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TEST BANK FOR PARKE, ROISMAN, & ROSE *SOCIAL DEVELOPMENT*

CHAPTER 1. INTRODUCTION: THEORIES OF SOCIAL DEVELOPMENT

Page numbers in the text are indicated in parentheses () at the end of each multiple choice, true/false, and short answer test item. Correct answers are indicated with asterisks (*).

MULTIPLE CHOICE QUESTIONS

1. People who are born within the same time period and share historical experiences are called: (a) a population (b) *an age cohort (c) a normative event cohort (d) a social dyad (35)

2. Which of the following is an example of an age cohort? (a) *people born in the 1950s who were adolescents during the upheaval and social unrest of the late 1960s (b) people living in the same macrosystem (c) people who share a zone of proximal development (d) all of the above (35)

3. Which of the following are not among the causes of change outlined by the life span theory of development? (a) normative events (b) nonnormative events (c) historical events (d) *critical periods (35)

4. Modifying an existing schema to fit a new experience is called: (a) operant conditioning (b) *accommodation (c) assimilation (d) classical conditioning (26)

5. Liz has learned how to print her name with both a crayon and a pencil. Which of the following illustrates accommodation? (a) Her mother gives her an ink pen and Liz immediately begins to print her name (b) Her mother gives her an ink pen and Liz ignores it, keeping the pencil instead (c) Her mother gives her a brush and paint and Liz writes her name with the brush without putting it into the paint first (d) *Her mother gives her a brush and paint and Liz learns to place the brush into the paint before trying to print her name (26)

6. Applying an existing schema to fit a new experience is called: (a) operant conditioning (b) accommodation (c) *assimilation (d) classical conditioning (26)

7. Liz has learned how to print her name with both a crayon and a pencil. Which of the following illustrates assimilation? (a) *Her mother gives her an ink pen and Liz immediately begins to print her name (b) Her mother gives her an ink pen and Liz ignores it, keeping the pencil instead (c) Her mother gives her a brush and paint and Liz learns to place the brush into the paint before trying to print her name (d) none of the above (26)

8. Traditional learning theories emphasize (a) the prediction of overt behavior (b) the control of overt behavior (c) the continuous nature of development (d) *all of the above (20-21)

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9. Which of the following is not considered a traditional learning theory? (a) drive reduction (b) operant conditioning (c) *cognitive social learning (d) classical conditioning (20-21)

10. The time-based dimension that can alter the operation of all other systems in Bronfenbrenner's model is the: (a) temporal system (b) developmental system (c) *chronosystem (d) macrosystem (29)

11. The fact that over time the relative importance of different people with whom you interact changes is depicted by the: (a) mesosystem (b) exosystem (c) *chronosystem (d) microsystem (29)

12. A type of learning in which a new stimulus is repeatedly presented with a familiar stimulus until an individual learns to respond to the new stimulus in the same way as the familiar stimulus is: (a) operant conditioning (b) desensitization (c) *classical conditioning (d) reciprocal determination (20)

13. Which of the following best illustrates classical conditioning: (a) a parent tells a child he did a good job after he completes his homework early (b) a parent will not allow a child to watch TV because she broke a house rule (c) a parent makes sure to reward a child's prosocial behavior intermittently instead of continuously (d) *a mother gives her toddler a snack whenever she hears the toddler's new baby sibling crying to be nursed (20)

14. A learning theory that stresses the importance of observation and imitation in the acquisition of new behaviors, with learning mediated by cognitive processes is: (a) drive reduction theory (b) *cognitive social learning theory (c) social information processing theory (d) psychosocial theory (21-22)

15. Which of the following is not emphasized by cognitive social learning theory: (a) *reinforcement of observed behavior (b) observation and imitation of behavior (c) motivation to reproduce or imitate behavior (d) attention and retention of observed behaviors (21-24)

16. A concept that there is a specific time in an organism's development during which external factors have a unique and irreversible impact is: (a) ethology (b) equifinality (c) *critical period (d) zone of proximal development (31)

17. The concept of a critical period comes from: (a) behavior genetics (b) evolutionary developmental theory (c) *ethological theory (d) sociocultural theory (31)

18. A type of classical conditioning therapy used to overcome phobias and fears through exposure to increasingly intense versions of the feared stimulus is: (a) reciprocal determination (b) operant conditioning (c) *desensitization (d) assimilation (21)

19. Which of the following is not characteristic of systematic desensitization: (a) *sudden exposure to the feared object or event (b) imagining the feared object or event (c) gradual exposure to the feared object or event (d) a, b, and c all are characteristic of systematic desensitization (21)

20. The idea that the processes of development are different for different types of behavior (e.g., moral judgments, manners, and peer relationships) is: (a) egocentricity (b) reciprocal determination (c) multifinality (d) *domain specificity (28)

21. Domain specificity originates in: (a) ethological theory (b) *cognitive developmental theory (c) sociocultural theory (d) ecological theory (28)

22. A version of learning theory stating that the association of stimulus and response results in learning only if it is accompanied by reduction of motivators such as hunger and thirst is: (a) classical conditioning (b) operant conditioning (c) desensitization (d) *drive reduction (20-21)

23. The idea that children learned to love their mothers because their mothers provided them with food was an example of: (a) cognitive social learning theory (b) generativity (c) *drive reduction theory (d) a critical period (20-21)

24. A theory that stresses the importance of the relations between organisms and environmental systems and the relations between the systems themselves is: (a) sociocultural theory (b) *ecological theory (c) ethological theory (d) evolutionary developmental theory (29)

25. Which of the following is not a system associated with Bronfenbrenner's ecological theory: (a) exosystem (b) *endosystem (c) macrosystem (d) microsystem (29)

26. In Freud's theory, the rational component of the personality, which tries to satisfy needs through appropriate, socially acceptable behaviors is the: (a) id (b) superego (c) *ego (d) pleasure principle (16)

27. A child who lacked an ego would have difficulty in: (a) *satisfying needs through appropriate, socially acceptable behaviors (b) maximizing pleasure and satisfying needs immediately (c) applying moral values to his or her own acts (d) initiating an Oedipus or Electra complex (16)

28. Tending to view the world from one's own perspective and to have difficulty seeing things from another's viewpoint is termed: (a) domain specificity (b) accommodation (c) id (d) *egocentric (26)

29. In which stage of cognitive development is a child least likely to be egocentric: (a) preoperational (b) *formal operations (c) sensorimotor (d) concrete operations (26)

30. According to Jung, girls focus their sexual feelings on their father. They then resolve this by instead identifying with their mother. This describes the: (a) Oedipus complex (b) latency stage (c) genital stage (d) *Electra complex (16)

31. The Electra complex appears during which developmental stage? (a) *phallic (b) latency (c) genital (d) concrete operations (16)

32. The fact that children follow very different paths to reach the same developmental end point is referred to as: (a) multifinality (b) *equifinality (c) domain specificity (d) age cohorts (12)

33. Which of the following is an example of equifinality? Two children experience different adverse circumstances: (a) *both suffer developmental delays (b) one exhibits resilience and the other suffers a developmental delay (c) one exhibits a 'sleeper effect' developmental delay whereas the other suffers an immediate developmental delay (d) both a and b (12)

34. The theory that behavior must be viewed in a particular context and as having adaptive or survival value is: (a) ecological theory (b) psychosocial theory (c) *ethological theory (d) evolutionary developmental theory (31)

35. Which of the following is not a contribution of ethological theory: (a) greater understanding of how nonverbal behavior regulates social interactions (b) *instead of being merely descriptive, it contains many explanatory principles (c) greater understating of how children's groups are organized (d) greater popularity and detail of observational approaches including naturalistic observations (32)

36. The collection of settings that impinge on a child's development but in which the child does not play a direct role is the: (a) endosystem (b) *exosystem (c) mesosystem (d) macrosystem (29)

37. Which of the following is part of the exosystem? (a) peers (b) attitudes and ideologies of the culture (c) playground (d) *none of the above (29)

38. A commitment to family, work, society, and future generations is called: (a) egocentrism (b) superego (c) *generativity (c) conscience (18)

39. Generativity is a goal included in: (a) Freud's psychodynamic theory (b) Bronfenbrenner's ecological theory (c) Bandura's cognitive social learning theory (d) *Erikson's psychosocial theory (18)

40. In Freud's theory, instinctual drives that operate on the basis of the pleasure principle comprise the: (a) superego (b) *id (c) ego (d) all of the above (16)

41. Of the interrelated parts of a child's developing personality, the first to emerge is the: (a) superego (b) ego (c) *id (d) they all emerge simultaneously (16)

42. The system representing the values, ideologies, and laws of the society or culture is the: (a) mesosystem (b) chronosystem (c) *macrosystem (d) exosystem (29)

43. Which of the following is part of the macrosystem in Bronfenbrenner's theory: (a) social rules of the child's peers (b) *laws of the society (c) school rules (d) parents' house rules (29)
44. A biologically determined process of growth that unfolds over a period of time is: (a) a critical period (b) a normative event (c) *maturation (d) generativity (3)

45. The extreme version of the maturation position is exemplified best by: (a) *Gesell (b) Watson (c) Vygotsky (d) Bandura (3)

46. The interrelation among the components of the microsystem is the: (a) *mesosystem (b) macrosystem (c) exosystem (d) endosystem (29)

47. Which of the following illustrates the mesosystem: (a) distant friends of family visiting with the child's parents (b) neighbors the child does not know interacting with the child's playmates (c) the child playing at the playground with playmates (d) *the child's parents interacting with the child's playmates (29)

48. In Bronfenbrenner's ecological theory, the context in which children live and interact with the people and institutions closest to them, such as parents, peers, and school, is the: (a) macrosystem (b) mesosystem (c) *microsystem (d) exosystem (29)

49. Which of the following illustrates the microsystem: (a) distant friends of family visiting with the child's parents (b) neighbors the child does not know interacting with the child's playmates (c) *the child playing at the playground with playmates (d) the child's parents interacting with the child's playmates (29)

50. The divergence of developmental paths in which two individuals start out similarly but end at very different points is: (a) *multifinality (b) equifinality (c) a social dyad (d) an age cohort (12)

51. Which of the following is an example of multifinality? Two children experience the same adverse circumstance: (a) both suffer developmental delays (b) *one exhibits resilience and the other suffers a developmental delay (c) one exhibits a 'sleeper effect' developmental delay whereas the other suffers an immediate developmental delay (d) both a and b (12)

52. The realization in infancy that objects and people do not cease to exist when they are no longer visible is: (a) geocentricism (b) *object permanence (c) role confusion (d) desensitization (27)

53. The concept of object permanence was first introduced by: (a) Vygotsky (b) *Piaget (c) Freud (d) Erikson (27)

54. Freud's theory that boys become attracted to their mother and jealous of their father is: (a) *the Oedipus complex (b) the Electra complex (c) psychodynamic theory (d) all of the above (16)

55. The Oedipus complex happens during which of Freud's developmental stages: (a) *phallic (b) latency (c) genital (d) concrete operations (16)

56. A type of learning that depends on the consequence of the behavior is: (a) *operant conditioning (b) drive reduction (c) classical conditioning (d) desensitization (20)

57. Which of the following best illustrates operant conditioning: (a) a parent tells a child he did a good job after he completes his homework early (b) a parent will not allow a child to watch TV because she broke a house rule (c) a parent makes sure to reward a child's prosocial behavior at least some of the time (d) *all of the above (20)

58. A view suggesting that development is determined by innate biologically based drives shaped by encounters with the environment in early childhood: (a) ethological theory (b) evolutionary developmental theory (c) *psychodynamic theory (d) cognitive social learning theory (16)

59. Which is not a contribution of psychodynamic theory? (a) the role of the unconscious or instinctual urges (b) the idea of development being discontinuous and composed of stages (c) the idea that early experience can have long-lasting implications (d) *the recognition that social behavior can be caused by the situation instead of the individual (15-19)

60. A theory that each stage of development depends on accomplishing psychological tasks in interactions with the social environment is: (a) evolutionary developmental theory (b) *psychosocial theory (c) social information processing theory (d) cognitive developmental theory (17)

61. Which of the following is the final stage in psychosocial theory: (a) genital (b) formal operations (c) *integrity versus despair (d) generativity versus stagnation (17)

62. Traditionally psychologists' study of social development has focused mainly on: (a) *the individual child (b) a pair of social partners, such as friends, parent and child, or marital partners (c) a social triad such as mother-father-child or a trio of friends (d) the social group (4)

63. Contemporary social development scholars view the following as important contexts for studying development: (a) individuals (b) dyads (c) triads (d) *all of the above (4)

64. A theory that explains a person's social behavior in terms of his or her assessment and evaluation of the social situation as a guide deciding on a course of social action is: (a) traditional learning theory (b) cognitive social learning theory (c) sociocultural theory (d) *social information processing theory (25)

65. Social information-processing theory: (a) underscores the link between cognitive understanding and social behavior (b) is criticized for its lack of attention to emotional factors (c) does not account for the fact that much social interaction is automatic (d) *all of the above (25-26)

66. The theory that development emerges from interactions with more skilled people and the institutions and tools provided by the culture is: (a) social information processing theory (b) cognitive social learning theory (c) *sociocultural theory (d) cognitive developmental theory (28)

67. Sociocultural theory suggests the following: (a) children learn about their culture from equally experienced cultural members (b) cultures do not vary in the settings and practices they

provide (c) cultural settings and practices do not facilitate child development (d) *none of the above (28)

68. In Freud's theory, the personality component that is the repository of the child's internalization of parental or societal values, morals, and roles is the: (a) id (b) *superego (c) ego (d) zone of proximal development (16)

69. Which personality component appears when the child accepts and absorbs parental or societal morals, values, and roles: (a) id (b) ego (c) *superego (d) both b and c (16)

70. Transactional interactions involve: (a) *reciprocal determination (b) zone of proximal development (c) social dyad (d) accommodation (22)

71. The zone of proximal development refers to: (a) *the difference between a child's level of performance while working alone and while working with a more experienced partner (b) the difference between a child's performance while working with an equally experienced partner and while working with a more experienced partner (c) the difference in performance between a child working with an experienced partner and another child working alone (d) the difference in performance between a child working with a age-appropriate task and a task that is intended for children at other ages (28)

72. The theory that discusses the zone of proximal development is: (a) cognitive social learning theory (b) *sociocultural theory (c) psychosocial theory (d) ethological theory (28)

73. Which theoretical perspectives view development as influenced by historical change: (a) learning and psychosocial (b) learning and information processing (c) life span and psychosexual (d) *sociocultural and life span (28, 35)

74. Which theoretical perspectives view development as continuous: (a) *learning, cognitive, and information processing (b) sociocultural, ecological, and ethological (c) cognitive social learning, information processing, and cognitive developmental theory (d) psychosexual, learning, and life span (20, 21, 24-26)

75. Which theoretical perspectives view development as culture-specific: (a) *sociocultural, ecological, and life span (b) sociocultural, psychosexual, and learning (c) evolutionary, ecological, and information processing (d) traditional learning, social learning, and sociocultural (28, 29, 35)

76. According to Erikson's psychosocial theory, the primary task of adolescence is to develop: (a) self-control and autonomy (b) initiative (c) industry (d) *identity (18)

77. According to Bandura, self-efficacy comes from all of the following sources except: (a) direct experience (b) observing others (c) biological and affective reactions (d) *broader cultural messages (24)

78. According to information-processing theorists, the quality of thinking at any age depends on: (a) the information the person is able to represent (b) the ways in which the person can operate

on the information (c) the amount of information the person can keep in mind at one time (d) *all of the above (24-26)

79. Which of the following correctly orders the steps of the information processing model of social behavior: (a) review possible actions, clarify goals, encode cues, interpret cues, decide on an action, act on decision (b) *encode cues, interpret cues, clarify goals, review possible actions, decide on an action, act on decision (c) encode cues, review possible actions, interpret cues, clarify goals, decide on an action, act on decision (d) clarify goals, encode cues, review possible actions, decide on an action, interpret cues, act on decision (25)

80. Which of Piaget's stages of cognitive development is characterized by flexible and complex thinking, where one can think of abstract ideas and hypotheses: (a) preoperational (b) concrete operations (c) sensorimotor (d) *formal operations (27)

81. According to life history theory: (a) stress decreases parent-child conflict (b) genetic factors are of minor importance (c) *stress speeds up the onset of puberty (d) generativity plays a key role in development (33)

TRUE/FALSE QUESTIONS

1. T/F: Having a close friend can make up for being rejected by classmates (true) (2)

2. T/F: Aggressive behavior in an 8-year-old can predict criminal behavior at age 30 (true) (2)

3. T/F: The views of John Watson were more biologically oriented than those of his contemporary, Sigmund Freud (false) (3)

4. T/F: The case of "Genie," the 13-year-old kept in isolation for most of her life, illustrates the importance of critical periods (true) (5)

5. T/F: One characteristic shared by both Freud's psychosexual stages and Erikson's psychosocial stages is that development continues into late adulthood (false) (17)

6. T/F: A limitation of sociocultural theory is that it is insufficiently developmental (true) (28)

7. T/F: age cohorts are people who were born in the same time period and share historical experiences (true) (35)

8. T/F: Accommodation is applying an existing schema to a new experience (false) (26)

9. T/F: Assimilation is applying an existing schema to a new experience (true) (26)

10. T/F: Bronfenbrenner's chronosystem dictates that time can affect only some, but not all, other systems in his ecological model (false) (29)

11. T/F: One limitation of cognitive social learning theory is its overemphasis on development (false) (24)

12. T/F: The concept of a narrowly defined critical period has been replaced with the notion of a sensitive period that has more porous boundaries (true) (32)

13. T/F: A disadvantage of Bronfenbrenner's ecological theory is that the processes by which each system affects development are largely drawn from other theoretical perspectives (true) (30-31)

14. T/F: Considerable empirical support exists for the Electra complex (false) (18-19)

15. T/F: Considerable empirical support exists for the Oedipus complex (false) (18-19)

16. T/F: The value of the social information-processing approach is perhaps most evident in explaining social behavior that is novel or social situations that are unfamiliar (true) (26)

17. T/F: Object permanence has informed the study of child-to-caregiver attachment (true) (27)

18. T/F: One strength of Piaget's theory of cognitive development is the explicit recognition that the stages are not universal, invariant, or irreversible (false) (27)

19. T/F: One limitation of the concept of the zone of proximal development is that we have no simple metric with which to measure it (true) (29)

20. T/F: One advantage of systems theory is that it incorporates knowledge and ideas from many other disciplines beyond developmental psychology (true) (30)

21 T/F: Maximizing the transmission of one's genes to the next generation is a central aim of life history theory (true) (33)

SHORT-ANSWER QUESTIONS

1. Describe the main stages of Freud's theory (17)

2. What are the stages of Erik Erikson's theory? (17)

3. Define and give an example of multifinality and equifinality (12)

4. What did John Watson contribute to the field of social development? (3)

5. Define the zone of proximal development and state why it is helpful for understanding social development (28)

6. What are the characteristics of an ethological approach? (31-32)

7. List the main features of an evolutionary approach (32-34)

8. List the levels of analysis (i.e., systems) in Bronfenbrenner's theory and give an example of each (29-30)

9. Define 3 stages of Piaget's theory and give the approximate ages for each (27)

10. What is the meaning of a domain-specific approach? (28)

11. List the main steps in Bandura's theory of observational learning (22)

12. List the steps in Dodge's social information processing model (25)

13. Describe the main ideas underlying life history theory (33)

ESSAY QUESTIONS

1. The social child is a cultural and historical invention. Discuss.

2. Pick two theories that have guided the field of social development. What are the main characteristics of each? What are the advantages and disadvantages? Compare and contrast the two theories.

3. Discuss the role that cognitive development plays in social development.

4. Psychologists do not own social development. Discuss the meaning of this view.

5. Describe and illustrate the value of the transactional model as applied to social development.

6. Why is it important to consider intra-cultural issues as well as cross-cultural issues in our studies of social development?

7. Cross-domain influences on social development are increasingly recognized. Is this important and why?

8. Are single theories sufficient to explain social development? Pick a topic and explain why or why not.

9. What is the status of social information processing in current theorizing in social development? Provide a description and critical evaluation of this approach.

10. Unidirectional models in which adults are the main drivers of children's social development are no longer adequate. Why not and what models have replaced them?

11. What are the strengths and limitations of the evolutionary approach to social development?