Adolescence 12th edition Steinberg Test Bank

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Adolescence, 12e **(Steinberg)**
Chapter 2 Cognitive Transitions

1) Which of the following is one of the five chief changes in cognition during adolescence?
A) multidimensional thought
B) rules-based thought
C) concrete reasoning
D) limited imagination

Answer: A
Difficulty: 1 Easy
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

2) Dan, an adolescent, has more developed cognitive skills than his 6-year-old brother Timmy because Timmy's thinking
A) is, in general, bound to what he can directly observe.
B) moves easily between specific and abstract ideas.
C) systematically generates alternative possibilities and explanations.
D) is more imaginative and less focused on the real world.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Understand; Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

3) Bickering and squabbling between teenagers and their parents is largely caused by
A) the generation gap between parents and children.
B) ongoing hormonal changes in adolescents.
C) adolescents' ability to formulate counterarguments.
D) adolescents' increasingly antisocial tendencies.

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 2.3 Demonstrate psychology information literacy.

4) Tam is good at drawing conclusions from given information. Thus, Tam is good at _____

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reasoning.
A) hypothetical
B) deductive
C) abstract
D) relative

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

5) Which of the following supports adolescents' improved ability to use deductive reasoning, as described in the text?
A) the ability to respond instinctively to a simple question
B) the ability to stop oneself from acting automatically
C) the ability to make an inference that rejects accumulated evidence
D) increasing comfort with concrete, logical situations

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

6) Which term below refers to the ability to suspend beliefs about something in order to argue in the abstract?
A) hypothetical thinking
B) social cognition
C) mutual perspective-taking
D) impression formation

Answer: A
Difficulty: 1 Easy
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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7) Which of these is a feature of hypothetical thinking?
A) seeing beyond what is directly observable
B) applying concrete reasoning to assess what is possible
C) being limited to imagining the logic behind one's own argument
D) being aware of events that one has witnessed in person

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

8) Joey enjoys playing the devil's advocate and is always stirring up discussions with his contrary positions. This ability is one aspect of
A) hypothetical thinking.
B) social cognition.
C) thinking about thinking itself.
D) impression formation.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

9) The ability to see beyond what is directly observable and reason in terms of what might be possible is called
A) theory of mind.
B) hypothetical thinking.
C) imaginary audience.
D) formal operations.

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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10) Renee, a 6-year-old, is unable to answer the question, "How are a motorcycle and a bicycle alike?" Mohammed, a 17-year-old, answers the same question by saying, "They are both types of transportation." Which statement about Renee and Mohammed is most accurate?
A) Renee's inability to answer the question is very unusual for a child her age.
B) Mohammed has demonstrated the ability to think concretely.
C) Mohammed has demonstrated the ability to think abstractly.
D) According to Piaget's theory, Renee and Mohammed are both developmentally delayed.

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Analyze
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

11) Javier spends a great deal of time talking about relationships, politics, philosophy, religion, and morality with his friends, demonstrating his ability to think
A) abstractly.
B) preoperationally.
C) concretely.
D) deductively.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Understand; Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

12) The growth of _____ during adolescence is directly related to an improved ability to think abstractly.
A) long-term memory
B) social thinking
C) automatization
D) short-term memory

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

13) Which of these is an aspect of metacognition?

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A) conserving mental resources
B) thinking about feelings
C) appraising one's own comprehension
D) being free of adolescent egocentrism

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

14) The text suggests that _____ are a good explanation of adolescent egocentrism.
A) cognitive deficiencies
B) new metacognitive abilities
C) increases in synapse production
D) decreases in white matter

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-02 Provide examples of two different aspects of adolescent egocentrism.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

15) Teenagers may become extremely self-conscious because they believe that people are talking about them. Which characteristic are they exhibiting?
A) an imaginary audience
B) a personal fable
C) propositional logic
D) metacognition

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-02 Provide examples of two different aspects of adolescent egocentrism.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

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16) Dave knows that kids who drink and drive sometimes get killed, but he believes that he is somehow immune to having such a terrible thing happen to him. Dave's belief is an example of
A) the imaginary audience.
B) a personal fable.
C) social cognition.
D) metacognition.

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-02 Provide examples of two different aspects of adolescent egocentrism.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

17) Which of the following statements about the personal fable is true?
A) Only adolescents develop personal fables.
B) Only adults develop personal fables.
C) Both adolescents and adults are susceptible to the personal fable.
D) Researchers have disproved the idea of the personal fable.

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-02 Provide examples of two different aspects of adolescent egocentrism.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

18) Research testing the theory of adolescent egocentrism has found that certain aspects
A) peak at age 12 and then drastically decline.
B) may remain present throughout the adolescent and adult years.
C) are virtually a nonexistent phenomenon in adolescence or adulthood.
D) are less prevalent among college students.

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-02 Provide examples of two different aspects of adolescent egocentrism.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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19) Fifteen-year-old Hermione is able to write a much more complex answer than 10-year-old Ginger to the question, "Compare the advantages and disadvantages of using simple spells for self-protection." This is because, as an adolescent, Hermione is able to think
A) egocentrically.
B) deductively.
C) in metacognitive ways.
D) in multiple dimensions.

Answer: D
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

20) Multidimensional thinking helps adolescents understand
A) sarcasm.
B) imaginary audiences.
C) formal operations.
D) concrete examples.

Answer: A
Difficulty: 1 Easy
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

21) In childhood, moral guidelines are seen as
A) absolutes.
B) subjective.
C) based on the values of one group.
D) based on ideas that can be challenged.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

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22) Adolescents' persistent arguments over rules are most likely a result of
A) an increase in relativism.
B) a decrease in incrementalism.
C) hormonal changes.
D) a hereditary resistance to authority.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

23) Who of the following is probably an adolescent (and not a child)?
A) Maryann, who accepts her parents' rules about room cleaning and bedtimes as matters of right and wrong
B) Matthew, who believes that it is possible to go for a long period of time without thinking about anything
C) Tamara, whose thinking is bound to observable events
D) Frank, who appraises his reading comprehension before starting the next chapter

Answer: D
Difficulty: 3 Hard
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Evaluate
Accessibility: Keyboard Navigation
APA LO: 2.1 Use scientific reasoning to interpret psychological phenomena.

24) Who of the following is probably a child (and not an adolescent)?
A) Jeanette, who can easily describe her thought processes
B) Christine, who tends to think about things one aspect at a time
C) Bryan, who tends to question everything, just for the sake of argument
D) Brandon, who entertains many possibilities before making a final decision

Answer: B
Difficulty: 3 Hard
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Evaluate
Accessibility: Keyboard Navigation
APA LO: 2.1 Use scientific reasoning to interpret psychological phenomena.

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25) Which of the following individuals is most likely to be a child (and not an adolescent)?
A) Kristine, who thinks about what other people are thinking
B) Jesse, who finds it hard to believe that other people may have beliefs and intentions that differ from his own
C) Jo, who can easily interpret the feelings of others
D) Tyler, who has questions about whether his parents' rules are fair

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

26) Which of the following terms apply more to adolescent thought than to childhood thought?
A) conservation, reversibility, structure
B) assimilation, accommodation, complexity
C) preoperational, egocentric, concrete
D) flexible, speculative, abstract

Answer: D
Difficulty: 2 Medium
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

27) Dr. Oluo believes that cognitive development happens in distinct stages. Which of these descriptions best fits Dr. Oluo?
A) Piagetian
B) behaviorist
C) relativist
D) Millsian

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-03 Discuss the Piagetian and information-processing perspectives as they relate to the development of adolescent cognition.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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28) Juan is four-and-a-half years old. His language skills are excellent, but his thinking skills demonstrate limitations such as egocentrism. What Piagetian stage of thought would you suspect he is in?
A) formal operational
B) sensorimotor
C) concrete operational
D) preoperational

Answer: D
Difficulty: 2 Medium
Learning Objective: 02-03 Discuss the Piagetian and information-processing perspectives as they relate to the development of adolescent cognition.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

29) According to Piaget, the period of cognitive development that spans the period from early adolescence through adulthood is called
A) sensorimotor.
B) preoperational.
C) concrete operations.
D) formal operations.

Answer: D
Difficulty: 1 Easy
Learning Objective: 02-03 Discuss the Piagetian and information-processing perspectives as they relate to the development of adolescent cognition.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

30) Piaget theorists believe that the use of _____ is the chief feature of adolescent thinking that differentiates it from the type of thinking employed by children.
A) egocentric reasoning
B) abstract logical reasoning
C) multidimensional reasoning
D) systematic reasoning

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-03 Discuss the Piagetian and information-processing perspectives as they relate to the development of adolescent cognition.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

31) The researcher Daniel Kahneman would agree with which statement?

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A) Teenagers and adults often behave illogically.
B) Teenagers often act illogically, but adults' executive function prevents illogical behavior.
C) In many situations, adults are more illogical than teenagers.
D) Although children often act illogically, teenagers rarely do.

Answer: A
Difficulty: 3 Hard
Learning Objective: 02-03 Discuss the Piagetian and information-processing perspectives as they relate to the development of adolescent cognition.
Bloom's: Analyze
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

32) Much research on adults as well as adolescents indicates that the gaps between _____ and _____ in everyday situations are very large, with everyday decision making laden with logical errors that cannot be explained by cognitive incompetence.
A) what individuals want to do; what they actually do
B) what individuals want to do; what they have time for
C) extensive logical reasoning abilities; limited personal experience
D) logical reasoning abilities; the actual use of logical reasoning

Answer: D
Difficulty: 2 Medium
Learning Objective: 02-03 Discuss the Piagetian and information-processing perspectives as they relate to the development of adolescent cognition.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

33) Scientists now believe that the transition from concrete operational thought to formal operational thought occurs
A) very suddenly and evenly across all domains of functioning.
B) at the same age, regardless of the environment.
C) very gradually and continuously through adolescence into adulthood.
D) in a barely noticeable way.

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-03 Discuss the Piagetian and information-processing perspectives as they relate to the development of adolescent cognition.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

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34) Dr. Brown argues that adolescents can solve problems better than younger children because they can store more information in memory and because they have more effective strategies. Dr. Brown's view is most consistent with which of the following perspectives?
A) triarchic theory of intelligence
B) information-processing perspective
C) psychometric theory
D) Piagetian perspective

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-03 Discuss the Piagetian and information-processing perspectives as they relate to the development of adolescent cognition.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

35) Jesse is in the seventh grade at a school that has open classrooms with multiple teachers instructing their classes in one large area. Which of the following cognitive processes will help Jesse focus on his teacher?
A) working memory
B) selective attention
C) long-term memory
D) divided attention

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

36) While studying for her biology exam, Jennifer watches her favorite show on TV. This is an example of
A) selective attention.
B) divided attention.
C) short-term memory.
D) long-term memory.

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

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37) Charlie is able to tune out the television so that he can focus on his art project, which is due in class tomorrow. This is an example of
A) selective attention.
B) divided attention.
C) short-term memory.
D) long-term memory.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

38) Which of the following changes explains why adolescents, compared to children, may be better able to concentrate and stay focused on reading tasks?
A) decreasing use of mnemonic devices
B) sticking to a tried-and-true strategy
C) reduced myelination
D) improvements in attention

Answer: D
Difficulty: 2 Medium
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

39) Roberto says, "Graduating from college was one of the happiest days of my life." This is an example of
A) working memory.
B) short-term memory.
C) autobiographical memory.
D) reminiscence bump.

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

40) The ability to remember something for a brief period of time is identified as
A) working memory.

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B) long-term memory.
C) autobiographical memory.
D) reminiscence bump.

Answer: A
Difficulty: 1 Easy
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

41) What is the term for experiences from adolescence that are recalled more easily than experiences from other times in a person's life?
A) working memory
B) long-term memory
C) autobiographical memory
D) reminiscence bump

Answer: D
Difficulty: 1 Easy
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

42) The ability to remember something from several years ago is called
A) working memory.
B) long-term memory.
C) autobiographical memory.
D) reminiscence bump.

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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43) According to scientists, why does the reminiscence bump happen?
A) Memory abilities are strongest during late childhood and early adolescence.
B) Many important social and emotional events happen for the first time during adolescence.
C) The adolescent brain is chemically primed to encode memories deeply.
D) The brain has more synapses during adolescence than at any other time of life.

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

44) What is it about adolescent thinking that makes adolescents better problem solvers than younger children are?
A) a halt in synaptic pruning
B) increases in synapses
C) improvements in processing speed
D) improvements in concrete thinking

Answer: C
Difficulty: 1 Easy
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

45) Rose solves a chemistry problem by systematically testing several hypotheses. Which information-processing skill is she using?
A) attention
B) memory
C) organization
D) speed

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

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46) The improvements in organizational strategies seen in adolescence include
A) increasing use of mnemonic devices.
B) thinking concretely instead of abstractly.
C) focusing on the here and now instead of on many possibilities.
D) considering issues from one side instead of many sides.

Answer: A
Difficulty: 1 Easy
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

47) At about what age do adolescents score as well as adults on tests of working memory and logical reasoning?
A) 13
B) 15
C) 17
D) 19

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-04 Describe the five areas of information-processing where improvement occurs during adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

48) In recent years, which of these scientific techniques has taught us the most about how the brain changes during adolescence?
A) studies of brain development in other animals
B) postmortem dissections of adolescent brains
C) studies that use imaging techniques
D) studies that contrast male and female adolescent brains

Answer: C
Difficulty: 1 Easy
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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49) Which of the following are ways that scientists study brain maturation?
A) using DTI technology to see the ways in which various regions of the brain are connected
B) using fMRI equipment to measure electrical activity on different portions of the scalp
C) using electroencephalography technology to prove that most human males have smaller brains than most human females do
D) using fMRI technology to measure differences in tissue density in the brains of deceased donors

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

50) You have been invited to be a research assistant on a study of adolescent brain function. Based on what you have read in the chapter, which of these questions would your team try to answer?
A) Which parts of the brain become physically larger in the teen years?
B) Do teens and younger children use different parts of their brains to perform the same tasks?
C) Do adolescents pass through any of Piaget's cognitive development stages?
D) Are adolescents capable of thinking in multiple dimensions?

Answer: B
Difficulty: 3 Hard
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

51) The brain functions by transmitting electrical signals across circuits that are composed of interconnected nerve cells called
A) neurons.
B) dendrites.
C) cortices.
D) tissues.

Answer: A
Difficulty: 1 Easy
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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52) Neurons are cells that carry information by transmitting electrical charges across the body. When the electrical charge travels through a neuron, it stimulates
A) the release of neurotransmitters.
B) synaptic pruning.
C) myelination.
D) all cells to process the same information.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

53) The formation of synapses is
A) almost entirely genetically programmed.
B) almost entirely formed through experience.
C) both genetically programmed and formed through experience.
D) neither genetically programmed nor formed through experience.

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

54) Dr. Devlin is leading a research study on synaptic pruning. Based on what you have read in the chapter, which of these questions do you think she will strive to answer?
A) How can we reduce the amount of synaptic pruning in adolescents' brains?
B) Why is synaptic pruning so common in children but relatively rare in adolescents?
C) In what ways does synaptic pruning make the brain more efficient?
D) Why do males undergo more synaptic pruning than females do?

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

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55) One type of structural change in the brain has to do with changes in the levels of gray and white matter in the brain. Which of the following statements is true?
A) Gray matter decreases while white matter increases.
B) Gray matter increases while white matter decreases.
C) Both gray matter and white matter decrease.
D) Both gray matter and white matter increase.

Answer: A
Difficulty: 1 Easy
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

56) One aspect of brain maturation that is associated with increases in the speed of neural impulses and improvements in information transmission is
A) formal operational thought.
B) myelination.
C) metacognition.
D) information-processing gains.

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

57) Which statement regarding increases in cognitive abilities is true?
A) Increases in cognitive abilities are due to growth in the size of the brain.
B) Expansion of the synapses leads to increases in cognitive abilities.
C) Changes in levels of neurotransmitters lead to an increase in sensation seeking.
D) Maturation of the hippocampus allows for complex activities such as planning and metacognition.

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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58) What substance insulates brain circuits and greatly increases the speed of mental processing?
A) epinephrine
B) serotonin
C) dopamine
D) myelin

Answer: D
Difficulty: 1 Easy
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

59) Why are neurotransmitters' receptors essential for a healthy, high-functioning brain?
A) They allow each neuron to activate all or almost all of the other neurons in the vicinity.
B) They keep the 100 billion neurons of the brain running smoothly and efficiently.
C) They prevent the transmission of electrical signals in the adolescent brain.
D) They prevent the transmission of chemical signals in the adolescent brain.

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

60) Jane, an adolescent, can attribute her improved skills in planning and decision making to her own efforts and to her
A) hippocampus.
B) prefrontal cortex.
C) amygdala.
D) superior temporal sulcus.

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

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61) Why do Steinberg and other experts consider adolescence to be an age of opportunity?
A) The human brain is more easily shaped during adolescence than at other life stages.
B) During adolescence, the brain begins an explosive period of synaptic growth.
C) In the teen years, the brain becomes less efficient but more imaginative thanks to synaptic pruning.
D) People in late adolescence are able to learn more because their brains become noticeably larger.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

62) Your local school system is trying to decide at what age to allow students to begin studying a foreign language. Based on what you have read about brain research, which age would you recommend?
A) grade school
B) high school
C) college
D) late adulthood

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

63) Which of the following brain systems is responsible for processing emotions, social information, and rewards?
A) functional connectivity system
B) response inhibition system
C) limbic system
D) prefrontal cortex system

Answer: C
Difficulty: 1 Easy
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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64) Which of the following statements about changes in the brain during adolescence is true?
A) Patterns of activation within the prefrontal cortex generally become less focused.
B) Adolescents are more likely than children to use multiple parts of the brain simultaneously.
C) The full structural maturation of the prefrontal cortex is not complete until about age 15.
D) Myelination becomes less common as the adolescent brain matures.

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

65) Dr. Martino studies why and how adolescents become more sensitive to the facial expressions of others. Which of these summaries best describes his work?
A) the triarchic theory of intelligence
B) the age of opportunity
C) myelination
D) the social brain

Answer: D
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

66) Experts believe that adolescents are more susceptible to peer pressure than other groups are because adolescents are statistically more likely to experience
A) selective attention.
B) cognitive decline.
C) wonder.
D) embarrassment.

Answer: D
Difficulty: 1 Easy
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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67) Changes in the "social brain" may help explain why adolescents tend to become
A) less prone to embarrassment.
B) less capable of abstract thought.
C) more susceptible to peer pressure.
D) more likely to ignore others' facial expressions.

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

68) An adolescent of average intelligence would most likely have an IQ score of
A) 50.
B) 100.
C) 150.
D) 200.

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-06 Describe the measurement of IQ and its stability as well as improvement during adolescence. Also address the issue of individual differences in IQ and IQ assessment.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

69) Which of the following statements about intelligence in adolescence is true?
A) There is very little debate regarding what exactly intelligence is.
B) The higher an individual's IQ, the smaller the number of same-aged peers who perform equally or better.
C) Scientists have not reported any significant correlations between aspects of IQ performance and synaptic pruning in the brain.
D) An IQ test is the only way to assess intelligence in adolescents.

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-06 Describe the measurement of IQ and its stability as well as improvement during adolescence. Also address the issue of individual differences in IQ and IQ assessment.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

70) Your teacher announces that your class will complete a series of performance tests that

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measure intelligence. Which of these tests would your teacher be most likely to give?
A) general information
B) picture completion
C) kinesthetic
D) interpersonal

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-06 Describe the measurement of IQ and its stability as well as improvement during adolescence. Also address the issue of individual differences in IQ and IQ assessment.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

71) Adolescents whose scores on a conventional IQ test rise higher than those of their peers will probably
A) have undergone more synaptic pruning than their peers have.
B) have performed better, though not necessarily faster, than peers on memory tests.
C) outperform their peers on verbal tests but lag behind them on mathematical tests.
D) experience increased synapse production in early adulthood.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-06 Describe the measurement of IQ and its stability as well as improvement during adolescence. Also address the issue of individual differences in IQ and IQ assessment.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

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72) You are a psychologist. Your patient, Diana, had a long period of neural plasticity and a greater-than-usual amount of synaptic pruning. Based on this information, which of these conclusions would it make sense to draw about Diana?
A) She is likely to need help interacting socially with her peers.
B) She will probably score high on intelligence tests.
C) Diana will have difficulty focusing her attention in a typical classroom situation.
D) Diana is likely to begin producing abnormally high numbers of synapses.

Answer: B
Difficulty: 3 Hard
Learning Objective: 02-06 Describe the measurement of IQ and its stability as well as improvement during adolescence. Also address the issue of individual differences in IQ and IQ assessment.
Bloom's: Analyze
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

73) Travis is administering conventional IQ tests to people aged 5 to 25. At what age are the mental abilities of his test subjects likely to plateau?
A) early childhood
B) early-to-mid-adolescence
C) mid-to-late adolescence
D) late adolescence and early adulthood

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-06 Describe the measurement of IQ and its stability as well as improvement during adolescence. Also address the issue of individual differences in IQ and IQ assessment.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

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74) Your professor asks you to develop a series of questions for your classmates that are within their zone of proximal development. What is the best way to describe these questions?
A) relatively easy to allow for repeated synaptic processing
B) challenging without being at frustration level
C) long and complicated but not especially interesting
D) very challenging and requiring intense study

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-06 Describe the measurement of IQ and its stability as well as improvement during adolescence. Also address the issue of individual differences in IQ and IQ assessment.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

75) According to Vygotsky, adolescents learn best when
A) their lessons are outside their zone of proximal development.
B) a more experienced instructor is present.
C) their instructor strictly limits scaffolding.
D) they have a series of extremely challenging problems to tackle.

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-06 Describe the measurement of IQ and its stability as well as improvement during adolescence. Also address the issue of individual differences in IQ and IQ assessment.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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76) Mary is having trouble understanding how to do a math problem. Her teacher asks her just the right question, and Mary understands the problem. Vygotsky would refer to the structuring process used by the teacher to guide Mary's thinking as
A) laddering.
B) enabling.
C) pillaring.
D) scaffolding.

Answer: D
Difficulty: 2 Medium
Learning Objective: 02-06 Describe the measurement of IQ and its stability as well as improvement during adolescence. Also address the issue of individual differences in IQ and IQ assessment.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

77) Is it possible to teach adolescents to think more creatively?
A) Training adolescents can help them develop their creativity.
B) Creativity is genetic, not learned, so there is no way to teach it.
C) Children can learn to be more creative, but adolescents' creativity is fully formed.
D) Adults can be more creative, but adolescents lack the necessary executive function.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-06 Describe the measurement of IQ and its stability as well as improvement during adolescence. Also address the issue of individual differences in IQ and IQ assessment.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

78) Adolescents develop the ability to think about people, relationships, and social institutions. This ability is more generally referred to as
A) socialization.
B) social cognition.
C) abstract reasoning.
D) metacognition.

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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79) Which of the following is one of the results of improvements in social cognition?
A) Adolescents become better able to interpret the feelings of others.
B) Adolescents become less able to recognize that others may view situations differently.
C) Adolescents are less capable of formulating arguments.
D) Adolescents are less likely to challenge their parents' and teachers' authority.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

80) Which of the following statements about social cognition is true?
A) Adolescents have a more differentiated and more nuanced understanding of social norms than adults do.
B) Adolescents are more able than children to step outside themselves and see things from other vantage points.
C) Adolescents are less likely than children to understand that social rules are subjective.
D) Adolescents are less likely than children to believe that in some situations, it may be appropriate to limit the rights of certain people.

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

81) With age, adolescents become better at mentalizing, which is the ability to
A) understand another person's state of mind.
B) understand their own thought processes.
C) separate what they know from what they think.
D) use mnemonic devices and other tricks to increase processing power.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

82) Imani, who is 17, has become more skilled at understanding that other people may have beliefs and points of view that differ from her own. What do brain researchers call this ability?

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A) theory of mind
B) social conventions
C) executive activity
D) myelination

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

83) Chris and his parents had an argument because they did not want him to go to a New Year's Eve party across town. A few days after the argument, Chris's anger subsided because he realized his parents were worried about his safety. Which cognitive process did Chris most likely use to reach this conclusion?
A) implicit personality theory
B) deductive reasoning
C) response inhibition
D) theory of mind

Answer: D
Difficulty: 3 Hard
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

84) As a result of mentalizing and developing a theory of mind, adolescents become
A) more skilled at telling lies to parents and peers.
B) less able to see things from another person's point of view.
C) better able to act independently and take on responsibility.
D) better able to plan tasks efficiently and quickly.

Answer: A
Difficulty: 1 Easy
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

85) Who of the following individuals is likely to believe that it is always wrong to exclude others?
A) Gwendolyn, who is trying to decide who to invite to her ninth birthday party

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B) Amy, who is a member of a high-status peer group at her high school
C) Tina, an adolescent who has a sophisticated understanding of peer group dynamics
D) Carl, a senior on the high school football team

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

86) Which of the following is a theme that has emerged from research studies on social cognition during adolescence?
A) As individuals move into and through adolescence, they become less able to step outside themselves and see things from other vantage points.
B) Adolescents are rarely able to see that the social rules we follow are not absolute and are therefore subject to debate and questioning.
C) With age, adolescents develop a more rigid, "black-and-white" understanding of social norms.
D) With age, adolescents increasingly question which issues their parents and other authority figures have the right to regulate.

Answer: D
Difficulty: 3 Hard
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Analyze
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

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87) When the teacher asks a question in class, students raise their hands to answer. This example illustrates
A) a social convention.
B) a specialized structural system.
C) metacognitive behavior.
D) dominance theory.

Answer: A
Difficulty: 3 Hard
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

88) Most research on adolescents' beliefs about rights and civil liberties comes from
A) studies of ethnic minority samples.
B) studies of Western, middle-class youth.
C) diverse socioeconomic samples.
D) adolescent girls.

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

89) According to recent research, which of these increase risk-taking behavior in adolescents?
A) synaptic pruning and the thinning of gray matter
B) the neurotransmitters serotonin and dopamine
C) synaptic expansion and the thinning of white matter
D) the neurotransmitters epinephrine and histamine

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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90) Changes in the limbic system during adolescence may cause
A) decreased emotionality.
B) decreased responsiveness to stress.
C) increased risk-taking.
D) decreased responsiveness to rewards.

Answer: C
Difficulty: 1 Easy
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

91) Which theory helps researchers understand adolescent risk taking?
A) behavioral decision theory
B) alternative choices theory
C) desirability theory
D) cognitive development theory

Answer: A
Difficulty: 1 Easy
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

92) According to research on behavioral decision theory, adolescents often decide to engage in behavior that seems risky to adults because adolescents
A) cannot consider as many consequences for their actions as adults can.
B) have thinking processes that are still predominantly preoperational.
C) have different values and priorities than adults.
D) wish to assert their independence from adults in every possible way.

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

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93) What emotional characteristic makes an individual more likely to engage in risky behaviors?
A) illogical thought
B) moodiness
C) sensation seeking
D) anxiety

Answer: C
Difficulty: 1 Easy
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

94) Behavioral decision theory draws heavily on _____ and is a rational process in which individuals _____.
A) psychoanalytic theory; are forced to think about the root of their behaviors
B) information-processing theory; naturally advance in cognitive skills
C) economics; calculate the costs and benefits
D) behaviorism; make choices based on rewards and punishments

Answer: C
Difficulty: 1 Easy
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

95) Reward seeking and sensation seeking
A) are equally high during childhood and adolescence.
B) are lower during adolescence than childhood.
C) are caused by biological forces during adolescence and environmental forces in childhood.
D) are higher during adolescence than they were in childhood.

Answer: D
Difficulty: 2 Medium
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

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96) Compared to children and adults, adolescents
A) engage in a greater number of risky behaviors in the real world.
B) perceive fewer risks on laboratory questionnaires.
C) make more deliberate decisions in the real world.
D) are less likely to make a cost-benefit analysis of risks.

Answer: A
Difficulty: 2 Medium
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

97) According to the textbook, a good deal of adolescents' risk taking takes place in contexts in which
A) they are unsupervised by adults and exposed to peers who encourage risky behaviors.
B) older, opposite-sex peers are present and monitoring their behavior.
C) they are in a new, exciting environment where formerly daunting challenges seem easy.
D) they are on their own, with no input from peers or adults.

Answer: A
Difficulty: 1 Easy
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

98) One explanation for the risk-taking peak that scientists have observed in adolescence is that
A) adolescents are not aware of the risks associated with certain behaviors.
B) the prefrontal cortex is fully developed years before the limbic system is active.
C) adolescents tend to be higher in sensation seeking and impulsivity than children and adults are.
D) few or no adolescents are capable of conducting a cost-benefit analysis.

Answer: C
Difficulty: 1 Easy
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Remember
Accessibility: Keyboard Navigation
APA LO: 1.2 Develop a working knowledge of psychology's content domains.

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99) According to the textbook, the main contributor to the increased rate of automobile accidents among teenagers is
A) driving under the influence.
B) driving with other teenagers in the car.
C) texting while driving.
D) talking on the phone, especially having an emotional conversation.

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

100) According to the textbook, which of the following methods is most likely to reduce adolescent risk taking?
A) classroom-based education programs designed to teach adolescents about the dangers of various activities
B) classroom-based education programs designed to teach adolescents to make better decisions and resist peer pressure
C) making the penalties for engaging in certain risky behaviors more severe
D) encouraging adolescents to perform a cost-benefit analysis in a risky situation

Answer: C
Difficulty: 2 Medium
Learning Objective: 02-09 Explain why many common approaches to reducing adolescent risk taking are unsuccessful and provide alternative methods that might be successful.
Bloom's: Understand
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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101) Senator Perkins is interested in making laws that will reduce the number of car crashes involving teens. Based on the scientific research in this chapter, which advice should he follow as he drafts a bill?
A) Encourage teens to drive alone.
B) Encourage adults to ride along with teen drivers.
C) Encourage teens to drive with their peers.
D) Encourage teens to drive with one peer at a time.

Answer: B
Difficulty: 2 Medium
Learning Objective: 02-09 Explain why many common approaches to reducing adolescent risk taking are unsuccessful and provide alternative methods that might be successful.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

102) Which of the following policies is most likely to reduce adolescent smoking?
A) an anti-smoking ad campaign featuring celebrities
B) an anti-smoking education campaign in school
C) a sharp rise in the price of tobacco products
D) additional information about the health risks of smoking

Answer: C
Difficulty: 3 Hard
Learning Objective: 02-09 Explain why many common approaches to reducing adolescent risk taking are unsuccessful and provide alternative methods that might be successful.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.

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103) In what five ways are the intellectual abilities of adolescents superior to those of children? Explain and give a concrete illustration of each developmental trend.

Answer: There are five chief ways in which the thinking of adolescents is more advanced, more efficient, and more effective than that of children. First, during adolescence individuals become better able to think about what is possible, instead of limiting their thought to what is real or directly observable. Second, adolescents become better able to think about abstract things, rather than being limited to the concrete. Third, during adolescence individuals begin thinking more often about the process of thinking itself. Fourth, adolescents' thinking tends to become multidimensional rather than limited to a single issue. Finally, adolescents are more likely than children to see things as relative rather than absolute.

Key Points:

a) Think about what is possible.

b) Think about abstract concepts.

c) Think about thinking—metacognition.

d) Thinking is multidimensional.

e) See things as relative rather than absolute.
Difficulty: 3 Hard
Learning Objective: 02-01 Describe the five main changes in thinking that characterize the transition from childhood to adolescence.
Bloom's: Analyze
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.; 4.1 Demonstrate effective writing for different purposes.

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104) Mr. Goldberg, a high school teacher, approaches you (a brilliant adolescent psychologist) regarding two of his students. He is concerned about their behavior and hopes you can explain what is going on. One student, Sharon, occasionally engages in unprotected sex. The other student, Michael, constantly wears pants instead of shorts to hide what he believes are skinny legs. Using the theory of adolescent egocentrism, how would you characterize Sharon's behavior? How would you characterize Michael's behavior? Be sure to justify your answer.

Answer: These two phenomena result from the theory of adolescent egocentrism, which results in two distinct problems in thinking. Sharon's behavior is a classic example of what is called the personal fable. She believes that what she does and what happens to her is unique. She believes that nothing will happen to her if she occasionally engages in unprotected sex. Michael's behavior is related to what is called the imaginary audience. He believes that everyone's thoughts are about him and that they are constantly looking at him (as if he were on stage). In reality, few people will notice or care about what Michael's legs look like.

Key Points:

a) Adolescent egocentrism results in two distinct problems of thinking.

b) Sharon's behavior is most likely an example of a personal fable.

c) Michael's behavior is an example of the imaginary audience phenomenon.
Difficulty: 3 Hard
Learning Objective: 02-02 Provide examples of two different aspects of adolescent egocentrism.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.; 4.1 Demonstrate effective writing for different purposes.

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105) You join your friends for coffee and notice they are arguing about whether the Piagetian or the information-processing perspective offers a better explanation of cognitive development. They ask for your opinion, and you tell them that each is useful but each has limitations. You suggest integrating the two perspectives. What do you tell your friends?

Answer: Piaget laid the groundwork to understand that cognition develops qualitatively, with different ways of reasoning and understanding the world from birth through adolescence. Awareness that abstract reasoning skills do not develop until adolescence has had a positive impact on education. Although not always used, particularly if tasks are not personally relevant, these skills enable the adolescent to think in terms of possibilities, multidimensionally, and metacognitively. However, research suggests that the skills develop gradually and continuously, not in abrupt stages, and the Piagetian approach is not clear about which specific aspects of intellectual development are most important. The information-processing view explains quantitative increases in cognitive skills (memory, attention, processing speed, organizational strategies, and metacognition), but it omits the fact that adolescents think in a way that is qualitatively different from children. An integrative approach says that although cognitive development proceeds in discrete stages, the process is linked to physical changes in the brain and is better studied in terms of the cognitive components (such as memory and attention). Using an integrative approach examines both the analytic and intuitive cognitive systems to explain why, despite our cognitive skills, our behavior is often so illogical.

Key Points:

a) Piaget's theory has had a positive impact on education.

b) Research suggests gradual, rather than discrete, development.

c) Piaget was not clear about which aspects of cognition were most important.

d) Information processing offers specific information about aspects of cognition.

e) Information processing ignores qualitative changes.

f) Integrative approaches incorporate qualitative and quantitative concepts.

g) Integrative approaches ask useful questions, such as why we don't use our skills in everyday decision making.
Difficulty: 3 Hard
Learning Objective: 02-03 Discuss the Piagetian and information-processing perspectives as they relate to the development of adolescent cognition.
Bloom's: Create
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 4.1 Demonstrate effective writing for different purposes.

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106) Your roommate is taking an anatomy class and has noticed differences in the brains of younger and older rats. She knows ethical reasons prohibit euthanizing humans to examine their brains, and she asks you how we learn about adolescent human brains. What can you tell her about how human brains are studied?

Answer: Scientists can use fMRI (functional magnetic resonance imaging), DTI (diffusion tensor imaging), and EEG (electroencephalography) techniques to study brain growth and changes in brain chemistry. fMRI, a noninvasive procedure, is used to look at activity in brain regions during performance of various tasks, and it can be used to compare adolescents and adults on the same task. DTI is also noninvasive and can be used to compare the connections made by the brain in adolescents and adults. EEG measures electrical activity at different locations on the scalp. EEG can be used to examine changes in electrical activity (event-related potentials, called ERPs) in response to different stimuli or events. Scientists often compare ERPs between people of different ages to determine when or if patterns of brain activity undergo developmental change. Other techniques include studies of changes in brain chemistry in humans and other species and postmortem studies of brain anatomy.

Key Points:

a) fMRI, DTI, and PET are useful for studying changes in brain growth and brain chemistry.

b) fMRI allows comparison of brain activity.

c) DTI allows comparison of brain connections.

d) EEG allows comparison of electrical activity.
Difficulty: 3 Hard
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Evaluate
Accessibility: Keyboard Navigation
APA LO: 2.4 Interpret, design, and conduct basic psychological research.; 4.1 Demonstrate effective writing for different purposes.

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107) Describe a class that Lev Vygotsky would teach. What components would be important in his classroom? What tactics would he use to make learning easier?

Answer: Vygotsky argued that children and adolescents learn best in their zone of proximal development, or in everyday situations when they encounter tasks that are neither too simple nor too advanced, but just slightly more challenging than their abilities permit them to solve on their own. The role of the teacher is to "scaffold," or to help structure the learning situation so that it is within reach of the student. Therefore, Vygotsky would use real-life examples, and he would have students practice what they learn. For example, a class on amphibians might take place at a local pond.

Key Points:

a) Zone of proximal development

b) Role of the teacher is to scaffold.

c) Use real-life examples to have students practice what they learn.
Difficulty: 3 Hard
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.; 4.1 Demonstrate effective writing for different purposes.

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108) Why has adolescence been described as an "age of opportunity"? Focus your answer on physical development within the brain rather than on moral or psychological development.

Answer: Research indicates that adolescence is a period when the human brain is more malleable, or easily shaped, than at any time in life except the first few years. Adolescent brains have a high degree of plasticity, which means they can change dramatically as a result of experiences. For these reasons, adolescents' brains can transform as they learn new languages and skills. Unlike younger children, adolescents can develop the ability to plan ahead. And experiences—both positive and negative—affect the adolescent brain significantly more than they affect the adult brain.

Key Points:

a) Adolescent brain is more malleable than adult brain.

b) Adolescent brain has plasticity, which means experiences can alter it significantly.

c) Because of the adolescent brain's malleability and plasticity, both positive and negative experiences can affect it dramatically.
Difficulty: 3 Hard
Learning Objective: 02-05 Describe the changes in brain function and brain structure during adolescence that may be linked to behavioral, emotional, and cognitive development.
Bloom's: Create
Accessibility: Keyboard Navigation
APA LO: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 4.1 Demonstrate effective writing for different purposes.

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109) Nicole is an adolescent and has experienced changes in cognition and theory of mind capacities. Her mom and dad believe that these changes have both positively and negatively influenced their relationship with their daughter. How would an adolescent development psychologist explain the effects of these developmental changes in cognition?

Answer: With age, adolescents develop a more sophisticated theory of mind, which is the ability to understand that others have beliefs, intentions, and knowledge that may be different from one's own. With this advancement, they are better able to interpret the feelings of others and to infer their motives and feelings, even when specific information is not directly observable. Also, adolescents experience considerable improvements in their ability to view events from the perspective of others. That means Nicole will be more able to understand her parents' perspective on her own point of view.

These gains allow Nicole to improve in communication, as she is more capable of formulating arguments in terms that are more likely to be understood by her parents (whose opinions might differ from hers). Unfortunately, it also means that Nicole is capable of lying more skillfully because she better understands others' views and motivations. Therefore, Nicole's improvements in theory of mind may improve or worsen her relationship with her parents, depending on whether she uses her new skills to understand them or deceive them.

Adolescents increasingly distinguish between moral issues and conventional issues. As a result, adolescents increasingly differentiate between issues authority figures have the right to regulate and issues that are their own personal choice. As adolescents begin to make these distinctions, they may come to question their parents' authority. Issues that had been viewed as matters of right and wrong start to seem like matters of personal choice (and beyond the boundaries of parental control).

Additionally, Nicole's parents might believe their relationship quality has declined because Nicole has become more argumentative. Research indicates that adolescents are better able than young children to envision and therefore anticipate the possible responses of an opponent and to have counterarguments available. This means that Nicole is probably a better arguer than she was as a child.

Finally, as Nicole experiences changes in the way she thinks, she will stop accepting other people's views without question. Because Nicole will shift from seeing things in absolute terms to seeing things as relative, she will be more likely to question others' assertions and less likely to accept facts as absolute truths. This increase in relativism might cause her parents to think that Nicole is questioning everything for the sake of argument.

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Key Points:

a) Define theory of mind.

b) Explain why understanding parents' perspective might positively and negatively influence parent-child relationships and communication.

c) Explain why understanding parents' perspective taking may lead to changes in Nicole's beliefs about authority.

d) Explain why Nicole might become more argumentative during adolescence.
Difficulty: 3 Hard
Learning Objective: 02-07 Describe the context of adolescent thinking, the four most common areas of social cognition research, and the changes in social cognition during adolescence.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.; 4.1 Demonstrate effective writing for different purposes.

110) Fifteen-year-old Randall was a participant in a research study on risk taking. According to his answers on the survey, Randall understands the dangers of drinking and driving, having unprotected sex, and using marijuana. However, at a party last week, Randall was seen smoking marijuana and getting into a car with an intoxicated driver. How would you explain this inconsistency in Randall's behavior in terms of the physical aspects of brain development? Obviously, he knows the right answers, yet he engages in risky behavior.

Answer: 1. Synaptic pruning—unused connections between neurons are eliminated, but different regions of the brain are pruned at different points in development. During adolescence the prefrontal cortex (PFC) is pruned, making more efficient pathways for information processing. Because Randall is 15, he is not likely to have completely finished undergoing PFC synapse pruning.

2. Myelination—Related to the idea of synaptic pruning is the myelination of the preserved neurons. This process, which involves covering parts of neurons in myelin (fat) sheaths, makes information transfer quicker and more efficient. At age 15, Randall is not fully myelinated, so he processes information less efficiently than an adult would.

3. Changes in neurotransmitters in the limbic system—Notably, changes in how the brain is affected by dopamine and serotonin, two neurotransmitters, can make adolescents like Randall more emotional and responsive to stress or rewards. This too contributes to Randall's risk-taking behavior—he is highly concerned with what his peers think of him, and his limbic system is motivating him to take greater risks in order to relieve boredom.

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4. Frontal lobe maturation—the prefrontal cortex (PFC) is also maturing at this point in Randall's life. Although the limbic system changes at puberty, the PFC, the part of the brain that is responsible for decision making, planning ahead, and controlling impulses, is not finished maturing until the mid-20s. Therefore, 15-year-old Randall may have some advanced cognitive skills relative to his preadolescent self, but he is not yet fully mature. This, too, explains the discrepancy in his understanding of right and wrong and his choices to make risky decisions.

Key Points:

a) Synaptic pruning (name and define)

b) Myelination (name and define)

c) PFC maturation (name and define)

d) Changes in neurotransmitters (name and define)

e) Relate changes to Randall's current risk-taking behavior

f) Gap in timing between limbic system and prefrontal cortex
Difficulty: 3 Hard
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Evaluate
Accessibility: Keyboard Navigation
APA LO: 2.4 Interpret, design, and conduct basic psychological research.; 4.1 Demonstrate effective writing for different purposes.

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111) Anita cannot understand why adolescents are more likely than any other age group to engage in risky behaviors. She has learned in class that individuals undergo significant cognitive advancements during adolescence, and in fact, many adolescents aged 15 and older use the same basic processes that adults use to make decisions. Your instructor has asked you to explain to Anita why risk taking may peak during adolescence. What do you tell her?

Answer: Data indicate that adolescents are more likely than any other age group to engage in risky behaviors, such as reckless driving and unprotected sex.

When asked in a calm situation, such as in a classroom or laboratory, adolescents are well aware of the dangers associated with many risky behaviors. In fact, there is no evidence that adolescents are worse at perceiving risks than adults are, and many studies have indicated that adolescents' decision making is as good as adults' when individuals are tested under calm conditions. However, in the real world, opportunities to engage in risky behaviors usually occur when adolescents are emotionally aroused, with their peers, or both. In these contexts, adolescent decision making is likely to be compromised. Furthermore, though adolescents and adults may respond very similarly on logical reasoning tests, adolescents are more susceptible to peer influence, less future oriented, more reward seeking, and more impulsive than adults. All of these factors may contribute to risk taking. Also, adolescents pay more attention to the potential rewards of engaging in a risky behavior than adults do.

Research has indicated that there may be biological underpinnings for some adolescent risk taking. For example, the gap between the relatively late timing of the prefrontal cortex (it is not mature until about 25 years of age) and the relatively early changes in the limbic system (usually around pubertal onset) may provoke the adolescent to seek novelty, reward, and excitement years before the region of the brain that manages and controls judgment and decision making is fully mature.

Key Points:

a) Adolescents take more risks than children and adults do.

b) In calm situations, adolescents may respond to questions about risky behaviors as adults do.

c) Risk taking in the real world is influenced by emotional and contextual factors.

d) The gap between prefrontal cortex maturation and changes in the limbic system may contribute to risk taking.
Difficulty: 3 Hard
Learning Objective: 02-08 Examine the role that decision making plays in adolescent risk taking and compare it to that of adults.
Bloom's: Analyze
Accessibility: Keyboard Navigation
APA LO: 4.1 Demonstrate effective writing for different purposes.; 2.5 Incorporate sociocultural factors in scientific inquiry.

112) Identify the problems with the most common current methods of reducing adolescent risk

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taking, and summarize the best alternate methods.

Answer: Generally speaking, the most common approach to reducing adolescent risk taking is through classroom-based education programs designed to teach adolescents about the dangers of various activities (e.g., smoking, unprotected sex, drinking and driving), about making better decisions, and about resisting peer pressure to engage in risky activity. However, the evidence that these programs work is very shaky. Indeed, some writers have argued that enabling adolescents to make more accurate determinations of risk may inadvertently increase risky behavior, because the actual probabilities of something bad happening after engaging in a risky act are actually very small.

One alternative approach might focus on limiting adolescents' opportunities to put themselves in risky situations. For example, because we know that adolescents are more likely to have automobile accidents when they have teenage passengers in the car or drive at night, limiting the situations under which teenagers are permitted to drive, especially after they are newly licensed, would give adolescents that coveted driver's license but limit risky driving. It is also possible to reduce adolescent risk taking through economic policies. For example, although anti-tobacco education has met with only limited success, increases in the cost of cigarettes have dramatically reduced the rate of teen smoking. Thus, raising the price of tobacco or alcohol would likely diminish adolescents' use of these products, because adolescents generally do not have a great deal of money and would therefore be sensitive to increases in the cost of smoking or drinking. Another possibility would be to make risky things harder for adolescents to obtain, by more strictly enforcing policies that prohibit stores from selling tobacco and alcohol to minors, limiting the supply of illegal drugs, or enforcing laws that limit adolescents' access to firearms. Yet a third possibility would be to make the penalties for engaging in certain risky behaviors, like reckless or drunk driving, more severe, and in so doing increase the salience of the potential costs of engaging in the risky behavior. Finally, to the extent that sensation seeking may be a normal part of adolescence, perhaps we can figure out how to provide safe outlets for this motivation.
Difficulty: 3 Hard
Learning Objective: 02-09 Explain why many common approaches to reducing adolescent risk taking are unsuccessful and provide alternative methods that might be successful.
Bloom's: Apply
Accessibility: Keyboard Navigation
APA LO: 1.3 Describe applications of psychology.; 4.1 Demonstrate effective writing for different purposes.

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