Childhood and Adolescence 7th edition Rathus Test Bank

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Name:_____ Class:_____ Date:_____

Chapter 1

1. The terms *growth* and *development* are synonymous.
   a. True
   b. False

ANSWER: False

2. John B. Watson's theory emphasizes libidinal energy and erogenous zones.
   a. True
   b. False

ANSWER: False

3. Theories are related statements about events.
   a. True
   b. False

ANSWER: True

4. Freud felt insufficient or excessive gratification in a stage of development would lead to developmental problems.
   a. True
   b. False

ANSWER: True

5. According to Erikson, successful resolution of early life crises sets the stage for positive resolution of later crises.
   a. True
   b. False

ANSWER: True

6. The first stage of psychosocial development is trust versus mistrust.
   a. True
   b. False

ANSWER: True

7. A conditioned stimulus is one that occurs without prior learning.
   a. True
   b. False

ANSWER: False

8. Negative reinforcement will increase a desired behavior when an unpleasant stimulus is removed.
   a. True
   b. False

ANSWER: True

9. The study of the influence of genes on development is the study of nature (heredity) as opposed to nurture (environment).
   a. True
   b. False

ANSWER: True

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10. According to the textbook, the development of language is due entirely to biology (nature).
    a. True
    b. False

ANSWER: False

11. Theorists who believe that a number of rapid, successive changes bring about development adhere to the belief that development is continuous.
    a. True
    b. False

ANSWER: False

12. Sigmund Freud and Jean Piaget were both stage theorists.
    a. True
    b. False

ANSWER: True

13. The first step in the scientific method is testing the hypothesis.
    a. True
    b. False

ANSWER: False

14. In naturalistic observation studies, the researcher tries to change or alter the environment they are observing.
    a. True
    b. False

ANSWER: False

15. Once agreeing to participate in a study, parents and children must remain in the study until it is over.
    a. True
    b. False

ANSWER: False

16. In developmental psychology, how do we define "child?"
    a. A person undergoing development from infancy to puberty
    b. A person undergoing development during the first 3 years of life
    c. Any human being, as defined by each individual and culture
    d. The period of development prior to the development of complex speech

ANSWER: a

17. How is the definition of *child* different from that of *infant*?
    a. Infancy is defined as the first 2 years of life where *complex* speech is absent, whereas childhood lasts from birth until puberty.
    b. Infancy lasts until age 2, whereas childhood lasts until age 5.
    c. Infancy is defined by a presence of complex speech, whereas childhood involves the absence of complex speech.

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d. The definition of child and infant are the same.

ANSWER: a

18. The term *infancy* is derived from Latin roots meaning
    a. "not walking."
    b. "not speaking."
    c. "not eating solid foods."
    d. "a child younger than age 3."

ANSWER: b

19. Dillon is in the period known as "early" childhood. His membership in this group is determined by his
    a. ability to communicate with others.
    b. age.
    c. level of social skill.
    d. height and weight.

ANSWER: b

20. Whereas early childhood includes the ages from 2 to 5 years, middle childhood can best be defined as the
    a. blank slate period.
    b. years from 6 to 12.
    c. years from 6 to 9.
    d. time of greatest gains in height and weight.

ANSWER: b

21. In Western societies, the beginning of middle childhood is usually marked by
    a. a child's entry into preschool.
    b. a child's entry into first grade.
    c. the development of mixed-sex friendship groups.
    d. a well-defined sense of self-concept.

ANSWER: b

22. The study of development includes an examination of the
    a. process of conception but not the prenatal period.
    b. prenatal period only.
    c. origin of sperm and ova only.
    d. process of conception and the prenatal period.

ANSWER: d

23. Development is
    a. quantitative change in the individual over time and location.
    b. predictable and consistent for all people across various cultures and time periods and with regard to genetic background.
    c. the orderly appearance, over time, of physical structures, psychological traits, behaviors, and ways of adapting to demands of life.

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d. qualitative change in the individual over time and location.

ANSWER: c

24. Kylie first learned to lift her head and then to sit up, crawl, stand, and walk. These changes in type and kind of motor development best represent
a. qualitative changes.
b. quantitative changes.
c. both qualitative and quantitative changes.
d. neither qualitative nor quantitative changes.

ANSWER: a

25. Sydney is 3 years old. Her height and weight are determined by
a. biological factors only, such as genetics.
b. external factors only, such as nutrition and parenting style.
c. the combined influence of factors such as genetics and nutrition.
d. her level of cognitive and socioemotional development.

ANSWER: c

26. The terms *growth* and *development* are
a. synonymous.
b. opposites.
c. different; growth refers to changes in quality, whereas development refers to changes in quantity.
d. different; growth refers to changes in quantity only, whereas development refers to changes in quantity and/or quality.

ANSWER: d

27. What is the best description for why we study child development?
a. To resolve differences with regard to sex and gender
b. To help us eliminate all developmental problems
c. To give advice to parents in how to raise successful adults
d. To help us ensure optimal conditions of child development

ANSWER: d

28. Dr. Thomas wants to determine why some children are hyperactive, while others are not. Which of the following motives for studying child development does this best represent?
a. To gain insight into the origins of adult behavior
b. To gain insight into sex differences and gender roles and the effects of culture on development
c. To gain insight into the origins, prevention, and treatment of developmental problems
d. To optimize conditions for development

ANSWER: c

29. According to your textbook, the study of issues such as the effects of day-care programs on children's social and intellectual development fall under which of the following motives for studying child development?
a. Gaining insight into human nature
b. Gaining insight into sex differences and gender roles

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c. Gaining insight into the origins and prevention of developmental problems
d. Optimizing conditions of development

ANSWER: d

30. In ancient times and in the Middle Ages, children were
a. nurtured until they reached the "age of reason."
b. perceived as innately good.
c. considered blank slates.
d. protected by laws from harsh treatment.

ANSWER: a

31. Which thinker suggested that children are born a *tabula rasa*?
a. Jean-Jacques Rousseau
b. John Locke
c. Alfred Binet
d. Sigmund Freud

ANSWER: b

32. Which thinker suggested that children are innately good at birth?
a. Jean-Jacques Rousseau
b. John Locke
c. Alfred Binet
d. Sigmund Freud

ANSWER: a

33. How have children been viewed in different historical eras?
a. As inherently good, with no need of discipline
b. As miniature adults from day one
c. As unchangeable spirits from birth
d. As clean slates changed by experience

ANSWER: d

34. What changes regarding children did not occur until the 20th century?
a. Viewing children as miniature adults after the age of 7
b. Passing laws to protect children from strenuous labor and caretaker abuse
c. Convicting children of crimes, sending them to monasteries, and marrying them without their consent
d. Viewing children as the property of their parents

ANSWER: b

35. Charles Darwin is best known as the
a. creator of the theory known as behaviorism.
b. founder of child development as an academic discipline.
c. originator of the theory of evolution.
d. developer of the research method known as the cross-sectional study.

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ANSWER: c

36. Who is credited with founding child development as an academic discipline and used questionnaires to study the "contents of children's minds?"
    a. John Watson
    b. G. Stanley Hall
    c. Jean Piaget
    d. John Locke

ANSWER: b

37. Developmentalists seek to
    a. describe but not predict child development.
    b. explain but not predict child development.
    c. describe and explain but not predict child development.
    d. describe, explain, and predict child development.

ANSWER: d

38. Just 4 years after Watson proposed his behavioralist views that ideas, preferences, and skills are shaped by the environment, Gesell came forward with which perspective of child development?
    a. Children are inherently evil.
    b. Children are inherently good.
    c. Biological maturation is the main principle of development.
    d. Environment is the main principle of development.

ANSWER: c

39. How is *theory* defined?
    a. Testable predictions about an event
    b. A formulation of relationships underlying observed events
    c. A feedback process that predicts development
    d. A scientific method used to study child development

ANSWER: b

40. What is one characteristic of a useful theory?
    a. They allow us to eliminate conflicting ideas.
    b. They are broad enough to be true for all humans.
    c. They enable laypersons to codify behavior.
    d. They allow us to make predictions.

ANSWER: d

41. Who was the originator of psychoanalytic theory?
    a. Horney
    b. Jung
    c. Freud
    d. Darwin

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ANSWER: c

42. According to psychoanalytic perspectives, children and adults are caught in conflict. Early in development, this conflict takes place between the child and
    a. the external world.
    b. their internal forces.
    c. their superego.
    d. the fixations the child develops during the psychosexual stages of development.

ANSWER: a

43. According to Freud, which aspect of our personality is present at birth and is unconscious?
    a. Id
    b. Ego
    c. Superego
    d. Superid

ANSWER: a

44. Freud believed that most of the human mind lay beneath consciousness, similar to a(n)
    a. volcano.
    b. submarine.
    c. reflection.
    d. iceberg.

ANSWER: d

45. According to Freud, where in consciousness does the psychic structure called the *id* reside?
    a. Preconscious
    b. Conscious
    c. Unconscious
    d. Archetype

ANSWER: c

46. According to Freud, the psychic structure called *ego*
    a. helps the id get gratified in a socially appropriate way.
    b. is driven by a quest for pleasure.
    c. is our moral base that forces us to follow rules.
    d. is biologically based and present at birth.

ANSWER: a

47. The superego
    a. represents the norms and morals of caregivers and society.
    b. is innate and transmitted to the child genetically.
    c. develops to help the child find rational ways of satisfying urges.
    d. reflects the unique thought processes of the individual.

ANSWER: a

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48. Is there research evidence to support the idea that children who are weaned early or breastfed too long develop oral fixations such as nail biting or smoking?
    a. Yes, this has largely been validated.
    b. No, there is no research evidence to support the claim.
    c. Yes, for men, but not for women.
    d. No; instead, the fixation leads to traits such as sloppiness and carelessness.

ANSWER: b

49. According to Freud, during the first year of life, children are in what stage of development?
    a. oral
    b. fixated
    c. anal
    d. latency

ANSWER: a

50. What kind of person would be labeled "anal-expulsive"?
    a. Overly dependent
    b. Very gullible or easily fooled
    c. Orderly and neat
    d. Careless and sloppy

ANSWER: d

51. Conner is 4 years old. He has developed a strong attachment to his mother and sees his father as a rival for her affections. According to Freud, which of the following stages is Connor in?
    a. Phallic
    b. Latency
    c. Genital
    d. Fixation

ANSWER: a

52. Which of the following is the correct order of Freud's psychosexual stages?
    a. Anal, latency, phallic, oral, genital
    b. Oral, latency, anal, phallic, genital
    c. Phallic, oral, anal, latency, genital
    d. Oral, anal, phallic, latency, genital

ANSWER: d

53. Children enter the latency stage at 5 or 6 years of age and
    a. usually never progress to further stages.
    b. generally stay there until adolescence begins.
    c. then enter the phallic stage at adulthood.
    d. stay there until the anal stage at age eight.

ANSWER: b

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54. Anna is an 8-year-old girl. Her sexual impulses are suppressed, and she spends her time focused on her schoolwork and developing relationships with same-sex friends. Which of Freud's psychosexual stages is Anna in?
    a. Phallic
    b. Latency
    c. Genital
    d. Oral

ANSWER: b

55. Freud's theory
    a. has had little impact on modern thought and is not used today.
    b. has influenced our ideas about when and how to toilet train children.
    c. was praised for being based primarily on adult's recollections of their childhoods.
    d. introduced and emphasized the concept of free will into the study of child development.

ANSWER: b

56. Who suggested that we develop in a healthy fashion by confronting and resolving developmental life crises?
    a. Karen Horney
    b. Erik Erikson
    c. Sigmund Freud
    d. Alfred Adler

ANSWER: b

57. Erikson's psychosocial theory deviates from Freud's psychosexual theory in that Erikson
    a. emphasized sexual and aggressive instincts.
    b. emphasized social relationships and physical maturation.
    c. extended Freud's 5 stages to 10 stages.
    d. noted that personality development actually begins *before* birth.

ANSWER: b

58. Erikson labeled the stages of his theory based upon
    a. chronological age.
    b. psychosexual crises.
    c. life crises.
    d. unhealthy patterns of parenting.

ANSWER: c

59. According to Erikson, early experiences
    a. have no impact on later development.
    b. exert a continued influence on later development.
    c. are determined by internal struggles and unconscious urges.
    d. only predict future development once we reach 6–8 years of age.

ANSWER: b

60. Elena is a 6-month-old infant. She is leaning that her basic needs will be taken care of by her caregivers and her

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environment. According to Erikson's theory, which stage of psychosocial development is Elena in?

a. Trust versus mistrust
b. Autonomy versus shame and doubt
c. Initiative versus guilt
d. Industry versus inferiority

ANSWER: a

61. What is the second stage of psychosocial development, according to Erikson?

a. Trust versus mistrust
b. Autonomy versus shame and doubt
c. Initiative versus guilt
d. Industry versus inferiority

ANSWER: b

62. According to Erikson, which stage of development occurs between the ages of 3 and 6?

a. Trust versus mistrust
b. Autonomy versus shame and doubt
c. Initiative versus guilt
d. Industry versus inferiority

ANSWER: c

63. Which stage in Erikson's theory involves the development of independence?

a. Trust versus mistrust
b. Autonomy versus shame and doubt
c. Initiative versus guilt
d. Industry versus inferiority

ANSWER: b

64. According to Erikson, what is the primary task of the teenage years?

a. Sexual maturation
b. Gaining metacognitive abilities
c. Developing an identity
d. Becoming generative

ANSWER: c

65. Jeremy is 16 years old. He is in the process of figuring out not only his future career goals but also his political viewpoints and his perspectives on religion. According to Erikson, which is true about Jeremy?

a. He is in the initiative versus guilt stage.
b. He has feelings of shame and doubt.
c. He is in the identity versus role diffusion stage.
d. He is attempting to master his feelings of industry.

ANSWER: c

66. Which of the following is considered an advantage of Erikson's theory?

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a. It reinstated the importance of unconscious forces in human development.
b. He suggested that childhood experiences could easily be overcome as we develop in our lives.
c. He emphasized the importance of human consciousness and choice.
d. He reminded us that humans are selfish and need to be forced to adhere to social norms.

ANSWER: c

67. Zack has been wetting the bed. A special pad is placed under him while he is sleeping. If the pad becomes wet, a circuit closes, causing a bell to ring. After several repetitions, Zack learns to wake up before wetting the pad. Over time, Zack stops wetting the bed altogether. This is an example of the application of what theory to the treatment of bedwetting?

a. Psychodynamic theory
b. Psychosocial theory
c. Cognitive theory
d. Learning theory

ANSWER: d

68. Applying learning theory when trying to help children overcome behavioral disorders or to cope with adjustment problems is often referred to as

a. psychology of adjustment.
b. behavior modification.
c. classical conditioning.
d. sensitization learning.

ANSWER: b

69. Kareem laughs whenever his neck is touched. Now before touching his neck, his mommy says “gotcha.” Pretty soon, as soon as she says “gotcha,” Kareem starts to laugh. This is an example of

a. habituation learning.
b. classical conditioning.
c. sensitization learning.
d. operant conditioning.

ANSWER: b

70. Kareem laughs whenever his neck is touched. Now before touching his neck, his mommy says “gotcha.” Pretty soon, as soon as she says “gotcha,” Kareem starts to laugh. In this example, what is the conditioned response?

a. Laughing when his neck is touched
b. Saying “gotcha”
c. Laughing when he hears “gotcha”
d. Touching his neck

ANSWER: c

71. Kareem laughs whenever his neck is touched. Now before touching his neck, his mommy says “gotcha.” Pretty soon, as soon as she says “gotcha,” Kareem starts to laugh. In this example, what is the neutral stimulus?

a. Laughing when his neck is touched
b. Saying “gotcha”
c. Laughing when he hears “gotcha”
d. Touching his neck

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ANSWER: b

72. Kareem laughs whenever his neck is touched. Now before touching his neck, his mommy says "gotcha." Pretty soon, as soon as she says "gotcha," Kareem starts to laugh. In this example, what is the unconditioned response?
a. Laughing when his neck is touched
b. Saying "gotcha"
c. Laughing when he hears "gotcha"
d. Touching his neck

ANSWER: a

73. Kareem laughs whenever his neck is touched. Now before touching his neck, his mommy says "gotcha." Pretty soon, as soon as she says "gotcha," Kareem starts to laugh. In this example, what is the conditioned stimulus?
a. Laughing when his neck is touched
b. Saying "gotcha"
c. Laughing when he hears "gotcha"
d. Touching his neck

ANSWER: c

74. Which person introduced the concept of reinforcement into behaviorism?
a. Freud
b. Skinner
c. Watson
d. Piaget

ANSWER: b

75. Nathan enjoys riding his bicycle outside. Each day that Nathan cleans up the toys in his room, he gets to ride his bike for an extra 15 minutes that day. The additional bike-riding time is
a. a negative reinforcer.
b. a positive reinforcer.
c. a punishment.
d. an unconditioned response.

ANSWER: b

76. With negative reinforcement,
a. you eliminate an unwanted behavior by administering something bad.
b. you decrease an unwanted behavior by withholding something desired.
c. you increase a desired behavior by taking away something unpleasant.
d. Negative reinforcement is the same as punishment.

ANSWER: c

77. A study by psychologist Joan Grusec found that successful discipline involves
a. refusing to let children take charge of their own behavior.
b. clear and consistent rules.
c. punishment rather than reinforcement.

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d. primarily positive punishment and negative reinforcement.

ANSWER: b

78. When Tomas teases his younger brother, his parents make Tomas sit in a corner for long periods of time. From what you have learned from the textbook about punishment, what is the likely outcome?

a. It will increase the frequency of Tomas teasing his brother.

b. It will teach Tomas new ways to interact with his brother.

c. Tomas's parents should punish him by spanking, as it is proven to work best.

d. Tomas may learn to tease his brother only when his parents are not around.

ANSWER: d

79. Chris's mother offers to give him a cookie, but only if he does not throw a temper tantrum in the grocery store. What concept of operant conditioning is at work here?

a. Positive reinforcement

b. Negative punishment

c. Extinction

d. Classical conditioning

ANSWER: a

80. Timothy, who is 4 years old, is taking a soccer class. His parents are highly critical of his soccer skills and regularly scold him for not making more goals. Research suggests which of the following?

a. The scolding is a neutral stimulus.

b. The scolding may result in Timothy's withdrawal from wanting to play soccer.

c. The scolding helps Timothy understand how to improve his soccer skills.

d. Timothy will only want to play soccer positions that do not require scoring a goal.

ANSWER: b

81. The concept of shaping suggests

a. we can teach complex behaviors by reinforcing small steps toward behavioral goals.

b. children will behave the way they behave regardless of parental intervention.

c. children learn through observation only.

d. children will engage in more disruptive behaviors if you ignore them.

ANSWER: a

82. Tamika is learning how to tie her shoes. Her father praises her for crossing the shoelaces. Then, he praises her again as she learns to form one end into a loop. Slowly, Tamika learns how to tie a bow with the laces. This reinforcing of small steps toward a desired behavior is called

a. negative reinforcement.

b. extinction.

c. conditioned response.

d. shaping.

ANSWER: d

83. What appears to be the most effective way for teachers to increase appropriate behaviors and decrease disruptive behaviors in their students?

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a. Be very firm and harsh in response to disruption.
b. Do not reinforce the positive, but be sure to punish the negative.
c. Reinforce appropriate behaviors, and ignore misbehavior.
d. Classically condition appropriate behaviors while operantly reducing inappropriate behaviors.

ANSWER: c

84. Which of the following is an example of "time-out from positive reinforcement"?
a. Placing the child in a time out seat at the front of the classroom
b. Punishing the child by making them write sentences on the board
c. Refusing to put stars and fun stickers on improperly completed homework
d. Placing the child away from peers for a time with no rewards

ANSWER: d

85. When her daughter misbehaves, Olivia has her daughter sit quietly by herself for a few minutes without being allowed to play with other children or toys. What else should Olivia do to ensure that the time-out is effective in reducing her daughter's unwanted behavior?
a. She should warn her daughter that a time-out would occur if misbehavior continues.
b. She should also use punishment to make the time-out more effective.
c. She should not tell her daughter how long the time-out will last.
d. She should not remind her daughter why the time-out is occurring.

ANSWER: a

86. Social cognitive theorists, such as Albert Bandura, suggest that
a. children do not learn by use of such principles as reinforcement and punishment.
b. children do not learn unless they are given hands-on practice with what is to be learned.
c. children learn much of what they learn through observation of others.
d. parents are the sole determiners of the attitudes their children will hold.

ANSWER: c

87. Is it possible for a skill a child has learned to remain "latent" or unused?
a. No, if they do not use it, they lose it.
b. Yes, they may only use it when it is needed.
c. No, learning is an active not a passive process.
d. Yes, but only for motor skills such as jumping rope or playing basketball.

ANSWER: b

88. Albert Bandura would agree with which statement?
a. A child can learn how to use crayons by watching others use crayons.
b. The bell-and-pad method for bedwetting is a social cognitive approach.
c. Children react mechanically to stimuli.
d. People are driven by motives such as sex and aggression.

ANSWER: a

89. According to Bandura, children

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a. choose whether or not to engage in behaviors they have learned.
b. can only learn by doing.
c. will not imitate the behavior of others unless they are rewarded for doing so.
d. are passive recipients of knowledge.

ANSWER: a

90. Which of the following represents observational learning?
a. Jonathan jumps when he hears loud thunder.
b. Antony is not given any dessert because he did not eat his green vegetables at dinner.
c. Gina watches her mother mow the grass, and then she pushes her toy lawnmower around the lawn in a similar way.
d. Sara stops having temper tantrums in public when her father begins ignoring them.

ANSWER: c

91. Brian wanted to learn how to play lacrosse. He chose to sign up for classes. The more he paid attention to his coaches, the better his skills became. People commented on how gifted a lacrosse player he was. As a result, he now thinks of himself as an excellent player and pays even more attention to his coaches and his skilled teammates. This example best illustrates
a. classical conditioning.
b. the conflict between the id and the superego.
c. positive reinforcement.
d. assimilation and accommodation.

ANSWER: c

92. Piaget is known for developing
a. psychosexual stages.
b. psychosocial stages.
c. operant conditioning.
d. cognitive-developmental theory.

ANSWER: d

93. In his research, Piaget became fascinated by the wrong answers children gave to items on intelligence tests. These wrong answers reflected
a. inconsistent but logical mental processes.
b. consistent but logical processes.
c. inconsistent but illogical processes.
d. consistent but illogical processes.

ANSWER: d

94. Which of the following is a cognitive theorist MOST likely to study?
a. How children confront and resolve developmental crises in their lives
b. How id, ego, and superego work together to form a healthy personality
c. How patterns of reinforcement and punishment promote learning
d. How children perceive and mentally represent the world

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ANSWER: d

95. From his work at the Binet Institute in Paris, Piaget concluded that
    a. children's incorrect answers resulted from inconsistent cognitive processing.
    b. only their correct answers demonstrated what children were thinking.
    c. children's incorrect answers followed consistent cognitive processes.
    d. there was nothing to learn about cognitive processes from children's incorrect answers.

ANSWER: c

96. Piaget saw children as
    a. budding scientists.
    b. ignorant blank slates.
    c. at the mercy of instinctive impulses.
    d. passive vessels waiting to be filled with knowledge.

ANSWER: a

97. According to Piaget, which of the following represents a scheme for infants?
    a. Things I can test
    b. Things I can think about
    c. Things I can classify
    d. Things I can grab

ANSWER: d

98. If Kaylee's scheme of "things I am good at" changes, according to Piaget, how did this happen?
    a. Through assimilation
    b. Through accommodation
    c. By habituation to a new experience
    d. Through dysregulation of existing schemes

ANSWER: b

99. Which word is not associated with Piaget's cognitive-developmental theory?
    a. Sensorimotor
    b. Operations
    c. Equilibration
    d. Scaffolding

ANSWER: d

100. Schemes serve
    a. as action patterns that serve to guide behavior.
    b. to limit our ability to learn about and to represent our world mentally.
    c. to guarantee that information processing will be unique and individualized.
    d. to restrict our understanding of the world.

ANSWER: a

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101. According to Piaget, infants
a. do not have schemes.
b. are incapable of cognition.
c. have schemes that involve simply what they can and cannot do with objects.
d. are entirely dependent upon reflexes for survival.
ANSWER: c

102. Piaget called a natural biological tendency to interact with and respond to the environment
a. adaptation.
b. accommodation.
c. assimilation.
d. referencing.
ANSWER: a

103. Assimilation is a(n)
a. nonadaptive process.
b. innate process acquired at birth.
c. purely a cognitive process.
d. biological and cognitive process.
ANSWER: d

104. Baby Tyrese has an understanding of "things he can reach," such as a toy in his crib, and "things he can't reach," such as the mobile hanging above his crib. According to Piaget, what are these cognitive structures called?
a. Theories
b. Schemes
c. Assimilation categories
d. Accommodation categories
ANSWER: b

105. Quinn is 3 years old. He is unable to focus on two aspects of a situation at once. According to Piaget, this indicates that Quinn lacks conservation skills. What developmental stage is Quinn in?
a. Sensorimotor
b. Concrete operational
c. Preoperational
d. Formal operational
ANSWER: c

106. Which of Piaget's stages is characterized by deductive logic, mental trial and error, and hypothesis testing?
a. Preoperational
b. Concrete operational
c. Formal operational
d. Advanced adult operational
ANSWER: c

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107. Cynthia's mother gives her an apple each day and tells her that apples are "fruit." However, one day, Cynthia's mother gives her an orange. She tells Cynthia this is also "fruit." What happens to Cynthia's scheme of "fruit?"

a. She assimilates the new information about oranges into the existing scheme.
b. She ignores the new information about oranges.
c. She accommodates the information so that her scheme now includes apples and oranges.
d. She eliminates the concept of apple, and now her scheme of fruit only contains oranges.

ANSWER: c

108. When it comes to learning new things, children will

a. first attempt to accommodate.
b. ignore new information.
c. first attempt to assimilate.
d. abandon use of schemas.

ANSWER: c

109. What happens when a child attempts to assimilate new information and cannot?

a. The child will ignore the contradiction at all costs.
b. The child may accommodate to restore equilibrium.
c. The child will simply accept the incongruity and move on.
d. The child will avoid engaging in equilibration.

ANSWER: b

110. Drew has a pet dog. His sister, Amelia, has a pet cat. So, Drew's scheme of "things that are pets" includes both dogs and cats. However, he visits a friend who has a pet parrot. This parrot does not fit into Drew's existing scheme. So, he accommodates this information. Now his "things that are pets" scheme includes birds as well. This restoring of cognitive balance is called

a. assimilation.
b. shaping of schemes.
c. equilibration.
d. cognitive dissonance.

ANSWER: c

111. Which of the following is not a stage of cognitive development, according to Piaget?

a. Hypothetical
b. Sensorimotor
c. Concrete operational
d. Preoperational

ANSWER: a

112. According to Piaget,

a. intelligence is genetic and unfolds through maturation with the passage of time.
b. cognition is a simple process that is innate and becomes stronger with experience and time.
c. cognitive developments are based upon children's interactions with the environment.
d. unconscious forces and impulses play a large role in how our personalities develop.

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ANSWER: c

113. Piaget believed that
a. development is haphazard, random, and based upon experience.
b. cognitive developments are stage based but may occur at different speeds (ages).
c. children learn in different sequences based upon their environments.
d. perception is too directly linked to sensation to separate the two.

ANSWER: b

114. Piaget suggested that
a. cognitive development is disorderly and unpredictable.
b. all children progress through different and unique stages of development.
c. development occurs in a nonlinear and largely random fashion.
d. development at one stage is made possible by development in a preceding stage.

ANSWER: d

115. Applying Piaget's theory to educational settings would involve
a. looking at the child's ability to repress their aggressive tendencies.
b. gearing instruction to the child's developmental level.
c. assisting children in completing problems in workbooks.
d. realizing that children of all ages process information similarly.

ANSWER: b

116. Would Piaget agree with the statement, "Children vary in the order in which they go through cognitive-developmental stages and if a child does not succeed in one stage, that child can still succeed in future stages"?
a. Yes, Piaget would agree.
b. No, Piaget would not agree.
c. Piaget would agree, and he would also add that cognitive development is unpredictable.
d. Piaget is a behaviorist, not a cognitive-developmental theorist.

ANSWER: b

117. The information-processing perspective was influenced by which of the following inventions?
a. Steam engine
b. Airplane
c. Telephone
d. Computer

ANSWER: d

118. According to information-processing theorists, knowing your birth date is information stored where?
a. Long-term memory
b. RAM
c. Working memory
d. Superego

ANSWER: a

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119. The information-processing perspective refers to people's strategies for problem solving as "mental programs," or
a. input.
b. hardware.
c. software.
d. RAM.
ANSWER: c

120. Dr. Flynn studies children's thought processes. She asks research questions regarding the size of a child's short-term memory and how many programs the child can run simultaneously. Dr. Flynn's research is representative of which type of theoretical orientation?
a. Biological
b. Cognitive developmental
c. Behavioral
d. Information processing
ANSWER: d

121. What is the scope of the biological perspective?
a. It deals with the ways in which children encode information.
b. It examines how children learn to act by observing models.
c. It views children as going through stages of psychosexual development.
d. It refers to various physical areas of development, including brain growth and heredity.
ANSWER: d

122. Ethology is an example of a
a. biologically oriented theory of development.
b. strict information-processing approach to studying development.
c. stage theory for studying cognitive development.
d. behaviorist method for studying behavior.
ANSWER: a

123. Birds raised in isolation sing the songs typical of their species. For ethologists, this speaks to the influence of
a. evolution.
b. environment.
c. learning.
d. reinforcements.
ANSWER: a

124. Which of the following researchers was an ethologist?
a. Freud
b. Lorenz
c. Piaget
d. Bandura
ANSWER: b

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125. According to the theory of ethology, built-in or instinctive behaviors can also be called
a. phenotypic.
b. nurture.
c. fixed action patterns.
d. releasing stimuli.
ANSWER: c

126. Birds reared in isolation have been known to build nests, even if they have never seen another bird building a nest or a nest itself. These built-in, instinctive behaviors are referred to by ethologists as
a. fixed action patterns.
b. learned behavioral tendencies.
c. survival mechanisms.
d. reflexes.
ANSWER: a

127. Which of the following terms or phrases is not associated with ethological theory?
a. Critical period
b. Discontinuous development
c. Imprinting
d. RAM
ANSWER: d

128. According to Urie Bronfenbrenner,
a. who you are at birth is who you are throughout life.
b. there are reciprocal interactions that influence child development.
c. unconscious conflicts and urges primarily influence child development.
d. interactions with parents determine what kind of adult a child becomes.
ANSWER: b

129. Which of the following is the correct order of Bronfenbrenner's five systems, going from narrowest (closest to the child) to widest (furthest away from the child)?
a. Microsystem, exosystem, mesosystem, macrosystem, chronosystem
b. Mesosystem, microsystem, exosystem, macrosystem, chronosystem
c. Microsystem, mesosystem, exosystem, macrosystem, chronosystem
d. Macrosystem, exosystem, microsystem, chronosystem, mesosystem
ANSWER: c

130. Which of the following represents a microsystem?
a. The child's home
b. The interaction between a child's home and school
c. The school board
d. The child's culture
ANSWER: a

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131. When a parent and teacher meet to develop an individualized education plan for a child, the home and school systems are interacting. According to Bronfenbrenner, this represents the

a. mesosystem.
b. exosystem.
c. microsystem.
d. macrosystem.

ANSWER: a

132. Gina's mother is a vice president at a large company. Her work requires long hours at the office. As a result, Gina's mother does not always make it to her basketball games. Her mother's workplace represents which type of system for Gina?

a. Mesosystem
b. Exosystem
c. Microsystem
d. Macrosystem

ANSWER: b

133. When researchers study the effects of events, such as wars or economic depressions, on children over time, which of Bronfenbrenner's systems is being examined?

a. Mesosystem
b. Exosystem
c. Macrosystem
d. Chronosystem

ANSWER: d

134. What is one of the most valuable factors about ecological theory?

a. It looks for unconscious motives of behavior.
b. It emphasizes the impact of genetic determinants.
c. It makes researchers aware of the multiple systems that impact children.
d. It clearly delineates the overarching importance of reinforcement and punishment.

ANSWER: c

135. Which theorist developed the concept of the zone of proximal development?

a. Freud
b. Erikson
c. Bronfenbrenner
d. Vygotsky

ANSWER: d

136. Sociocultural theory

a. illuminates the interplay between genetics and development.
b. addresses the impact of diverse systems on children.
c. explores the importance of the unconscious on child development.
d. does not address any of these.

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ANSWER: b

137. Vygotsky suggests that
a. a child's interactions with adults organize the child's learning experiences.
b. children learn only through a complex interaction of rewards and punishments.
c. children are like miniature adults and need to be nurtured to obtain cognitive skills
d. factors such as ethnicity and gender do not play an important role in development.

ANSWER: a

138. Omar can tie his shoes but only with his mother's help. This suggests that tying shoes is
a. beyond Omar's scope of capability.
b. within Omar's zone of proximal development.
c. an innate process that simply needs nurturing to unfold.
d. too difficult for a child his age and should not be attempted.

ANSWER: b

139. Which of the following is an example of scaffolding?
a. Tying a child's shoes for them
b. A child reading a book on their own
c. Using flash cards to learn math until the child can calculate the answer in their head
d. A child watching an educational video

ANSWER: c

140. Alyssa goes to a Montessori school in which there are children ranging in age from 3 to 6 in her class. The older children assist the younger ones in their learning of basic concepts and skills. This idea, that older individuals can assist younger ones in their learning, is best exemplified in which person's theory?
a. Vygotsky
b. Bronfenbrenner
c. Lorenz
d. Skinner

ANSWER: a

141. In the study of children, when we take into account factors such as racial and ethnic background, gender, socioeconomic status, and sexual orientation, we are
a. considering their diversity.
b. examining biological factors that influence their behavior.
c. looking at specific factors in the child's exosystem.
d. examining the role of positive reinforcement in their behavior.

ANSWER: a

142. The nature–nurture debate considers
a. why genes are more influential in development than environment.
b. why the environment is more important in development than evolution.
c. the relationship(s) between genetics, environment, and human development.

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d. whether people grow in a continuous or a "start and stop" fashion.

ANSWER: c

143. Is development continuous or discontinuous?

a. Continuous only

b. Discontinuous only

c. The answer to this is not known.

d. Both; it depends on what aspect of development is being studied.

ANSWER: d

144. A hypothesis is

a. a testable statement.

b. a theory.

c. a research method.

d. an experiment.

ANSWER: a

145. Dr. Martinez wants to know which exhibits children prefer at the new Children's Museum. To find out, she unobtrusively observes them to see which exhibits they choose to visit most and at which ones they spend the most time. Which type of research method does this represent?

a. Naturalistic observation

b. The case study method

c. A longitudinal study

d. A standardized test

ANSWER: a

146. Dr. Meyers has intensely studied a child born with severe autism for five years. This represents

a. an experiment.

b. a correlational design.

c. a cross-lagged method.

d. a case study.

ANSWER: d

147. The University of Michigan's "Monitoring the Future" research group has been surveying 6,000 different students a year for nearly 40 years. What type of research design is this?

a. An experiment

b. A longitudinal study

c. A cross-sectional study

d. A case study

ANSWER: c

148. Which of the following represents the weakest correlation between two variables?

a. +0.65

b. +0.70

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c. −0.20
d. +0.45

ANSWER: c

149. A researcher found that the more hours college students spend in the library, the higher their grades. This represents a
a. fact of life for college students.
b. negative correlation.
c. positive correlation.
d. case study.

ANSWER: c

150. Dr. Simmons has found a strong positive correlation between watching violent cartoons on TV and children's levels of aggression toward others. What can be concluded from this research?
a. Violent TV viewing causes aggressive behavior in children.
b. Aggressive behavior causes children to watch more violent TV.
c. Violent TV viewing and aggressive behavior toward other children are unrelated.
d. Violent TV viewing and aggressive behavior toward other children are related in some way.

ANSWER: d

151. Dr. Turner forms the hypothesis that ingesting caffeine prior to an exam will improve exam performance. In a study, she gives half of the participants coffee and the other half water. She then gives the participants an exam. In this experiment, what is the experimental group?
a. The group that drinks water
b. The performance on the exam
c. The group that has coffee
d. There is no experimental group as this is a case study.

ANSWER: c

152. Dr. Yates forms the hypothesis that students who sleep more prior to taking an exam will score higher on the exam than students who sleep less. Half of the students sleep 8–9 hours the night before the exam. The other half sleep only 4–5 hours the night before the test. She then gives the participants an exam. In this experiment, what is the dependent variable?
a. The group that sleeps 8–9 hours
b. The performance on the exam
c. The group that sleeps 4–5 hours
d. Whether they slept 4–5 or 8–9 hours

ANSWER: b

153. Dr. Allen forms the hypothesis that students will score higher on take-home exams than they will on in-class exams. In this experiment, what is the best way to divide the participants into groups?
a. Have the participants choose which type of exam they want to take.
b. How the groups are formed doesn't matter.
c. Have all males in one group and all females in the other.
d. Use random assignment.

ANSWER: d

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154. Which of the following methods involves studying development over time?
a. A longitudinal study
b. An experiment
c. A cross-sectional study
d. A correlational study
ANSWER: a

155. Dr. Klein wants to investigate the long-term effects of antidepressants in children. To do so, she randomly selects a group of subjects and follows them across 5 years. What type of study is this?
a. Naturalistic
b. Cross-sequential
c. Cross-sectional
d. Longitudinal
ANSWER: d

156. Suppose you wished to conduct a cross-sequential study on children's gender roles across a period of 6 years. Which method would you use?
a. Follow one group of children, assessing their gender roles across 6 years.
b. Conduct detailed interviews of one child across 6 years.
c. Obtain a sample of 3-year-olds and of 6-year-olds, and assess them for 3 years.
d. Visit a day-care center, and observe which toys children choose to play with at different ages.
ANSWER: c

157. Four-year-old Shaunda took part in a research study that investigated the effects of fruit juice consumption on obesity in children. When the study was published in a research journal, Shaunda's name was used in the article. Which guideline of ethical research involving children was violated?
a. Parental participation was not obtained.
b. Identities of children are to remain confidential.
c. Children and parents must be informed of the purposes of the research.
d. The researchers did not get proper approval for conducting the study.
ANSWER: b

158. Little Albert was conditioned to be afraid of
a. John Watson.
b. a laboratory rat.
c. the fur collar on a woman's coat.
d. the laboratory setting.
ANSWER: b

159. Informing participants about the results of a study is called
a. debriefing.
b. counterconditioning.
c. voluntary consent.
d. informed consent.

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ANSWER: a

Match the following descriptions with the correct term:

a. people distinguished by cultural heritage
b. distinct periods that occur in an orderly sequence
c. theory of psychosocial development
d. the building blocks of heredity
e. subjects who do not receive treatment
f. stimulus, response, consequence
g. similar behavior in same-age peers
h. first year of life
i. number ranging from +1.00 to −1.00
j. standardized intelligence test
k. relationships between living organisms and their environment
l. begins in the third year of life
m. quantities that can change over time
n. decreases undesired behavior
o. modify existing schema
p. attitudes and ideologies of a culture
q. increases desired behavior
r. Pavlov bell-and-pad treatment
s. study of how behaviors specific to a species help them adapt
t. tabula rasa

160. Variables
ANSWER: m

161. Oral stage
ANSWER: h

162. Operant conditioning
ANSWER: f

163. John Locke
ANSWER: t

164. Correlation coefficient
ANSWER: i

165. Macrosystem
ANSWER: p

166. Genes
ANSWER: d

167. Accommodation
ANSWER: o

168. Stage theory
ANSWER: b

169. Punishment
ANSWER: n

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170. Control group
ANSWER: e

171. Phallic stage
ANSWER: l

172. Ethnic groups
ANSWER: a

173. Classical conditioning
ANSWER: r

174. Binet
ANSWER: j

175. Ethology
ANSWER: s

176. Cohort effect
ANSWER: g

177. Negative reinforcer
ANSWER: q

178. Ecology
ANSWER: k

179. Erikson
ANSWER: c

180. Why do we study child development?
ANSWER: Researchers study child development for many reasons. For some, it is simply because they are curious to understand children and because the study of development is fun. But there are other reasons to study child development as well, such as hoping to gain insight into human nature. For example, are children essentially aggressive or loving? We study development to help us determine the basis of adult behaviors. We might also want to discover whether sex differences between women and men exist and how sex roles develop in children over time. We also study child development to help us understand the origins, prevention, and treatment of developmental problems. For example, why are some children hyperactive and others are not? Is there any way to prevent hyperactivity in children? What are effective treatment options for hyperactive children? Finally, we study child development so that we may optimize the conditions of development. In other words, we use our research findings to help ensure that children grow up in the healthiest environments possible.

181. Describe the history of child development.
ANSWER: There have been differing views of children throughout history. Early views considered children to be evil and in need of harsh and persistent discipline. Other views looked upon children as miniature adults who simply needed to grow. Advocates of this view, of course, would support putting children to work as soon as they were "big enough" to do the work. Others looked at childhood as a time of goodness or even

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"blankness," making the child ready to experience the world and become whatever the environment destined the child to become. John Locke, for example, believed that children were born a *tabula rasa* or clean slate. They were not born with inborn predispositions. This meant they were born ready to become anything. If the environment and their caregiving were positive, they would become positive adults and do important things. If the environment and their caregiving were negative, they were destined to wither and be less-productive adults. This idea, of course, can be seen in statements of behavioral psychologists such as John Watson.

182. Briefly describe the major theories of child development.

ANSWER: Behaviorism suggests that children are like clay, ready to be molded. It is primarily parents, through patterns of reinforcement and punishment, who are thought to provide this molding. The psychoanalytic theories view children as caught in a series of conflicts. For Freud, those conflicts are between children's urges and the constraints of society. For Erikson, they are crises such as trust versus mistrust that influence whether children will develop in a healthy fashion and be positively prepared for the next crisis. Social cognitive theorists focus on what children learn by observing others such as parents, teachers, and other children. In addition, these theories attempt to explain the complex relationships between child behavior, cognitive characteristics, and the environment. The cognitive perspective became well known through the work of Jean Piaget. Piaget believed that childhood mistakes reflected as much or more about children's logic than their lack of knowledge. He proposed a well-developed stage theory of cognitive development that showed how the child's increasing ability to create internal mental representations of the world was linked to their cognitive development. Theorists operating from the biological perspective look at maturation (the predetermined and orderly unfolding of abilities). Ethology examines instinctive or inborn behavior patterns. The ecological perspective examines the relationships between living organisms and their environments. Bronfenbrenner is a well-known ecologist. According to him, human development must be considered within the context of five intertwined systems: (1) microsystem—such as home or school, (2) mesosystem—such as how parents and school interact, (3) exosystem—such as the school board with which the child does not directly interact but is still affected, (4) macrosystem—such as one's culture, and (5) chronosystem—the impact of events across time as well as the effects of sociohistorical time on child development. The sociocultural perspective attempts to answer the question, "How much and what aspects of our development are influenced or determined by culture?"

183. Describe the controversies in child development.

ANSWER: The main controversies are (1) nature versus nurture, (2) continuity versus discontinuity, and (3) active versus passive. The nature versus nurture controversy is not as much a controversy as it is a debate. The issue is to delineate how much and what aspects of development are due to genetic influences and which are due to environmental influences. The issue of continuity or discontinuity concerns the orderliness and linearity of child development. Continuity theories assume that development is steady, gradual, stage-like, and sequential. Discontinuity theories stress individual differences in development and that development involves both gains and losses. The active versus passive controversy focuses on how big a role the child plays in their own development. Theorists, such as Freud, seemed to think that development was something that happened to children (passive), while Piaget stressed the active role children take in their own cognitive development.

184. Discuss the research methods used to study child development.

ANSWER: We study child development in a scientific manner. The goals of studying child development are (1) description, (2) prediction, (3) control, and (4) explanation. From observation, researchers may generate theories about why development might occur in certain ways. Hypotheses may be generated that are specific testable predictions that can then be used to formulate experiments and conduct research. Children may be studied using naturalistic observation. You might, for example, watch children at a day-care center and document gender differences in amount and type of aggressive behaviors. Experiments may be conducted if ethical and not harmful to children. Children may be randomly assigned to groups and comparisons made. Let's say you have the hypothesis that giving rewards for good behavior will increase those behaviors. You randomly assign 10 children to a "reward" group (the experimental group) and 10 to a "non-reward" group

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(the control group). You complete the first phase of the study by comparing the number of positive behaviors elicited by each child (this establishes that your groups are comparable in the number of positive behaviors elicited). During the second phase of the study, you reward the positive behaviors of the children in the reward group and not in the control group. During the third phase of the study, you count the number of positive behaviors elicited by the children in each group and then make comparisons. If the children in the reward group are engaging in more positive behaviors than those in the control group, you might conclude that this is due to the presence of the reward in one group and the absence of reward in the other group. Aside from experiments, other methods of doing research include the case study, in which one particular individual is studied intensively over time. Groups of individuals may be studied at one point in time, such as in a cross-sectional study, or data may be gathered across years, such as in a longitudinal study.

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