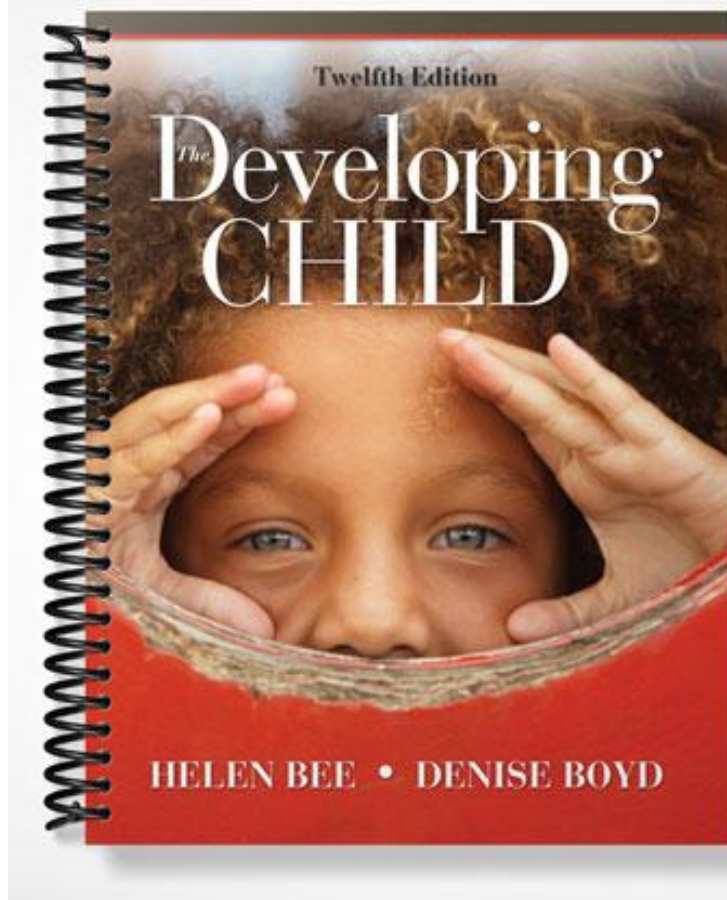


**TEST BANK**



# **Test Bank**

*for*

Bee and Boyd

## **The Developing Child**

Twelfth Edition

*prepared by*

Richard Cavasina  
California University of Pennsylvania

**Allyn & Bacon**

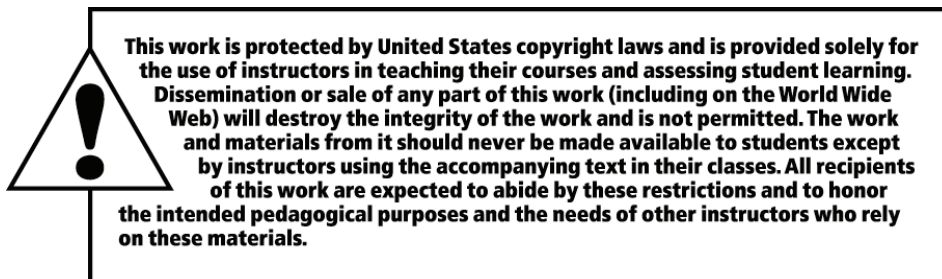
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Allyn & Bacon  
is an imprint of



[www.pearsonhighered.com](http://www.pearsonhighered.com)

ISBN-10: 0-205-68827-6  
ISBN-13: 978-0-205-68827-2

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## Chapter 1: Basic Issues in the Study of Development

### Multiple Choice

- 1.1-1. **Whether a child's development is governed by inborn knowledge or whether it is shaped by environmental factors is the question of**
- maturation versus development.
  - idealism versus rationalism.
  - change versus continuity.
  - consistency versus continuity.
  - nature versus nurture.

**Difficulty:** 3

**Question ID:** 1.1-1

**Page-** 2

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Conceptual

**Objective:** 1.1

**Answer:** e. nature versus nurture.

- 1.1-2. **Of the following theorists, who would be on the nature side of the nature-nurture debate?**
- Rousseau
  - Descartes
  - Locke
  - Watson
  - Freud

**Difficulty:** 2

**Question ID:** 1.1-2

**Page-** 2-4

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Conceptual

**Objective:** 1.1

**Answer:** b. Descartes

1.1-3. All of the following reflect the same debate EXCEPT

- a. nature versus nurture.
- b. nativism versus empiricism.
- c. idealism versus empiricism.
- d. heredity versus environment.
- e. idealism versus rationalism.

**Difficulty:** 3

**Question ID:** 1.1-3

**Page-** 3

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Conceptual

**Objective:** 1.1

**Answer:** e. idealism versus rationalism.

1.1-4. Professor Chang considers herself to be an empiricist. Which of the following would she be most likely to believe?

- a. All knowledge is inborn.
- b. Developmental change is the result of genetic factors.
- c. Capacity to respond is internally determined.
- d. Plato and Descartes were correct.
- e. At birth, the mind is tabula rasa.

**Difficulty:** 3

**Question ID:** 1.1-4

**Page-** 3-4

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Application

**Objective:** 1.1

**Answer:** e. At birth, the mind is tabula rasa.

1.1-5. Of the following individuals, who advocated the empiricist side of the nature-nurture debate?

- a. Descartes
- b. Plato
- c. Locke
- d. Rousseau
- e. Hall

**Difficulty:** 2

**Question ID:** 1.1-5

**Page-** 3

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.1

**Answer:** c. Locke

1.1-6. All of the following represent a similar point of view EXCEPT

- a. empiricists.
- b. Plato.
- c. Descartes.
- d. idealists.
- e. rationalists.

**Difficulty:** 3

**Question ID:** 1.1-6

**Page-** 3

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Conceptual

**Objective:** 1.1

**Answer:** a. empiricists.

1.1-7. Of the following, who thought that developmentalists should identify norms, or average ages, at which milestones happen?

- a. Hall
- b. Watson
- c. Locke
- d. Decartes
- e. Rousseau

**Difficulty:** 3

**Question ID:** 1.1-7

**Page-** 3

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.1

**Answer:** a. Hall

1.1-8. The belief that changes in behavior are caused by environmental influences is found in

- a. rationalism.
- b. psychoanalysis.
- c. nativism.
- d. behaviorism.
- e. idealism.

**Difficulty:** 1

**Question ID:** 1.1-8

**Page-** 3

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Conceptual

**Objective:** 1.1

**Answer:** d. behaviorism.



1.1-9. **The "Little Albert" experiment was conducted by**

- a. Watson.
- b. Hall.
- c. Rousseau.
- d. Descartes.
- e. Spock

**Difficulty:** 1

**Question ID:** 1.1-9

**Page-** 3

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.1

**Answer:** a. Watson.

1.1-10. **John Watson believed**

- a. children are born with an inborn developmental plan.
- b. by manipulating the environment, a child could be trained to be or do anything.
- c. in strong parental displays of affection.
- d. the "Little Albert" experiment did not support his beliefs.
- e. the interaction between a child's genetic makeup and environment creates who he or she becomes.

**Difficulty:** 2

**Question ID:** 1.1-10

**Page-** 3

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Applied

**Objective:** 1.1

**Answer:** b. by manipulating the environment, a child could be trained to be or do anything.

1.1-11. **Which of the following statements describes a qualitative developmental change?**

- a. Rob has grown five inches in the last year.
- b. Lawanda has four new friends.
- c. Chuck's IQ went up 10 points after a year in his new school.
- d. Agatha has gained ten pounds.
- e. Tamara gets along better with her peers now.

**Difficulty:** 1

**Question ID:** 1.1-11

**Page-** 4

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Application

**Objective:** 1.1

**Answer:** e. Tamara gets along better with her peers now.

**1.1-12. The concept of stages is not needed if development**

- a. is strictly qualitative.
- b. involves reorganization.
- c. is made up of new strategies.
- d. involves attainment of new skills.
- e. consists only of additions.

**Difficulty:** 3

**Question ID:** 1.1-12

**Page-** 4

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Conceptual

**Objective:** 1.1

**Answer:** e. consists only of additions.

**1.1-13. Of the following, the best example of a maturational change is**

- a. the increase in aerobic fitness from exercise between ages 20 and 30.
- b. the gradual acquisition of underarm hair during puberty.
- c. weight gain following improved diet in a deprived child.
- d. decline in IQ due to impoverished prenatal environment.
- e. improved job performance following disciplinary action.

**Difficulty:** 3

**Question ID:** 1.1-13

**Page-** 5

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Application

**Objective:** 1.1

**Answer:** b.the gradual acquisition of underarm hair during puberty.

**1.1-14. All of the following are characteristic of maturation EXCEPT**

- a. it is universal.
- b. it is sequential.
- c. it is relatively impervious to environmental influence.
- d. it cannot occur without practice.
- e. it appears across cultural boundaries.

**Difficulty:** 2

**Question ID:** 1.1-14

**Page-** 5

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Conceptual

**Objective:** 1.1

**Answer:** d. it cannot occur without practice.

1.1-15. **Greenough's research indicated that one of the proteins needed for the development of the visual system is controlled by a gene whose action does not occur without visual experience. This finding leads to the conclusion that some maturational sequences**

- a. are purely automatic.
- b. require programmed exercises from infancy on.
- c. are actually the result of learning.
- d. require some experience to trigger them.
- e. are exclusively the result of genetics.

**Difficulty:** 3

**Question ID:** 1.1-15

**Page-** 5

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Conceptual

**Objective:** 1.1

**Answer:** d. require some experience to trigger them.

1.1-16. **According to research, the critical period for imprinting in ducks is approximately**

- a. two years of age.
- b. the first year of life.
- c. between five and six months of age.
- d. the sixth day after hatching.
- e. 15 hours after hatching.

**Difficulty:** 1

**Question ID:** 1.1-16

**Page-** 5

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.2

**Answer:** e. 15 hours after hatching.

1.1-17. **According to the concept of inborn biases, infants**

- a. cannot be taught until after two years of age.
- b. have a tabula rasa mind at birth.
- c. imprint on parents by six months of age.
- d. are biased toward people of their own gender.
- e. are born with certain preexisting conceptions

**Difficulty:** 3

**Question ID:** 1.1-17

**Page-** 5

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.2

**Answer:** e. are born with certain preexisting conceptions

1.1-18. **Based on Spelke's research, we would expect that two-month-old Timmy would**

- a. pay special attention to objects that are stationary.
- b. understand that objects will move downward when not supported.
- c. believe that moving objects change direction randomly.
- d. have no preexisting conception about the behavior of objects.
- e. not be able to see a moving object.

**Difficulty:** 3

**Question ID:** 1.1-18

**Page-** 5

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Application

**Objective:** 1.2

**Answer:** b. understand that objects will move downward when not supported.

1.1-19. **"The first 18 months of life are the most important ones in development. Children who do not receive the proper stimulation or the proper loving attention then will be less likely to fully develop emotionally." What theoretical principle is reflected in this statement?**

- a. extinction
- b. primary process
- c. sensitive period
- d. vulnerability
- e. critical period

**Difficulty:** 3

**Question ID:** 1.1-19

**Page-** 6

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Application

**Objective:** 1.2

**Answer:** c. sensitive period

1.1-20. **Dr. Hidalgo is a behavior geneticist. The primary research techniques he will use are**

- a. studies of genetic experiments and cultural observations.
- b. longitudinal studies of the elderly and infants.
- c. studies of identical and fraternal twins, and of adopted children.
- d. correlational studies of gender and race.
- e. case studies and correlations.

**Difficulty:** 2

**Question ID:** 1.1-20

**Page-** 6

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.2

**Answer:** c. studies of identical and fraternal twins, and of adopted children.

- 1.1-21. **What is the most accurate statement about the concept of internal models of experience?**
- a. Babies are born with built-in biases in the way they experience the world.
  - b. New experiences are filtered through a person's core ideas and assumptions.
  - c. People fantasize a "model" of their spouses and children.
  - d. The effect of an experience depends on the objective properties of the experience.
  - e. By adulthood, men can comprehend model diagrams better than women.

**Difficulty:** 3

**Question ID:** 1.1-21

**Page-** 7

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Conceptual

**Objective:** 1.2

**Answer:** b. New experiences are filtered through a person's core ideas and assumptions.

- 1.1-22. **A set of five models of environmental influence was suggested by**

- a. Freud.
- b. Watson.
- c. Erikson.
- d. Aslin.
- e. Piaget.

**Difficulty:** 1

**Question ID:** 1.1-22

**Page-** 7

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.2

**Answer:** d. Aslin.

- 1.1-23. **Four-year-old Harry has developed a set of assumptions about the world, about himself, and his relationships with others. Psychologists call this his**

- a. interactional continuity.
- b. internal model.
- c. heritability.
- d. inborn biases.
- e. environmental model.

**Difficulty:** 2

**Question ID:** 1.1-23

**Page-** 7

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.2

**Answer:** b. internal model.

1.1-24. **Which of Aslin's models describes a pattern with NO environmental effect?**

- a. attunement
- b. facilitation
- c. induction
- d. maturation
- e. maintenance

**Difficulty:** 1

**Question ID:** 1.1-24

**Page-** 7

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.2

**Answer:** d. maturation

1.1-25. **Deaf infants coo and babble at about the same time as hearing infants, but lacking the auditory input of spoken language, they do not naturally develop spoken language later. Which of Aslin's five types of environmental influence does this illustrate?**

- a. maintenance
- b. facilitation
- c. induction
- d. attunement
- e. maturation

**Difficulty:** 2

**Question ID:** 1.1-25

**Page-** 7

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Application

**Objective:** 1.2

**Answer:** a. maintenance

1.1-26. **An experimenter randomly assigns half of a group of infants to a special enriched day care program. Within six months the infants in the enriched program have higher IQs. Two years later the difference between the two groups has declined, but the enriched group is still higher in IQ. This pattern would illustrate which of Aslin's five types of environmental influence?**

- a. attunement
- b. maintenance
- c. facilitation
- d. induction
- e. maturation

**Difficulty:** 2

**Question ID:** 1.1-26

**Page-** 7

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Application

**Objective:** 1.2

**Answer:** a. attunement

1.1-27. **One of a pair of identical twins was given extra practice in pre-walking movements, and the other twin was not given extra practice. The twin with extra practice walked several months earlier, but the other twin caught up within four months, this would illustrate which of Aslin's five types of environmental influence?**

- a. facilitation
- b. maturation
- c. attunement
- d. induction
- e. maintenance

**Difficulty:** 2

**Question ID:** 1.1-27

**Page-** 7

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Application

**Objective:** 1.2

**Answer:** a. facilitation

1.1-28. **Which of the following pairs of terms and definitions of models of environmental influence are paired correctly?**

- a. Maintenance: a behavior appears with no input from the environment.
- b. Facilitation: some environmental input is necessary to sustain a skill or behavior that has already developed maturationally.
- c. Attunement: a skill or behavior develops earlier than it normally would because of some experience.
- d. Induction: without some experience a particular behavior would not develop at all.
- e. Maturation: a particular experience leads to a permanent gain in performance.

**Difficulty:** 3

**Question ID:** 1.1-28

**Page-** 7

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Conceptual

**Objective:** 1.2

**Answer:** d. Induction: without some experience a particular behavior would not develop at all.

1.1-29. **In Aslin's model, a pure environmental effect is**

- a. facilitation.
- b. maturation.
- c. attunement.
- d. induction.
- e. maintenance.

**Difficulty:** 1

**Question ID:** 1.1-29

**Page-** 7

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.2

**Answer:** d. induction.



**1.1-30. The ecological perspective in developmental psychology**

- a. uses evolutionary theory to explain inborn patterns of behaviors.
- b. emphasizes teaching children about protection of the natural environment.
- c. looks at the context in which the child grows up.
- d. applies theories of animal behavior to understanding human behavior.
- e. was first suggested by Hall.

**Difficulty:** 2

**Question ID:** 1.1-30

**Page-** 8

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Conceptual

**Objective:** 1.3

**Answer:** c. looks at the context in which the child grows up.

**1.1-31. The name most associated with the ecological perspective in the study of human development is**

- a. John Bowlby.
- b. Sigmund Freud.
- c. Urie Bronfenbrenner.
- d. Frances Horowitz.
- e. John Watson.

**Difficulty:** 1

**Question ID:** 1.1-31

**Page-** 8

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.3

**Answer:** c. Urie Bronfenbrenner.

**1.1-32. Which of the following terms is defined as a system of meanings and customs that is shared by an identifiable group and transmitted from one generation of that group to the next?**

- a. ecological perspective
- b. society
- c. internal model
- d. external model
- e. culture

**Difficulty:** 1

**Question ID:** 1.1-32

**Page-** 8

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.3

**Answer:** e. culture

1.1-33. **Which of the following is characteristic of a culture which emphasizes individualism?**

- a. Group solidarity is the norm.
- b. Group cohesiveness protects and nourishes the individual.
- c. Responsibility is shared.
- d. Achievement is collective.
- e. Independence is valued.

**Difficulty:** 1

**Question ID:** 1.1-33

**Page-** 8

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.3

**Answer:** e. Independence is valued.

1.1-34. **Alissa lives in an individualistic culture. We would expect that Alissa**

- a. readily shares possessions with others.
- b. places her family's needs first.
- c. will strive to achieve the best grades in her class.
- d. feels obligated to carry out duties assigned to her.
- e. derives her identity from her peer group.

**Difficulty:** 3

**Question ID:** 1.1-34

**Page-** 8

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Application

**Objective:** 1.3

**Answer:** c. will strive to achieve the best grades in her class.

1.1-35. **Mariano lives in a collectivist culture. He will be encouraged to**

- a. become independent as soon as possible.
- b. consult with others before making a decision.
- c. assume responsibility for his actions.
- d. be competitive.
- e. develop his own individual identity.

**Difficulty:** 2

**Question ID:** 1.1-35

**Page-** 8

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Application

**Objective:** 1.3

**Answer:** b. consult with others before making a decision.

1.1-36. **An emphasis on individualism would most likely be found in which subculture?**

- a. Asian American
- b. African American
- c. Native American
- d. Hispanic American
- e. European American

**Difficulty:** 2

**Question ID:** 1.1-36

**Page-** 8

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.3

**Answer:** e. European American

1.1-37. **Werner and Smith's research has found that \_\_\_\_\_ of children who grew up in poverty level chaotic families turn out to be competent, confident, caring adults.**

- a. one-quarter
- b. one-third
- c. one-half
- d. two-thirds
- e. three-quarters

**Difficulty:** 1

**Question ID:** 1.1-37

**Page-** 9

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.4

**Answer:** b. one-third

1.1-38. **Which of the following terms includes high intelligence, good coordination, and easy temperament?**

- a. vulnerabilities
- b. internal models
- c. personality types
- d. cultural factors
- e. protective factors

**Difficulty:** 1

**Question ID:** 1.1-38

**Page-** 9

**Reference:**

**Topic:** Issues in the Study of Deveopment

**Skill:** Conceptual

**Objective:** 1.4

**Answer:** e. protective factors

1.1-39. **Who proposed that the child's inborn vulnerability or resilience interacts in a particular way with the "facilitativeness" of the environment?**

- a. Bowlby
- b. Garnezy
- c. Horowitz
- d. Rutter
- e. Freud

**Difficulty:** 1

**Question ID:** 1.1-39

**Page-** 9

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.4

**Answer:** c. Horowitz

1.1-40. **Of the following, the psychoanalytic theorist is**

- a. Locke.
- b. Piaget.
- c. Freud.
- d. Skinner.
- e. Bronfenbrenner.

**Difficulty:** 1

**Question ID:** 1.1-40

**Page-** 11

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.6

**Answer:** c. Freud.

1.1-41. **Freud's term for the unconscious instinctual sexual drive is**

- a. instinct.
- b. ego.
- c. erogenous zone.
- d. libido.
- e. superego

**Difficulty:** 1

**Question ID:** 1.1-41

**Page-** 11-12

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.6

**Answer:** d. libido.

1.1-42. **Freud proposed that the structure of personality has three parts, which he called**

- a. assimilation, accommodation, and equilibration.
- b. physiological needs, love and belongingness needs, and self-actualization.
- c. id, ego, and superego.
- d. anal, oral, and phallic.
- e. libido, id, and instinct.

**Difficulty:** 1

**Question ID:** 1.1-42

**Page-** 12

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.6

**Answer:** c. id, ego, and superego.

1.1-43. **Freud believed that the norms and moral structures of the family and society are incorporated in the**

- a. ego.
- b. id.
- c. libido.
- d. superego.
- e. phallic stage.

**Difficulty:** 2

**Question ID:** 1.1-43

**Page-** 12

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.6

**Answer:** d. superego.

1.1-44. **A Freudian psychoanalyst would say that one-year-old Zachary's personality is made up of**

- a. only the ego.
- b. the id and the superego.
- c. the id and the ego.
- d. only the superego.
- e. only the id.

**Difficulty:** 2

**Question ID:** 1.1-44

**Page-** 12

**Reference:**

**Topic:** Theories of Development

**Skill:** Application

**Objective:** 1.6

**Answer:** e. only the id.

1.1-45. **Seeing one's own behavior or beliefs in others whether they are actually present or not is the defense mechanism of**

- a. denial.
- b. displacement.
- c. rationalization.
- d. repression.
- e. projection.

**Difficulty:** 1

**Question ID:** 1.1-45

**Page-** 12

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.6

**Answer:** e. projection.

1.1-46. **Five-year-old Janey started sucking her thumb again when her baby brother was born. This is an example of**

- a. regression.
- b. rationalization.
- c. projection.
- d. displacement.
- e. denial.

**Difficulty:** 2

**Question ID:** 1.1-46

**Page-** 12

**Reference:**

**Topic:** Theories of Development

**Skill:** Application

**Objective:** 1.6

**Answer:** a. regression.

1.1-47. **How does Erikson's psychoanalytic theory differ from that of Freud?**

- a. It is described as psychosexual.
- b. It focuses on psychosocial stages influenced by common cultural demands.
- c. It is based on libidinal energy and incorporates the concepts of id, ego, and superego.
- d. It includes both a phallic and genital stage.
- e. It states that a child's success depends on interaction with people and objects.

**Difficulty:** 3

**Question ID:** 1.1-47

**Page-** 12

**Reference:**

**Topic:** Theories of Development

**Skill:** Conceptual

**Objective:** 1.6

**Answer:** b. It focuses on psychosocial stages influenced by common cultural demands.

1.1-48. **A comparison of the theories of Freud and Erikson indicates that**

- a. Freud's theory was much more a psychosocial theory.
- b. Erikson failed to consider adult stages.
- c. Freud's concept of basic trust was the basis for Erikson's theory.
- d. both emphasized the importance of interactions with other people.
- e. both placed strong emphasis on libido

**Difficulty:** 3

**Question ID:** 1.1-48

**Page-** 12

**Reference:**

**Topic:** Theories of Development

**Skill:** Conceptual

**Objective:** 1.6

**Answer:** d. both emphasized the importance of interactions with other people.

1.1-49. **The central figure in cognitive developmental theory is**

- a. Erik Erikson.
- b. Jean Piaget.
- c. Sigmund Freud.
- d. Albert Bandura.
- e. Urie Bronfenbrenner.

**Difficulty:** 1

**Question ID:** 1.1-49

**Page-** 13

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.6

**Answer:** b. Jean Piaget.

1.1-50. **Piaget believed that cognitive development is**

- a. characterized by great irregularities.
- b. shaped by the environment.
- c. an active process of exploration, manipulation, and examination.
- d. random and unpredictable.
- e. based on personality factors

**Difficulty:** 2

**Question ID:** 1.1-50

**Page-** 13

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.7

**Answer:** c. an active process of exploration, manipulation, and examination.

1.1-51. **In Piaget's theory, adaptation includes**

- a. accommodation, assimilation, and libido.
- b. trust, identity, and integrity.
- c. assimilation, sexuality, and ego.
- d. equilibration, displacement, and regression.
- e. accommodation, assimilation, and equilibration.

**Difficulty:** 2

**Question ID:** 1.1-51

**Page-** 13

**Reference:**

**Topic:** Theories of Development

**Skill:** Conceptual

**Objective:** 1.7

**Answer:** e. accommodation, assimilation, and equilibration.

1.1-52. **Which of the following is the most accurate statement based on Vygotsky's theory?**

- a. Complex forms of thinking originate in private explorations.
- b. Children learn best when tasks are easy for them.
- c. Learning is achieved in the zone of proximal development.
- d. Children learn best on their own.
- e. Children are not able to act as tutors.

**Difficulty:** 2

**Question ID:** 1.1-52

**Page-** 14

**Reference:**

**Topic:** Theories of Development

**Skill:** Conceptual

**Objective:** 1.7

**Answer:** c. Learning is achieved in the zone of proximal development.

1.1-53. **Which theory uses the computer as a model of human thinking?**

- a. information processing
- b. psychosocial
- c. learning
- d. cognitive developmental
- e. psychosexual

**Difficulty:** 2

**Question ID:** 1.1-53

**Page-** 14

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.7

**Answer:** a. information processing



1.1-54. **Which of the following is the correct sequence of memory?**

- a. sensory - short term - long term
- b. sensory - short term - working
- c. encoding - retrieval - storage
- d. short term - sensory - working
- e. storage - encoding - long term

**Difficulty:** 1

**Question ID:** 1.1-54

**Page-** 14

**Reference:**

**Topic:** Theories of Development

**Skill:** Conceptual

**Objective:** 1.7

**Answer:** a. sensory - short term - long term

1.1-55. **Which of the following components of the memory system is also called working memory?**

- a. sensory memory
- b. short-term memory
- c. long-term memory
- d. encoding
- e. retrieval

**Difficulty:** 2

**Question ID:** 1.1-55

**Page-** 14

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.7

**Answer:** b. short-term memory

1.1-56. **Richard tries to make meaningful associations in order to remember information. He is trying to put the information in to which type of memory?**

- a. sensory
- b. short-term
- c. working
- d. encoding
- e. long-term

**Difficulty:** 3

**Question ID:** 1.1-56

**Page-** 14

**Reference:**

**Topic:** Theories of Development

**Skill:** Application

**Objective:** 1.7

**Answer:** e. long-term

1.1-57. **When the large dog next door barked suddenly, six-month-old Lara was startled. Now when she sees the dog, she cries. The dog's barking was a(n)**

- a. conditioned stimulus.
- b. unconditional stimulus.
- c. conditioned response.
- d. unconditioned response.
- e. negative reinforcement.

**Difficulty:** 2

**Question ID:** 1.1-57

**Page-** 15

**Reference:**

**Topic:** Theories of Development

**Skill:** Application

**Objective:** 1.8

**Answer:** b. unconditional stimulus.

1.1-58. **Ralph became ill with the flu after eating pizza. When his mother serves pizza again, he feels sick and refuses to eat it. This is an example of**

- a. classical conditioning.
- b. observational learning.
- c. extinction.
- d. operant conditioning.
- e. social cognition.

**Difficulty:** 2

**Question ID:** 1.1-58

**Page-** 15

**Reference:**

**Topic:** Theories of Development

**Skill:** Application

**Objective:** 1.8

**Answer:** a. classical conditioning.

1.1-59. **Watson's Little Albert experiment demonstrated that**

- a. children automatically fear small animals.
- b. classical conditioning plays a role in the development of emotional responses.
- c. operant conditioning is the only form of learning that works with infants.
- d. conditioned stimuli are naturally occurring events.
- e. unconditional stimuli rarely lead to long term conditioning.

**Difficulty:** 2

**Question ID:** 1.1-59

**Page-** 15

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.8

**Answer:** b. classical conditioning plays a role in the development of emotional responses.

1.1-60. **Instrumental conditioning is another name for**

- a. classical conditioning.
- b. backward conditioning.
- c. observational learning.
- d. operant conditioning.
- e. partial learning.

**Difficulty:** 1

**Question ID:** 1.1-60

**Page-** 16

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.8

**Answer:** d. operant conditioning.

1.1-61. **Food, praise or attention all serve as what type of reinforcer?**

- a. negative
- b. classical
- c. intrinsic
- d. extrinsic
- e. positive

**Difficulty:** 1

**Question ID:** 1.1-61

**Page-** 16

**Reference:**

**Topic:** Theories of Development

**Skill:** Conceptual

**Objective:** 1.8

**Answer:** e. positive

1.1-62. **Which of the following is an example of negative reinforcement?**

- a. The audience applauds when Jim finishes his song.
- b. Maurice is spanked for talking back to his parents.
- c. Cathy stops telling lies when her parents spank her.
- d. Lucas throws a temper tantrum when he is told he can't have some candy.
- e. LaVera is no longer grounded since her grades have improved.

**Difficulty:** 3

**Question ID:** 1.1-62

**Page-** 16

**Reference:**

**Topic:** Theories of Development

**Skill:** Application

**Objective:** 1.8

**Answer:** e. LaVera is no longer grounded since her grades have improved.

1.1-63. **Behavior is strengthened by \_\_\_\_\_ and weakened by \_\_\_\_\_.**

- a. positive reinforcement; negative reinforcement
- b. positive reinforcement; punishment
- c. punishment; negative reinforcement
- d. negative reinforcement; positive reinforcement
- e. positive reinforcement; partial reinforcement

**Difficulty:** 3

**Question ID:** 1.1-63

**Page-** 16

**Reference:**

**Topic:** Theories of Development

**Skill:** Conceptual

**Objective:** 1.8

**Answer:** b. positive reinforcement; punishment

1.1-64. **Kanisha has learned to make her bed by watching her brother make his bed. She has been influenced by**

- a. intrinsic reinforcement.
- b. classical conditioning.
- c. observational learning.
- d. operant conditioning.
- e. partial reinforcement.

**Difficulty:** 2

**Question ID:** 1.1-64

**Page-** 17

**Reference:**

**Topic:** Theories of Development

**Skill:** Application

**Objective:** 1.8

**Answer:** c. observational learning.

1.1-65. **Studies of partial reinforcement show that**

- a. it is the same thing as positive reinforcement.
- b. behaviors are learned faster using partial reinforcement.
- c. it works with children but not with adults.
- d. it makes behaviors more resistant to extinction.
- e. behaviors are weakened by partial reinforcement.

**Difficulty:** 2

**Question ID:** 1.1-65

**Page-** 17

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.8

**Answer:** d. it makes behaviors more resistant to extinction.

1.1-66. **In order to be defined as a punishment, an action must**

- a. weaken or stop a behavior.
- b. deprive someone of something important.
- c. be strong and immediate.
- d. occur within two days of the behavior.
- e. inflict something painful.

**Difficulty:** 3

**Question ID:** 1.1-66

**Page-** 17

**Reference:**

**Topic:** Theories of Development

**Skill:** Conceptual

**Objective:** 1.8

**Answer:** a. weaken or stop a behavior.

1.1-67. **According to Bandura,**

- a. direct reinforcement is not always necessary for learning to occur.
- b. observational learning occurs only if the observer is reinforced.
- c. reinforcement is important in observational learning but not in modeling.
- d. all learning can be explained using operant conditioning principles.
- e. intrinsic reinforcements are external reinforcements.

**Difficulty:** 2

**Question ID:** 1.1-67

**Page-** 17

**Reference:**

**Topic:** Theories of Development

**Skill:** Conceptual

**Objective:** 1.8

**Answer:** a. direct reinforcement is not always necessary for learning to occur.

1.1-68. **Which of the following would be an intrinsic reinforcement?**

- a. relief from pain
- b. a trophy
- c. affection
- d. parental praise
- e. pride of discovery

**Difficulty:** 2

**Question ID:** 1.1-68

**Page-** 17

**Reference:**

**Topic:** Theories of Development

**Skill:** Application

**Objective:** 1.8

**Answer:** e. pride of discovery

1.1-69. **Bandura added all of the following concepts to traditional learning theory EXCEPT**

- a. abstract modeling.
- b. observational learning.
- c. classical conditioning.
- d. emphasis on cognitive elements.
- e. intrinsic reinforcements.

**Difficulty:** 3

**Question ID:** 1.1-69

**Page-** 17

**Reference:**

**Topic:** Theories of Development

**Skill:** Conceptual

**Objective:** 1.8

**Answer:** c. classical conditioning.

1.1-70. **Which of the following is an accurate statement about developmental theories?**

- a. Cognitive developmental theory views development as active.
- b. Operant conditioning takes a nature approach to development.
- c. Psychoanalysis emphasizes stability in development.
- d. No theory assumes that nature and nurture are equally important.
- e. Sociocultural theory uses the computer as a model.

**Difficulty:** 3

**Question ID:** 1.1-70

**Page-** 18

**Reference:**

**Topic:** Theories of Development

**Skill:** Conceptual

**Objective:** 1.8

**Answer:** a. Cognitive developmental theory views development as active.

1.1-71. **Mr. Montez has very specific rules for classroom behavior and homework and he uses reinforcement frequently. His approach to instruction is based on which theory?**

- a. cognitive-developmental
- b. psychoanalytic
- c. learning
- d. ecological
- e. information processing

**Difficulty:** 2

**Question ID:** 1.1-71

**Page-** 19

**Reference:**

**Topic:** Theories of Development

**Skill:** Application

**Objective:** 1.8

**Answer:** c. learning

1.1-72. Which of the following theorists proposed the least testable ideas?

- a. Freud
- b. Vygotsky
- c. Piaget
- d. Bandura
- e. Pavlov

**Difficulty:** 1

**Question ID:** 1.1-73

**Page-** 20

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.9

**Answer:** a. Freud

1.1-73. All of the following are goals of developmental psychology EXCEPT to

- a. describe development.
- b. explain development.
- c. predict development.
- d. influence development.
- e. limit development.

**Difficulty:** 1

**Question ID:** 1.1-72

**Page-** 18

**Reference:**

**Topic:** Theories of Development

**Skill:** Factual

**Objective:** 1.9

**Answer:** e. limit development.

1.1-74. Predictions that researchers can test are called

- a. theories.
- b. variables.
- c. hypotheses.
- d. events.
- e. heuristics

**Difficulty:** 2

**Question ID:** 1.1-74

**Page-** 20

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.10

**Answer:** c. hypotheses.

1.1-75. **Dr. Martinez is studying the development of math skills in children. She has assessed three separate groups of children (six-year-olds, eight-year-olds, and ten-year-olds) in the past month and is comparing their behavior to determine age effects. The research design she is using is**

- a. cross-sectional.
- b. cohort.
- c. longitudinal.
- d. sequential.
- e. correlational

**Difficulty:** 2

**Question ID:** 1.1-75

**Page-** 21

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.11

**Answer:** a. cross-sectional.

1.1-76. **Cross-sectional designs are**

- a. free of cohort problems.
- b. a good measure of consistency of behavior over time.
- c. less time-consuming than longitudinal designs.
- d. a good source of information on sequence of development.
- e. only useful for research on adults.

**Difficulty:** 2

**Question ID:** 1.1-76

**Page-** 21

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Conceptual

**Objective:** 1.11

**Answer:** c. less time-consuming than longitudinal designs.

1.1-77. **Which of the following is an accurate statement about longitudinal designs?**

- a. More than one cohort is studied repeatedly over some period of time.
- b. Individuals of the same age are studied one time only.
- c. The same individuals are studied several times over a period of time.
- d. Separate age groups are studied in the same period of time.
- e. Cohort groups at least five years apart are used

**Difficulty:** 2

**Question ID:** 1.1-77

**Page-** 21

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.11

**Answer:** c. The same individuals are studied several times over a period of time.



1.1-78. **Professor Robbs wants to eliminate cohort effects in his research. Which design should he avoid?**

- a. correlational
- b. longitudinal
- c. sequential
- d. cross-sectional
- e. case study

**Difficulty:** 3

**Question ID:** 1.1-78

**Page-** 21

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Conceptual

**Objective:** 1.11

**Answer:** d. cross-sectional

1.1-79. **A researcher is testing IQ in the same group of children at age 2, 6, 10, and 16 years of age. What type of study is he conducting?**

- a. experimental
- b. cross-sectional
- c. longitudinal
- d. sequential
- e. cross-cultural

**Difficulty:** 2

**Question ID:** 1.1-79

**Page-** 21

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.11

**Answer:** c. longitudinal

1.1-80. **A researcher has tested three different age groups at one time and then retested each group two and four years later. The researcher is using a(n)**

- a. sequential design.
- b. analytic design.
- c. cohort design.
- d. time-lag design.
- e. longitudinal design.

**Difficulty:** 2

**Question ID:** 1.1-80

**Page-** 22

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.11

**Answer:** a. sequential design.

1.1-81. **Characteristics that vary from person to person are**

- a. variables.
- b. hypotheses.
- c. theories.
- d. constants.
- e. biases.

**Difficulty:** 1

**Question ID:** 1.1-81

**Page-** 22

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.12

**Answer:** a. variables.

1.1-82. **Dr. Meadows is a psychologist and conducts in-depth examinations of each of her patients. What research method is she using?**

- a. naturalistic observation
- b. case study
- c. longitudinal study
- d. therapeutic intervention
- e. cross-sectional study

**Difficulty:** 2

**Question ID:** 1.1-82

**Page-** 23

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.12

**Answer:** b. case study

1.1-83. **All of the following are accurate statements about the naturalistic observation method EXCEPT**

- a. people are observed in their normal environments.
- b. observer bias is a weakness.
- c. they are time consuming.
- d. they are highly generalizable.
- e. observations should be repeated.

**Difficulty:** 3

**Question ID:** 1.1-83

**Page-** 23

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Conceptual

**Objective:** 1.12

**Answer:** d. they are highly generalizable.

1.1-84. **In order to determine the relationship between variables, a researcher should use a(n)**

- a. average.
- b. correlation.
- c. deviation.
- d. range.
- e. median.

**Difficulty:** 1

**Question ID:** 1.1-84

**Page-** 23

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.12

**Answer:** b. correlation.

1.1-85. **Which of the following is the strongest correlation?**

- a. 85
- b. 32
- c. -.43
- d. .57
- e. -.96

**Difficulty:** 3

**Question ID:** 1.1-85

**Page-** 23

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.12

**Answer:** e. -.96

1.1-86. **A correlation cannot be used to determine whether**

- a. children who are friendly are also smart.
- b. honesty in school is related to honesty at home.
- c. intelligence is related to friendliness.
- d. honest children have honest parents.
- e. TV violence causes childhood aggression.

**Difficulty:** 2

**Question ID:** 1.1-86

**Page-** 23

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.12

**Answer:** e. TV violence causes childhood aggression.

1.1-87. **Which of the following is a key feature of an experimental design?**

- a. The same individuals are studied several times over some period of time.
- b. Calculation of a correlation is used to evaluate the results.
- c. Two or more different cohorts are always used.
- d. Participants are randomly assigned to groups.
- e. Experiments are always longitudinal.

**Difficulty:** 3

**Question ID:** 1.1-87

**Page-** 24

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Conceptual

**Objective:** 1.13

**Answer:** d. Participants are randomly assigned to groups.

1.1-88. **A researcher shows one group of children a video of adults demonstrating helping behavior and another group episodes of a wildlife program. The children are then observed playing and the number of helping behaviors are recorded. In this experiment, what is the independent variable?**

- a. type of video seen
- b. degree of helpfulness demonstrated by the children
- c. age of the children
- d. number of TV programs seen
- e. ability to care for wild animals

**Difficulty:** 3

**Question ID:** 1.1-88

**Page-** 24

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.13

**Answer:** a. type of video seen

1.1-89. **In an experiment designed to study the effects of homework assignments on grades in school, the grades are the**

- a. independent variable.
- b. control variable.
- c. dependent variable.
- d. cohort variable.
- e. concrete variable.

**Difficulty:** 2

**Question ID:** 1.1-89

**Page-** 24

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.13

**Answer:** c. dependent variable.

1.1-90. **A researcher is interested in knowing if exposure to certain chemicals has an effect on mental acuity in old age. He compares the mental acuity of a group of elderly people who were exposed to the chemicals and another group who were not. The study would be an example of what kind of research?**

- a. an experiment
- b. a quasi-experiment
- c. a cross-sectional study
- d. a longitudinal study
- e. a case study

**Difficulty:** 2

**Question ID:** 1.1-90

**Page-** 24

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.13

**Answer:** b. a quasi-experiment

1.1-91. **A detailed description of a single culture or context based on extensive observation is a(n)**

- a. cross-sectional design.
- b. ethnography.
- c. inter-cultural assessment.
- d. observation.
- e. sequential design.

**Difficulty:** 1

**Question ID:** 1.1-92

**Page-** 26

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.13

**Answer:** b. ethnography.

1.1-92. **Critical thinking involves all of the following EXCEPT**

- a. independent thinking.
- b. suspension of judgment.
- c. willingness to modify prior judgments.
- d. anecdotal evidence.
- e. willingness to abandon prior judgments.

**Difficulty:** 2

**Question ID:** 1.1-91

**Page-** 25

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Conceptual

**Objective:** 1.13

**Answer:** d. anecdotal evidence.

- 1.1-93. **Basic guidelines in any research involving human subjects include which of the following?**
- The researcher in charge must have a research-based doctoral degree.
  - The research must be approved by the federal government.
  - The subjects must not be told the true purpose of the research.
  - When possible subjects should be protected from mental or physical harm.
  - Subjects have the right to be informed about deception as soon as the study is over.

**Difficulty:** 3

**Question ID:** 1.1-93

**Page-** 27

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.15

**Answer:** e. Subjects have the right to be informed about deception as soon as the study is over.

- 1.1-94. **The ethical principle of informed consent in research**

- does not apply to infants, since they cannot reply.
- requires only a superficial review of the research.
- requires consent from an oversight committee.
- requires parents to consent for children.
- only applies to children and teenagers.

**Difficulty:** 2

**Question ID:** 1.1-94

**Page-** 27

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.15

**Answer:** d. requires parents to consent for children.

- 1.1-95. **Dr. Messerman is researching cognitive development in children. During one of the research sessions, one child decides he does not want to participate anymore. Dr. Messerman**

- must stop testing on that child.
- should wait a few days and test the child again.
- can ask the parents to talk to the child.
- can force the child to participate with the parents' consent.
- must terminate the research.

**Difficulty:** 2

**Question ID:** 1.1-95

**Page-** 27

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.15

**Answer:** a. must stop testing on that child.

1.1-96. **Dr. Burnett's research is subject to the ethical standard of confidentiality.**

**Therefore, he must**

- a. not tell his subjects the truth about his research.
- b. not reveal research findings to the press.
- c. not reveal the identities of participants in his research.
- d. conduct his research in secret.
- e. disregard the concept of informed consent.

**Difficulty:** 2

**Question ID:** 1.1-96

**Page-** 27

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Application

**Objective:** 1.15

**Answer:** c. not reveal the identities of participants in his research.

### Fill-in-the-Blank

1.2-1. **Dr. Benjamin Spock's 1946 classic best-seller book about child care was titled \_\_\_\_\_ .**

**Difficulty:** 2

**Question ID:** 1.2-1

**Page-** 2

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:**

**Answer:** The Commonsense Book of Baby and Child Care

1.2-2. **The notion of \_\_\_\_\_ teaches that children are born with a selfish nature and must be spiritually reborn.**

**Difficulty:** 1

**Question ID:** 1.2-1

**Page-** 3

**Reference:**

**Topic:** Issues in the Study of Development

**Skill:** Factual

**Objective:** 1.1

**Answer:** original sin

1.2-3. insisted that at birth the mind is a blank slate and used the Latin term to describe this as \_\_\_\_\_ .

**Difficulty:** 2  
**Question ID:** 1.2-3  
**Page-** 3  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.1

**Answer:** John Lock/b.tabula rasa

1.2-4. \_\_\_\_\_ coined a new term in 1913 to describe human development in terms of behavior changes caused by environmental influences called \_\_\_\_\_ .

**Difficulty:** 2  
**Question ID:** 1.2-4  
**Page-** 3  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.1

**Answer:** John Watson/ Behaviorism

1.2-5. The philosopher \_\_\_\_\_ believed in the idea of interaction between internal and external forces, but claimed humans are naturally \_\_\_\_\_ .

**Difficulty:** 1  
**Question ID:** 1.2-5  
**Page-** 3  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.1

**Answer:** Rousseau/ good

1.2-6. In developmental terms, a change in amount is \_\_\_\_\_ ; whereas a change in kind or type is \_\_\_\_\_ .

**Difficulty:** 2  
**Question ID:** 1.2-6  
**Page-** 4  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.1

**Answer:** quantitative/ qualitative



1.2-7. Any maturational pattern is marked by three qualities. It is \_\_\_\_\_ , \_\_\_\_\_ , and relatively impervious to \_\_\_\_\_ influence.

**Difficulty:** 3  
**Question ID:** 1.2-7  
**Page-** 5  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Conceptual  
**Objective:** 1.2

**Answer:** universal/ sequential/ environmental

1.2-8. A \_\_\_\_\_ is a time when an experience can be best incorporated into the maturational process.

**Difficulty:** 1  
**Question ID:** 1.2-8  
**Page-** 5  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.2

**Answer:** sensitive period

1.2-9. Researchers such as \_\_\_\_\_ promote the idea that babies come into the world with "preexisting conceptions" called \_\_\_\_\_ or \_\_\_\_\_ .

**Difficulty:** 3  
**Question ID:** 1.2-9  
**Page-** 5  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.2

**Answer:** Elizabeth Spelke/ inborn biases/ constraints

1.2-10. If a child tends to be aggressive and hostile, it is likely that the child lives in a family environment high in criticism and negativity. This is an example of \_\_\_\_\_ .

**Difficulty:** 2  
**Question ID:** 1.2-10  
**Page-** 6  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Conceptual  
**Objective:** 1.2

**Answer:** Gene-Environment Interaction

- 1.2-11. A theoretical concept emphasizing that each child creates a set of core ideas or assumptions about the world, the self, and relationships with others through which all subsequent experience is filtered is called \_\_\_\_\_ .

**Difficulty:** 3  
**Question ID:** 1.2-11  
**Page-** 7  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.2

**Answer:** internal models of experience

- 1.2-12. In Aslin's model, a pattern in which some environmental input is necessary to sustain a skill or behavior that has already developed maturationally is called \_\_\_\_\_ .

**Difficulty:** 1  
**Question ID:** 1.2-12  
**Page-** 7  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.2

**Answer:** maintenance

- 1.2-13. Since the early 1980s, research regarding environmental or contextual influences on human development widened to include \_\_\_\_\_ , which emphasizes that each child grows up in a complex social environment.

**Difficulty:** 1  
**Question ID:** 1.2-13  
**Page-** 8  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.3

**Answer:** the ecological perspective

1.2-14. A culture which advocates achievement and responsibility would be described as \_\_\_\_\_ .

**Difficulty:** 1  
**Question ID:** 1.2-14  
**Page-** 8  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Conceptual  
**Objective:** 1.3

**Answer:** individualistic

1.2-15. Theorists suggest that high intelligence, good coordination, an easy temperament, or a lovely smile are \_\_\_\_\_ that tend to make children more \_\_\_\_\_ .

**Difficulty:** 2  
**Question ID:** 1.2-15  
**Page-** 9  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Conceptual  
**Objective:** 1.4

**Answer:** protective factors/ resilient

1.2-16. Changes that are common to every member of a species is called \_\_\_\_\_ .

**Difficulty:** 2  
**Question ID:** 1.2-16  
**Page-** 10  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.5

**Answer:** normative age-graded changes

1.2-17. Changes that occur in most members of a cohort as a result of factors at work during a specific, well-defined historical period are called \_\_\_\_\_ .

**Difficulty:** 2  
**Question ID:** 1.2-17  
**Page-** 10  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.5

**Answer:** normative history-graded changes

1.2-18. **A group of individuals who share the same historical experiences at the same times in their lives is referred to as a \_\_\_\_\_ .**

**Difficulty:** 1  
**Question ID:** 1.2-18  
**Page-** 10  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.5

**Answer:** cohort

1.2-19. **An unshared and unique event in a person's life, such as conception, is called a \_\_\_\_\_ or \_\_\_\_\_ .**

**Difficulty:** 2  
**Question ID:** 1.2-19  
**Page-** 11  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Conceptual  
**Objective:** 1.5  
**Answer:** nonnormative change/ individual difference

1.2-20. **Sets of statements that propose general principles of development are called \_\_\_\_\_ .**

**Difficulty:** 1  
**Question ID:** 1.2-20  
**Page-** 11  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.5  
**Answer:** developmental theories

1.2-21. **Developmental theories based on the assumption that age-related change results from maturationally determined conflicts between internal drives and society's demands are referred to as \_\_\_\_\_ .**

**Difficulty:** 2  
**Question ID:** 1.2-21  
**Page-** 11  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.6

**Answer:** psychoanalytic theories

- 1.2-22. The five stages of personality development suggested by Freud that include oral, anal, phallic, latency, and genital stages are called \_\_\_\_\_ .

**Difficulty:** 1  
**Question ID:** 1.2-22  
**Page-** 12  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.6

**Answer:** psychosexual stages

- 1.2-23. In Freud's \_\_\_\_\_ and Erikson's \_\_\_\_\_ the critical point is that the degree of success a child experiences in meeting the demands of various stages will depend on the interactions the child has with people and objects in the child's world.

**Difficulty:** 2  
**Question ID:** 1.2-23  
**Page-** 12-13  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.6

**Answer:** psychoanalytic theories/ psychosocial stages

- 1.2-24. According to Piaget, assimilation, accommodation, and equilibration are all part of \_\_\_\_\_ .

**Difficulty:** 2  
**Question ID:** 1.2-24  
**Page-** 13  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.7

**Answer:** adaptation

1.2-25. Vygotsky suggested that learning is best achieved in a(n) \_\_\_\_\_ .

**Difficulty:** 1  
**Question ID:** 1.2-25  
**Page-** 14  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.7

**Answer:** zone of proximal development

1.2-26. Memory is broken down in three subprocesses called \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_ .

**Difficulty:** 2  
**Question ID:** 1.2-26  
**Page-** 14  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:**

**Answer:** encoding/ storage/ retrieval

1.2-27. \_\_\_\_\_ is when you hear the sounds of a word. Then the word moves into the memory system, called \_\_\_\_\_ or \_\_\_\_\_ , where information is processed.

**Difficulty:** 2  
**Question ID:** 1.2-27  
**Page-** 14  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.7

**Answer:** Sensory memory/ short-term memory/ working memory

1.2-28. Psychological theories that explain development in terms of accumulated learning experiences is called \_\_\_\_\_ .

**Difficulty:** 1  
**Question ID:** 1.2-28  
**Page-** 15  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.8

**Answer:** learning theories

1.2-29. **The acquisition of new signals for existing responses made famous by Ivan Pavlov is known as \_\_\_\_\_ .**

**Difficulty:** 1  
**Question ID:** 1.2-29  
**Page-** 15  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.8

**Answer:** classical conditioning

1.2-30. **The type of learning in which the probability of a person's performing some behavior is increased or decreased because of the consequences it produces is known as \_\_\_\_\_ .**

**Difficulty:** 2  
**Question ID:** 1.2-30  
**Page-** 16  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.8

**Answer:** operant conditioning

1.2-31. **Negative reinforcement \_\_\_\_\_ a behavior because an unpleasant stimulus is \_\_\_\_\_ .**

**Difficulty:** 3  
**Question ID:** 1.2-31  
**Page-** 16  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.8

**Answer:** increases/ removed

- 1.2-32. In an effort to bridge the gap between learning theory and cognitive-developmental theory, Bandura emphasizes important cognitive elements in observational learning that he now calls \_\_\_\_\_ .

**Difficulty:** 3  
**Question ID:** 1.2-32  
**Page-** 17  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.8

**Answer:** social cognitive theory

- 1.2-33. The degree to which psychologists judge the usefulness of theories, and the degree to which theories stimulate thinking and research, is called \_\_\_\_\_ .

**Difficulty:** 2  
**Question ID:** 1.2-33  
**Page-** 19  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.9  
**Answer:** heuristic value

- 1.2-34. In terms of heuristic value, \_\_\_\_\_ and \_\_\_\_\_ theories get equally high marks.

**Difficulty:** 2  
**Question ID:** 1.2-34  
**Page-** 19  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Conceptual  
**Objective:** 1.9  
**Answer:** Freud's/ Piaget's

- 1.2-35. The approach or use of multiple theoretical perspectives to explain and study human development is known as \_\_\_\_\_ .

**Difficulty:** 1  
**Question ID:** 1.2-35  
**Page-** 20  
**Reference:**  
**Topic:** Theories of Development  
**Skill:** Factual  
**Objective:** 1.9

**Answer:** eclecticism



1.2-36. **Developmental psychology uses the scientific method to achieve the following four goals: to \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_ human development.**

**Difficulty:** 3

**Question ID:** 1.2-36

**Page-** 20

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.10

**Answer:** describe/explain/predict/influence

1.2-37. **A study testing different groups of people of different ages at the same time is \_\_\_\_\_ .**

**Difficulty:** 1

**Question ID:** 1.2-37

**Page-** 21

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Factual

**Objective:** 1.11

**Answer:** cross-sectional

1.2-38. **\_\_\_\_\_ is a form of study that combines cross-sectional and longitudinal designs, and can allow for comparisons of cohorts.**

**Difficulty:** 2

**Question ID:** 1.2-38

**Page-** 21-22

**Reference:**

**Topic:** Finding the Answers: Research Designs and Methods

**Skill:** Conceptual

**Objective:** 1.11

**Answer:** Sequential design

1.2-39. **A \_\_\_\_\_ is a number ranging from -1.00 to +1.00 that describes the strength of a relationship between two variables.**

**Difficulty:** 1

**Question ID:** 1.2-39

**Page-** 23

**Reference:**

**Topic:** Findings the Answers: Research Designs and Methods

**Skill:** Conceptual

**Objective:** 1.12

**Answer:** correlation

1.2-40. In \_\_\_\_\_-experiments, participants are not randomly assigned to groups.

**Difficulty:** 1  
**Question ID:** 1.2-40  
**Page-** 24  
**Reference:**  
**Topic:** Finding the Answers: Research Designs and Methods  
**Skill:** Factual  
**Objective:** 1.13

**Answer:** quasi

1.2-41. An increasingly common type of research in developmental psychology that compares cultures or contexts is called \_\_\_\_\_ research.

**Difficulty:** 1  
**Question ID:** 1.2-41  
**Page-** 26  
**Reference:**  
**Topic:** Finding the Answers: Research Designs and Methods  
**Skill:** Factual  
**Objective:** 1.14

**Answer:** Cross-Cultural

1.2-42. Protection from harm, informed consent, confidentiality, knowledge of results, and protection from deception are all important guidelines known as \_\_\_\_\_ .

**Difficulty:** 2  
**Question ID:** 1.2-42  
**Page-** 26 - 27  
**Reference:**  
**Topic:** Finding the Answers: Research Designs and Methods  
**Skill:** Conceptual  
**Objective:** 1.15

**Answer:** research ethics

## Essay

- 1.3-1. **Define the nature-nurture controversy and describe its impact on developmental theories in the past 100 years.**

**Difficulty:** 2  
**Question ID:** 1.3-1  
**Page-** 2-4  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Factual  
**Objective:** 1.1

**Answer:** The answer should include the relationship of nature to heredity and genetics and nurture to environment and experience; the major proponents such as Plato and Descartes on the nature side, Locke and Watson on the nurture side, and interactionists such as Rousseau; and where the current theories of development stand on this issue.

- 1.3-2. **Compare and contrast individualistic and collectivistic cultures, give specific examples of each, and explain why developmental psychology must recognize both types of cultures.**

**Difficulty:** 3  
**Question ID:** 1.3-2  
**Page-** 8 - 9  
**Reference:**  
**Topic:** Issues in the Study of Development  
**Skill:** Conceptual  
**Objective:** 1.1

**Answer:** Individualistic cultures should be defined as fostering independence and competition (United States and Western Europe) and collectivistic cultures as fostering cooperation and dependence (Hispanic and Native American). Psychology must recognize the influence of these cultural approaches in the responses and reactions of people to various psychological tests and measures.