Learning Objective: 1.2.6 Describe ethical precautions researchers take to protect children participating in studies.
Difficulty: Difficult
Skill: Analyze

EOC Q1.20

Which of the following categories of professionals is responsible for the bulk of research publications on child and adolescent development?

a. Psychologists and researchers
b. Educational professionals
Consider This: Educational professionals certainly contribute to the body of knowledge on child and adolescent development, but they are not responsible for the bulk of it. 1.2.7 Identify four main categories of professions that utilize developmental science to improve the lives of children.
c. Health professionals
Consider This: Health professionals certainly contribute to the body of knowledge on child and adolescent development, but they are not responsible for the bulk of it. 1.2.7 Identify four main categories of professions that utilize developmental science to improve the lives of children.
d. Social policy professionals
Consider This: Social policy professionals developing programs for children and adolescents often draw much of their recommended legislation from the body of knowledge on child and adolescent development, but they are not responsible for the bulk of research publications on it. 1.2.7 Identify four main categories of professions that utilize developmental science to improve the lives of children.

Answer: a
Learning Objective: 1.2.7 Identify four main categories of professions that utilize developmental science to improve the lives of children.
Difficulty: moderate
Skill: Understand

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