Infants and Children in Context 2nd edition Kuther Test Bank

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Infants and Children in Context (2nd)

ISBN 9798348866815 | Chapter 1: Kuther 2e –

Total Questions: 110

Multiple Answer (85)

Q1. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which is the scientific study of human development from conception to death?

a) <!-- {"bbMLEditorVersion":1} -->Socioemotional development ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Cognitive development ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Physical development ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Developmental science ✓ correct

Q2. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Paul's vocabulary and thought processes are improving with development. He plays pretend with his new friends and is getting much stronger physically. Paul has not learned yet how to read and write, but he tells stories and draws pictures to express his thoughts. Which developmental age group does Paul belong to?

a) <!-- {"bbMLEditorVersion":1} -->Adolescence ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Early childhood ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Middle childhood ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Infancy and toddlerhood ✓ correct

Q3. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Sophie is at the pediatrician for a check–up. The doctor takes her height and weight, remarking that she has made dramatic increases in both since the last time she was in. He also checks her basic reflexes. The doctor asks her mother if Sophie is interacting with toys and for how long. He continues to assess her motor skills and inquires as to how she is playing. Her mother tells the doctor that Sophie seems to be very interested in exploring and finding new things to interact with so much that it seems there is no slowing her down. Which period of development is Sophie most likely in?

a) <!-- {"bbMLEditorVersion":1} -->Prenatal ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Infancy and toddlerhood ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Early childhood ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Middle childhood ✓ correct

Q4. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which is the maturation of thought processes in order to obtain knowledge and solve problems?

a) <!-- {"bbMLEditorVersion":1} -->Developmental science ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Physical development ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Cognitive development ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Socioemotional development ✓ correct

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Q5. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which describes socioemotional development?

a) <!-- {"bbMLEditorVersion":1} -->The scientific study of human development from conception to death ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->The maturation in emotions, social abilities, self–understanding, and interpersonal relationships ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->The maturation of thought processes and the tools that we use to obtain knowledge, become aware of the world around us, and solve problems ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->The body maturation and growth, such as body size, proportion, appearance, health, and perceptual abilities ✓ correct

Q6. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which is an example of socioemotional development?

a) <!-- {"bbMLEditorVersion":1} -->A child putting together a puzzle ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->An infant's growth chart ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->An infant's smile when happy ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->An infant grasping a rattle ✓ correct

Q7. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Researchers are conducting a long–term study to see how problem–solving skills change over time from elementary school to high school. Which domain of development are the researchers most likely studying?

a) <!-- {"bbMLEditorVersion":1} -->Personality ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Physical ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Cognitive ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Socioemotional ✓ correct

Q8. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Jan is moody and is experiencing changes in her relationships with her parents and friends. These changes are part of the _____ domain of development.

a) <!-- {"bbMLEditorVersion":1} -->socioemotional ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->cognitive ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->physical ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->personality ✓ correct

Q9. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Carlos is taking his new baby to the pediatrician for a well checkup. The doctor begins by weighing the baby. Then she proceeds to check her head size and length before discussing food intake and sleep habits. Which domain is the pediatrician assessing?

a) <!-- {"bbMLEditorVersion":1} -->Continuous ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Physical ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Discontinuous ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Cognitive ✓ correct

Q10. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Jamal is in a contest at school. He needs to answer the question "What does peace look like?" Jamal is able to truly think about what the concept of peace means, not only in his view but in the broader sense of the world at large. Jamal is in the _____ period of development.

a) <!-- {"bbMLEditorVersion":1} -->continuous ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->discontinuous ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->adolescence ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->middle childhood ✓ correct

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Q11. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->As Moira reflects on her childhood, she can see where the values she learned as a child are influencing how she is raising her own children. This is one example of _____ influencing development.

a) <!-- {"bbMLEditorVersion":1} -->cognition ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->growth ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->nature ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->context ✓ correct

Q12. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->The nature–nurture debate seeks to understand the influence and interaction of _____.

a) <!-- {"bbMLEditorVersion":1} -->continuity and discontinuity ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->conscious and unconscious drives ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->activity and inactivity ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->genetics and environment ✓ correct

Q13. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which inference can be drawn from early experiences with stepping and standing?

a) <!-- {"bbMLEditorVersion":1} -->A child may walk earlier than normal due to environmental conditions that can speed up the maturation process. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->A child may walk earlier than normal due to genetic conditions that can speed up the maturation process. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->A child may walk later than normal due to genetic conditions that can speed up the process. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->A child's ability to walk is solely genetic and not affected by environmental conditions. ✓ correct

Q14. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Nature is to nurture as _____.

a) <!-- {"bbMLEditorVersion":1} -->conscious is to unconscious ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->working memory is to long term memory ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->genetics is to environment ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->thinking is to environment ✓ correct

Q15. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->A researcher interested in how genetics interact with all aspects of a human being's environment would focus on _____.

a) <!-- {"bbMLEditorVersion":1} -->the activity and inactivity of human behavior ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->continuous and discontinuous change ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->conscious and unconscious motivations ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->the interaction between nature and nurture ✓ correct

Q16. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Many developmental scientists now believe that the _____ interact with physical and social contexts to aid in human development.

a) <!-- {"bbMLEditorVersion":1} -->activities of the child ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->evolutionary characteristics of the child ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->cognitions of the parents ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->genetics of the parents ✓ correct

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Q17. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Max smiles and coos easily. He sleeps well and eats on a good schedule. When his parents leave him with another caregiver, they ease him into the situation, making sure that he gets used to the new person before they leave. Because of this, Max is confident to keep playing with his toys. He offers a block to the new caregiver with a smile. This offering is an example of _____.

a) <!-- {"bbMLEditorVersion":1} -->the influence of Max's unconscious motivations for his behavior ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->the influence Max has on his own development through active engagement ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Max's ability to assimilate or integrate this new experience into a preexisting cognitive schema ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Max's emerging physical abilities ✓ correct

Q18. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Connor is visiting the pediatrician. She takes his weight and height. She discusses with his father the gross and fine motor skills that should be emerging for his age group. She encourages Connor and his father to watch for the gradual development of these skills. She also remarks that the steady increase in height and weight is just right since the last time he was in for a check–up. This characterizes which type of development?

a) <!-- {"bbMLEditorVersion":1} -->Continuous ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Discontinuous ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Genetic ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Environmental ✓ correct

Q19. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Continuous change is characterized by _____.

a) <!-- {"bbMLEditorVersion":1} -->abrupt changes ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->development unfolding slowly over time ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->unconscious motivations ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->the imitation of behavior ✓ correct

Q20. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which is an example of a discontinuous change?

a) <!-- {"bbMLEditorVersion":1} -->Crawling ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Problem–solving ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->A growth spurt ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Working memory ✓ correct

Q21. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which theory views development as the process of unconscious drives and gratification focusing on specific parts of the body?

a) <!-- {"bbMLEditorVersion":1} -->Psychosexual theory ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Bioecological theory ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Cognitive–developmental theory ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Sociocultural theory ✓ correct

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Q22. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Freud's theory of development differs from other theories in that it focuses on _____.

a) <!-- {"bbMLEditorVersion":1} -->behavior that can be seen and measured ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->gratification of sexual pleasure ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->the interaction of systems ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->a consequence for an action ✓ correct

Q23. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Social stages, beginning with birth and progressing throughout life, wherein a crisis needs to be resolved are related to which theory?

a) <!-- {"bbMLEditorVersion":1} -->Dynamic systems theory ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Social learning theory ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Psychosocial theory ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Behaviorist theory ✓ correct

Q24. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which theory is interested only in what can be observed and measured in human development?

a) <!-- {"bbMLEditorVersion":1} -->Psychosocial theory ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Behaviorist theory ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Cognitive theory ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Dynamic systems theory ✓ correct

Q25. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which theory compares the human brain to a computer?

a) <!-- {"bbMLEditorVersion":1} -->Psychosocial theory ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Sociocultural theory ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Information processing theory ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Psychosexual theory ✓ correct

Q26. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->One way classical conditioning differs from operant conditioning is that _____.

a) <!-- {"bbMLEditorVersion":1} -->classical conditioning involves physiological responses ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->classical conditioning involves a reward for good behavior ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->operant conditioning involves a neutral stimulus ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->operant conditioning involves involuntary responses ✓ correct

Q27. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which stresses that consequences will either increase or decrease the probability that a behavior will occur again?

a) <!-- {"bbMLEditorVersion":1} -->Operant conditioning ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Observational learning ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Classical conditioning ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Reciprocal determinism ✓ correct

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Q28. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->A rewarding or pleasant consequence for a behavior is referred to as _____.

a) <!-- {"bbMLEditorVersion":1} -->punishment ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->reinforcement ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->context ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->ethology ✓ correct

Q29. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Maya sick after eating leftover potato salad. Now, she feels queasy every time she smells mayonnaise. This illustrates _____.

a) <!-- {"bbMLEditorVersion":1} -->reciprocal determinism ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->operant conditioning ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->structured observation ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->classical conditioning ✓ correct

Q30. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Hunter is potty training. His mother gives him a gold star every time he successfully uses the toilet. This illustrates _____.

a) <!-- {"bbMLEditorVersion":1} -->classical conditioning ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->observational learning ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->operant conditioning ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->reciprocal determinism ✓ correct

Q31. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Aisha always takes a certain brand of pain reliever since it worked to get rid of her headaches three years ago. She has even recommended it to other people due to its perceived effectiveness in alleviating her pain. Which has taken place with Aisha?

a) <!-- {"bbMLEditorVersion":1} -->Operant conditioning ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Classical conditioning ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Structured observation ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Observational learning ✓ correct

Q32. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which theory proposes that physical and social enviroments, as well as an individual's thoughts and feelings, influence behavior?

a) <!-- {"bbMLEditorVersion":1} -->Dynamic systems theory ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Bioecological theory ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Social cognitive theory ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Cognitive–developmental theory ✓ correct

Q33. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->The interaction and influence personal characteristics, behaviors, and environments have on each other in development refers to _____.

a) <!-- {"bbMLEditorVersion":1} -->behaviorism ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->information processing ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->reinforcement ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->reciprocal determinism ✓ correct

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Q34. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Four–year–old Martha watched another child get a sucker at the grocery store when he cried. The next time Martha and her father go to the grocery store, Martha decides she wants a sucker. She begins to cry in the hopes that her father will give her a sucker too. Which concept has Martha demonstrated?

a) <!-- {"bbMLEditorVersion":1} -->Physiological stimulus and response ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Pleasure and gratification ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Observation and imitation ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Interaction of nature and nurture ✓ correct

Q35. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->A child who imitates another person's behavior is exhibiting _____.

a) <!-- {"bbMLEditorVersion":1} -->reciprocal determinism ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->ethology ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->observational learning ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->cognitive schemas ✓ correct

Q36. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which theory addresses how infants and children think?

a) <!-- {"bbMLEditorVersion":1} -->Psychosocial theory ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Sociocultural theory ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Cognitive–developmental theory ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Behaviorist theory ✓ correct

Q37. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->A scientist interested in studying factors such as funding and school resources is looking at which system within the bioecological systems theory?

a) <!-- {"bbMLEditorVersion":1} -->Exosystem ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Microsystem ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Chronosystem ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Mesosystem ✓ correct

Q38. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->How is the cultural value of free speech classified in Bronfenbrenner's bioecological theory?

a) <!-- {"bbMLEditorVersion":1} -->Macrosystem ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Mesosystem ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Chronosystem ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Exosystem ✓ correct

Q39. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Information processing theory compares the human brain to a _____.

a) <!-- {"bbMLEditorVersion":1} -->puzzle ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->computer ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->camera ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->maze ✓ correct

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Q40. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Rajesh lives with his immediate family. He is a member of Generation Z and interacts on social media daily. The area he lives in has many resources for healthcare and employment. Identify which theory is illustrated by these interactions?

a) <!-- {"bbMLEditorVersion":1} -->Behaviorist theory ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Psychosexual theory ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Cognitive–developmental theory ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Bioecological systems theory ✓ correct

Q41. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->How is a family's physical displacement from a natural disaster classified in Bronfenbrenner's bioecological theory?

a) <!-- {"bbMLEditorVersion":1} -->Macrosystem ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Microsystem ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Chronosystem ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Exosystem ✓ correct

Q42. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which criticism of Bronfenbrenner's bioecological theory is implied in its structure?

a) <!-- {"bbMLEditorVersion":1} -->Measurement of all contexts is not possible, implying validity issues ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Culture does not play a part in influencing development, implying sociocultural issues ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Genetic and biological factors are not considered, implying nature issues ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Everyday contexts are not taken into consideration, implying reliability issues ✓ correct

Q43. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which theory refers to Darwin's theory in its explanation of human development and the interaction of genetics and environment?

a) <!-- {"bbMLEditorVersion":1} -->Psychosocial theory ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Sociocultural theory ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Behaviorist theory ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Evolutionary development theory ✓ correct

Q44. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which theory integrates constantly changing developmental domains, environment, and maturation?

a) <!-- {"bbMLEditorVersion":1} -->Cognitive theory ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Dynamic systems theory ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Bioecological theory ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Social learning theory ✓ correct

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Q45. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->A researcher studying the emergence of new abilities by focusing on the interplay among children's biological maturation, their contextual cirmcumstances, and their unique goals would be using _____.

a) <!-- {"bbMLEditorVersion":1} -->cognitive–developmental theory ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->social learning theory ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->dynamic systems theory ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->information processing theory ✓ correct

Q46. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->The research team is setting up a study to help determine matches between participants with autism spectrum disorder symptoms. They will be observing the children from behind a two–way mirror so that they will not disturb the participants playing and interacting with the different objects which have been placed in the room. Both video and sound will be recorded so that they can reflect on these play sessions along with their notes while watching live. They have chosen certain objects that correspond to different autism symptoms to attempt to understand which children seek out which objects. Which method of data collection are these researchers using?

a) <!-- {"bbMLEditorVersion":1} -->Structured observation ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Naturalistic observation ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Structured interview ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Open–ended interview ✓ correct

Q47. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Researchers want to ensure that they collect actual differences in responses among children, not different interview styles. They conclude that they should use a(n) _____ interview.

a) <!-- {"bbMLEditorVersion":1} -->open–ended ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->naturalistic ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->structured ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->random ✓ correct

Q48. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which would be considered a physiological measure to use in a study?

a) <!-- {"bbMLEditorVersion":1} -->Hair color ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Beneficence ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Heart rate ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Responsibility ✓ correct

Q49. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which research method utilizes observations, rich descriptions, and interviews with a single individual as its design?

a) <!-- {"bbMLEditorVersion":1} -->Structured observation ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Case study ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Longitudinal design ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Correlation ✓ correct

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Q50. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Assessing multiple cohorts over time is an example of which research design?

a) <!-- {"bbMLEditorVersion":1} -->Correlational ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Sequential ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Longitudinal ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Cross–sectional ✓ correct

Q51. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Serena is completing a research study on the experience of trauma after a natural disaster. She has chosen to interview and gather information about one individual's response to a hurricane that hit a coastal town. She intends to delve very deeply into this person's life and experience to understand his response to the disaster and the trauma she may have experienced. Serena is using a(n) _____ design.

a) <!-- {"bbMLEditorVersion":1} -->longitudinal ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->experimental ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->correlational ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->case study ✓ correct

Q52. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which research method describes a relationship between two variables?

a) <!-- {"bbMLEditorVersion":1} -->Case study ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Experimental ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Longitudinal ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Correlation ✓ correct

Q53. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which research design seeks to test and understand cause and effect relationships?

a) <!-- {"bbMLEditorVersion":1} -->Experimental ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Correlational ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Case study ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Questionnaire ✓ correct

Q54. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which researcher is using random assignment?

a) <!-- {"bbMLEditorVersion":1} -->The researcher places participants into groups based on their age. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->The researcher has participants placed into the experimental and control groups by chance. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->The researcher places participants into groups based on their level of illness and need. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->The participants choose which group they want to be included in. ✓ correct

Q55. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which distinguishes the independent variable from the dependent variable?

a) <!-- {"bbMLEditorVersion":1} -->The independent variable is the control. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->The independent variable is manipulated. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->The independent variable is measured. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->The independent variable is randomly selected. ✓ correct

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Q56. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Dr. Ramirez is conducting a study to test if a new medication is effective in treating a sleep disorder. She has three groups of participants: Group 1 receives the regular treatment for their sleep disorder. Group 2 receives the new treatment being tested. Group 3 receives a placebo medication. In order to make sure that her results are not due to any preexisting conditions among participants, she uses _____.

a) <!-- {"bbMLEditorVersion":1} -->random assignment ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->correlational research ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->reciprocal determinism ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->child assent ✓ correct

Q57. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Experimental research is different from correlational research because experimental research _____.

a) <!-- {"bbMLEditorVersion":1} -->is used to determine a cause and effect relationship ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->is used to determine if there is a relationship between variables ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->describes naturalistic observation ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->only employs longitudinal designs ✓ correct

Q58. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->A researcher wants to do a cross–sectional research design with children 4, 6, and 8. Which statement would you classify as appropriate for this methodology?

a) <!-- {"bbMLEditorVersion":1} -->The researcher studies her participants at one point in time. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->The researcher will see her participants every year for a period of 5 years. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->The researcher will only use a single individual and study their experience. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->The researcher's proposed design should be conducted sequentially. ✓ correct

Q59. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Dr. Mohebbian is conducting a study on children's attention to high–pitched sounds. He decides to follow a group of 4 year olds for the next five years. He will meet and test them once each year. Which type of research design is being used?

a) <!-- {"bbMLEditorVersion":1} -->Cross–sectional ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Case study ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Cross–sequential ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Longitudinal ✓ correct

Q60. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which of the following describes a unique challenge faced by applied developmental scientists?

a) <!-- {"bbMLEditorVersion":1} -->Balancing scientific rigor with protecting participant welfare ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Ignoring social context to focus on biological development ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Relying exclusively on quantitative methods ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Studying only adults in controlled settings ✓ correct

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Q61. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->A researcher is focused on the respect for autonomy principle in the ethical code of conduct; therefore, that researcher _____.

a) <!-- {"bbMLEditorVersion":1} -->reports all data accurately ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->vows to do no harm ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->ensures participants are debriefed ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->has participants sign an informed consent ✓ correct

Q62. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Researchers following the ethical principle of responsibility to participants and society would be interested in _____.

a) <!-- {"bbMLEditorVersion":1} -->reporting all data accurately ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->vowing to do no harm ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->ensuring that all participants have access to benefits ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->having informed consent forms signed ✓ correct

Q63. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Which statement would you classify as justice in terms of research ethics?

a) <!-- {"bbMLEditorVersion":1} -->An informed consent must be obtained for every participant, especially vulnerable populations. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Participants must be afforded the same consideration and benefits no matter which group they are selected to participate in. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Scientists must promise that they will not do any harm to any participants during the research study. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Scientists must be accurate and honest reporting data even if the results are unexpected. ✓ correct

Q64. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What is an example of respect for participant autonomy?

a) <!-- {"bbMLEditorVersion":1} -->Participants should be required to complete the study once they are enrolled. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Parents should make research decisions regardless of their children's preferences. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Researchers should consider children's capacity for decision making by seeking child assent. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->The risks and benefits of research participation are spread equitably across individuals and groups. ✓ correct

Q65. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Why does applied developmental science require a multidisciplinary approach?

a) <!-- {"bbMLEditorVersion":1} -->It limits research to a single academic discipline. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->It focuses primarily on academic fields that require complex study designs. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Development is characterized by socioemotional changes over time. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Development is influenced by biological, psychological, social, and cultural factors. ✓ correct

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Q66. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Developmental cascades can be described as _____.

a) <!-- {"bbMLEditorVersion":1} -->language development that is unaffected by physical growth ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->independent social and physical changes ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->development that occurs in clearly defined and separate stages ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->changes in one area of development that influence changes in others ✓ correct

Q67. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What is one way that teachers can apply their understanding of child development in the classroom?

a) <!-- {"bbMLEditorVersion":1} -->They can memorize developmental theories. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->They can assign more homework to all students. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->They can create classroom activities that match children's developmental abilities. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->They can avoid emotional topics during class discussions. ✓ correct

Q68. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What role does temperament and appearance play in a child's development?

a) <!-- {"bbMLEditorVersion":1} -->They have little direct influence on development. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->They can influence how caregivers interact with the child. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->They determine the child's exact path of development. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->They only affect physical development, not social development. ✓ correct

Q69. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What is one reason developmental scientists study group averages despite recognizing individual differences?

a) <!-- {"bbMLEditorVersion":1} -->To assume all children are the same ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->To understand typical developmental milestones for most children ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->To ignore children who develop differently ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->To draw conclusions about how development is predetermined by genetics ✓ correct

Q70. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What is the main focus of Erikson's psychosocial theory?

a) <!-- {"bbMLEditorVersion":1} -->emotional reactions to reinforcement ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->inner sexual drives ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->interactions between individuals and culture ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->physiological responses to stimuli ✓ correct

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Q71. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What distinguishes behaviorist theories from psychoanalytic theories?

a) <!-- {"bbMLEditorVersion":1} -->Behaviorist theories examine dreams and unconscious desires. ✓ correct

b) <!-- {"bbMLEditorVersion":1} -->Behaviorist theories study internal drives. ✓ correct

c) <!-- {"bbMLEditorVersion":1} -->Behaviorist theories focus only on observable behavior. ✓ correct

d) <!-- {"bbMLEditorVersion":1} -->Behaviorist theories rely on interviews and self–reports. ✓ correct

Q72. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->How do Erikson and Freud's theories differ in their view of development?

a) <!-- {"bbMLEditorVersion":1} -->Freud focused on learning; Erikson focused on reinforcement. ✓ correct

b) <!-- {"bbMLEditorVersion":1} -->Erikson emphasized rewards and punishments; Freud emphasized emotions. ✓ correct

c) <!-- {"bbMLEditorVersion":1} -->Erikson emphasized society and lifespan development; Freud emphasized unconscious drives. ✓ correct

d) <!-- {"bbMLEditorVersion":1} -->Freud saw development as social; Erikson focused on behavior. ✓ correct

Q73. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->In what way does information processing theory differ from Piaget's theory?

a) <!-- {"bbMLEditorVersion":1} -->Information processing theory focuses on genetic influence. ✓ correct

b) <!-- {"bbMLEditorVersion":1} -->Information processing theory uses experimental methods only. ✓ correct

c) <!-- {"bbMLEditorVersion":1} -->Information processing theory views development as continuous rather than stage based. ✓ correct

d) <!-- {"bbMLEditorVersion":1} -->Information processing theory emphasizes language development. ✓ correct

Q74. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->A child sees another student praised for answering a question and decides to raise their hand. What theory best explains this behavior?

a) <!-- {"bbMLEditorVersion":1} -->Cognitive–developmental theory ✓ correct

b) <!-- {"bbMLEditorVersion":1} -->Information processing theory ✓ correct

c) <!-- {"bbMLEditorVersion":1} -->Sociocultural theory ✓ correct

d) <!-- {"bbMLEditorVersion":1} -->Social cognitive theory ✓ correct

Q75. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What is the primary difference between Piaget's and Vygotsky's views of development?

a) <!-- {"bbMLEditorVersion":1} -->Piaget emphasized observation; Vygotsky emphasized reinforcement ✓ correct

b) <!-- {"bbMLEditorVersion":1} -->Piaget viewed learning as passive; Vygotsky viewed learning as active ✓ correct

c) <!-- {"bbMLEditorVersion":1} -->Piaget focused on independent exploration; Vygotsky focused on social interaction ✓ correct

d) <!-- {"bbMLEditorVersion":1} -->Piaget focused on memory; Vygotsky focused on attention ✓ correct

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Q76. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->How does sociocultural theory explain how children learn cultural values?

a) <!-- {"bbMLEditorVersion":1} -->Reinforcement schedules ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Trial–and–error problem solving ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Observing others ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Cooperative dialogues ✓ correct

Q77. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What best describes the process of assimilation in Piaget's theory?

a) <!-- {"bbMLEditorVersion":1} -->Changing existing schemas to fit new information ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Ignoring new information that does not match current schemas ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Fitting new information into existing schemas ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Forgetting outdated schemas ✓ correct

Q78. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What concept did Bowlby use to explain infants' use of crying and smiling to form bonds?

a) <!-- {"bbMLEditorVersion":1} -->Operant conditioning ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Cognitive conflict ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Adaptive behavior ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Equilibration ✓ correct

Q79. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->According to evolutionary developmental theory, how are children understood in relation to their genetic and environmental contexts?

a) <!-- {"bbMLEditorVersion":1} -->Passive recipients of their environment ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Actively interacting with their genetic and environmental contexts ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Shaped entirely by biological instincts ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Limited by inherited traits ✓ correct

Q80. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What is a key contribution of evolutionary developmental theory to our understanding of development?

a) <!-- {"bbMLEditorVersion":1} -->It replaces the need for cognitive theories. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->It emphasizes learning through imitation. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->It highlights gene–environment interaction. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->It limits the role of cultural factors. ✓ correct

Q81. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What are the four steps of the scientific method used in developmental research?

a) <!-- {"bbMLEditorVersion":1} -->Form a hypothesis, gather information, summarize the information, and interpret and share the findings ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Observe behavior, form a theory, test participants, and write a conclusion ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Develop a survey, gather data, predict outcomes, and publish results ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Ask a question, review literature, collect opinions, and create a theory ✓ correct

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Q82. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Why is scientific research in developmental science considered a cyclical process rather than a strictly linear one?

a) <!-- {"bbMLEditorVersion":1} -->Because researchers are required to restart studies every five years ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Because most studies rely only on observational methods ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Because unexpected findings, disagreements, and flaws often lead to new questions and studies ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Because it is difficult to apply the scientific method to real–world settings ✓ correct

Q83. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What distinguishes naturalistic observation from structured observation?

a) <!-- {"bbMLEditorVersion":1} -->Structured observation takes place in uncontrolled settings ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Naturalistic observation allows researchers to manipulate stimuli ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Naturalistic observation occurs in real–world environments ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Structured observation is only used with animals ✓ correct

Q84. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->Why might researchers choose structured interviews over open–ended interviews?

a) <!-- {"bbMLEditorVersion":1} -->Structured interviews allow more flexibility in questioning. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->Structured interviews produce identical responses from all children. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->Structured interviews reduce variability caused by interviewer phrasing. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->Structured interviews rely on children's verbal ability. ✓ correct

Q85. *[Multiple Answer]*

<!-- {"bbMLEditorVersion":1} -->What is one advantage of physiological measures in developmental research?

a) <!-- {"bbMLEditorVersion":1} -->They are always less expensive than self–report measures. ✓ correct
b) <!-- {"bbMLEditorVersion":1} -->They are based on verbal reports from children. ✓ correct
c) <!-- {"bbMLEditorVersion":1} -->They cannot be influenced by the participant's awareness. ✓ correct
d) <!-- {"bbMLEditorVersion":1} -->They provide guaranteed emotional interpretations. ✓ correct

Essay (15)

Q86. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->Briefly explain how middle childhood and adolescence compare to one another.

Suggested answer: *Sample response: In middle childhood, children improve their thinking and memory and start building stronger friendships. In adolescence, they go through puberty and begin to think more deeply and abstractly. Friendships become even more important, and they start to focus more on becoming independent and figuring out who they are. Both stages involve growing socially, but adolescence adds big physical and emotional changes.*

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Q87. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->Describe the difference between continuous and discontinuous developmental changes and give an example of each.

Suggested answer: *Sample response: Continuous development is gradual and steady, like children slowly improving problem-solving skills. Discontinuous development happens in sudden stages, such as the vocabulary "burst" infants experience or the rapid body changes during puberty.*

Q88. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->Identify a drawback to using naturalistic observation as opposed to structured observation as a method of data collection.

Suggested answer: *Sample response: A drawback to naturalistic observation is participant reactivity. This phenomena means that the participants will not act naturally or the way that they would typically act in the researcher's presence.*

Q89. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->What inference can be drawn from using physiological indicators in developmental research?

Suggested answer: *Sample response: Physiological indicators such as pupil dilation, perspiration, and heart rate cannot be faked. Cognition, emotions, and behavior all have physiological markers that can be tested, although they may be difficult to interpret.*

Q90. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->What is the function of correlation research design as contrasted with experimental design?

Suggested answer: *Sample response: Correlation research design intends to determine if there is a relationship between variables, and if so, to describe this relationship. An experimental design looks for and tests for cause and effect.*

Q91. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->What is the motive for random assignment in experimental research?

Suggested answer: *Sample response: Random assignment is an important part of experimental research design. It allows for all participants to have a chance to be in each group. It makes it less likely that preexisting characteristics will influence the outcome of the study.*

Q92. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->A psychology class has put together an experimental research design to test for attention to a task. Group 1 is listening to music while putting together a puzzle. Group 2 has a TV on in the background while putting together a puzzle. Group 3 is in a silent room putting together a puzzle. The class observes and measures how long it takes each participant in each group to put together the puzzle. List the parts to this experiment, including the variables and groups.

Suggested answer: *Sample response: The dependent variable would be the time it takes to put together the puzzle as it is being measured. The independent variables are both the noise and the TV. Groups 1 and 2 are experimental groups while Group 3 is the control.*

Q93. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->What is the difference between a longitudinal and cross–sectional research design?

Suggested answer: *Sample response: Longitudinal research designs follow participants for a long period of time while cross-sectional research participants at a single point in time.*

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Q94. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->Briefly explain how children can give informed consent to be in a research study.

Suggested answer: *Sample response: Children cannot give formal informed consent as they are too young to sign the waiver. Their parents will sign the informed consent, but children can give their consent in another way. Child assent is an agreement given in a conversation between the child and the researcher.*

Q95. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->Scientists design a study to test separation anxiety in preschoolers. They decide, after obtaining informed consent from the parents, to also ask each child if they can talk to them before they interview them. Identify what the scientists are engaging in and why.

Suggested answer: *Sample response: The scientists are engaging in child assent. This is part of the informed consent process. Since minors are too young to give informed consent but old enough to understand their participation in a study like this one, child assent has been developed to give children their own choice to participate.*

Q96. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->Four–year–old Freya does not want to share her toys during free time at preschool. She cries, screams, and sometimes hits other children. The teacher has explained sharing, but Freya is not responding. Describe what a psychoanalytic theorist and a behaviorist theorist would say to explain and/or to remedy the situation.

Suggested answer: *Sample response: A psychoanalytic theorist would say Freya's behavior may come from inner emotional needs or past experiences that are hard for her to express and suggest providing consistent support in a safe environment to manage the exhibited high emotions and behaviors. A behaviorist would focus on how her actions are being rewarded or punished and suggest using consistent consequences to shape her behavior, like praising her for sharing or taking toys away when she hits.*

Q97. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->Differentiate between social cognitive theory and operant conditioning under the behaviorist view of development. Discuss each theory's beliefs and differences.

Suggested answer: *Sample response: Consequences play a large role in both operant conditioning and social cognitive theory. A main difference is that social cognitive theory through observational learning incorporates thought processes and the observation of the consequences of a behavior in deciding whether or not to imitate the behavior.*

Q98. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->Provide a detailed description of how you could use operant conditioning to increase the number of times your roommate washes the dishes instead of leaving them dirty in the sink.

Suggested answer: *Sample response: To use operant conditioning to get my roommate to wash the dishes more often, I would use positive reinforcement. Each time they wash the dishes, I could thank them or do something nice in return, like offering to make coffee or share a snack. This pleasant outcome would make it more likely they repeat the behavior. If they leave dishes in the sink, I could remove a benefit, like not inviting them to share dinner, which would be a form of punishment. Over time, the positive response to clean dishes should increase the chances of them doing the dishes more often.*

Q99. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->Compare and contrast Ethology and Evolutionary Developmental theory and Bioecological Systems theory. Discuss how they are similar and how they differ.

Suggested answer: *Sample response: Ethology and evolutionary developmental theory both explain development using ideas from evolution. Ethology focuses on inborn behaviors, like a baby crying or smiling to get a caregiver's attention, which help ensure survival. Evolutionary developmental theory also looks at survival, but it adds that development happens through constant interaction between genes and the environment. In contrast, bioecological systems theory focuses less on biology and more on how a child grows through layers of their environment, like home, school, and culture. All three theories agree that context matters, but they differ in how much importance they place on biology, behavior, or environmental systems.*

Q100. *[Essay]*

<!-- {"bbMLEditorVersion":1} -->Explain the ethical responsibilities of developmental scientists when working with children and families.

> ***Suggested answer:*** *Sample response: Developmental scientists must protect children and families by avoiding harm, being honest, and clearly explaining their role. They must follow rules that keep participants safe and treat them fairly. Since children can't give legal consent, parents provide permission, and researchers ask children for their agreement, called assent. As children grow, researchers should give more details and involve them more in decisions. Respecting families' rights and being clear, fair, and caring are key parts of doing ethical research.*

Either/Or (10)

Q101. *[Either/Or]*

<!-- {"bbMLEditorVersion":1} -->Development stops after adolescence.

a) true_false.true
b) true_false.false ✓ correct

Q102. *[Either/Or]*

<!-- {"bbMLEditorVersion":1} -->Children influence their own development by interacting with their environments and shaping their experiences through their actions.

a) true_false.true ✓ correct
b) true_false.false

Q103. *[Either/Or]*

<!-- {"bbMLEditorVersion":1} -->Freud's psychosexual theory is widely accepted in developmental science today.

a) true_false.true
b) true_false.false ✓ correct

Q104. *[Either/Or]*

<!-- {"bbMLEditorVersion":1} -->Classical conditioning explains how children learn through reinforcement and punishment.

a) true_false.true
b) true_false.false ✓ correct

Q105. *[Either/Or]*

<!-- {"bbMLEditorVersion":1} -->Vygotsky emphasized the role of biological maturation as the primary driver of development.

a) true_false.true
b) true_false.false ✓ correct

Q106. *[Either/Or]*

<!-- {"bbMLEditorVersion":1} -->Critics of information processing theory argue that its computer–based model may not reflect human cognitive complexity.

a) true_false.true ✓ correct
b) true_false.false

Q107. *[Either/Or]*

<!-- {"bbMLEditorVersion":1} -->According to dynamic systems theory, development results from a child's motivation to master their environment.

a) true_false.true ✓ correct
b) true_false.false

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Q108. *[Either/Or]*

<!-- {"bbMLEditorVersion":1} -->According to evolutionary developmental theory, children are passive recipients of genetic influences.

a) true_false.true

b) true_false.false ✓ correct

Q109. *[Either/Or]*

<!-- {"bbMLEditorVersion":1} -->Researchers often repeat studies through replication to determine whether findings are consistent.

a) true_false.true ✓ correct

b) true_false.false

Q110. *[Either/Or]*

<!-- {"bbMLEditorVersion":1} -->Researchers must clarify to participants that their role is to gather information, not to provide counseling.

a) true_false.true ✓ correct

b) true_false.false

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