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| --- | --- | --- | --- | --- |
| **Learning Objectives** | **Remember** **the Facts** | **Understand** **the Concepts** | **Apply What** **You Know** | **Analyze It** |
| **1.1.1:** Identify the most important features of a developmental theory. | 1 |  | 2, 102, 111 |  |
| **1.1.2:** Identify three important issues addressed by developmental theories. | 6  | 5  | 3, 4, 8 | 7, 103 |
| **1.1.3:** Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory. | 10–12  | 14 | 9, 13, 15, 113 | 112 |
| **1.1.1.4: :** Identify the key concepts used by Freud and Erikson to explain social and emotional development. | 16–19, 21, 22, 25  | 20, 24, 27  | 26, 114 | 23, 28, 115 |
| **1.1.1.5:** Identify the key concepts used by learning and social learning theories to explain development. | 29, 37 | 30–32 | 33–36, 38–40, 42, 43, 116, 117 | 41, 104 |
| **1.1.6:** Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking. | 44, 45, 53 | 50–52 | 46–49, 105 | 106, 107, 118 |
| **1.1.7:** Identify the key features of information-processing and developmental cognitive neuroscience theories. | 54, 57, 58 | 55, 56 |  | 119 |
| **1.1.8:** Explain how multiple factors operating over time are thought to influence development within developmental systems theories. | 59, 64 | 66, 67 | 60–63, 65, 68 | 120 |

**(Continued on next page)**

**Chapter 1 The Study of Child and**

**Adolescent Development**

**Total**

**Assessment**

**Guide**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objectives** | **Remember** **the Facts** | **Understand** **the Concepts** | **Apply What** **You Know** | **Analyze It** |
| **1.2.1:** Describe the major methods of collecting data on children. | 72–74 | 71 | 69, 70, 76, 109, 121 | 75, 108, 110 |
| **1.2.2:** Discuss the strengths and weaknesses of the major categories of research design. | 77–79, 85, 86 | 80, 89 | 81, 82 | 83, 84, 87, 88, 122 |
| **1.2.3:** Discuss the strengths and weaknesses of research designs used to study developmental change. | 90, 91, 93 | 92 | 95 | 94, 123 |
| **1.2.4:** Identify aspects of diversity and explain how they are investigated. | 96, 98 | 97 |  |  |
| **1.2.5:** Describe ethical precautions researchers take to protect children participating in studies. | 100 | 99 | 124 |  |
| **1.2.6:** Identify four main categories of professions that utilize developmental science to improve the lives of children. |  | 101 | 125 |  |

**Chapter 1: The Study of Child and Adolescent Development**

**Multiple-Choice Questions**

1. \_\_\_\_\_\_\_\_\_\_ refers to patterns of growth and change in behavior, thinking, or emotions over time.

 a. Nature

 b. Biological maturation

c. Development

 d. Secure attachment

Answer: c

Learning Objective: 1.1.1 Identify the most important features of a developmental theory.

Topic/Concept: Key Features of Developmental Theories

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

2. An example of development is \_\_\_\_\_\_\_\_\_\_.

 a. lack of cooperation with parents for a week

 b. ignoring teachers for a full hour after preschool starts

c. having a bad temper for a week

 d. improved control of emotions over a period of months

Answer: d

Learning Objective: 1.1.1 Identify the most important features of a developmental theory.

Topic/Concept: Key Features of Developmental Theories

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

3. Jolisa believes that her child’s development is very strongly influenced by genetic inheritance. Jolisa’s belief emphasizes the role of \_\_\_\_\_\_\_\_\_\_ in development.

a. nurture

b. nature

c. early experience

d. continuity

Answer: b

Learning Objective: 1.1.2 Identify three important issues addressed by developmental theories.

Topic/Concept: Developmental Issues

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

4. Malcom believes that providing a warm, supportive home environment is the most important influence on child development. Malcom emphasizes the role of \_\_\_\_\_\_\_\_\_\_ in child development.

a. nurture

b. nature

c. early experience

d. continuity

Answer: a

Learning Objective: 1.1.2 Identify three important issues addressed by developmental theories.

Topic/Concept: Developmental Issues

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

5. Piaget’s theory of cognitive development emphasizes that developmental changes are \_\_\_\_\_\_\_\_\_\_.

a. environmental

b. continuous

c. discontinuous

d. genetic

Answer: c

Learning Objective: 1.1.2 Identify three important issues addressed by developmental theories.

Topic/Concept: Developmental Issues

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

6. In development, \_\_\_\_\_\_\_\_\_\_ refers to the extent to which development can be altered by experience.

a. continuity

b. attachment

c. discontinuity

d. plasticity

Answer: d

Learning Objective: 1.1.2 Identify three important issues addressed by developmental theories.

Topic/Concept: Developmental Issues

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

7. As a child, Amir was irritable and experienced harsh parenting. However, he was able to bounce back from these negative experiences because he is highly intelligent and had excellent, caring teachers in school. Amir’s ability to recover from negative experiences demonstrates \_\_\_\_\_\_\_\_\_\_.

a. continuity

b. resilience

c. discontinuity

d. vulnerability

Answer: b

Learning Objective: 1.1.2 Identify three important issues addressed by developmental theories.

Topic/Concept: Developmental Issues

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.3 Describe applications of psychology.

8. An aggressive child is frustrated by the rejection of peers in preschool. In kindergarten, the child’s poor social skills lead to further rejection by his classmates and lack of concentration in class, leading to delays in early literacy development. This pattern is an example of \_\_\_\_\_\_\_\_\_\_.

a. a developmental cascade

b. plasticity

c. resilience

d. protective factors in the environment

Answer: a

Learning Objective: 1.1.2 Identify three important issues addressed by developmental theories.

Topic/Concept: Developmental Issues

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

9. Dr. Thich studies animal and human behavior in natural settings as well as experimental settings. Dr. Thich is a(n) \_\_\_\_\_\_\_\_\_\_.

 a. psychoanalyst

 b. ethologist

c. geneticist

 d. sensitivity theorist

Answer: b

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Topic/Concept: Evolutionary Theories of Development

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

10. An influential ethologist was \_\_\_\_\_\_\_\_\_\_.

 a. Konrad Lorenz

 b. Erik Erikson

c. John Bowlby

 d. Sigmund Freud

Answer: a

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Topic/Concept: Evolutionary Theories of Development

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

11. A(n) \_\_\_\_\_\_\_\_\_\_ is a range of time when development is most affected by experience.

 a. evolutionary theory

 b. sensitive period

c. imprint

 d. insensitive period

Answer: b

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Topic/Concept: Evolutionary Theories of Development

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

12. In \_\_\_\_\_\_\_\_\_\_, researchers seek connections between adaptations made by our ancestors and various aspects of development.

 a. developmental theories

 b. psychodynamic theories

c. evolutionary developmental psychology

 d. psychosocial research

Answer: c

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Topic/Concept: Evolutionary Theories of Development

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

13. An anthropologist is studying a remote tribe of people who have had little to no contact with outside civilization. She notices that 2-year-olds in the tribe imitate others and show empathy and cooperation much like her 2-year-old nephew back in the United States. According to evolutionary theorists, these behaviors may be universal in the human species because they facilitate \_\_\_\_\_\_\_\_\_\_.

 a. positive reinforcement

 b. fitting into a social group

 c. ego development

 d. social learning

Answer: b

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Topic/Concept: Evolutionary Theories of Development

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

14. According to John Bowlby’s theory of attachment, behaviors such as crying, smiling, and expression of other emotions evolved in human babies to \_\_\_\_\_\_\_\_\_\_.

 a. play

 b. demonstrate independence

c. distinguish them from other animals

 d. attract adult attention and care

Answer: d

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Topic/Concept: Evolutionary Theories of Development

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

15. Nathan, age 5, was adopted from an orphanage before he turned 3, and he has difficulty forming social relationships. Studies have shown that incomplete or atypical development of \_\_\_\_\_\_\_\_\_\_ is a common result of institutional care.

 a. attachment

 b. ethology

c. the id

 d. independence

Answer: a

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Topic/Concept: Evolutionary Theories of Development

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

16. Psychodynamic theories are so-named because the theories \_\_\_\_\_\_\_\_\_\_.

 a. reject the influence of early development on later development

 b. focus on opposing forces or conflicts within the psyche (mind)

c. focus on the role of punishment and reinforcement in maintaining behavior

 d. focus on the role of evolutionary adaptations

Answer: b

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

17. In Sigmund Freud’s theory of psychosexual development, the \_\_\_\_\_\_\_\_\_\_ represents the ever-present source of biological needs and desires.

 a. superego

 b. ego

c. id

 d. identity crisis

Answer: c

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

18. For Freud, the rational, logical part of the personality was the \_\_\_\_\_\_\_\_\_\_.

 a. superego

 b. alter ego

c. id

 d. ego

Answer: d

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

19. In Freud’s theory of personality, conscience represents the \_\_\_\_\_\_\_\_\_\_.

 a. ego

 b. superego

c. oral stage

 d. id

Answer: b

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

20. Freud divided development into psychosexual stages, which were named after \_\_\_\_\_\_\_\_\_\_.

 a. the three parts of the personality

 b. zones of the body that the child found most stimulating

c. the parts of the personality structure

 d. stages of the human life span

Answer: b

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

21. In the \_\_\_\_\_\_\_\_\_\_ stage of development, Freud proposed that children focus on control of bodily wastes.

 a. phallic

 b. genital

c. ego

 d. anal

Answer: d

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

22. In the \_\_\_\_\_\_\_\_\_\_ stage of Freud’s theory, children become interested in marrying the opposite-sex parent.

 a. anal

 b. phallic

c. superego

 d. genital

Answer: b

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

23. Freud’s legacy for developmental science is \_\_\_\_\_\_\_\_\_\_.

 a. essentially nonexistent, since his theories have been rejected

 b. recognizing the lasting effects of early experience

c. an emphasis on toilet training

 d. the four psychosexual stages as the key to development

Answer: b

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

24. According to Erik Erikson, psychosocial crises occur \_\_\_\_\_\_\_\_\_\_.

 a. in infancy

 b. throughout the life span

c. only in troubled individuals

 d. generally after age 60

Answer: b

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

25. Erikson believed that rather than engaging in conflict over toilet training, the most important psychological issue for 1- to 3-year-olds was \_\_\_\_\_\_\_\_\_\_.

 a. expressing the desires of the id

 b. developing a sense of trust

 c. achieving some autonomy from parents

 d. developing a sense of shame and doubt

Answer: c

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

26. Juan works hard to master spelling, writing, and math in school and receives praise from his teacher. According to Erikson, Juan is responding positively to the psychosocial crisis involving \_\_\_\_\_\_\_\_\_\_.

 a. industry versus inferiority

 b. identity versus role confusion

 c. the ego controlling desires of the id

 d. acceptance of positive reinforcement

Answer: a

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

27. According to Erikson, the psychosocial crisis that all adolescents must resolve is \_\_\_\_\_\_\_\_\_\_.

 a. identity versus role confusion

 b. generativity versus stagnation

c. integrity versus despair

 d. industry versus inferiority

Answer: a

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

28. One similarity between Freud’s theory and Erikson’s theory is that \_\_\_\_\_\_\_\_\_\_.

 a. early experience impacts later experience

 b. three parts of the personality exist

c. the unconscious drives behavior

 d. individuals must resolve eight crises over the course of the life span

Answer: a

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

29. The term “behaviorism” was coined by \_\_\_\_\_\_\_\_\_\_.

 a. Sigmund Freud

 b. John Watson

c. Erik Erikson

 d. B. F. Skinner

Answer: b

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

30. When a dog salivates naturally after food is placed in its mouth, the food is the \_\_\_\_\_\_\_\_\_\_.

 a. conditioned response

 b. unconditioned response

c. unconditioned stimulus

 d. conditioned stimulus

Answer: c

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

31. The conditioned stimulus in Pavlov’s famous dog experiments was \_\_\_\_\_\_\_\_\_\_.

 a. salivation

 b. food in the dog’s mouth

c. the sound of a bell

 d. petting the dog

Answer: c

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

32. When Pavlov’s dog salivated to the sound of a bell in the absence of food, the salivation was the \_\_\_\_\_\_\_\_\_\_.

 a. conditioned response

 b. unconditioned stimulus

c. conditioned stimulus

 d. unconditioned response

Answer: a

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

33. When Watson and Rayner (1920) conditioned an infant to fear a white rat by making a loud noise whenever the rat appeared, it was an example of \_\_\_\_\_\_\_\_\_\_.

 a. Sigmund Freud’s theory

 b. classical conditioning

c. social learning theory

 d. operant conditioning

Answer: b

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

34. Jara’s cat runs to the kitchen when she hears the sound of the can opener because the cat associates the sound with food. In this example, the sound of the can opener is the \_\_\_\_\_\_\_\_\_\_.

 a. conditioned stimulus

 b. unconditioned stimulus

c. conditioned response

 d. unconditioned response

Answer: a

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

35. Jara’s cat runs to the kitchen when she hears the sound of the can opener because the cat associates the sound with food. In this example, the cat running to the kitchen is the \_\_\_\_\_\_\_\_\_\_.

 a. conditioned stimulus

 b. unconditioned stimulus

c. conditioned response

 d. unconditioned response

Answer: c

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

36. Jara’s cat runs to the kitchen when she hears the sound of the can opener because the cat associates the sound with food. In this example, the cat food is the \_\_\_\_\_\_\_\_\_\_.

 a. conditioned stimulus

 b. unconditioned stimulus

c. conditioned response

 d. unconditioned response

Answer: b

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

37. In \_\_\_\_\_\_\_\_\_\_ conditioning, existing behavior is strengthened or weakened by changing the consequences.

 a. social

 b. operant

c. classical

 d. Freudian

Answer: b

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

38. Baby Raymond smiled at his mother, and in response, his mother cuddled Raymond. In operant conditioning terms, cuddling was \_\_\_\_\_\_\_\_\_\_ for Raymond’s smile.

 a. negative reinforcement

 b. punishment

c. classical conditioning

 d. positive reinforcement

Answer: d

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

39. Because Sally did not study enough for school, her mom nagged her constantly. To get her mom to stop bothering her, Sally began to study more. Her mother’s nagging acts as \_\_\_\_\_\_\_\_\_\_.

 a. positive reinforcement

 b. punishment

c. negative reinforcement

 d. developmental science

Answer: c

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

40. Fernando stopped dropping food from the table because his mother scolded him. In operant conditioning, the scolding would be considered \_\_\_\_\_\_\_\_\_\_.

 a. punishment

 b. a reward

c. positive reinforcement

 d. negative reinforcement

Answer: a

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

41. To help a child learn a language, parents may praise a child for making sounds that are close to words but are not complete words yet. In this example, parents are using \_\_\_\_\_\_\_\_\_\_ to teach language to a child.

 a. shaping

 b. punishment

c. social learning theory

 d. observational learning

Answer: a

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.3 Describe applications of psychology.

42. Mia saw her friend Jack cluck like a chicken and tried to do the same. Mia’s imitation of Jack represents \_\_\_\_\_\_\_\_\_\_.

 a. classical conditioning

 b. punishment

c. observational learning

 d. operant conditioning

Answer: c

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

43. Timmy uses his toy light saber to imitate the actions of a character in a movie. According to Albert Bandura, this is an example of \_\_\_\_\_\_\_\_\_\_.

 a. positive reinforcement

 b. shaping

 c. operant conditioning

 d. observational learning

Answer: d

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

44. In Jean Piaget’s theory of cognitive development, children employ \_\_\_\_\_\_\_\_\_\_, which refer(s) to organized ways to think about or act on objects.

 a. social learning

 b. schemes

c. shaping

 d. operant conditioning

Answer: b

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

45. According to Piaget, in the first year of life, an infant is in the \_\_\_\_\_\_\_\_\_\_ stage of cognitive development.

 a. preoperational

 b. formal operational

c. sensorimotor

 d. concrete operational

Answer: c

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

46. Although only 12 years old, Ah Lam is able to use the scientific method, formulating and testing hypotheses. Ah Lam is in Piaget’s \_\_\_\_\_\_\_\_\_\_ stage of cognitive development.

 a. formal operational

 b. sensorimotor

c. concrete operational

 d. preoperational

Answer: a

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

47. Sukrit is reasonably well coordinated. He can coordinate the motions of the left hand and the right hand as he examines new objects, turning them over, holding them in one hand, and touching them with the other hand. However, he cannot speak in words yet. Sukrit is in Piaget’s \_\_\_\_\_\_\_\_\_\_ stage of cognitive development.

 a. concrete operational

 b. formal operational

c. preoperational

 d. sensorimotor

Answer: d

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

48. Bill has a tough time seeing solutions to problems from another person’s point of view. Bill is at Piaget’s \_\_\_\_\_\_\_\_\_\_ stage of cognitive development.

 a. preoperational

 b. formal operational

c. sensorimotor

 d. concrete operational

Answer: a

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

49. Just recently, Jackie has begun to enjoy school activities in which she gets to classify rocks as igneous, sedimentary, or metamorphic. Jackie is most likely in Piaget’s \_\_\_\_\_\_\_\_\_\_ stage.

a. sensorimotor

b. preoperational

c. concrete operational

d. formal operational

Answer: c

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

50. In contrast to Piaget, \_\_\_\_\_\_\_\_\_\_ was primarily interested in the influence of historical and cultural factors on cognitive development.

a. Albert Bandura

b. Lev Vygotsky

c. Ivan Pavlov

d. Konrad Lorenz

Answer: b

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

51. In Vygotsky’s theory, cultures provide \_\_\_\_\_\_\_\_\_\_ to assist children’s learning, such as the counting system, the abacus, and the calculator.

a. devices

b. learning routines

c. tools

d. cultural standards

Answer: c

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

52. According to Vygotsky, people in Western cultures rely heavily on \_\_\_\_\_\_\_\_\_\_ to teach children practical skills, whereas people in traditional societies use \_\_\_\_\_\_\_\_\_\_ to teach practical skills.

a. intelligent guides; demonstrations

b. verbal instructions; observation and demonstration

c. observation and demonstration; intelligent guides

d. verbal instructions; schemes

Answer: b

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

53. In Vygotsky’s theory, the development of thinking is connected to \_\_\_\_\_\_\_\_\_\_.

 a. social and cultural contexts

 b. abstract thinking

c. schemes

 d. personality development

Answer: a

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

54. \_\_\_\_\_\_\_\_\_\_ theories view the minds of children as somewhat like computers.

 a. Developmental cognitive neuroscience

 b. Information-processing

c. Learning

 d. Psychodynamic

Answer: b

Learning Objective: 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Topic/Concept: Modern Cognitive Development Theories

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

55. Information-processing theorists studying children’s memory development focus on \_\_\_\_\_\_\_\_\_\_ children use to move information from working memory to long-term memory.

a. techniques

b. guidelines

c. schemes

d. strategies

Answer: d

Learning Objective: 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Topic/Concept: Modern Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

56. The focus of \_\_\_\_\_\_\_\_\_\_ is on the relationship between changes in behavior or thinking and changes with age in brain structure/function.

 a. information-processing theories

 b. social learning theory

c. classical conditioning

 d. developmental cognitive neuroscience

Answer: d

Learning Objective: 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Topic/Concept: Modern Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

57. In developmental cognitive neuroscience, knowledge about the structure of the brain as it develops has been advanced by using \_\_\_\_\_\_\_\_\_\_.

 a. magnetic resonance imaging (MRI)

 b. analogies to computer systems

c. Freud’s psychosexual stages

 d. white matter tracts

Answer: a

Learning Objective: 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Topic/Concept: Modern Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

58. In the brain, \_\_\_\_\_\_\_\_\_\_ connect the rear part of the temporal lobe to the frontal lobe.

 a. white matter tracts

 b. gray matter tracts

c. networks of neurons

 d. information-processing strategies

Answer: a

Learning Objective: 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Topic/Concept: Modern Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

59. \_\_\_\_\_\_\_\_\_\_ view development as influenced by a number of interacting components.

 a. Psychodynamic theories

 b. Information-processing theories

c. Social learning theories

 d. Systems theories

Answer: d

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Topic/Concept: Developmental Systems Theories

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

60. Karen does not go with her mother to work, but the policies in her mother’s workplace impact Karen. With respect to Karen, Mom’s workplace is an example of a(n) \_\_\_\_\_\_\_\_\_\_ in Urie Bronfenbrenner’s bioecological model.

 a. mesosystem

 b. microsystem

c. exosystem

 d. macrosystem

Answer: c

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Topic/Concept: Developmental Systems Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

61. Bahir interacts with his parents and siblings, as well as with his teachers and peers. In Bronfenbrenner’s bioecological model, Bahir’s interactions with his parents/siblings and with his teachers/peers represent different \_\_\_\_\_\_\_\_\_\_.

 a. mesosystems

 b. exosystems

c. microsystems

 d. macrosystems

Answer: c

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Topic/Concept: Developmental Systems Theories

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

62. Joe’s mother is very involved at Joe’s school. The link between Joe’s home and his school represents the \_\_\_\_\_\_\_\_\_\_ in Bronfenbrenner’s bioecological model.

 a. mesosystem

 b. macrosystem

c. exosystem

 d. microsystem

Answer: a

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Topic/Concept: Developmental Systems Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

63. In Bronfenbrenner’s bioecological model, the influence of politics at a national level represents influences in the \_\_\_\_\_\_\_\_\_\_.

 a. mesosystem

 b. exosystem

c. macrosystem

 d. chronosystem

Answer: c

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Topic/Concept: Developmental Systems Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

64. In Bronfenbrenner’s model, the changes over time in the set of environmental contexts surrounding the child are referred to as the \_\_\_\_\_\_\_\_\_\_.

 a. chronosystem

 b. exosystem

c. mesosystem

 d. microsystem

Answer: a

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Topic/Concept: Developmental Systems Theories

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

65. In Bronfenbrenner’s model, being part of the Millennial Generation represents the influence of the \_\_\_\_\_\_\_\_\_\_.

 a. chronosystem

 b. exosystem

c. mesosystem

 d. microsystem

Answer: a

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Topic/Concept: Developmental Systems Theories

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

66. The “dynamic” in dynamic systems theory refers to \_\_\_\_\_\_\_\_\_\_.

 a. system stability in the interrelationships among the various influences

 b. the self-organizing principle

c. continuity and discontinuity among various influences

 d. constant flux in the interrelationships among the various influences

Answer: d

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Topic/Concept: Developmental Systems Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

67. In dynamic systems theory, the system may become unstable for a period of time and then transforms into a more complex and effective system, according to the \_\_\_\_\_\_\_\_\_\_.

 a. exosystem

 b. microsystem

c. dominant beliefs and ideologies

 d. self-organizing principle

Answer: d

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Topic/Concept: Developmental Systems Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

68. Gracie underwent a growth spurt over the summer and felt awkward for a while on the soccer field in the fall. But after a couple of weeks of practice, she noticed she was able to move more quickly into position near the ball and thus have more options about re-directing it. According to dynamic systems theory, these changes are an example of \_\_\_\_\_\_\_\_\_\_.

 a. maturation

 b. the self-organizing principle

 c. stability in the interrelationships among components of a system

 d. genetic predispositions

Answer: b

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Topic/Concept: Developmental Systems Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

69. Dr. Walters invites children to her laboratory to play together with the same toys so that she can watch and record their peer interactions. Dr. Walters is using \_\_\_\_\_\_\_\_\_\_.

 a. ethnography

 b. structured observation

c. naturalistic observation

 d. self-reporting

Answer: b

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

70. To collect data on child behavior, Salama goes to the park and watches children play. Salama is using \_\_\_\_\_\_\_\_\_\_.

 a. structured observation

 b. ethnographic methods

c. naturalistic observation

 d. reliability studies

Answer: c

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

71. \_\_\_\_\_\_\_\_\_\_ are usually used in non-Western cultural settings.

 a. Questionnaires

 b. Ethnographic research methods

c. Structured observations

 d. Structured interviews

Answer: b

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

72. A \_\_\_\_\_\_\_\_\_\_ is a type of self-report method that can quickly gather data from a large number of people.

 a. structured interview

 b. standardized test

c. naturalistic observation

 d. questionnaire

Answer: d

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

73. \_\_\_\_\_\_\_\_\_\_ have content that is predetermined, must be administered following specified rules, and are backed by norms for how groups of people perform.

 a. Structured interviews

 b. Standardized tests

c. Naturalistic observation techniques

 d. Structured observation methods

Answer: b

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

74. In the context of standardized testing, \_\_\_\_\_\_\_\_\_\_ refer(s) to data on the performance of large groups of people.

 a. reliability

 b. norms

c. validity

 d. testability

Answer: b

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

75. Dr. Ali gives a standardized test to children when they are 6 years old and then gives an alternate version of the same test to the same children three months later. If Dr. Ali finds that the scores on both administrations of the test are similar, he can conclude that the test has a high degree of \_\_\_\_\_\_\_\_\_\_.

 a. reliability

 b. validity

c. norms

 d. equality

Answer: a

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.3 Describe applications of psychology.

76. Dr. Dante is concerned that his newly constructed test of intelligence may not actually measure intelligence, so he correlates the scores with performance on an established set of cognitive tests. Dr. Dante is testing whether his new test is \_\_\_\_\_\_\_\_\_\_.

 a. reliable

 b. valid

c. representative of the norm

 d. standardized

Answer: b

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

77. Jamir’s research uses \_\_\_\_\_\_\_\_\_\_, in which he collects in-depth accounts on the experiences of a few children.

 a. a correlational design

 b. an experimental design

c. field experiments

 d. case studies

Answer: d

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.3 Describe applications of psychology.

78. With a(n) \_\_\_\_\_\_\_\_\_\_ study, a researcher can determine which variables are related to each other and how they are associated.

 a. correlational

 b. case

c. field

 d. intervention

Answer: a

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

79. It is possible to determine a cause and effect relationship between two variables with \_\_\_\_\_\_\_\_\_\_.

 a. experimental studies

 b. correlational studies

c. naturalistic observation

 d. multiple regression analyses

Answer: a

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

80. As values of one variable go up, values of another variable go down. This relationship describes a \_\_\_\_\_\_\_\_\_\_.

 a. positive correlation

 b. negative correlation

 c. positive result

 d. dependent variable

Answer: b

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

81. Which of the following values represents the strongest correlation between two variables?

 a. +.25

 b. +.50

c. -.50

 d. -.75

Answer: d

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

82. In her research, Adia finds that language skills and aggression are negatively correlated. Adia can conclude that \_\_\_\_\_\_\_\_\_\_.

 a. language skills cause aggression

 b. aggression causes language skills

c. as language skills improve, aggression decreases

 d. as aggression increases, language skills increase

Answer: c

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

83. A research study finds that responsive parenting positively correlates with children’s grades in school. From this study, we can conclude that \_\_\_\_\_\_\_\_\_\_.

 a. as responsive parenting increases, children’s grades also improve

 b. as responsive parenting increases, children’s grades do not improve

c. responsive parenting causes improvements in children’s grades

 d. responsive parenting is unrelated to children’s grades

Answer: a

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

84. What is the primary advantage to using experimental design over correlational design when conducting a study?

a. There is no advantage to using experimental over correlational design.

b. Experimental studies allow the researcher to establish cause and effect, and correlational studies do not.

c. Correlational studies allow the researcher to establish cause and effect, and experimental studies do not.

d. Correlational studies allow the researcher to randomly assign participants to groups, but experimental studies do not.

Answer: b

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

85. A number indicating the strength and direction of the relationship between two variables is the \_\_\_\_\_\_\_\_\_\_.

 a. independent variable

 b. multiple regression

c. correlation coefficient

 d. dependent variable

Answer: c

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

86. \_\_\_\_\_\_\_\_\_\_ measure(s) the relationships between more than one independent variable and a dependent variable.

 a. The correlation coefficient

 b. Field experiments

c. Intervention studies

 d. Multiple regression

Answer: d

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

87. Karen played a video for a group of children to see how their behavior changed after watching the video. There was also a control group of children who did not watch the video but were tested just like the other group. In Karen’s experiment, the \_\_\_\_\_\_\_\_\_\_ was watching the video.

 a. independent variable

 b. longitudinal design

c. dependent variable

 d. cohort effect

Answer: a

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

88. A researcher is investigating the effects of different types of exercise on children’s weight. What are the independent and dependent variables in this experiment?

a. The dependent variable is weight; the independent variable is different types of exercise.

b. There are no independent or dependent variables in this study.

c. The independent variable is weight; the dependent variable is how much the child exercises.

d. Different types of exercise are both the independent and dependent variable.

Answer: a

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

89. Which of the following is always conducted in a non-laboratory setting such as a home, classroom, or neighborhood?

 a. multiple regression

 b. field experiment

c. correlational study

 d. laboratory experiment

Answer: b

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Difficult

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

90. Patterns of change over time can be detected by a(n) \_\_\_\_\_\_\_\_\_\_.

 a. longitudinal study

 b. cross-sectional study

c. negative correlation

 d. laboratory experiment

Answer: a

Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Topic/Concept: Designs for Studying Developmental Change

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

91. Which of the following is an advantage of longitudinal studies?

 a. They can detect patterns of change, such as the onset of negativism.

 b. The data they provide allow researchers to determine cause and effect.

c. Researchers only need to obtain data from the same participants at one point in time.

 d. They are quicker to carry out than cross-sectional studies.

Answer: a

Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Topic/Concept: Designs for Studying Developmental Change

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

92. A cross-sectional study investigates people of different \_\_\_\_\_\_\_\_\_\_ at the same point in time.

 a. genders

 b. ages

c. ethnic groups

 d. degrees of intelligence

Answer: b

Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Topic/Concept: Designs for Studying Developmental Change

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

93. The phenomenon that children of different ages grow up in different time periods, and therefore may have very different experiences, is known as \_\_\_\_\_\_\_\_\_\_.

 a. the self-organizing principle

 b. multiple regression

c. the cohort effect

 d. a correlation coefficient

Answer: c

Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Topic/Concept: Designs for Studying Developmental Change

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

94. A researcher compares the language skills of children tested in four different age groups at the same time: 3 years old, 4 years old, 5 years old, and 6 years old. Language skills are then compared based on the child’s age. This study uses a \_\_\_\_\_\_\_\_\_\_ design.

 a. correlational

 b. longitudinal

 c. cross-sectional

 d. case study

Answer: c

Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Topic/Concept: Designs for Studying Developmental Change

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.3 Describe applications of psychology.

95. A researcher follows the same group of children from ages 2 to 18 to measure how intelligence changes over time. This study uses a \_\_\_\_\_\_\_\_\_\_ design.

 a. correlational

 b. longitudinal

 c. cross-sectional

 d. case study

Answer: b

Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Topic/Concept: Designs for Studying Developmental Change

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

96. In the study of diversity, \_\_\_\_\_\_\_\_\_\_ typically refers to physical characteristics, and \_\_\_\_\_\_\_\_\_\_ refers to cultural features.

 a. ethnicity; socioeconomic status

 b. race; ethnicity

c. socioeconomic status; race

 d. ethnicity; race

Answer: b

Learning Objective: 1.2.4 Identify aspects of diversity and explain how they are investigated.

Topic/Concept: Studying Diversity

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.

97. In the study of diversity, \_\_\_\_\_\_\_\_\_\_ appears to have more impact than race or ethnicity on child development.

 a. socioeconomic status

 b. family income

c. cultural group membership

 d. parent’s education level

Answer: a

Learning Objective: 1.2.4 Identify aspects of diversity and explain how they are investigated.

Topic/Concept: Studying Diversity

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.

98. At present, it is still the case that most developmental research studies have been conducted on \_\_\_\_\_\_\_\_\_\_.

a. ethnic minority groups

b. non-white racial groups

c. white, European American children

d. nationally representative samples of children

Answer: c

Learning Objective: 1.2.4 Identify aspects of diversity and explain how they are investigated.

Topic/Concept: Studying Diversity

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 2.5 Incorporate sociocultural factors in scientific inquiry.

99. Ethical guidelines for research involving children include \_\_\_\_\_\_\_\_\_\_.

 a. always avoiding the use of deception in a research design

 b. using the least stressful procedures possible

c. obtaining parental consent, but child assent is not necessary

d. not allowing children to participate in research

Answer: b

Learning Objective: 1.2.5 Describe ethical precautions researchers take to protect children participating in studies.

Topic/Concept: Ethics in Child Development Research

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 3.1 Apply ethical standards to evaluate psychological science and practice.

100. Which of the following statements is true about deception and harm in research with children?

 a. Deception is not acceptable, as it may cause harm.

 b. Deception is acceptable and it may, under some circumstances, cause harm.

c. Any deception used must be explained to parents and children in advance.

 d. Deception is acceptable if necessary, but it must not cause harm.

Answer: d

Learning Objective: 1.2.5 Describe ethical precautions researchers take to protect children participating in studies.

Topic/Concept: Ethics in Child Development Research

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 3.1 Apply ethical standards to evaluate psychological science and practice.

101. Most of the foundational knowledge about child development originates with \_\_\_\_\_\_\_\_\_\_.

 a. health care professionals

 b. psychologists and researchers

c. educators

 d. attorneys

Answer: b

Learning Objective: 1.2.6 Identify four main categories of professions that utilize developmental science to improve the lives of children.

Topic/Concept: Developmental Science and Careers with Children

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

**Short-Answer Questions**

102. What is a developmental theory? How are developmental theories used in developmental science?

Answer: The ideal answer should include:

1. A developmental theory is a set of rules or statements that describes, explains, and predicts various aspects of development.

2. Developmental theories are used primarily to describe the ways in which development happens.

3. They may also be used to predict how a child grows and changes and can serve as a guide to promoting development.

Learning Objective: 1.1.1 Identify the most important features of a developmental theory.

Topic/Concept: Key Features of Developmental Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

103. Describe the three important issues addressed by developmental theories and apply them to understanding how development occurs.

Answer: The ideal answer should include:

1. Developmental theories address three issues, each of which connects to how development occurs: nature and nurture; continuity and discontinuity; and early and later experience.

2. Nature and nurture: Nature refers to the influence of heredity and biological processes; nurture refers to the influence of the environment in development. Both influence development in a bidirectional process.

3. Continuity and discontinuity: Continuity refers to gradual changes in development, and discontinuity refers to stage-like, qualitatively different developmental changes.

4. Early and later experience: Early experience highlights the importance of early life events in development, and later experience posits that early events may be mitigated by later life events.

Learning Objective: 1.1.2 Identify three important issues addressed by developmental theories.

Topic/Concept: Developmental Issues

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

104. How are classical and operant conditioning different? How do classic and social learning theories differ?

Answer: The ideal answer should include:

1. In classical conditioning, what is learned is the link between an unconditioned stimulus and a conditioned stimulus, whereas in operant conditioning, the rate of responding is influenced by contingencies in the environment.

2. Classic theories explain learning using classical and operant conditioning, whereas social learning theory adds an imitative component.

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Moderate

Skill Level: Analyze It

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

105. What does Piaget mean by a scheme? Provide an example.

Answer: The ideal answer should include:

1. For Piaget, a scheme is an organized way of thinking about, or acting on, the world.

2. For example, an infant may have a scheme for grasping spoons, which means that the infant uses the fingers and palm in a particular way for spoons that is different than how the infant grasps other objects.

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

106. How does cognitive development happen according to Vygotsky?

Answer: The ideal answer should include:

1. For Vygotsky, cognitive skills such as language, memory, and problem solving are inseparable from the social and cultural context.

2. Culture provides tools such as verbal instruction or observation that assist children in learning cognitive skills.

3. By interacting with adults who know more about a specific task, children develop cognitive skills.

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Moderate

Skill Level: Analyze It

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

107. According to Piaget’s four stages of development, how does cognitive development occur?

Answer: The ideal answer should include:

1. Piaget proposes that there are four stages of cognitive development.

2. Stage 1: Sensorimotor stage: Children in this stage think about the world around them by coordinating movement with the senses.

3. Stage 2: Preoperational stage: Children in this stage are becoming more complex in their thinking because they can now use symbols.

4. Stage 3: Concrete operational stage: Children in this stage become increasingly able to reason, but their thinking is tied to the concrete world.

5. Stage 4: Formal operational stage: Children in this stage are capable of abstract thinking, and they can systematically reason about solutions to problems.

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

108. Compare and contrast structured and naturalistic observation.

Answer: The ideal answer should include:

1. Naturalistic observation takes place in natural settings, whereas structured observations take place in laboratory or other highly controlled settings. Naturalistic observation provides a more natural view of a person’s typical behavior, but the researcher sacrifices control over what the participant experiences.

2. Structured observation allows the researcher to have maximum control of the participant experience, but it may lead to behavior changes because the participant knows he/she is being observed.

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Moderate

Skill Level: Analyze It

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

109. Describe the basic characteristics of ethnographic studies. Provide an example of an ethnographic study.

Answer: The ideal answer should include:

1. Ethnographic studies involve living among the people to be studied for a long period of time, blending into their culture and interviewing and observing them in order to form hypotheses about the influence of local customs on child behavior.

2. Examples will vary but should include intense observation of any culture of which the participant is not a member.

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

110. What is reliability? What is validity? Why are test developers concerned with these concepts?

Answer: The ideal answer should include:

1. Reliability refers to consistency in measurement over time.

2. Validity means that a test measures what it is intended to measure.

3. Test developers are concerned with these concepts because they contribute to the soundness of the test.

4. If a test developer wants to measure something that should stay stable over time (such as personality or intelligence), the test should yield consistent results across administrations. Test developers are concerned with validity because they want to ensure that their tests accurately reflect the construct of interest.

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

**Essay Questions**

111. Describe the main features of a developmental theory. Provide an example of how a specific developmental theory explains development.

Answer: The ideal answer should include:

1. A developmental theory describes, explains, and predicts development.

2. It helps organize diverse observations and give them meaning.

3. It provides guidance in promoting development.

4. Examples will vary. One example is Bowlby’s attachment theory. According to this theory, infants who are securely attached feel happy and safe around the caregiver and do not want to be separated from the caregiver. Securely attached infants seek out the caregiver for comfort and closeness. In Bowlby’s theory, many disparate behaviors (crying, snuggling, and crawling closer) are given meaning by the concept of attachment.

Learning Objective: 1.1.1 Identify the most important features of a developmental theory.

Topic/Concept: Key Features of Developmental Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

112. Explain the concept of a sensitive period. Then, discuss how studies of Romanian institutionalized children supported the notion of a sensitive period for various aspects of development.

Answer: The ideal answer should include:

1. A sensitive period is a range of time when development is most affected by experience.

2. The Romanian institutionalized children showed near-normal patterns of development in most aspects if adopted prior to the age of 6 months.

3. If adopted after the age of 18 months, they were more likely than children adopted prior to 18 months to have permanent disturbances in physical growth, social behavior, and intellectual development.

4. This indicates that the first 18 months is a sensitive period for many aspects of development.

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Topic/Concept: Evolutionary Theories of Development

Difficulty Level: Moderate

Skill Level: Analyze It

APA Learning Objective: 1.3 Describe applications of psychology.

113. Explain the key assumptions of evolutionary theories of development, including attachment theory.

Answer: The ideal answer should include:

1. Evolutionary theories of behavior seek to establish behavior patterns that would have increased survival to reproductive age and reproduction.

2. Social skills and language that are acquired in the first two years would have increased the likelihood of acceptance of the individual within the social group, which in turn would increase survival to adulthood.

3. Attachment theory is partly evolutionary in the sense that humans evolved behaviors that increased the proximity of parent to child, which in turn increases the survival rate of babies.

4. These behaviors include infants’ crying and seeking attention and parents’ desire to take care of the helpless infant.

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Topic/Concept: Evolutionary Theories of Development

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

114. Name and describe the three parts of the personality in Freud’s theory.

Answer: The ideal answer should include:

1. Freud understood the personality structure as consisting of three parts that interacted dynamically.

2. The id was the source of biological needs and desires.

3. The ego was the rational part of the personality.

4. The superego represented the rules and morals of society and acted as a person’s conscience.

5. In development, the ego and superego increasingly channel the id’s desires.

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

115. Explain how Erikson’s theory differs from Freud’s.

Answer: The ideal answer should include:

1. Erikson’s theory proposes that development is a series of psychosocial crises that the individual must face, rather than psychosexual crises as Freud theorized, such as the crisis of trusting or not trusting the caregiver (as opposed to Freud’s satisfaction or dissatisfaction of oral desires).

2. Erikson’s theory includes psychosocial crises and periods of development beyond adolescence, unlike Freud’s theory.

3. Erikson’s theory has been more positively received than Freud’s theory and has had more influence on the field of developmental science.

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Topic/Concept: Psychodynamic Theories

Difficulty Level: Moderate

Skill Level: Analyze It

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

116. Explain and give an example of classical and operant conditioning.

Answer: The ideal answer should include:

1. Classical conditioning involves learning an association between a novel stimulus and a reflexive response that was made upon exposure to the stimulus. For example, an infant makes a sucking movement (reflex) when the nipple of a bottle in placed in his mouth. Initially he does not respond to the sight of the bottle, but over time, he becomes conditioned to make a sucking response to the sight of the bottle.

2. In operant conditioning, behavior depends on consequences, including reinforcement or punishment. Reinforcement increases the likelihood of doing the response again, and punishment decreases the likelihood of doing the response again. An example would be that a child says, “milk,” and the mother hands him a bottle of milk. The child has been reinforced for saying “milk,” and will say it more often in the future.

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

117. Give an example of how observational learning, shaping, and reinforcement might be used to improve children’s table manners.

Answer: The ideal answer should include:

1. Children observe others engaging in table manners and imitate them.

2. Children are praised and given rewards (reinforcement) for this behavior.

3. Children’s initial efforts at table manners are simple, but by selectively reinforcing closer and closer approximations to adult table manners, shaping of the behaviors occurs.

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Topic/Concept: Learning Theories

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

118. Compare and contrast Piaget’s and Vygotsky’s theories of cognitive development.

Answer: The ideal answer should include:

1. Piaget proposed that children construct their knowledge of the world by exploring and interacting with their environments. Development proceeds through a universal series of stages that involve more and more highly adapted and structured thinking about the world. Children develop schemes, which are organized networks of knowledge. They use these schemes to interpret the world around them.

2. Vygotsky agreed that development involves bidirectional interactions of child and environment but emphasized how social environments shape child development. Vygotsky did not emphasize stages, but rather that cognitive development happens through social interaction with a more knowledgeable adult. Piaget thought cognitive skills could be understood in their pure form, but Vygotsky proposed that cognition was best understood within its social, cultural, and historical context.

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Topic/Concept: Classic Cognitive Development Theories

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

119. Compare and contrast information-processing and developmental cognitive neuroscience approaches to explaining developmental change.

Answer: The ideal answer should include:

1. Information-processing theories view the mind as a device for processing information, somewhat analogous to a computer. There is mental hardware built into all brains, such as short- and long-term memory, but through practice, individuals develop more complex and effective strategies for processing information and more knowledge, which is analogous to software.

2. Developmental cognitive neuroscience theories focus more explicitly on brain development and how it is related to the processing of information. They try to correlate data on brain development obtained through brain imaging and other ways of studying brain structure and function with data on cognitive skills at different ages.

Learning Objective: 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Topic/Concept: Modern Cognitive Development Theories

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

120. Outline the system layers in Bronfenbrenner’s bioecological model of development. Provide an example of each layer of the system.

Answer: The ideal answer should include:

1. Microsystem: the immediate social and physical environment of the child. Examples include the child’s family, classroom, and extracurricular activities.

2. Mesosystem: influences on the child that originate from interactions between two microsystems. Examples include the parents’ involvement in the child’s school and parents’ seeking out particular groups of children with whom their child can interact.

3. Exosystem: influences on a microsystem that are not in the child’s immediate social and physical environment but that have an effect through their influence on one or more microsystems. For example, a parent who has a stressful workplace may be tense or tired when she or he comes home and may be less likely to interact with the child or may be more irritable with the child, changing the family microsystem.

4. Macrosystem: the cultural beliefs and ideologies characteristic of the geographic setting in which the other layers of the system function. These effects are difficult to identify but they can alter exosystem, mesosystem, and microsystem influences on the child. An example is that in the United States, there is a strong reliance on fast-food restaurants by families, which can in turn increase the number of calories consumed by parents and children. Other examples can be derived from the influences of culture on child development.

5. Chronosystem: the influence of time on all layers of the system. Examples include the experience of a generation, such as children growing up in the digital age and how this impacts child development.

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Topic/Concept: Developmental System Theories

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.3 Describe applications of psychology.

121. Describe and give an example of each of the following research methods: naturalistic observation, structured observation, ethnographic methods, self-report methods, and standardized tests.

Answer: The ideal answer should include:

1. Naturalistic observation involves observing child behavior in natural settings, such as observing how a child interacts with peers in a preschool.

2. Structured observation involves observing child behavior in a situation set up by the researchers, such as observing how an infant responds in a situation where the mother and a stranger enter and leave the room that the infant is in.

3. Ethnographic methods involve researchers becoming immersed in a particular culture and employing extensive observations and interviews of individuals who are part of that particular culture. An example is a researcher who lives with a tribe in a remote area of New Guinea and studies how family interactions differ from those of families living in towns.

4. Self-report methods involve the participant providing information either through a questionnaire or interview about his or her own behavior, attitudes, or skills. An example would be a child who takes a survey indicating how often she interacts with particular electronic media during a typical day.

5. Standardized tests are structured sets of questions or problems that are given in the same way to all individuals taking the test. Results of performance on these questions are compared to norms obtained on a large number of individuals representative of different age levels and demographic backgrounds. An example is the Bayley Scales of Infant Development.

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Topic/Concept: Research Methods

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 1.3 Describe applications of psychology.

122. Define case studies, correlational studies, and experimental studies and present weaknesses of each design.

Answer: The ideal answer should include:

1. Case studies intensively study a small number of children or families. Results from case studies are difficult to generalize to the broader population because the case study sample size is small.

2. Correlational studies are used to determine which variables are related to each other and how the variables are associated. Correlation cannot be used to determine cause and effect.

3. Experimental studies go a step further than correlational studies and can be used to establish cause and effect. When studying some variables (e.g., the experience of child maltreatment), random assignment is not possible, meaning true experimental design cannot be used.

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Topic/Concept: Research Designs

Difficulty Level: Moderate

Skill Level: Analyze It

APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

123. Explain longitudinal and cross-sectional designs and present strengths and weaknesses for each.

Answer: The ideal answer should include:

1. Longitudinal designs obtain data from the same participants at two or more points in time, with researchers noting changes in the participants’ behavior or test scores. Longitudinal designs are expensive to conduct, subject attrition may occur, and conclusions are correlational.

2. Cross-sectional designs study people of different ages at the same point in time. This is the most commonly used design. Cross-sectional designs do not allow for intraindividual comparisons.

Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Topic/Concept: Designs for Studying Developmental Change

Difficulty Level: Moderate

Skill Level: Analyze It

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

124. Describe the ethical guidelines that researchers must follow when conducting research using child participants.

Answer: The ideal answer should include:

1. Nonharmful procedures: The researchers need to use the least stressful procedures.

2. Informed consent: The parents must be fully informed of the purpose, procedures, and known risks and benefits and must give signed consent for the study. In addition, parents may discontinue participation at any time. If the child is old enough and mature enough to understand the study, the child’s verbal or written assent must be obtained.

3. Confidentiality: It is important that the researchers not publish the names or identifying information of the children or parents.

4. Deception and debriefing: If deception is used in the study, it must not create any harm to the child. Parents must be informed about the true nature of the study after the study’s completion, and the reasons deception was used must be fully explained to the parent.

Learning Objective: 1.2.5 Describe ethical precautions researchers take to protect children participating in studies.

Topic/Concept: Ethics in Child Development Research

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 3.1 Apply ethical standards to evaluate psychological science and practice.

125. Name the four broad areas that offer career opportunities in working with children and describe the focus of each area.

Answer: The ideal answer should include:

1. Psychologists and researchers: The main focus is either delivery of psychological services to children, adolescents, and families; research; or a combination of the two.

2. Health care professionals: The main focus is the delivery of medical services to children, adolescents, and families; prevention of illness; and conducting research relevant to promoting children’s health.

3. Educators: The main focus of teaching is to provide classroom educational services to children and adolescents. Other educational professionals such as school psychologists work to establish the best combination of educational services for children who need the classroom environment adapted to their needs.

4. Policy makers, program directors, and attorneys: The main focus is to design or bring into being programs that benefit children, adolescents, and families.

Learning Objective: 1.2.6 Identify four main categories of professions that utilize developmental science to improve the lives of children.

Topic/Concept: Developmental Science and Careers with Children

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 5.1 Apply psychological content and skills to career goals.

**Revel Quizzes**

The following questions appear at the end of each module and at the end of the chapter in Revel for *The Dynamic Child*, Second Edition.

**Quiz: Developmental Theories**

EOM Q1.1.1

The major theories of development \_\_\_\_\_\_\_\_\_\_.

a. fall somewhere on a continuum between an emphasis on nature and an emphasis on nurture, with many emphasizing the interaction of nature and nurture

b. emphasize the importance of nurture over nature

Consider This: Most of the major theories of development emphasize that there must exist a balance among a variety of influences. 1.1.2 Identify three important issues addressed by developmental theories.

c. emphasize the importance of nature over nurture

Consider This: Most of the major theories of development emphasize that there must exist a balance among a variety of influences. 1.1.2 Identify three important issues addressed by developmental theories.

d. all emphasize the interaction of nature and nurture

Consider This: Most theories strive to identify a balance among a variety of influences but generally fall more toward one end of the spectrum or the other. 1.1.2 Identify three important issues addressed by developmental theories.

Answer: a

Learning Objective: 1.1.2 Identify three important issues addressed by developmental theories.

Difficulty: Easy

Skill: Remember

EOM Q1.1.2

According to ethologists, a “sensitive period” is a time in development when \_\_\_\_\_\_\_\_\_\_.

a. the development of the organism is most susceptible to environmental stimulation

b. bundles of neural fibers form connections between neurons in the brain

Consider This: Sensitive periods are related to plasticity in development. 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

c. children’s behavior can be recorded in a structured situation

Consider This: Sensitive periods are related to the degree to which the organism’s development is affected by experiences. 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

d. the ego begins to develop

Consider This: Sensitive periods are related to the plasticity of development and how the organism is affected by experience. 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Answer: a

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Difficulty: Moderate

Skill: Analyze

EOM Q1.1.3

Which of the following stages is part of Erikson’s focus on psychosocial crises?

a. identity crisis

b. ego

Consider This: The correct answer refers to an event or phase one can experience in any part of life. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

c. superego

Consider This: An individual experiencing one of these stages in adolescence is likely dealing with different issues and obstacles than an individual experiencing one of these stages in middle adulthood. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

d. psychosexual

Consider This: Failure to resolve the crisis in one phase of life affects the next phase of one’s life and the difficulties one will experience. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Answer: a

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Difficulty: Moderate

Skill: Remember

EOM Q1.1.4

A child watches her older brother throw a ball and imitates his throwing motion. Later, her father praises her for an improved throw. These are examples of \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_, respectively.

a. observational learning; positive reinforcement

b. negative reinforcement; positive reinforcement

Consider This: Look back at the definition of negative reinforcement. Is there any negative reinforcement in this scenario? 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

c. operant conditioning; classical conditioning

Consider This: The child is watching her brother and imitating his technique. 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

d. positive reinforcement; classically conditioned response

Consider This: This mode of acquiring new skills helps an individual shape novel behaviors more quickly. 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Answer: a

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Difficulty: Difficult

Skill: Apply

EOM Q1.1.5

According to Piaget, cognitive development can be organized into a series of qualitatively different \_\_\_\_\_\_\_\_\_\_ that come about due to qualitative changes over time in \_\_\_\_\_\_\_\_\_\_.

a. stages; schemes

b. outcomes; tools

Consider This: Piaget described different phases children go through in which they develop new frameworks and skills for interacting with their environments. 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

c. observations; reinforcement

Consider This: During the phases Piaget described, children might gain new skills to make new observations about their environment and receive reinforcement while doing so, but this is not the correct answer. 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

d. adaptations; social factors

Consider This: In the phases Piaget described, children certainly gain new adaptations in motor skills and cognition, and these will affect their socialization, but this answer is incorrect. 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Answer: a

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Difficulty: Difficult

Skill: Understand

EOM Q1.1.6

An important concept in information processing theory is the \_\_\_\_\_\_\_\_\_\_, which exerts control over which strategies to use in particular situations.

a. central executive

b. child’s exploration of the environment

Consider This: This concept is important from infancy through adolescence. Which choice would help even after childhood? 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

c. child’s imitation of others

Consider This: The correct concept helps a child choose which strategy to use and determine which is most effective; imitation is not always the most fitting skill to utilize. 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

d. social and cultural context

Consider This: Social and cultural context may affect how this concept determines which strategy to use, but this is not the correct answer. 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Answer: a

Learning Objective: 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Difficulty: Easy

Skill: Remember

EOM Q1.1.7

In the bioecological model of development, indirect influences on children, such as those stemming from the parents’ workplace, are identified as part of an ecological system called the \_\_\_\_\_\_\_\_\_\_.

a. exosystem

b. mesosystem

Consider This: The mesosystem involves an interaction between two microsystem influences. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

c. microsystem

Consider This: Microsystems refer to unique personal factors that differ from family to family and home to home and occur in the child’s immediate, daily experience. Which choice refers to factors that directly impact the child but occur outside the child’s immediate environment? 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

d. macrosystem

Consider This: Macrosystems concern factors that are even farther removed from the child’s direct environment than the parent’s workplace, such as trends in the economy. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Answer: a

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Difficulty: Moderate

Skill: Understand

EOM Q1.1.8

According to dynamic systems theory, during periods of change, the interacting influences on a particular system of behavior (such as a particular motor skill) may become unstable for a time and then reorganize into a more complex and effective system. This feature of dynamic systems theories is called the \_\_\_\_\_\_\_\_\_\_ principle.

a. self-organizing

b. identity crisis

Consider This: While an identity crisis can occur during periods of change, it is not a concept used in dynamic systems theory. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

c. strategic

Consider This: While being strategic can help one become more effective at solving problems during periods of change, this concept is not a feature of dynamic systems theory. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

d. sensitive period

Consider This: While developing motor skills, going through changes, and reorganizing behavior systems can occur during sensitive periods, the question is not describing what a sensitive period is, nor is this a feature of dynamic systems theory. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Answer: a

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Difficulty: Moderate

Skill: Remember

**Quiz: Studying Child Development**

EOM Q1.2.1

Videotaping mother–infant interactions in the home and analyzing the frequency of vocalizations directed by the infant to the mother are examples of a(n) \_\_\_\_\_\_\_\_\_\_ observation, whereas asking mothers to show their infants a picture book and recording the number of infant vocalizations would be an example of a \_\_\_\_\_\_\_\_\_\_.

a. naturalistic; structured observation

b. valid; norm

Consider This: Validity refers to whether the method measures what it is intended to measure, and norms refer to expectations for standard performance. 1.2.1 Describe the major methods of collecting data on children.

c. reliable; standardized test

Consider This: Reliability refers to the consistency of the measurement. The method being used is not a standardized test, but it does call for a particular methodology that must be repeated by others trying to replicate the results of the study. 1.2.1 Describe the major methods of collecting data on children.

d. ethnographic; questionnaire

Consider This: Ethnographic observations are used to study particular social groups, whereas the method being described could be applied universally. Questionnaires involve interviewing people who are able to use language effectively, unlike infants. 1.2.1 Describe the major methods of collecting data on children.

Answer: a

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Difficulty: Moderate

Skill: Apply

EOM Q1.2.2

The negative correlation between length of stay in an institution and later cognitive scores \_\_\_\_\_\_\_\_\_\_.

a. means that longer stays were associated with lower cognitive scores

b. means that longer stays were associated with higher cognitive scores

Consider This: Think of how a lack of caregiver interaction and bonding would affect a child’s development over a longer period of time. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

c. indicates that staying in the institution longer caused cognitive scores to decrease over time

Consider This: The negative correlation does not describe the decrease in cognitive scores but is related to how the variables being measured relate to each other. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

d. was most likely due to a third factor, such as children who stayed longer in the institution were likely to have brain damage, and thus lower cognitive scores

Consider This: Negative correlation describes the way in which the variables being measured are related to each other and does not indicate by itself which factor might be causally related to lower cognitive scores. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Answer: a

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Difficulty: Moderate

Skill: Understand

EOM Q1.2.3

In the Bucharest Early Intervention Project, cognitive ability was a(n) \_\_\_\_\_\_\_\_\_\_, and the group (never institutionalized, care as usual, and foster care) was a(n) \_\_\_\_\_\_\_\_\_\_.

a. dependent variable; independent variable

b. dependent variable; valid variable

Consider This: Which terms used in describing measurements refer to the item that is being measured and the item that differs between the control and experimental group, respectively? 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

c. experimental condition; long-term intervention

Consider This: The project did measure the outcomes of a long-term intervention, but this is not the correct answer. Which terms describe what is being measured and what differs between the control and the experimental group, respectively? 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

d. independent variable; dependent variable

Consider This: Cognitive ability was a constant being measured, and whether the group had been institutionalized or for how long was what differed between the groups being compared. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Answer: a

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Difficulty: Moderate

Skill: Analyze

EOM Q1.2.4

In addition to providing direct data on changes in behavior or cognitive ability with age, longitudinal studies yield information about \_\_\_\_\_\_\_\_\_\_.

a. the consequences of early experience

b. causal directions of effects

Consider This: Longitudinal studies can obtain direct information about patterns of change but, without further information, cannot indicate the direction of causality. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

c. cohort effects

Consider This: Longitudinal studies can be used to note variations in developmental patterns because the data is collected on *individuals*. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

d. trends in behavior across generations

Consider This: Longitudinal studies can be used to examine the relationships between an individual’s experiences and behaviors over a significant period of time. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Answer: a

Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Difficulty: Moderate

Skill: Understand

EOM Q1.2.5

Investigators in the Bucharest Early Intervention Project asked caregivers or parents for permission to enroll children in the study; this process is termed \_\_\_\_\_\_\_\_\_\_.

a. informed consent

b. debriefing

Consider This: Debriefing occurs upon the conclusion of the study; the script for the debriefing must be approved by an institutional review board before the study can commence. 1.2.5 Describe ethical precautions researchers take to protect children participating in studies.

c. confidentiality

Consider This: Confidentiality is legally and ethically critical, but the correct answer regards the individual being able to agree to the study with full knowledge of what is being studied and what the risks may be. 1.2.5 Describe ethical precautions researchers take to protect children participating in studies.

d. institutional review

Consider This: An institutional review board does help ensure beforehand that the potential scientific gains of any study will be worth the risks posed to the individuals in the study, but the review is conducted before any potential participants are contacted. 1.2.5 Describe ethical precautions researchers take to protect children participating in studies.

Answer: a

Learning Objective: 1.2.5 Describe ethical precautions researchers take to protect children participating in studies.

Difficulty: Easy

Skill: Understand

EOM Q1.2.6

Socioeconomic status is a powerful variable in developmental research, and generally refers to family income as well as \_\_\_\_\_\_\_\_\_\_.

a. the educational level attained by parent(s)

b. the area of the country in which the family lives

Consider This: Socioeconomic status does not refer to the area of the country in which a family lives. 1.2.4 Identify aspects of diversity and explain how they are investigated.

c. the neighborhood in which the family lives

Consider This: Socioeconomic status can affect which neighborhoods families live in, but this is not the meaning of socioeconomic status. 1.2.4 Identify aspects of diversity and explain how they are investigated.

d. the friends that the family has

Consider This: Socioeconomic status can affect who we associate with socially, but this is not the meaning of socioeconomic status. 1.2.4 Identify aspects of diversity and explain how they are investigated.

Answer: a

Learning Objective: 1.2.4 Identify aspects of diversity and explain how they are investigated.

Difficulty: Moderate

Skill: Understand

EOM Q1.2.7

Pediatricians, psychiatrists, nurses, and occupational therapists are all examples of which category of professions involving children?

a. health care professionals

b. psychologists and researchers

Consider This: Some of these individuals are often also researchers, but generally others of them are not. Which category fits all of these occupations? 1.2.6 Identify four main categories of professions that utilize developmental science to improve the lives of children.

c. policy makers

Consider This: The work done by some of these individuals can help create policies, but generally we would not think of these professionals as policy makers. Which category fits all of these occupations? 1.2.6 Identify four main categories of professions that utilize developmental science to improve the lives of children.

d. educators

Consider This: Many of these individuals can also be educators as part of their jobs, but generally we don’t think of them as primarily educators. Which category fits all of these occupations? 1.2.6 Identify four main categories of professions that utilize developmental science to improve the lives of children.

Answer: a

Learning Objective: 1.2.6 Identify four main categories of professions that utilize developmental science to improve the lives of children.

Difficulty: Easy

Skill: Remember

**Chapter Quiz: The Study of Child and Adolescent Development**

EOC Q1.1

The term for patterns of growth and change in behavior, thinking, or emotions over time is \_\_\_\_\_\_\_\_\_\_.

a. development

b. stages

Consider This: Stages occur during this lengthy process, but which choice describes the process as a whole? 1.1.1 Identify the most important features of a developmental theory.

c. evolution

Consider This: Evolution does concern changes over time, but which choice describes regularly expected changes and milestones that occur within the lifespan of an individual rather than a species? 1.1.1 Identify the most important features of a developmental theory.

d. learning

Consider This: Learning is certainly an integral part of this lengthy process, but which choice describes the process as a whole? 1.1.1 Identify the most important features of a developmental theory.

Answer: a

Learning Objective: 1.1.1 Identify the most important features of a developmental theory.

Difficulty: Easy

Skill: Remember

EOC Q1.2

A child who lives in a stressful home environment is fearful when interacting with other children in kindergarten, despite the teacher’s efforts to encourage her. She is increasingly ignored by her peers and as a result does not develop skills in initiating play. Her family moves, she starts first grade at a new school, and she is ignored by peers and picked on by a bully, who is easily able to make her fearful and upset. The best term to describe this developmental pattern is \_\_\_\_\_\_\_\_\_\_.

a. a developmental cascade

b. resilience

Consider This: Resilience would be a helpful attribute when going through this process, but which choice describes the process as a whole? 1.1.2 Identify three important issues addressed by developmental theories.

c. maturation

Consider This: Maturation is likely occurring during this process and also being impacted by it, but which choice describes the process as a whole? 1.1.2 Identify three important issues addressed by developmental theories.

d. nature-nurture interaction

Consider This: How the child handles this process is certainly impacted by the influence of the interaction between nature and nurture in the child’s life, but which choice refers to the process itself? 1.1.2 Identify three important issues addressed by developmental theories.

Answer: a

Learning Objective: 1.1.2 Identify three important issues addressed by developmental theories.

Difficulty: Moderate

Skill: Apply

EOC Q1.3

According to evolutionary developmental theory, the emergence of social emotions and social behavior such as play evolved because of the survival value of \_\_\_\_\_\_\_\_\_\_.

a. getting along within the social group

b. imprinting

Consider This: Imprinting is certainly valuable in terms of survival, but it describes a different phenomenon than what is being asked about here. Which choice is related to the importance of community interactions in human survival? 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

c. classical conditioning

Consider This: Classical conditioning is an important process by which individuals learn certain behaviors, but it describes a different phenomenon than what is being asked about here. Which choice is related to the importance of community interactions in human survival? 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

d. positive reinforcement

Consider This: Operant conditioning is an important process by which certain behaviors are strengthened or weakened, but it describes a different phenomenon than what is being asked about here. Which choice is related to the importance of community interactions in human survival? 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Answer: a

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Difficulty: Moderate

Skill: Understand

EOC Q1.4

The finding that institutionalized children have better outcomes if they are adopted before 18 months of age is an example of \_\_\_\_\_\_\_\_\_\_.

a. a sensitive period

b. shaping

Consider This: Shaping occurs when children are rewarded for successively closer approximations to a target behavior, but this is not what is being asked about here. Which choice refers to a range of time in which development is most affected by experience? 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

c. a scheme

Consider This: While schemes, organized ways of thinking or acting on objects, would certainly be affected by early experience, this is not what is being asked about here. Which choice refers to a range of time in which development is most affected by experience? 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

d. observational learning

Consider This: Observational learning occurs across a wide range of ages and environments. Which choice refers to a range of time that may lead to better or worse outcomes for a child depending on their upbringing? 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Answer: a

Learning Objective: 1.1.3 Describe the key features of evolutionary theories, including ethology, evolutionary developmental psychology, and attachment theory.

Difficulty: Moderate

Skill: Remember

EOC Q1.5

An enduring contribution of Freud’s theory is his proposal that difficulties in \_\_\_\_\_\_\_\_\_\_ contribute to later development.

a. early experience

b. toilet training

Consider This: Freud believed difficulties in learning to control urination and defecation had an important effect on a child’s later development, but which choice refers to the primary, overarching focus of Freudian theory? 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

c. becoming conditioned to the environment

Consider This: This would be a concept focused on by classical learning theories. Which choice refers to the primary, overarching focus of Freudian theory? 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

d. imprinting

Consider This: Imprinting is a concept developed by Lorenz, an ethologist. Which choice refers to the primary, overarching focus of Freudian theory? 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Answer: a

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Difficulty: Moderate

Skill: Understand

EOC Q1.6

In contrast to Freud, Erikson thought that the main issue for the toddler (e.g., approximately age 2) was not toilet training but \_\_\_\_\_\_\_\_\_\_.

a. achieving autonomy from the parent

b. developing a secure attachment to the parent

Consider This: Bowlby is known for focusing on attachment. Erikson’s concept of trust is similar, but it is the main issue for the infant in the first year. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

c. imprinting on the parent

Consider This: Lorenz is known for discussing the phenomenon of imprinting in animals. Erikson focused on social relationships among humans at different developmental stages. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

d. ego development

Consider This: Freud is known for focusing on ego. Erikson used different concepts relating to social interactions among people. 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Answer: a

Learning Objective: 1.1.4 Identify the key concepts used by Freud and Erikson to explain social and emotional development.

Difficulty: Moderate

Skill: Understand

EOC Q1.7

Suppose a child adopted from an orphanage continues to show a negative reaction to being placed in a crib for several months after being adopted into a supportive and loving home. According to learning theorists, this might be a(n) \_\_\_\_\_\_\_\_\_\_ response learned from months of stressful experiences spent in her crib at the orphanage.

a. classically conditioned

b. operant conditioned

Consider This: Operant conditioning generally refers to a behavior rather than an emotion felt toward an object. The correct answer refers to the process that developed this response to the crib. 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

c. observational learning

Consider This: There is no mention in the question that the child responded this way because she observed another person showing a negative reaction to the crib. 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

d. unconditioned

Consider This: An unconditioned response might refer to the child’s initial reaction to the crib when first placed in it, but this response is occurring months later. 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Answer: a

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Difficulty: Difficult

Skill: Apply

EOC Q1.8

According to Piaget, the contrast in thinking between infancy and early childhood involves a transition from thinking about the world exclusively in terms of sensory impressions and motor actions to thinking about the world in terms of \_\_\_\_\_\_\_\_\_\_.

a. symbols

b. schemes

Consider This: Schemes refer to the organized ways of thinking and acting on objects that children develop as they grow. Which choice refers to an expected developmental advancement that would regularly be incorporated by a child into their schema toward the end of infancy or beginning of early childhood? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

c. formulating and testing hypotheses

Consider This: A toddler who could formulate and test hypotheses would be incredibly advanced. Which choice refers to an expected developmental advancement that would regularly occur toward the end of infancy or beginning of early childhood? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

d. logical operations

Consider This: Toddlers do not normally have a grasp of logical operations. Which choice refers to an expected developmental advancement that would regularly occur toward the end of infancy or beginning of early childhood? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Answer: a

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Difficulty: Moderate

Skill: Analyze

EOC Q1.9

According to researchers following up on Vygotsky’s ideas, adult guidance of children in Western cultures is heavily verbal, whereas children in traditional societies depend a lot more on a process of \_\_\_\_\_\_\_\_\_\_.

a. observation and imitation of adults

b. creating mental symbols of what adults are doing

Consider This: Mental symbols were something discussed by Piaget. How would a child in a traditional society likely learn the skills and behaviors they would need to be a productive member of their community? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

c. using nonverbal representations such as pictures to communicate

Consider This: This would not likely be a very effective or natural way for children to learn about day-to-day life in traditional cultures. How would a child in a traditional society likely learn the skills and behaviors they would need to be a productive member of their community? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

d. using strategies

Consider This: Using strategies is a process emphasized by information processing theory. According to Vygotsky, how would a child in a traditional society likely learn the skills and behaviors they would need to be a productive member of their community? 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Answer: a

Learning Objective: 1.1.6 Identify important contributions from Piaget and Vygotsky to an understanding of the development of thinking.

Difficulty: Moderate

Skill: Understand

EOC Q1.10

Cognitive developmental neuroscientists use MRI and other brain imaging methods to determine how \_\_\_\_\_\_\_\_\_\_ changes with age.

a. brain structure or function

b. cognitive ability

Consider This: The reasons for a certain level of cognitive ability might be indicated by an MRI, but brain imaging by itself does not directly measure cognitive ability. 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

c. behavior

Consider This: The reasons for certain types of behavior might be indicated by an MRI, but brain imaging by itself does not directly measure behavior. 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

d. sensitivity to the environment

Consider This: The reasons for certain levels of sensitivity to the environment might be indicated by an MRI, but sensitivity to the environment is not directly measured by a scan such as this. 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Answer: a

Learning Objective: 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Difficulty: Moderate

Skill: Understand

EOC Q1.11

Information processing theories use computers as an analogy for the human brain. For example, a change in a child’s information processing “hardware” might be \_\_\_\_\_\_\_\_\_\_, whereas an example of a change in his or her “software” might be \_\_\_\_\_\_\_\_\_\_.

a. increases in working memory capacity; increases in use of strategies

b. increases in executive control; improvements in knowledge

Consider This: A computer’s hardware affects how it takes in, stores, and processes information, whereas its software directs the flow of the information. 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

c. improvements in counting routines; use of more sophisticated schemes

Consider This: Both counting routines and schemes would be more like a computer’s software, which directs the flow of information within the computer’s processing system. 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

d. connections of the temporal to frontal lobe; maturation of white matter tracts

Consider This: Connections and maturation of white matter tracts are more like a computer’s hardware, as they involve structural changes to the brain. 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Answer: a

Learning Objective: 1.1.7 Identify the key features of information-processing and developmental cognitive neuroscience theories.

Difficulty: Moderate

Skill: Remember

EOC Q1.12

An important assumption of dynamic systems theorists is that \_\_\_\_\_\_\_\_\_\_ is the unit of analysis.

a. the whole individual

b. brain development

Consider This: Brain development is a contributing factor for dynamic systems theorists, but it is not the primary unit of analysis. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

c. a person’s genetic predisposition

Consider This: Genetic predisposition is a contributing factor for dynamic systems theorists, but it is not the primary unit of analysis. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

d. a person’s physical growth

Consider This: Physical growth is a contributing factor for dynamic systems theorists, but it is not the primary unit of analysis. 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Answer: a

Learning Objective: 1.1.8 Explain how multiple factors operating over time are thought to influence development within developmental systems theories.

Difficulty: Easy

Skill: Remember

EOC Q1.13

A standardized test is \_\_\_\_\_\_\_\_\_\_ if the scores for a person are consistent across different test occasions.

a. reliable

b. using norms

Consider This: Using norms refers to relying on data from many people who took the same test. What would you think of a test that had predictable and consistent outcomes if performed correctly each time? 1.2.1 Describe the major methods of collecting data on children.

c. valid

Consider This: Validity refers to whether a test measures what it is intended to measure. What would you think of a test that had predictable and consistent outcomes if performed correctly each time? 1.2.1 Describe the major methods of collecting data on children.

d. structured

Consider This: Structured observations are designed to elicit a particular behavior. What would you think of a test that had predictable and consistent outcomes if performed correctly each time? 1.2.1 Describe the major methods of collecting data on children.

Answer: a

Learning Objective: 1.2.1 Describe the major methods of collecting data on children.

Difficulty: Easy

Skill: Understand

EOC Q1.14

Multiple regression is a data analysis technique that enables researchers to evaluate the relative strength of association between many \_\_\_\_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_.

a. independent variables; dependent variable

b. standardized tests; a structured interview

Consider This: Although standardized test scores and structured interview might be used in a multiple regression analysis, the use of these types of data is not the defining characteristic of a multiple regression. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

c. observations; norm

Consider This: While observational data could be used in a multiple regression, and any standardized tests that are used should have norms, the use of these types of data is not the defining characteristic of a multiple regression. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

d. cohort effects; microsystem

Consider This: Cohort effects are not a data analysis technique but refer to phenomena wherein children growing up in different generations can potentially exhibit drastically different testing results. Microsystem refers to a level of environment in Bronfenbrenner’s model and is not a data analysis technique. 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Answer: a

Learning Objective: 1.2.2 Discuss the strengths and weaknesses of the major categories of research design.

Difficulty: Difficult

Skill: Analyze

EOC Q1.15

In Bandura’s Bobo doll experiment, how did children behave after seeing adults behave aggressively toward the Bobo doll?

a. These children were more likely to be aggressive toward the Bobo doll in the laboratory.

b. These children became aggressive in their daily lives.

Consider This: The children did show increased aggression in certain contexts but not globally. 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

c. The children were more aggressive toward the Bobo doll, but subsequent studies did not bear out this finding.

Consider This: Subsequent studies showed that children were more likely to imitate behavior that stood out to them. 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

d. The children who had observed the adult playing aggressively with Tinkertoys were aggressive toward the Tinkertoys.

Consider This: The adults did not play in an atypical way with the Tinkertoys. 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Answer: a

Learning Objective: 1.1.5 Identify the key concepts used by learning and social learning theories to explain development.

Difficulty: Moderate

Skill: Remember

EOC Q1.16

An advantage of cross-sectional over longitudinal studies is \_\_\_\_\_\_\_\_\_\_.

a. they are less costly and time consuming

b. the absence of cohort effects

Consider This: This is not an advantage of cross-sectional studies; it is a possible drawback. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

c. direct information about causal relationships among variables

Consider This: This is a major strength of experimental studies but not of either cross-section or longitudinal studies. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

d. superior information about changes with age

Consider This: This is not an advantage of cross-sectional studies compared to longitudinal studies. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Answer: a

Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Difficulty: Moderate

Skill: Analyze

EOC Q1.17

An advantage of longitudinal over cross-sectional studies is \_\_\_\_\_\_\_\_\_.

a. they reveal relationships between earlier experiences or behaviors and later behavior

b. they permit causal inferences to be made about changes in behavior over time

Consider This: Experimental studies, but not longitudinal studies, permit causal inferences to be made. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

c. they provide more reliable information about age differences in a behavior or skill

Consider This: This is not a unique advantage of longitudinal studies. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

d. they provide experimental control over independent variables, such as the age at which an institutionalized child was adopted

Consider This: Neither longitudinal nor cross-sectional studies provide this control unless they are also part of an experimental study. 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Answer: a

Learning Objective: 1.2.3 Discuss the strengths and weaknesses of research designs used to study developmental change.

Difficulty: Moderate

Skill: Analyze

EOC Q1.18

Researchers and practitioners utilizing the positive development framework focus on \_\_\_\_\_\_\_\_\_\_.

a. personal strengths of children and developmental assets in their environment

b. using positive reinforcement rather than punishment in dealing with children

Consider This: Positive reinforcement is a concept related to operant conditioning. The positive development framework reflects the realization that every person has positive and negative behavioral tendencies. 1.2.4 Identify aspects of diversity and explain how they are investigated.

c. the unique needs of ethnic minority children

Consider This: The positive development framework looks at children from all groups and reflects the realization that every person has positive and negative behavioral tendencies. 1.2.4 Identify aspects of diversity and explain how they are investigated.

d. deficits that can be remediated

Consider This: “Difference-as-deficit” is something developmental scientists using the positive development framework have moved away from. The positive development framework reflects the realization that every person has positive and negative behavioral tendencies. 1.2.4 Identify aspects of diversity and explain how they are investigated.

Answer: a

Learning Objective: 1.2.4 Identify aspects of diversity and explain how they are investigated.

Difficulty: Moderate

Skill: Understand

EOC Q1.19

Which ethical guideline for research with children says that researchers should use the least stressful procedures whenever possible?

a. nonharmful procedures

b. confidentiality

Consider This: Confidentiality is important, but it has to do with protecting the subjects’ privacy. 1.2.5 Describe ethical precautions researchers take to protect children participating in studies.

c. deception and debriefing

Consider This: Deception has to do with researchers being permitted to deceive participants if necessary to obtaining meaningful results (provided it does not cause any harm), while debriefing concerns participants being told the true nature of the procedures after the study has concluded. 1.2.5 Describe ethical precautions researchers take to protect children participating in studies.

d. informed consent

Consider This: Informed consent refers to the requirement that participants be given full disclosure about purpose, procedure, and known risks and benefits before agreeing to take part in the study. 1.2.5 Describe ethical precautions researchers take to protect children participating in studies.

Answer: a

Learning Objective: 1.2.5 Describe ethical precautions researchers take to protect children participating in studies.

Difficulty: Moderate

Skill: Understand

EOC Q1.20

Which of the following categories of professionals is responsible for the bulk of research publications on child and adolescent development?

a. psychologists and researchers

b. educational professionals

Consider This: Educational professionals certainly contribute to the body of knowledge on child and adolescent development, but they are not responsible for the bulk of it. 1.2.6 Identify four main categories of professions that utilize developmental science to improve the lives of children.

c. health professionals

Consider This: Health professionals certainly contribute to the body of knowledge on child and adolescent development, but they are not responsible for the bulk of it. 1.2.6 Identify four main categories of professions that utilize developmental science to improve the lives of children.

d. social policy professionals

Consider This: Social policy professionals developing programs for children and adolescents often draw much of their recommended legislation from the body of knowledge on child and adolescent development, but they are not responsible for the bulk of research publications on it. 1.2.6 Identify four main categories of professions that utilize developmental science to improve the lives of children.

Answer: a

Learning Objective: 1.2.6 Identify four main categories of professions that utilize developmental science to improve the lives of children.

Difficulty: Moderate

Skill: Understand