Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

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Multiple Choice Questions

1. A basic set of principles that help us organize our observations in order to understand and predict human development is called a(n)

a. hypothesis.

b. operationalization.

*c. developmental theory.

d. dynamic system.

Answer location: Why Theories of Development Are Important
Learning objective: What do child development theories tell us?
Cognitive domain: Knowledge
Question Type: MC

2. The scientific process

a. is the best way to prove or disprove a theory.

b. provides us with hypotheses, but does not provide the methodology to test them.

c. has changed over time so that there now is little agreement on the best way to conduct the process.

*d. cannot prove a theory beyond a shadow of a doubt, but can provide evidence that supports or opposes the ideas in it.

Answer location: Why Theories of Development Are Important
Learning objective: What do child development theories tell us?
Cognitive domain: Comprehension
Question Type: MC

3. As children grow, they become taller and heavier. This is a(n)

*a. quantitative change in development.

b. qualitative change in development.

c. accumulative change in development.

d. transactive change in development.

Answer location: How Does Change Happen?
Learning objective: What do child development theories tell us?

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

Cognitive domain: Comprehension
Question Type: MC

4. The force that drives development

a. is biological processes in early development, but environmental processes later on.

b. alternates between biological process and environmental processes throughout development.

c. cannot be quantified so we cannot say what this force might be.

*d. can be biological processes, environmental events, or an interaction of both.

Answer location: Why Does Change Happen?
Learning objective: What do child development theories tell us?
Cognitive domain: Comprehension
Question Type: MC

5. When we look at developmental theories in historical perspective, we find that

*a. theories do not develop in a vacuum because each draws upon earlier ideas or concepts.

b. over time theories have given more and more weight to the influence of early experiences on development.

c. all of our current best ideas are really just old ideas that have been recycled.

d. the oldest theories, such as psychoanalysis and classical conditioning, are really still the best ones.

Answer location: Theories of Child and Adolescent Development
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

6. Freud believed that the key to healthy psychological functioning involved

a. children directly confronting their parents about their perceived mistreatment while they were young.

b. releasing inhibitions and giving free reign to the demands of the id.

*c. uncovering the thoughts in the unconscious mind that were associated with the psychological symptoms of the person's problem.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

d. slowly being desensitized to stimuli that are provoking anxiety.

Answer location: Psychoanalytic Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

7. In Freud's psychoanalytic theory, the basic drives, such as sex and hunger, are contained in the

*a. id.

b. ego.

c. unconscious.

d. superego.

Answer location: Psychoanalytic Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

8. The superego is the part of the personality that

a. contains the basic biological drives, such as sex and hunger.

b. deal with the demands of the real world and the demands of the id.

*c. constitutes the conscience or sense of right and wrong.

d. contains the growing sense of autonomy as the child develops.

Answer location: Psychoanalytic Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

9. Freud would say that an adult who smokes heavily or one who constantly bites her nails

a. is trying to repress her aggressive urges.

*b. is fixated at the oral stages because these needs were not met in infancy.

c. has not resolved his or her issues with the same-sex parent.

d. is stuck in the latency stage of development.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

Answer location: Sigmund Freud's Psychosexual Stages
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

10. According to Freud, boys and girls develop what has been called "the family romance" during the _____ stage of development.

a. anal

*b. phallic

c. latency

d. genital

Answer location: Sigmund Freud's Psychosexual Stages
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

11. The driving force for development in Erik Erikson's theory is the

a. use of rewards and punishment to shape the child's behavior.

b. need to understand and make sense of the child's experiences.

*c. social experiences that are typical at each stage of development.

d. need to adapt to the changing demands of the environment.

Answer location: Erik Erikson's Psychosocial Stages
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

12. In Erikson's psychosocial theory, the developmental challenge of infancy is the issue of

a. initiative versus guilt.

*b. trust versus mistrust.

c. autonomy versus shame.

d. intimacy versus isolation.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

Answer location: Erik Erikson's Psychosocial Stages
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

13. Erik Erikson's psychosocial theory would suggest that the best way to help toddlers develop a sense of autonomy would be to

*a. be patient and allow the child to do things on her own, even if she struggles a bit.

b. allow the child to make his own decisions about what he wants to eat and when he wants to eat it.

c. let the child learn by watching other children of her own age, rather than getting help from an adult.

d. hold very high standards for the child and be critical of the child's performance when the child doesn't meet your expectations.

Answer location: Erik Erikson's Psychosocial Stages
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: MC

14. The major modern application of psychoanalytic theory has been in the area of

a. neuroscience.

b. ethnography.

*c. mental and emotional disorders.

d. information processing.

Answer location: Modern Applications of Psychoanalytic Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

15. Psychoanalytic theory focuses on the internal process of the mind, but learning theories focus on

a. conscious motivation.

b. adaptive biological mechanisms.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

c. biological maturation.

*d. observable behavior.

Answer location: Behaviorism and Social Cognitive Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

16. Watson believed that our personality, abilities, and other qualities are primarily determined by

a. biological maturation.

b. neural impulses.

*c. the environment.

d. internal drives.

Answer location: John B. Watson and Classical Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

17. John Watson classically conditioned Little Albert to demonstrate

a. that infants could learn to salivate to the sound of a bell.

*b. how classical conditioning could create fear in a human infant.

c. that reinforcement was more powerful in shaping behavior than punishment.

d. how quickly responses can be learned and then unlearned.

Answer location: John B. Watson and Classical Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

18. One of the important modern applications of classical conditioning is to

*a. develop effective treatments for phobias.

b. treat eating disorders.

c. understand the adaptive functions of behavior.

d. design better teaching techniques to use in classrooms.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

Answer location: Modern Applications of Classical Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

19. Through the use of virtual reality, deconditioning has been used to help returning soldiers overcome their debilitating fear reactions. This therapeutic approach is based upon

a. dynamic systems theory.

b. principles of operant conditioning.

*c. principles of classical conditioning.

d. social cognitive theory.

Answer location: B. F. Skinner and Operant Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: MC

20. In operant conditioning

a. involuntary responses are either reinforced or punished by the environment.

b. an unconditioned stimulus will always lead to an unconditioned response.

*c. a reinforcement that follows a behavior causes that behavior to occur again.

d. a fixed response produces behaviors that are the most resistant to extinction.

Answer location: B. F. Skinner and Operant Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

21. If you wanted to encourage a child to eat a more healthy diet, at first you might smile or nod when the child was willing to take a small bite of a healthy food item on her plate. Then you might only smile and nod when the child took a full bite of the food. Then you might only respond when the child ate several bites, and finally only when the child finished the serving on her plate. You are changing this child's behavior through the process of

a. classical conditioning.

b. negative reinforcement.

*c. shaping.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

d. assimilation.

Answer location: B. F. Skinner and Operant Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: MC

22. If a professor wanted his students to study at a steady pace throughout the semester, this would be more likely to happen if the quizzes in his class happened

a. each time the class finished covering 100 pages in the textbook.

b. every other week.

*c. as "pop quizzes" that occurred from time to time without warning.

d. only at the middle and then again at the end of the semester.

Answer location: B. F. Skinner and Operant Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: MC

23. After you eat dinner at your favorite restaurant five times, they give you a free dessert. This is an example of a _____ schedule of reinforcement.

*a. fixed ratio

b. variable ratio

c. fixed interval

d. variable interval

Answer location: B. F. Skinner and Operant Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: MC

24. You can extinguish an undesired behavior by

a. delivering an unpleasant consequence following the behavior.

b. slowly escalating the amount of punishment for the continued undesired behavior.

*c. not responding to the behavior.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

d. only intermittently punishing the behavior.

Answer location: B. F. Skinner and Operant Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

25. Bandura's social cognitive theory added a third learning principle to classical and operant conditioning, which was that

a. reinforcement is more powerful in shaping behavior than punishment.

b. only involuntary responses can be classically conditioned.

c. shaping is an effective way to learn a new behavior.

*d. people also can learn through imitation of behaviors they observe.

Answer location: Albert Bandura and Social Cognitive Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

26. When children observed an adult treating a Bobo doll in an aggressive manner

*a. they were more likely to treat the doll aggressively themselves when they had the chance to play with it.

b. it aroused a great deal of anxiety in the children and the experiment needed to be discontinued.

c. only children who were initially highly aggressive in their play were affected by what they saw.

d. they exactly copied what they saw the adult do when they played with a smaller doll.

Answer location: Albert Bandura and Social Cognitive Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

27. In recent research, Bandura has focused on the core belief that one has the power to influence one’s own functioning and life circumstances, also known as

a. social cognitive theory.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

*b. self-efficacy.

c. social learning theory.

d. operant conditioning.

Answer location: Modern Applications of Social Cognitive Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

28. According to Piaget, when you encounter new information and it fits into an existing scheme, you can _____ the new information.

a. transform

*b. assimilate

c. accommodate

d. encode

Answer location: Jean Piaget's Cognitive Developmental Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

29. If new information cannot fit into an existing scheme, it throws us into a state of cognitive disequilibrium and we will

a. transform the new information into a form we can understand.

b. encode the information in a new way that will allow it to be assimilated.

*c. need to create a new scheme to accommodate the information.

d. level the information so that it can make sense to us.

Answer location: Jean Piaget's Cognitive Developmental Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

30. Piaget's research has affected the world of education by

a. stressing the importance of rote learning in early education.

*b. promoting strategies that allow the child to construct his own learning.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

c. emphasizing the importance of group work and collaboration in learning projects.

d. making us realize the young children need a great deal of adult supervision and oversight in order to learn effectively.

Answer location: Modern Applications of Piaget's Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

31. The help that a more knowledgeable person offers to a child to help the child move beyond his current level of understanding is called

a. collaborative learning.

b. prompting.

c. assimilation.

*d. scaffolding.

Answer location: Lev Vygotsky's Sociocultural Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

32. When dynamic assessment is used to determine a child's level of understanding, the instructor determines the child's current level of understanding and then

*a. helps the child move to the next level of understanding.

b. compares the child's performance to the performance of other children of the same age.

c. re-assesses the child's understanding at a later date.

d. determines what the child can do under a different set of testing conditions.

Answer location: Modern Application of Vygotsky's Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

33. The theory that originally proposed our brains work in similar ways to how computers process information is called

a. evolutionary theory.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

b. ecological theory.

c. dynamic systems theory.

*d. information processing theory.

Answer location: Information Processing
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

34. In the connectionist/network model of memory, memory consists of

a. stores of information that are linked by encoding processes.

b. memory traces that strengthen with use or degrade with inactivity.

*c. concept nodes that are linked together into a neural network.

d. the free associations that we make between ideas and concepts.

Answer location: Information Processing
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

35. Information processing theory, by breaking cognitive processes down into their component steps, has been used to

a. make progress in developmental psychopathology.

*b. design better teaching techniques.

c. help scientists understand how and why children develop as they do, based on the adaptive value of behaviors.

d. understand the importance of nutrition in a child's development.

Answer location: Modern Application of Information Processing
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

36. The understanding that newborn ducklings and goslings will imprint upon and follow their mothers immediately after birth came from early work in the field of

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*a. ethology.

b. sociobiology.

c. ecological theory.

d. information processing.

Answer location: Ethology
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

37. According to the theory of sociobiology, you are more likely to protect, help, and give to relatives rather than to other people because

*a. this helps to ensure that genes that you share in common will be passed on to future generations.

b. you are more likely to live in closer proximity to your relatives.

c. you are more likely to be closer in age to your relatives than you are to other people.

d. you feel that your relatives understand you better than other people do.

Answer location: Sociobiology
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

38. An explanation for why girls growing up in families that are conflictual, dysfunctional, or in which the father is absent go through puberty at an earlier age has come from the field of

a. psychopathology.

b. ecological systems theory.

*c. evolutionary developmental psychology.

d. ethology.

Answer location: Modern Applications of Evolutionary Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: MC

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

39. Bronfenbrenner would say that it is important that we understand the individual

a. as an autonomous individual who has the free will to make independent choices.

b. as someone who primarily responds to biological processes that he can't control.

*c. not on her own or with one or two other people, but rather within all of the contexts that affect development.

d. as a member of a specific culture that dictates the person's attitudes, values, and beliefs.

Answer location: Bronfenbrenner's Model
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

40. In ecological theory, the macrosystem consists of

a. all of a person's face-to-face interactions in the person's immediate settings.

b. the interactions between various microsystems.

c. the settings that are external to the child and that the child never enters.

*d. the cultural norms that guide the organizations and places that make up one's everyday life.

Answer location: Bronfenbrenner's Model
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

41. Ecological system theory has made a particularly important impact in the area of

a. sociobiology.

*b. social policy and action research.

c. education.

d. neurobiology.

Answer location: Modern Applications of Ecological Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

42. A new understanding that has emerged from the research in neuropsychology is that

a. genes largely determine our behavior.

b. experience is powerful enough to override almost all genetic effects.

*c. biology impacts behavior, but the environment also affects biological functioning.

d. the effects of biology and behavior are so complex that we are not yet able to disentangle the two.

Answer location: Neuropsychology and Behavioral Genomics
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

43. As a result of our growing understanding of how both the brain and genes function, we now recognize that

*a. biology has an impact on behavior, but the environment also affects our biological functioning.

b. all of the different aspects of development interact and affect each other over time.

c. the "close in" environments have a greater impact on development than the more distal environments.

d. dominant genes are a more powerful influence on brain development than recessive genes.

Answer location: Neuropsychology and Behavioral Genomics
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: MC

44. The idea that biological maturation operates in interaction with the environment and the experiences it provides to children comes from

a. ethology.

b. sociobiology.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

*c. dynamic systems theory.

d. behavioral genomics.

Answer location: Neuropsychology and Behavioral Genomics
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: MC

45. As part of research study, a researcher decides that she will use the number of pieces of junk mail that a family receives each week as an indicator of how wealthy the family is. If we do not have a good reason to believe that these two things are related, her measure of family wealth is

a. unreliable.

*b. not valid.

c. unstandardized.

d. multidimensional.

Answer location: The Scientific Method
Learning objective: How is research on child development conducted?
Cognitive domain: Application
Question Type: MC

46. If we conduct a research study using a sample of 14- to 16-year-old adolescents attending school in ethnically diverse middle-class communities, we could correctly generalize our results to

a. all adolescents between the ages of 14 to 16.

b. all middle-class adolescents.

c. all middle-class adolescents between the ages of 14 to 16.

*d. adolescents who have characteristics similar to those of the sample.

Answer location: The Scientific Method
Learning objective: How is research on child development conducted?
Cognitive domain: Application
Question Type: MC

47. One of the advantages of doing research by using observations is that we can

a. determine the causes of behavior.

*b. observe behavior as it naturally occurs.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

c. compare a single individual to an entire group of individuals.

d. generalize our results to most populations.

Answer location: Observations
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

48. When we use our observations to make a detailed record of everything that occurs in a stream of behavior, we can

a. carefully control and manipulate the variables we are interested in.

b. infer the causes of the behaviors that we are observing.

c. generalize our results to other children in similar circumstances.

*d. use it to generate new hypotheses for future research.

Answer location: Observation
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

49. When we use observations to conduct research

a. we are able to identify the causes of the behavior we observe.

b. we can be certain that we are seeing behavior as it naturally occurs.

*c. it does not tell us directly about the causes of the behaviors we see.

d. they cannot help us to formulate new hypotheses that we can later test.

Answer location: Observation
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

50. One of the disadvantages of using surveys to conduct research is that

*a. respondents may not be able to accurately recall and report on the behavior covered by the survey.

b. it is a very expensive and time-intensive method of collecting data.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

c. the researcher must develop norms for the responses and update those norms periodically.

d. the researcher must be sure that the groups of participants who answer the questions are comparable in as many ways as possible.

Answer location: Self-Report Measures
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

51. When Piaget was conducting his research, he might present a story and then ask children questions about it. There were some questions he asked every child, but there also were questions that were specifically tied to the child's initial response. Piaget was using a _____ to conduct his research.

a. standardized interview

b. modified interview

*c. clinical interview

d. flexible interview

Answer location: Self-Report Measures
Learning objective: How is research on child development conducted?
Cognitive domain: Application
Question Type: MC

52. When a researcher conducts a clinical interview, the interviewer

a. asks everyone the same set of questions in the same order.

b. asks questions from a standard set of questions, but in random order from one respondent to another.

c. talks to a third party who is familiar with the experiences of the person who is the subject of the interview.

*d. can ask additional questions based on the respondent's answers or ask the respondent to expand on an answer.

Answer location: Self-Report Measures
Learning objective: How is research on child development conducted?
Cognitive domain: Knowledge
Question Type: MC

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

53. A controversy surrounding the use of intelligence tests by the U.S. Army during World War I and World War II centered around whether

a. the achievement items were better predictors of abilities than the performance items.

b. a larger number of items would improve the accuracy of the tests in placing recruits in specific jobs.

*c. group differences in scores reflected inherent differences in mental abilities or were biased against members of certain groups.

d. the tests were useful for assessing individuals who were older than their mid-twenties.

Answer location: Standardized Tests
Learning objective: How is research on child development conducted?
Cognitive domain: Knowledge
Question Type: MC

54. The Scholastic Assessment Test (SAT) and the American College Testing (ACT) program are used by many colleges as part of the admissions process because

a. they are free from bias and give every student an equal chance of being admitted.

b. when taken together with high school grade point average (GPA) they predict college GPA better than high school GPA alone.

c. they are designed to give an advantage to traditionally underrepresented groups of students.

d. these tests are able to detect differences in inherent ability or aptitude between students.

Answer location: Standardized Tests
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

55. One of the advantages of using physiological measures when conducting research is that

*a. they do not require that the participant be able to use language.

b. you can utilize multiple methods to collect the data.

c. data can be gathered quickly and efficiently.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

d. the interpretation of the data is always clear and straightforward.

Answer location: Physiological Measures
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

56. Physiological tests (such as EEGs and ERPs) are particularly useful in research on

a. infants because their central nervous system is more responsive than the central nervous system of older children.

b. adolescents because they often are not aware of their true feelings and can't report on them.

*c. infants and young children who are not yet speaking and therefore cannot answer questions or follow complex instructions.

d. adolescents because their hormones make their central nervous system more reactive to physical stimuli than to words.

Answer location: Physiological Measures
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

57. A disadvantage of using physiological measures in research on infants and young children is that

*a. it requires expensive and sophisticated equipment.

b. these measures cannot be used with children who are too young to understand and follow complicated instructions.

c. the procedures are invasive and painful so parents don’t want to consent to them.

d. they can give us a static picture of brain structure, but not brain functioning.

Answer location: Physiological Measures
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

58. Professor Tyrone is interested in studying how the use of media (such as having the television on, answering text messages, or listening to an iPod) affects students' ability to study for their

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

courses. It would be better if she got permission to look up the students' grade point average than to simply ask the students to self-report their grade point average because

*a. they might not correctly report their grade point average in an attempt to make themselves look better to the researcher.

b. students don't pay much attention to grades, so many may not have this information in their memory.

c. grade point averages change so frequently that it is difficult for students to accurately recall what it is.

d. it won't be clear to students what information Professor Tyrone is looking for when she asks about their grade point average.

Answer location: Archival Records
Learning objective: How is research on child development conducted?
Cognitive domain: Application
Question Type: MC

59. When conducting a case study, it is particularly important that the researcher

a. gathers a representative sample for the study.

*b. remains objective in her observations and interpretation of them.

c. carefully explains the purpose of the study to the subject.

d. uses valid, standardized tests in the assessment process.

Answer location: Case Studies
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

60. The unique advantage of experimental research is that it

a. can be used with large, diverse groups of participants.

b. relies on norms to determine what is typical or average.

c. can produce data that periodically is updated.

*d. can identify the causes of behavior.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

Answer location: Experimental Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

61. In an experiment, the difference between the experimental group and the control group is that the

a. experimental group is always larger than the control group.

b. control group knows what is being tested in the experiment, but the experimental group is "blind" to the purpose of it.

*c. experimental group gets the special treatment that the researcher is studying and the control group doesn't.

d. control group is always tested before the experimental group is.

Answer location: Experimental Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

62. The _____ variable is the one that the researcher controls or manipulates in the experiment and the _____ variable is the outcome that is measured at the end of the experiment.

a. dependent; independent

b. independent; control

c. dependent; concluding

*d. independent; dependent

Answer location: Experimental Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Knowledge
Question Type: MC

63. Participants are randomly assigned to either the experimental group or the control group in an experiment

a. to ensure that there will be an equal number of males and females in the experimental group and the control group.

b. so that the participants will not be able to figure out what is being tested in the experiment.

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*c. to help ensure that the two groups are not systemically different from each other at the start of the experiment.

d. so that the researcher will not know which group is being given the independent variable.

Answer location: Experimental Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

64. When you find a positive correlation between two variables, it means that

a. these variables have a beneficial effect on the child's development.

b. changes in the first variable will cause a change in the second variable.

*c. as the value of one variable goes up so does the value of the second variable.

d. these two variables can predict the value of a third variable.

Answer location: Experimental Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

65. Which of the following correlations is the strongest?

a. +.25

*b. -.82

c. +.63

d. -.11

Answer location: Correlational Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

66. We cannot determine the causes of behavior from a correlation because

a. a negative correlation means that the two variables are not related to each other.

b. the relationship may not hold for the control group.

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c. we need more than two variables before we can determine the causes of behavior.

*d. we do not have control over other variables that may affect the correlation.

Answer location: Correlational Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

67. If you read that a correlational study has found that children who participate in more extracurricular activities have higher self-esteem, you could conclude that

a. participating in extracurricular activities makes children feel good about themselves.

b. getting children to participate in more extracurricular activities will lead to increases in self-esteem.

*c. participation in extracurricular activities is associated with higher self-esteem.

d. high self-esteem drives children to seek out activities at which they can excel.

Answer location: Correlational Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

68. Children who have been the victims of child maltreatment are followed from early childhood through adolescence with their psychological and emotional well-being assessed every 3 years during this time. This is an example of a(n)

a. archival study.

*b. longitudinal study.

c. correlational study.

d. cross sectional study.

Answer location: Developmental Research Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Application
Question Type: MC

69. One of the major challenges with conducting longitudinal research is that

a. it is very difficult to construct matched groups of subjects for your sample.

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b. the groups of participants you are studying have had different life experiences.

c. you need to continually update the tests and measures that you are using.

*d. it takes a great deal of time and money to conduct such research.

Answer location: Developmental Research Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

70. Attrition is a problem for longitudinal studies because

*a. all participants are not at equal risk of being lost from the study over time.

b. you cannot add new measures to the study as it goes on.

c. all groups in the study must be as much the same as you can possibly make them.

d. it creates a cohort effect among the participants.

Answer location: Developmental Research Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

71. Professor Alsmith looks at changes in self-esteem across adolescence by measuring the self-esteem of 11-year-olds, 13-year-olds, 15-year-olds, and 17-year-olds and comparing the results between the groups. This is an example of a(n)

a. archival study.

b. longitudinal study.

c. correlational study.

*d. cross-sectional study.

Answer location: Developmental Research Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Application
Question Type: MC

72. One of the challenges with doing a cross-sectional study is that

a. you must have groups that cover the entire age range from infancy through adolescence.

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*b. you must be certain that the different age groups you use are as similar to each other as you possibly can make them.

c. it will be hard to get the statistical tools that you need to adequately analyze your data.

d. your findings may no longer be relevant by the time your study is completed.

Answer location: Developmental Research Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

73. A cohort effect is the biggest problem for

a. longitudinal studies.

b. experimental research.

c. observational research.

*d. cross-sectional studies.

Answer location: Developmental Research Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

74. There is a cohort effect in cross-sectional studies when

*a. the different groups in the study have had different life experiences.

b. the researcher uses different measures for the different groups in the study.

c. participants drop out of the study for various reasons over time.

d. the measures that are being used in the study change over time.

Answer location: Developmental Research Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

75. A study that has several groups of different ages that are followed over time and that has an overlap in the ages of the groups is a

a. multi-phasic study.

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b. longitudinal study.

c. cohort study.

*d. cross-sequential study.

Answer location: Developmental Research Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Knowledge
Question Type: MC

76. When the results of a study are statistically significant, it means that

*a. the results are not likely to have occurred by chance.

b. the differences found will have an important impact on children's development.

c. the research has been carefully conducted.

d. there is no other interpretation of the results of the study.

Answer location: Interpreting the Results of a Study
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: MC

77. A meta-analysis involves

*a. combining results from different studies to identify patterns of findings that are consistent across studies.

b. increasing the size of a sample to include a wider range of child characteristics.

c. adding additional groups of participants to a study so it will represent a wider age range.

d. establishing a level of statistical significance that we can agree makes the results highly reliable.

Answer location: Interpreting the Results of a Study
Learning objective: How is research on child development conducted?
Cognitive domain: Knowledge
Question Type: MC

78. To protect the rights of individuals who participate in scientific research, it is necessary to

a. pay participants for the time that they give to the study.

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b. make the names of participants available to anyone who requests that information.

*c. weigh the potential risks to the participants against the anticipated benefits of the research.

d. provide the participants with advice, based upon the results of the study, for how they can improve their lives.

Answer location: Ethics in Research with Children and Adolescents
Learning objective: What are the ethical considerations in research with children and adolescents?
Cognitive domain: Comprehension
Question Type: MC

True/False Questions

79. The very best theories are those that are totally novel and seem to come out of the blue.

True

*False

Answer location: Why Theories of Development Are Important
Learning objective: What do child development theories tell us?
Cognitive domain: Knowledge
Question Type: TF

80. According to psychoanalytic theory, a person can be fixated at a stage because the person's needs were not adequately met at that stage or because the person received so much gratification that the person is not willing to move on to another stage.

*True

False

Answer location: Sigmund Freud's Psychosexual Stages
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: TF

81. The process of classical conditioning works on animals, but humans cannot be classically conditioned.

True

*False

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

Answer location: John B. Watson and Classical Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: TF

82. Piaget believed that the primary difference between how children think and how adults think is a difference in how much each knows.

True

*False

Answer location: Jean Piaget's Cognitive Developmental Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: TF

83. The connectionist or neural network model of memory is based on the idea that neurons in the brain operate through multiple simultaneous connections with other neurons.

*True

False

Answer location: Information Processing
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: TF

84. In evolutionary theory, survival of the fittest refers to the ability of the animal to adapt most successfully to their environment.

*True

False

Answer location: Evolutionary Theories
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: TF

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85. Evolutionary developmental psychologists have suggested that girls in dysfunctional families reach puberty earlier because this will enable them to pass on their genes if they don't reach adulthood.

True

*False

Answer location: Modern Applications of Evolutionary Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: TF

86. When research has ecological validity it means that it takes the environment into account when interpreting the findings.

*True

False

Answer location: Ecological Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: TF

87. Developmental theories proposed by American and European theorists are universal and can be applied to the study of children anywhere in the world.

True

*False

Answer location: Culture and Developmental Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: TF

88. Using a large sample ensures that it will be a representative sample.

True

*False

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Answer location: The Scientific Method
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: TF

89. When observations are carefully done and include a representative sample of children, you can determine the causes of their behavior.

True

*False

Answer location: Observations
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: TF

90. Well-constructed, reliable, well-standardized psychological tests are not biased against native-born American racial and ethnic minorities.

*True

False

Answer location: Standardized Tests
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: TF

91. One of the advantages of doing a case study is that it is easy for the researcher to remain objective about his observations and interpretations.

True

*False

Answer location: Case Studies
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: TF

92. In a negative correlation, as the value of one variable goes down, so does the value of the second variable.

True

*False

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

Answer location: Correlational Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Knowledge
Question Type: TF

93. Children and adolescents are never asked to give consent for participation in research because they cannot understand what they are agreeing to.

True

*False

Answer location: Ethics in Research with Children and Adolescents
Learning objective: What are ethical considerations in research with children and adolescents?
Cognitive domain: Knowledge
Question Type: TF

Fill-in-the-blank

94. Theories in any science serve the function of allowing us to _____ the knowledge we have and _____ about new information that we can investigate and test.
Answer: organize; make predictions

Answer location: Why Theories of Development Are Important
Learning objective: What do child development theories tell us?
Cognitive domain: Knowledge
Question Type: FIB

95. Freud believed that the mind is made up of three components: _____, consisting of basic drives; _____, consisting of a sense of right and wrong; and _____, which contends with reality and controls basic drives.
Answer: id; superego; ego

Answer location: Psychoanalytic Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: FIB

96. Blake is starting to show a sense of independence, but is still lacking confidence in his abilities. According to Erikson, Blake is in the psychosocial stage of _____.
Answer: autonomy vs. shame and doubt

Answer location: Erik Erikson's Psychosocial Stages
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: FIB

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

97. Little Albert was scared with a loud noise while playing with a white rat. Now, when he sees a rat, or any furry animal, he screams in terror. In this experiment, the unconditioned stimulus would be the _____.
Answer: loud noise

Answer location: John B. Watson and Classical Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: FIB

98. A classroom management strategy that involves giving of tokens, stickers, or positive check marks to reward good behavior is a modern application of _____.
Answer: operant conditioning

Answer location: B. F. Skinner and Operant Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: FIB

99. According to Jean Piaget, when we take new information or experiences and fit them into existing mental schemas, this is called _____.
Answer: assimilation

Answer location: Jean Piaget's Cognitive Developmental Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: FIB

100. In Vygotsky's concept of _____, a child must be helped by someone more skilled or knowledgeable to help facilitate cognitive development.
Answer: zone of proximal development

Answer location: Lev Vygotsky's Sociocultural Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: FIB

101. Konrad Lorenz suggested that animals automatically _____, or attach to their mothers, upon seeing them at birth.
Answer: imprint

Answer location: Ethology
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: FIB

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

102. If a child's parents go to meet his teacher at a parent-teacher conference, this would take place in the _____ of Bronfenbrenner's ecological systems model.
Answer: mesosystem

Answer location: Bronfenbrenner's Model
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: FIB

103. _____ describes the theory that all aspects of development interact and affect each other.
Answer: Dynamic systems theory

Answer location: Dynamic Systems Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: FIB

104. A testable prediction about the nature and causes of behavior is called a _____.
Answer: hypothesis

Answer location: The Scientific Method
Learning objective: How is research on child development conducted?
Cognitive domain: Knowledge
Question Type: FIB

105. _____ is the ability of a measure to produce consistent results.
Answer: Reliability

Answer location: The Scientific Method
Learning objective: How is research on child development conducted?
Cognitive domain: Knowledge
Question Type: FIB

106. It is the hope that findings within a study can be _____ from a particular sample to a larger population.
Answer: generalized

Answer location: Ch. 2, pg. 51
Learning objective: Research methods
Cognitive domain: Knowledge
Question Type: FIB

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

107. One problem with self-report measures is the tendency of respondents to answer questions in a way to please the researcher or to make them look good. This is known as _____.
Answer: social desirability

Answer location: Self-Report Measures
Learning objective: How is research on child development conducted?
Cognitive domain: Knowledge
Question Type: FIB

108. Young children have limited language ability and can't understand and follow complex instructions or give complex verbal responses to questions. Therefore, researchers may wish to use _____ to measure processes within the child's body and brain.
Answer: physiological measures

Answer location: Physiological Measures
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: FIB

109. In an experimental design, the _____ is the special treatment the researcher hypothesizes will make a difference between the experimental group and control group.
Answer: independent variable

Answer location: Experimental Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Knowledge
Question Type: FIB

110. The goal of a correlational research design is to measure the _____ and _____ of a relationship.
Answers: strength; direction

Answer location: Correlational Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: FIB

111. Gina gathered data from numerous different studies on the effects of poverty on aggression in the hopes of finding a consistent pattern. This procedure is called _____.
Answer: meta-analysis

Answer location: Meta-analysis
Learning objective: How is research on child development conducted?
Cognitive domain: Knowledge
Question Type: FIB

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

Essay Questions

112. A 9-year-old boy is not doing well in school. How would you find out what is causing his problem and how would you treat the problem if you were a behaviorist? If you were a psychoanalyst?

Answer location: Theories of Child and Adolescent Development
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: ESS

113. Give at least 2 ways in which Freud's stages differ from those of Erikson. How are their theories similar?

Answer location: Psychoanalytic Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Analysis
Question Type: ESS

114. Describe Erikson's epigenetic principle. How would the way that an infant resolves the stage of trust vs. mistrust affect how she would handle the next stage of autonomy vs. shame and doubt?

Answer location: Erik Erikson's Psychosocial Stages
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Analysis
Question Type: ESS

115. What did John Watson claim that he had accomplished with the infant Little Albert and how did he do it?

Answer location: John B. Watson and Classical Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: ESS

116. What is the difference between positive and negative reinforcement?

Answer location: John B. Watson and Classical Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: ESS

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

117. How would you use Skinner's idea of reinforcement to work with a child who was showing a lot of aggression in a third-grade class?

Answer location: B. F. Skinner and Operant Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: ESS

118. Roland Fryer Jr., a Harvard economist, carried out a study in which students were paid for a variety of behaviors, including getting good test scores, attendance, reading, and not fighting with each other. As a result many students read more and were better behaved in class. Discuss the pros and cons of this approach.

Answer location: B. F. Skinner and Operant Conditioning
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Analysis
Question Type: ESS

119. A parent who smokes tells her child never to smoke because it is bad for her health. What would Albert Bandura say about how effective this will be and why?

Answer location: Albert Bandura and Social Cognitive Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: ESS

120. Describe Piaget's ideas of assimilation, accommodation, and equilibration.

Answer location: Jean Piaget's Cognitive Developmental Theory
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: ESS

121. Define Vygotsky's concept of the zone of proximal development.

Answer location: Lev Vygotsky's Sociocultural Theory
Learning objective: What are the hypotheses of the major child development theories?

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

Cognitive domain: Knowledge
Question Type: ESS

122. Create a mnemonic device to remember important information about one of the theories in this chapter.

Answer location: Information Processing
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: ESS

123. Explain how Darwin's theory of evolution is related to the study of ethology.

Answer location: Evolutionary Theories
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: ESS

124. What is sociobiology?

Answer location: Sociobiology
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Knowledge
Question Type: ESS

125. Some adolescents abuse alcohol in a way that is risky to their health and possibly to those around them. Describe at each level of Bronfenbrenner's ecological model what may cause an individual to develop such problems.

Answer location: Bronfenbrenner's Model
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Application
Question Type: ESS

126. Explain what is meant when dynamic systems theory is compared to a jazz improvisation rather than a written piece of music.

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

Answer location: Dynamic Systems Model
Learning objective: What are the hypotheses of the major child development theories?
Cognitive domain: Comprehension
Question Type: ESS

127. Design a research study to test the hypothesis that having recess during the school day will promote better academic achievement. Be sure to describe the sample, measures and methods, and research designs.

Answer location: Research Methods
Learning objective: How is research on child development conducted?
Cognitive domain: Application
Question Type: ESS

128. A test consisting of arithmetic problems is given to children. The researchers state that results of the test will show the level of artistic skill the children have. When given the test twice, one month apart, children score at about the same level. Explain and critique the reliability and the validity of this test.

Answer location: The Scientific Method
Learning objective: How is research on child development conducted?
Cognitive domain: Analysis
Question Type: ESS

129. When interviewing 8-year-old Shiloh, the interviewer asks, "How bad did you feel when your parents got divorced?" Is there bias in this question? How could you ask this question in an unbiased way?

Answer location: Self-Report Measures
Learning objective: How is research on child development conducted?
Cognitive domain: Analysis
Question Type: ESS

130. Describe 4 different methods that researchers might use to assess creativity in children.

Answer location: The Scientific Method
Learning objective: How is research on child development conducted?
Cognitive domain: Application
Question Type: ESS

Child Development From Infancy to Adolescence An Active Learning Approach 1st edition Levine Test Bank

131. Researchers found that children who were well-behaved had parents who used positive parenting techniques. Is this research correlational or experimental? Can we conclude that positive parenting causes children to be well-behaved? Why or why not?

Answer location: How Research is Designed
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: ESS

132. Dr. Jordan studied 100 children from when they were 8 years old until they were 13 years old. What is this type of research design called? She has concluded that children become more helpful to peers over this 5-year age span. What limitations are there to this type of research design that might cause you to question whether her interpretation of her results is really accurate?

Answer location: Developmental Research Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Analysis
Question Type: ESS

133. You want to study the development of mental reasoning. Describe (a) a cross-sectional design, (b) a longitudinal design, and (c) a cross-sequential design for doing so. What are the strengths and limitations of each research design?

Answer location: Developmental Research Designs
Learning objective: How is research on child development conducted?
Cognitive domain: Comprehension
Question Type: ESS

134. Describe what ethical precautions researchers must take when doing research that involves children.

Answer location: Ethics in Research With Children and Adolescents
Learning objective: What are the ethical considerations in research with children and adolescents?
Cognitive domain: Comprehension
Question Type: ESS

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