Introduction to Abnormal Child and Adolescent Psychology 3rd edition Weis Test Bank

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Chapter 2: The Causes of Childhood Disorders: A Levels of Analysis Approach

Test Bank

Multiple Choice

1. Which of the following best describes the point of the blind men and the elephant story in the text, as it pertains to mental disorders?
a. Different perspectives on mental illness work for different disorders.
b. No particular approach to understanding mental disorders is best overall.
c. Using only one approach to understanding mental disorders will yield an understanding that does not reflect the disorder at all.
d. Children's disorders are complex and multiply determined; they can be most fully understood using multiple perspectives.
Ans: D
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.; LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time; LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders; LO 2.6. Analyze the way social and cultural factors can influence child development proximally and distally.
Cognitive Domain: Application
Answer Location: A Levels of Analysis Approach
Difficulty Level: Medium

2. Which of the following is NOT part of DNA?
a. sugars
b. phosphates
c. pairs of bases
d. histones
Ans: D
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: Genes, Chromosomes, and Alleles
Difficulty Level: Medium

3. What is a trinucleotide?
a. the combination of a base pair, deoxyribose, and a phosphate
b. the combination of three amino acids
c. Three genes
d. three nucleotides arranged together in the ladder
Ans: D
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Knowledge
Answer Location: Genes, Chromosomes, and Alleles
Difficulty Level: Easy

4. Which of the following is NOT true of histones?

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a. They are proteins.
b. They can have genes inside them.
c. They have genes wrapped around them.
d. They can turn genes on and off by binding to them in particular ways.
Ans: b
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: Genes, Chromosomes, and Alleles
Difficulty Level: Easy

5. Autosomes _____.
a. look the same in both males and females
b. differ in males and females
c. form 2 of the 23 pairs of chromosomes
d. contain exactly half of an individual's genetic material
Ans: A
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: Genes, Chromosomes, and Alleles
Difficulty Level: Easy

6. Mitosis _____.
a. forms autosomes
b. involves recombination of genetic material
c. is not the most common way in which cells form
d. lends genetic diversity to a population
Ans: A
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: Genes, Chromosomes, and Alleles
Difficulty Level: Medium

7. Which of the following is NOT true of the chronosystem?
a. It describes how influences vary across a child's development.
b. It describes how influences have changed across generations.
c. It describes how our perception of the passage of time changes as we age.
d. It was considered a fifth system by Bronfenbrenner.
Ans: C
Learning Objective: LO 2.6. Analyze the way social and cultural factors can influence child development proximally and distally.
Cognitive Domain: Comprehension
Answer Location: What Is Bronfenbrenner's Bioecological Systems Theory?
Difficulty: Medium

8. Which of the following best describes an allele?
a. a gene
b. a slight variation in a gene that can influence the development of different traits
c. a malformed chromosome
d. a nucleotide
Ans: B
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.

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Cognitive Domain: Knowledge
Answer Location: Genes, Chromosomes, and Alleles
Difficulty Level: Easy

9. Which of the following is true of genes?
a. Genes determine our behavior.
b. Genes determine all of our physical traits but not our behavior.
c. Genes form a blueprint for the body's creation of proteins.
d. Genes form a blueprint for the body's creation of amino acids.
Ans: C
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: Genes, Chromosomes, and Alleles
Difficulty Level: Medium

10. What is the logic behind family studies?
a. Families share a culture and customs and hence are likely to be behaviorally similar with respect to disorders.
b. Some siblings in a family have stronger emotional relationships with one another which will lead these individuals to be more similar in their development and expression of disorders.
c. If the disorder is partially determined by genetics, biologically related individuals will be affected by the same psychological disorder at a higher rate.
d. If the disorder is partially determined by genetics, siblings will be more likely to share the disorder than parents and their children will.
Ans: C
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Application
Answer Location: Behavioral Genetics
Difficulty Level: Medium

11. Distal factors on development are represented in which system of Bronfenbrenner's model?
a. exosystem
b. microsystem
c. mesosystem
d. macrosystem
Ans: D
Learning Objective: LO 2.6. Analyze the way social and cultural factors can influence child development proximally and distally.
Cognitive Domain: Application
Answer Location: What Is Bronfenbrenner's Bioecological Systems Theory?
Difficulty: Medium

12. In what way is an adoption study different than a family study?
a. Adoption studies better dissociate genetic and environmental effects.
b. Adoption studies better investigate the changes in behavior over time.
c. Adoption studies tend to have a broader number of potential participants.
d. Adoption studies are more representative of the general population than family studies are.
Ans: A
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: Behavioral Genetics
Difficulty Level: Easy

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13. In what ways do adoptive parents tend to differ from biological parents?
a. Adoptive parents are more likely to have mental health problems.
b. Adoptive parents are less likely to have high income.
c. Adoptive parents are more likely to have higher educational backgrounds.
d. Adoptive parents are more likely to have multiple other children.
Ans: C
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Knowledge
Answer Location: Behavioral Genetics
Difficulty Level: Easy

14. If we found that children were more similar to their adoptive parents than their biological parents in rule-following behavior, what could we conclude?
a. Genes are irrelevant for rule-following behavior.
b. Genetic factors play a larger role in rule-following behavior than environmental factors do.
c. Environmental factors play a larger role in rule-following behavior than genetic factors do.
d. There must be a gene for rule-following behavior.
Ans: C
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Analysis
Answer Location: Behavioral Genetics
Difficulty Level: Medium

15. What is the logic behind a twin study?
a. If monozygotic twins, who show 100% genetic similarity, have greater behavioral concordance on a given trait than dizygotic twins do, that trait is at least partially genetically determined.
b. If dizygotic twins, who show 100% genetic similarity, have greater behavioral concordance on a given trait than monozygotic twins do, that trait is at least partially genetically determined.
c. If monozygotic twins, who show 100% genetic similarity, have greater behavioral concordance on a given trait than dizygotic twins do there is a gene for the trait that these twins share.
d. If dizygotic twins, who show 100% genetic similarity, have greater behavioral concordance on a given trait than monozygotic twins do there is a gene for the trait that these twins share.
Ans: A
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: Behavioral Genetics
Difficulty Level: Medium

16. Martina and Zenia are siblings who grew up in Illinois. Martina, 2 years older, loved to dance and play dress-up, while Zenia liked to bike and pick flowers. Which of the following would be considered a nonshared environmental factor for Martina and Zenia?
a. growing up in Illinois
b. having a sister
c. having an interest in activities
d. the particular activities they most enjoyed
Ans: D
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Application
Answer Location: Behavioral Genetics
Difficulty Level: Easy

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17. The mesosystem _____.
a. includes influences that are neither proximal nor distal
b. does not include family
c. refers to the connections between microsystems
d. refers to changes that affect microsystems but do not impact children
Ans: C
Learning Objective: 2.6. Analyze the way social and cultural factors can influence child development proximally and distally.
Cognitive Domain: Comprehension
Answer Location: What Is Bronfenbrenner's Bioecological Systems Theory?
Difficulty: Hard

18. Imagine that Dr. Alvarez and Dr. Chao find that some individuals with obsessive–compulsive disorder (OCD) have a particular allele that those without OCD do not. Which of the following conclusions would be most warranted?
a. that the allele is partially responsible for the disorder
b. that individuals without the allele cannot have OCD
c. that identical twins who both have the allele would both have OCD
d. that if we could modify this allele, we could cure OCD
Ans: A
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Analysis
Answer Location: Molecular Genetics
Difficulty Level: Hard

19. How does a linkage study differ from an association study?
a. A linkage study starts by examining a specific gene, while an association study starts by studying the entire genome.
b. An association study starts by examining a specific gene, while a linkage study starts by studying the entire genome.
c. A linkage study examines multiple individuals of different families, while an association study examines only individuals in a single family.
d. An association study examines multiple individuals of different families, while a linkage study examines only individuals in a single family.
Ans: B
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: Molecular Genetics
Difficulty Level: Medium

20. Researchers hypothesized that a particular gene that affects the neurotransmitter dopamine was involved in schizophrenia and then identified one group of subjects with schizophrenia and another without and examined whether the two groups had different alleles for the candidate gene. This is a(n) _____.
a. family study
b. linkage study
c. association study
d. behavioral study
Ans: C
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Application

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Answer Location: Molecular Genetics
Difficulty Level: Medium

21. Which of the following types of studies would a behavioral geneticist NOT conduct?
a. family
b. adoption
c. twin
d. linkage
Ans: D
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Knowledge
Answer Location: Review of Behavioral Genetics and Molecular Genetics
Difficulty Level: Easy

22. Which is true of twins?
a. Monozygotic twins always share a genotype but may have different phenotypes.
b. Dizygotic twins always share a genotype but may have different phenotypes.
c. Monozygotic twins always share a phenotype but may have different genotypes.
d. Dizygotic twins always share a phenotype but may have different genotypes.
Ans: A
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: The Diathesis–Stress Model
Difficulty Level: Medium

23. Which of the following is NOT one of the social systems Bronfenbrenner proposed?
a. microsystem
b. interosystem
c. mesosystem
d. exosystem
Ans: B
Learning Objective: LO 2.6. Analyze the way social and cultural factors can influence child development proximally and distally.
Cognitive Domain: Knowledge
Answer Location: What Is Bronfenbrenner's Bioecological Systems Theory?
Difficulty: Easy

24. Your text describes a study by Avshalom Caspi and colleagues investigating the relationship between child maltreatment and later depression. Which of the following best describes the results?
a. Maltreated children were at higher risk of depression than nonmaltreated children, irrespective of genes.
b. Children who had one or two short alleles of the serotonin transporter gene were likely to develop depression in adulthood, even without maltreatment.
c. Children with two long alleles of the serotonin transporter gene were not likely to develop depression even if they experienced maltreatment.
d. Children with two short alleles were more likely to experience maltreatment than other children.
Ans: C
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Analysis
Answer Location: The Diathesis–Stress Model
Difficulty Level: Hard

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25. The diathesis–stress model is especially helpful in explaining which of the following?
a. multifinality
b. equifinality
c. homotypic continuity
d. genetic determination
Ans: A
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Application
Answer Location: The Diathesis–Stress Model
Difficulty Level: Medium

26. The main idea of the gene–environment correlation model is _____.
a. we sometimes select environments that complement our genotypes
b. gene linkages mean some family environments are more similar than others
c. when stressful life circumstances occur, we see the effects of our genes more than in nonstressful circumstances
d. genes and environment are independent
Ans: A
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: Gene–Environment Correlation
Difficulty Level: Hard

27. Which of the following is NOT one of the three types of gene–environment correlations?
a. passive
b. active
c. epigenetic
d. evocative
Ans: C
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Knowledge
Answer Location: Gene–Environment Correlation
Difficulty Level: Easy

28. Low-income parents may have less access to quality medical care, less access to nutritious foods, and a lack of time and other resources to take children on educational outings, such as to the zoo or a museum. This is an example of which type of gene–environment correlation for lower intelligence?
a. active
b. passive
c. evocative
d. epigenetic
Ans: B
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Application
Answer Location: Passive Gene–Environment Correlation
Difficulty Level: Hard

29. Evocative gene–environment correlations are _____.
a. those in which the child's phenotype influences the reactions of others
b. those that emphasize the role of memory in child behavior training

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c. ways in which anecdotes about the child lead others to form hypotheses about the child's future behavior
d. the ways in which children are genetically similar to their parents
Ans: A
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: Active Gene–Environment Correlation
Difficulty Level: Medium

30. Niche-picking is most consistent with _____.
a. the diathesis–stress model
b. active gene–environment correlation
c. passive gene–environment correlation
d. evocative gene–environment correlation
Ans: B
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Knowledge
Answer Location: Active Gene–Environment Correlation
Difficulty Level: Medium

31. Which of the following is an example of a distal factor directly influencing child development?
a. Exposure to asbestos is detrimental to child development and asbestos is more commonly found in older homes, which are more likely to be lived in by low-income individuals.
b. Parents arguing over childcare issues are engaged in more hostile-coercive parenting, which in turn predicts the development of children's behavior problems.
c. Parents with a genetic predisposition toward low empathy often pass this tendency on to their kids.
d. The effects of parental psychotherapy on children's behavior depends on parents' socioeconomic status (SES).
Ans: A
Learning Objective: LO 2.6. Analyze the way social and cultural factors can influence child development proximally and distally.
Cognitive Domain: Comprehension
Answer Location: How Can Culture and Society Shape Children's Development?
Difficulty: Hard

32. Which of the following is NOT true of epigenetics?
a. It indicates that environmental factors can affect a person's genotype in a way that can be inherited by the person's children.
b. It involves the histone.
c. It changes the DNA sequences a person has.
d. Epigenetic structures can turn genes "on" and "off."
Ans: C
Learning Objective: 2.1 Explain how genetic and epigenetic research is used to explore the causes of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: How Can Epigenetics Help Explain Children's Development?
Difficulty Level: Medium

33. Which of the following environmental factors has NOT been proven to alter genetic structures through epigenetics, according to the text?
a. diet
b. smoking
c. exposure to disease

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d. overcrowding
Ans: D
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Knowledge
Answer Location: How Can Epigenetics Help Explain Children's Development?
Difficulty Level: Easy

34. Which of the following was the first demonstration of epigenetics?
a. Rats whose mothers were nurturing by licking and grooming their pups was associated with a gene that regulates stress response unwinding from a histone, allowing it to become active. This was associated with better coping with stress in adulthood and affected the way they nurtured their pups.
b. Humans whose background included physical abuse were likely to have a gene that regulates stress response wind more tightly on a histone, preventing it from becoming active. This was associated with withdrawal from social interactions and with more neglectful parenting of their own children.
c. Rats who were shocked the first four times they saw their mother had a gene that regulates stress response wind more tightly on a histone, preventing it from becoming active. This was associated with a lack of exploratory behavior and an overprotective relationship with their own pups.
d. Mice who were raised in the absence of other mice had a gene that regulated sociability wind from a histone, allowing it to become active. This was associated with abnormal later interactions with other mice and an inability to pass on normal socialization to their own pups.
Ans: A
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Knowledge
Answer Location: How Can Epigenetics Help Explain Children's Development?
Difficulty Level: Hard

35. Recent epigenetic research in humans discussed in the text found which of the following?
a. Intrusive or anxious parenting led to higher stress responses in children. This was reflected in the epigenetic structures of the children.
b. Infants of depressed mothers showed different epigenetic structures than infants of nondepressed mothers, suggesting that these early caregiving experiences might affect epigenetic activity.
c. Infants of neglectful parents showed epigenetic structures that suggested these early experiences did not affect epigenetic activity in children.
d. No epigenetic effects have yet been found in humans.
Ans: B
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Knowledge
Answer Location: How Can Epigenetics Help Explain Children's Development?
Difficulty Level: Hard

36. Which of the following best describes the results of a recent epigenetic study of children with behavior problems (Dadds et al, 2016), as discussed in the text?
a. There was no relationship between epigenetic structures and disruptive behavior problems.
b. There were changes in epigenetic structures in boys with disruptive behavior problems, but not in girls with the same problems.
c. Children's levels of stress hormones and their severity of behavior problems were associated with changes in their epigenetic structure.
d. Children with disruptive behavior problems who were under the age of 8 saw changes in their epigenetic structure, but children older than 8 did not.
Ans: C
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.

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Cognitive Domain: Comprehension
Answer Location: How Can Epigenetics Help Explain Children's Development?
Difficulty Level: Hard

37. Which of the following is NOT a true way in which computed tomography (CT) differs from magnetic resonance imaging (MRI)?
a. CT scanning involves taking multiple images of the brain, while MRI takes only a single 3D image.
b. CT scanning involves X-rays, while MRI involves radiofrequency energy.
c. CT scanning is not considered safe for children, while MRI is.
d. CT scanning was developed earlier than MRI was.
Ans: A
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: How Is Neuroimaging Used to Study Childhood Disorders?
Difficulty Level: Medium

38. Which of the following is NOT a primary advantage of MRI over CT, as described in your text?
a. MRI does not subject individuals to radiation.
b. MRI is safe enough to be used repeatedly with healthy children.
c. MRI yields clearer and more precise pictures of the brain.
d. MRI scans take much less time than CT scans do.
Ans: D
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Knowledge
Answer Location: How Is Neuroimaging Used to Study Childhood Disorders?
Difficulty Level: Medium

39. Your text describes a study (Castellanos et al., 2002) in which MRI was used to scan the brains of children with and without ADHD. Which of the following was true of this study?
a. It was a functional MRI study.
b. The authors compared the volumes of the motor cortices in the two groups.
c. The authors found that children with ADHD showed a reduction in frontal cortex volume compared to children without ADHD.
d. Researchers found no differences in the size of brain regions between the groups, lending more support for an environmental theory of the disorder.
Ans: C
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Knowledge
Answer Location: How Is Neuroimaging Used to Study Childhood Disorders?
Difficulty Level: Hard

40. The major difference between MRI and fMRI is that _____.
a. in MRI, only one picture of the brain is taken, while in fMRI multiple pictures are
b. fMRI measures activity in the brain while tasks are performed, not just the structure of the brain
c. fMRI uses X-rays, while MRI does not
d. MRI involves oxygenated hemoglobin concentration, while fMRI involves voxels
Ans: B
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: How Is Neuroimaging Used to Study Childhood Disorders?
Difficulty Level: Medium

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41. Your text describes a study by Dunn, Menon, and Reiss (2006) that used fMRI to measure brain response while adolescents with ADHD and those without were asked to respond differentially to different shapes on a screen. The results of this study indicated that _____.
a. though performance on the task was impaired for the adolescents with ADHD, the brain responses of the two groups were indistinguishable
b. performance on the task was impaired for the adolescents with ADHD, and those with ADHD showed more activity in certain brain regions, including the motor cortex, than their healthy peers
c. there was no difference in performance between groups, but there was greater activity in the motor cortex in those with ADHD
d. those with ADHD showed significantly less activity in certain brain areas (i.e., their parietal lobes) compared to their healthy peers
Ans: D
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: How Is Neuroimaging Used to Study Childhood Disorders?
Difficulty Level: Hard

42. If neuronal communication were like a telephone communication, the _____ would be the caller.
a. cell body
b. axon
c. dendrites
d. myelin
Ans: B
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Application
Answer Location: 1. The brain consists of 100 billion neurons.
Difficulty Level: Medium

43. Problems with emotion regulation are associated with _____.
a. ADHD
b. learning disabilities
c. depressive disorders
d. autism spectrum disorder
Ans: C
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Answer Location: Peer Acceptance and Psychopathology
Cognitive Domain: Comprehension
Difficulty: Medium

44. Which is true of neurotransmitters?
a. They increase the negative charge of the neuron, making it more likely for the neuron to become active.
b. GABA is a major excitatory neurotransmitter.
c. Only excitatory neurotransmitters can be affected by psychotropic medications.
d. Inhibitory neurotransmitters make it less likely that the neuron will become active.
Ans: D
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: 2. Neurons communicate with each other using chemical messengers.
Difficulty Level: Medium

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45. Apoptosis _____.
a. is a rapid neuronal death associated with severe childhood disorders
b. is death of almost 100% of previously developed neurons
c. is a necessary period of rapid cell death thought to make way for more important neural connections
d. occurs at about 8 months gestation
Ans: C
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Knowledge
Answer Location: 3. Brain development consists of periods of growth and periods of pruning.
Difficulty Level: Medium

46. Myelination _____.
a. slows down neural activity to make it more precise
b. only occurs during the teenage years
c. continues at a rapid rate until age 10
d. dramatically increases in the third trimester of gestation
Ans: D
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: 3. Brain development consists of periods of growth and periods of pruning.
Difficulty Level: Medium

47. Which of the following is true of synaptic pruning?
a. After birth, the biggest period of synaptic pruning happens around age 10.
b. It is a waste of neural connections.
c. It allows the brain to process information more efficiently.
d. It is always associated with psychopathology.
Ans: C
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: 3. Brain development consists of periods of growth and periods of pruning.
Difficulty Level: Easy

48. Which of the following is NOT part of the brain stem?
a. medulla
b. hypothalamus
c. pons
d. midbrain
Ans: B
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Knowledge
Answer Location: 4. The brain is built and organized from the bottom up, with lower-order regions developing first.
Difficulty Level: Easy

49. The brainstem is responsible for _____.
a. balance
b. concentration
c. anxiety
d. basic metabolic functions

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Ans: D
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Knowledge
Answer Location: 4. The brain is built and organized from the bottom up, with lower-order regions developing first.
Difficulty Level: Easy

50. Which of the following regions of the brain develops first?
a. brainstem
b. cerebellum
c. basal ganglia
d. limbic system
Ans: A
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Knowledge
Answer Location: 4. The brain is built and organized from the bottom up, with lower-order regions developing first.
Difficulty Level: Easy

51. Which of the following is NOT true of the cerebellum?
a. It is responsible for balance.
b. It is thought to play a role in neural gracefulness and efficiency.
c. It develops rapidly between the ages of 3 and 5.
d. It is located near the back of the brain.
Ans: C
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: 4. The brain is built and organized from the bottom up, with lower-order regions developing first.
Difficulty Level: Medium

52. Which of the following is NOT a function of the basal ganglia?
a. movement control
b. regulating sleep and alertness
c. filtering incoming information from the senses and relaying it for processing to other brain regions
d. attention and emotion
Ans: B
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: 4. The brain is built and organized from the bottom up, with lower-order regions developing first.
Difficulty Level: Medium

53. In what ways are the amygdala and hippocampus different?
a. only the amygdala is part of the limbic system
b. only the amygdala plays a role in emotional processing
c. only the amygdala is located deep inside the brain
d. only the hippocampus plays a role in the formation of emotion-laden memories.
Ans: D
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.

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Cognitive Domain: Comprehension
Answer Location: 4. The brain is built and organized from the bottom up, with lower-order regions developing first.
Difficulty Level: Hard

54. Which part of the brain discussed in your text most aids in our understanding of fear?
a. basal ganglia
b. cerebellum
c. hippocampus
d. amygdala
Ans: D
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Knowledge
Answer Location: 4. The brain is built and organized from the bottom up, with lower-order regions developing first.
Difficulty Level: Easy

55. Which of the following lobes of the brain is INCORRECTLY paired with its function?
a. occipital lobe; vision
b. temporal lobe; hearing, language
c. parietal lobe; expression and regulation of emotion
d. frontal lobe; problem-solving and memory
Ans: C
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: 5. Higher-order brain regions take longer to develop; they are sometimes not mature until adulthood.
Difficulty Level: Medium

56. If you patted the top of a brain, which lobe would you touch?
a. parietal
b. temporal
c. frontal
d. occipital
Ans: A
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Knowledge
Answer Location: 5. Higher-order brain regions take longer to develop; they are sometimes not mature until adulthood.
Difficulty: Easy

57. Which of the following is NOT one of the functions of the prefrontal cortex?
a. planning
b. remembering
c. organizing
d. prioritizing activity
Ans: B
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Knowledge
Answer Location: 5. Higher-order brain regions take longer to develop; they are sometimes not mature until adulthood.

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Difficulty: Hard

58. Canalization refers to _____.
a. the interaction of genes and environment in brain development
b. the importance of the embryonic environment in development
c. the migration of neurons form the center of the brain during development
d. the importance of genes over experience in embryonic development
Ans: D
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Knowledge
Answer Location: How Can Experience Affect Brain Development?
Difficulty: Medium

59. As described in your textbook, which of the following deficits that would influence interpersonal relationships is INCORRECTLY paired with the disorder in which it can occur?
a. The ability to imitate others' actions may be impaired in children with learning disorders.
b. The ability to empathize with others may be impaired in children with ASD.
c. The ability to regulate their own behavior may be impaired in children with ADHD.
d. Basic social communication skills may be impaired in children with OCD.
Ans: D
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Answer Location: Peer Acceptance and Psychopathology
Cognitive Domain: Comprehension
Difficulty: Medium

60. The brain's capacity to change its structure and/or functioning in response to environmental experiences is called _____.
a. *canalization*
b. *apotosis*
c. *plasticity*
d. *sensitive period*
Ans: C
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: How Can Experience Affect Brain Development?
Difficulty: Easy

61. What is the difference between brain development being experience-expectant versus being experience-dependent?
a. Experience-expectant refers mostly to infancy and early life while experience-dependent refers mostly to late life.
b. Experience-dependent refers mostly to infancy and early life while experience-expectant refers mostly to late life
c. Experience-expectant refers to sensory experiences whereas experience-dependent refers to motor experiences
d. Experience-dependent refers to sensory experiences whereas experience-expectant refers to motor experiences
Ans: A
Learning Objective: LO 2.2 Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: How Can Experience Affect Brain Development?

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Difficulty: Hard

62. Which of the following do the results of hemispherectomy (the removal of the parietal lobe of one hemisphere) support?
a. biological influences on brain development
b. the scope of neural plasticity
c. the sensitive period for language and motor development
d. the inflexibility of most brain functions
Ans: B
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Application
Answer Location: How Can Experience Affect Brain Development?
Difficulty: Hard

63. Which of the following is NOT a fundamental ability upon which young children's friendships are based?
a. imitating others' actions
b. having basic competence with language
c. understanding the self as an autonomous agent
d. understanding cause-and-effect relationships
Ans: C
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Answer Location: Peer Acceptance and Psychopathology
Cognitive Domain: Comprehension
Difficulty: Hard

64. Which of the following examples of synaptogenesis was NOT discussed in the text?
a. Rats living in enriched living environments show differences in brain structure and functioning compared to rats in typical cages.
b. Humans who receive extensive training in Braille show increases in the size of brain regions responsible for processing the sense of touch.
c. Humans who are pastry chefs can distinguish more sweet flavors than other kinds of chefs can.
d. Skilled musicians show a reorganization of brain regions responsible for controlling the finger positions of their instruments.
Ans: C
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Knowledge Answer Location: How Can Experience Affect Brain Development?
Difficulty: Hard

65. Which of the following is NOT one of the three principal ways in which learning occurs, according to learning theory?
a. through classical conditioning
b. through operant conditioning
c. through social imitation or modeling
d. through studying
Ans: D
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Knowledge
Answer Location: How Is Classical Conditioning Important to Understanding Childhood Disorders?
Difficulty: Easy

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66. The primary shift toward intimate romantic relationships entails _____.
a. developing vulnerability
b. developing love
c. viewing partners as autonomous and with intrinsic worth
d. viewing rejection as a part of relationships
Ans: C
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Comprehension
Answer Location: Interpersonal Theory
Difficulty: Medium

67. Yesenia was listening to the Beatles on her phone while walking home from school when a rabbit darted out into the street and was hit by a car. The rabbit flew through the air and landed right in front of her, where it died. After this, Yesenia can no longer hear the Beatles without bursting into tears and visibly shaking. Which of the following best describes the onset of Yesenia's problem?
a. The Beatles were the unconditioned stimulus and seeing the rabbit die was the conditioned stimulus.
b. The Beatles were the conditioned stimulus and seeing the rabbit die was the unconditioned stimulus.
c. The Beatles were the conditioned response and seeing the rabbit die was the unconditioned response.
d. Bursting into tears and visibly shaking is the conditioned response and seeing the rabbit die was the conditioned stimulus.
Ans: B
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Application
Answer Location: How Is Classical Conditioning Important to Understanding Childhood Disorders?
Difficulty: Medium

68. Huynh has an intense fear of flying. If his therapist were to use flooding, _____.
a. he might have Huynh take a cross-country flight, likely with the therapist along
b. he might first show Huynh a picture of an airplane, then take him to the airport to watch planes taking off, then sit inside a nonmoving airplane
c. he might put Huynh's favorite foods and people on an airplane
d. he might tell Huynh to think about as many things other than airplanes as possible
Ans: A
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Application
Answer Location: How Is Classical Conditioning Important to Understanding Childhood Disorders?
Difficulty: Medium

69. Which of the following is true of flooding?
a. It is usually more effective than graded exposure.
b. It is usually more rapid than graded exposure.
c. It is more commonly used with kids than graded exposure is.
d. It typically elicits less distress than graded exposure does.
Ans: B
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer Location: How Is Classical Conditioning Important to Understanding Childhood Disorders?
Difficulty: Medium

70. When do intimate relationships first develop?
a. 2–4 years

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b. 4–6 years
c. 6–9 years
d. 9-12 years
Ans: C
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Knowledge
Answer Location: Interpersonal Theory
Difficulty: Medium

71. There is a theory that children sometimes act out to gain attention. Under this theory, if parents scold children when they act out, children will do so more often. In this case, the scolding is _____.
a. positively reinforcing
b. negatively reinforcing
c. positively punishing
d. negatively punishing
Ans: A
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Application
Answer Location: How Is Operant Conditioning Important to Understanding Childhood Disorders?
Difficulty: Medium

72. Which of the following is the best example of negative reinforcement?
a. a parent praising a child for her excellent sharing behavior
b. a parent scolding a child for her excellent sharing behavior
c. a parent telling a child that because she shared so nicely, she doesn't have to wash the dishes that night
d. a parent telling a child that because she shared so nicely, she gets to wash the dishes that night
Ans: C
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Application
Answer Location: How Is Operant Conditioning Important to Understanding Childhood Disorders?
Difficulty: Medium

73. Andrea spits her food out all over the floor. Andrea's mother asks Andrea to pick it up. But instead, Andrea runs away to play with her dolls. Which of the following would be an example of negative reinforcement in this case?
a. Mom says, "your dolls wouldn't leave food on the floor!"
b. The mom, exasperated, cleans the floor herself.
c. The mom takes away the dolls because Andrea didn't listen.
d. The mom says in a threatening manner, "I'll tell your dad about this when he gets home."
Ans: B
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Application
Answer Location: How Is Operant Conditioning Important to Understanding Childhood Disorders?
Difficulty: Medium

74. Which is true of punishment?
a. It tends to be more effective than reinforcement.
b. It is preferred by clinicians to correct a child's behavior problems.
c. It can be used therapeutically in some instances.
d. It is never recommended by therapists.

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Ans: C
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer Location: How Is Operant Conditioning Important to Understanding Childhood Disorders?
Difficulty: Medium

75. Which of the following is NOT true of modeling?
a. It is a primary mechanism of behavior acquisition.
b. It is especially likely to result in learning when the model is reinforced.
c. It is especially likely to result in learning if the model is similar in age to the observing child.
d. It is especially likely to result in learning if the model is a boy, irrespective of the gender of the observing child.
Ans: D
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer Location: How Is Social Learning Important to Understanding Childhood Disorders?
Difficulty: Hard

76. Which of the following is NOT true of Piaget's theory of cognitive development?
a. It holds that there are five stages of cognitive development.
b. The stages are in a fixed order.
c. The stages increase in complexity.
d. Not all individuals reach the final stage.
Ans: A
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer Location: How Does Cognition Change Across Development?
Difficulty: Medium

77. Object permanence is associated with which of Piaget's stages?
a. sensorimotor
b. preoperational
c. concrete operations
d. formal operations
Ans: A
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Knowledge
Answer Location: How Does Cognition Change Across Development?
Difficulty: Easy

78. Which of the following is INCORRECTLY paired with the stage in which it occurs?
a. object permanence; sensorimotor
b. theory of mind; preoperational
c. egocentrism; concrete operations
d. logical/deductive reasoning; formal operations
Ans: C
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer location: How Does Cognition Change Across Development?
Difficulty: Easy

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79. Which of the following is true of conservation?
a. It is acquired during formal operations.
b. It concerns the world of abstraction and ideas.
c. It refers to the idea that though objects may change in appearance, their amount or quantity remains constant.
d. It cannot be acquired before age 7.
Ans: C
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer location: How Does Cognition Change Across Development?
Difficulty: Easy

80. Which of the following is the best example of how social information processing can influence psychological disorders?
a. A child is bullied and stops interacting with his bullies.
b. A child is bullied and begins to bully others.
c. A child is bullied and believes that others have aggressive intentions toward him as well.
d. A child is bullied and believes himself to be worthy of the bullying.
Ans: C
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Application
Answer location: How Does Cognition Change Across Development?
Difficulty: Hard

81. Which of the following is NOT one of the first emotions to be displayed by infants?
a. distress
b. pleasure
c. jealousy
d. anger
Ans: C
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Knowledge
Answer location: How Do Children's Emotion-Regulation Skills Change Across Development?
Difficulty: Easy

82. Which of the following is NOT true of empathy?
a. It develops between ages 3 and 5.
b. It is typically impaired in kids with autism spectrum disorder.
c. It cannot be developed until language is sufficiently developed.
d. It is dependent on the ability to attend to others' emotional expressions.
Ans: C
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer location: How Do Children's Emotion-Regulation Skills Change Across Development?
Difficulty: Medium

83. Which of the following disorders was NOT described in the textbook as involving emotion-regulation problems?
a. learning disabilities
b. DMDD

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c. eating disorders
d. self-injurious behaviors
Ans: A
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer location: How Do Children's Emotion-Regulation Skills Change Across Development?
Difficulty: Medium

84. Which of the following is true of temperament?
a. It changes from childhood to adulthood.
b. It is only stable in one-on-one situations.
c. It is believed to be largely innate.
d. It can be entirely changed by experience.
Ans: C
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer location: How Do Children's Emotion-Regulation Skills Change Across Development?
Difficulty: Medium

85. Which of the following is NOT a dimension of temperament as identified by Chess, Thomas, and Birch (1965)?
a. the infant's response to familiar people and situations
b. the regularity of the infant's eating, sleeping, and daily schedules
c. the infant's intensity of responses to new stimuli
d. the infant's attention span
Ans: A
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Knowledge
Answer location: What Is Temperament?
Difficulty: Hard

86. Susanna, age 14 months, has had trouble establishing a regular routine. When things don't go according to plan, Susanna becomes very upset. Which of the following temperaments is Susanna exhibiting?
a. insecure
b. easy
c. slow-to-warm-up
d. difficult
Ans: D
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Application
Answer location: What Is Temperament?
Difficulty: Easy

87. According to Sullivan, what is the hallmark of satisfying interpersonal relationships?
a. shared interests
b. shared experiences
c. intimacy
d. empathy
Ans: C

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Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Knowledge
Answer Location: Interpersonal Theory
Difficulty: Medium

88. Jerome Kagan studied emotional reactivity in infants. His findings showed _____.
a. Infants with higher emotional reactivity seemed stunned and barely moved when presented with a novel stimulus such as a mobile.
b. High-reactive infants at age 4 months often displayed aggression at 14 months or 21 months when faced with a novel situation.
c. Parenting interventions between 4 months and 14 months transformed the reactivity of certain subjects.
d. Emotional reactivity was stable from 4 to 21 months.
Ans: D
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer Location: What Is Temperament?
Difficulty: Hard

89. Which of the following best describes the findings of Nathan Fox's longitudinal study of the relationship between temperament and psychological disorders?
a. Temperament determined risk for psychopathology.
b. Inhibited children universally established smaller peer networks than did uninhibited children.
c. Inhibited children who established supportive peer networks did not show increased anxiety.
d. All inhibited children showed increased anxiety in adolescence, even those with supportive peer networks, indicating the primacy of temperament in the development of psychological disorders.
Ans: C
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer Location: What Is Temperament?
Difficulty: Hard

90. The affective bond between parent and child that serves to protect and reassure the child in times of danger or uncertainty is known as _____.
a. temperament
b. attachment
c. association
d. relatedness
Ans: B
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Knowledge
Answer Location: Parent–Child Attachment
Difficulty: Easy

91: Which of the following is NOT one of the three basic functions of the parent–child attachment relationship?
a. to promote modeling of basic motoric functions
b. to protect the young child from danger
c. to provide pairs of people with an avenue for sharing positive emotional experiences
d. to help the infant learn how to regulate negative emotions and behaviors
Ans: A

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Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Knowledge
Answer Location: Parent–Child Attachment
Difficulty: Easy

92. Which is true of secure attachment?
a. It is developed largely between the years of 3 and 5.
b. It can be guaranteed when parents provide sensitive and responsive care to their children.
c. Children with secure attachment come to view themselves as worthy of receiving sensitive and responsive care from others.
d. Children with secure attachment become overly attached to their parents and find it difficult to assert their independence in adulthood.
Ans: C
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Comprehension
Answer Location: Parent–Child Attachment
Difficulty: Medium

93. What is the strange situation designed to test?
a. emotion reactivity
b. attachment
c. temperament
d. internal working models
Ans: B
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Knowledge
Answer Location: Parent–Child Attachment
Difficulty: Easy

94. Which is true of secure attachment in the strange situation?
a. It is the most common attachment relationship.
b. Securely attached children do not show distress when separated from the parent.
c. Securely attached children play alone when their parents return.
d. The strange situation often produces extreme distress in securely attached parents.
Ans: A
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Comprehension
Answer Location: Parent–Child Attachment
Difficulty: Medium

95. Defiance and aggression in adulthood are associated with _____.
a. uninvolved parenting
b. indulgent parenting
c. hostile/coercive parenting
d. authoritarian parenting
Ans: C
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Comprehension
Answer Location: Parenting Behavior
Difficulty: Medium

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96. Which attachment style is associated with histories of neglect?
a. secure
b. insecure–avoidant
c. insecure–ambivalent
d. insecure–disorganized/disoriented
Ans: D
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Comprehension
Answer Location: Parent–Child Attachment
Difficulty: Medium

97. The results of the Minnesota Longitudinal Study indicate that _____.
a. securely attached infants show benefits in early childhood with respect to being cooperative and empathic, but these benefits disappear by the preschool years
b. infants with insecure–ambivalent attachment were more likely to become insulated or hostile to others
c. infants with insecure–disorganized/disoriented attachment were at greatest risk for behavior problems in childhood
d. infants with insecure–avoidant attachment were at greatest risk for behavior problems in childhood but infants with insecure–ambivalent attachment were at greatest risk for behavior problems in adolescence
Ans: C
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Comprehension
Answer Location: Parent–Child Attachment
Difficulty: Hard

98. The degree to which parents display warmth and acceptance toward their children, orient their behavior to meet their children's needs in a sensitive and responsive fashion, and engage their children through shared activities and positive emotions is referred to as _____.
a. parental responsiveness
b. parental demandingness
c. secure attachment
d. goodness-of-fit
Ans: A
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Knowledge
Answer Location: Parenting Behavior
Difficulty: Easy

99. Authoritative parents are _____.
a. responsive and demanding
b. responsive and not demanding
c. not responsive but demanding
d. not responsive and not demanding
Ans: A
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Knowledge
Answer Location: Parenting Behavior
Difficulty: Medium

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100. Marjorie and John believe their children need to follow the rules they set. For instance, there is never more than 30 minutes of screen time and the children are never excused from the dinner table until they eat their vegetables. Marjorie and John attend all their children's sporting events and even many practices and chaperone all their dates. Their biggest goal is to make sure their children become responsible, and so Marjorie and John don't tolerate excuses or negotiation about doing chores. Marjorie and John can best be described as _____ parents.
a. authoritative
b. authoritarian
c. indulgent
d. uninvolved
Ans: B
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Application
Answer Location: Parenting Behavior
Difficulty: Medium

101. With respect to academic performance, _____ parenting has shown the best outcomes; with respect to social skills and emotional competence, _____ parenting has shown the best outcomes.
a. authoritative; authoritarian
b. authoritarian; authoritative
c. authoritarian; indulgent
d. authoritative; indulgent
Ans: B
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Comprehension
Answer Location: Parenting Behavior
Difficulty: Medium

True/False

1. According to your text, many genetic disorders arise when problems occur during mitosis.
Ans: F
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Comprehension
Answer Location: Genes, Chromosomes, and Alleles
Difficulty Level: Medium

2. A chief limitation of family studies is that they confound genetic and environmental factors.
Ans: T
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders. Cognitive Domain: Comprehension
Answer Location: Behavioral Genetics
Difficulty Level: Medium

3. One primary weakness of adoption studies is that the population of biological parents who place their children for adoption and the population of adoptive parents differ substantially from each other and from the general population.
Ans: T
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders. Cognitive Domain: Comprehension

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Answer Location: Behavioral Genetics
Difficulty Level: Easy

4. Pruning of the temporal lobe is thought to underlie adolescents' selective memory for positive events.
Ans: F
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: 5. Higher-order brain regions take longer to develop; they are sometimes not mature until adulthood.
Difficulty Level: Hard

5. The relationship between brain maturation and behavior is bidirectional.
Ans: T
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: How Can Experience Affect Brain Development?
Difficulty Level: Medium

6. Temperament can be modulated by parents, something referred to as goodness-of-fit.
Ans: T
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer Location: What Is Temperament?
Difficulty Level: Medium

7. Attachment style is fixed and cannot change from infancy to childhood.
Ans: F
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Comprehension
Answer Location: Parent–Child Attachment
Difficulty Level: Medium

Essay

1. If twins separated at birth have low concordance for tantrumming behaviors, what can we conclude?
Ans: Tantrumming behaviors are largely environmentally influenced.
Learning Objective: LO 2.1. Explain how genetic and epigenetic factors can contribute to the emergence of childhood disorders.
Cognitive Domain: Analysis
Answer Location: Behavioral Genetics
Difficulty Level: Medium

2. What are *executive functions* and why are they called this?
Ans: Executive functions are things like planning, organizing, and prioritizing activity to meet long-term goals. The executive areas of the brain direct our attention and activities to achieve long-term goals, similar to how an executive of a company makes decisions, allocates resources, and delegates.
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension

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Answer Location: How Does the Brain Change Across Childhood
Difficulty Level: Medium

3. What is the difference between brain development being experience-expectant versus experience-dependent?
Ans: Experience-dependent means that environmental experiences in later life can actually lead to the formation of new neural connections, or changes in the brain's organization and structure. Experience-expectant describes the original formation of a brain region is dependent on information received from the environment.
Learning Objective: LO 2.2. Describe the structure and function of major brain regions and their relationship to childhood disorders.
Cognitive Domain: Comprehension
Answer Location: How Can Experience Affect Brain Development?
Difficulty Level: Medium

4. In what ways might classical conditioning result in a disorder?
Ans: Being bitten by a dog might classically condition an individual to fear dogs (the dog is the conditioned stimulus). Having a panic attack in a certain situation may make that situation the conditioned stimulus and cause another panic attack to result from being in similar situations. (Other examples possible).
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Application
Answer Location: How Is Classical Conditioning Important to Understanding Childhood Disorders?
Difficulty Level: Medium

5. What is the difference between classical conditioning and operant conditioning?
Ans: In classical conditioning, individuals associate two stimuli together in time. Operant conditioning involves associating a behavior with a consequence in the environment (with favorable consequences making it more likely the behavior will be repeated and unfavorable consequences making it less likely the behavior will be repeated).
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Comprehension
Answer Location: How Is Operant Conditioning Important to Understanding Childhood Disorders?
Difficulty Level: Medium

6. Provide an example of how punishment can be used therapeutically.
Ans: For instance, in treating bed wetting (enuresis), positive punishment (clean bed training) can be used. Time out is a useful form of negative punishment for disruptive preschoolers. (Best for them to explain **how** these techniques are punishment because they are designed to decrease the likelihood of the behavior occurring in the future.)
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.
Cognitive Domain: Application
Answer Location: How Is Operant Conditioning Important to Understanding Childhood Disorders?
Difficulty Level: Medium

7. Provide an example of modeling in the home that may contribute to the development of psychological problems.
Ans: Modeling aggressive coping strategies instead of problem-solving and other coping behaviors may contribute to externalizing disorders; modeling disordered substance use may normalize it and lead to similar problems in children (many other possible examples).
Learning Objective: LO 2.3. Use learning theory to explain how certain childhood disorders develop and are maintained over time.

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Cognitive Domain: Application
Answer Location: How Is Social Learning Important to Understanding Childhood Disorders?
Difficulty Level: Easy

8. How might schemas perpetuate disorders?
Ans: The child might have a schema that others are friendly, leading to sociability, or a schema that others are out to get them, leading to avoidance of others, or aggressive reactions toward them. This might limit the social network and provide less support to overcome mental illness.
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Application
Answer Location: How Does Cognition Change Across Development?
Difficulty Level: Medium

9. Why are young children's relationships low in intimacy?
Ans: Early relationships are between two people of unequal standing, or two equals who don't have emotional closeness. Children don't have the necessary skills, such as delay of gratification, to learn to have more intimate relationships.
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Analysis
Answer Location: Interpersonal Theory
Difficulty Level: Medium

10. In what ways is regulating one's emotional expression important to developing interpersonal relationships?
Ans: Displaying positive emotions and empathy is of value in relationships. Remaining calm and negotiating when disagreements occur can maintain relationships, for example.
Learning Objective: LO 2.5. Understand the way parents, families, and friends can contribute to childhood problems or protect youths from developing disorders.
Cognitive Domain: Analysis
Answer Location: Peer Acceptance and Psychopathology
Difficulty: Medium

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