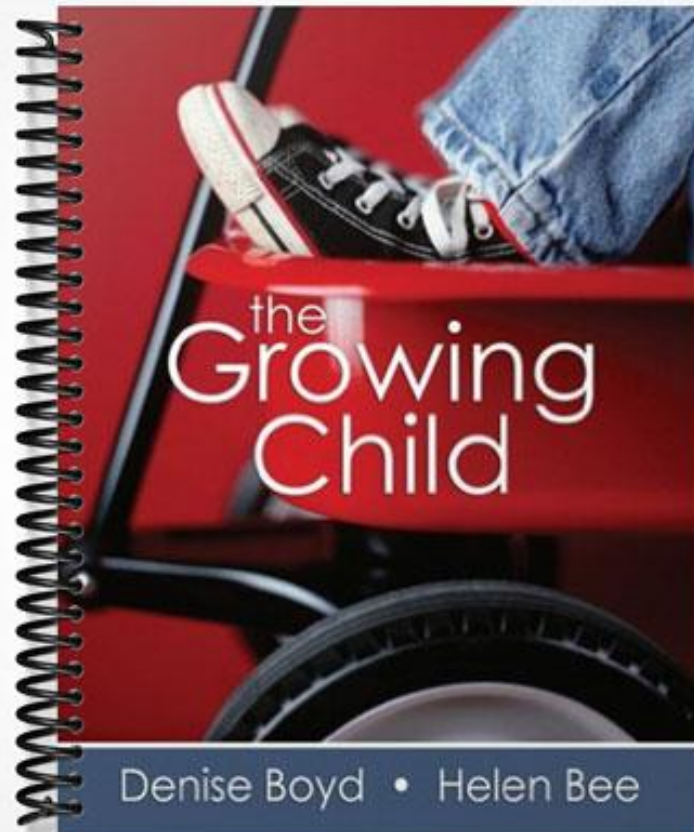


TEST BANK



Denise Boyd • Helen Bee

Chapter 2: Theories of Development

Multiple Choice

2.1-1. _____ are used by developmental scientists to create hypotheses and identify variables to be studied.

- a. Parental suggestions
- b. Educated guesses
- c. Theories
- d. Opinions

Difficulty: 1

Question ID: 2.1-1

Page Ref: 27

Topic: Theories of Development

Skill: factual

Objective: 2.0

Answer: c. Theories

2.1-2. _____ is the founder of the psychoanalytic tradition.

- a. Sigmund Freud
- b. Erik Erikson
- c. John Watson
- d. Ivan Pavlov

Difficulty: 1

Question ID: 2.1-2

Page Ref: 28

Topic: Psychoanalytic Theories

Skill: factual

Objective: 2.1

Answer: a. Sigmund Freud

2.1-3. According to traditional psychoanalytic theory, development occurs because of

- a. the conflict between internal desires and emotions.
- b. maturation.
- c. social conditions.
- d. parental demands.

Difficulty: 2

Question ID: 2.1-3

Page Ref: 28

Topic: Psychoanalytic Theories

Skill: conceptual

Objective: 2.0

Answer: a. the conflict between internal desires and emotions.

Rationale: Developmental change happens because of the influence of internal drives and emotions on behavior.

2.1-4. **According to Freud, both conscious and unconscious factors control a person's behavior. This is a problem for behaviorists as unconscious factors are**

- a. internal.
- b. primary.
- c. impulses.
- d. not observable.

Difficulty: 2

Question ID: 2.1-4

Page Ref: 28

Topic: Freud's Psychosexual Theory

Skill: conceptual

Objective: 2.1

Answer: d. not observable.

Rationale: Answer involves memory for research methods and understanding of unconscious as unobservable.

2.1-5. **The _____ is the part of the personality where the basic biological needs and sex and aggressive impulses are present.**

- a. conscious
- b. id
- c. ego
- d. superego

Difficulty: 1

Question ID: 2.1-5

Page Ref: 28

Topic: Freud's Psychosexual Theory

Skill: factual

Objective: 2.1

Answer: b. id

2.1-6. **Cookie Monster is a good example of the**

- a. id.
- b. ego.
- c. superego.
- d. unconscious.

Difficulty: 3

Question ID: 2.1-6

Page Ref: 28

Topic: Freud's Psychosexual Theory

Skill: conceptual

Objective: 2.1

Answer: a. id.

Rationale: The Cookie Monster displays the need for immediate gratification for cookies.

2.1-7. **Id is to ego as _____ is to _____**

- a. thinking; moral.
- b. demand; reality.
- c. moral; impulse.
- d. impulse; demand.

Difficulty: 2

Question ID: 2.1-7

Page Ref: 28

Topic: Freud's Psychosexual Theory

Skill: conceptual

Objective: 2.1

Answer: b. demand; reality.

Rationale: The id is predicated on the pleasure principle while the ego is based on the reality principle.

2.1-8. **The part of the personality that judges if a behavior is socially acceptable is the**

- a. id.
- b. ego.
- c. superego.
- d. repressed memory.

Difficulty: 1

Question ID: 2.1-8

Page Ref: 28

Topic: Freud's Psychosexual Theory

Skill: factual

Objective: 2.1

Answer: c. superego.

2.1-9. **Based upon his case studies, Freud hypothesized _____ stages of development.**

- a. two
- b. three
- c. Four
- d. five

Difficulty: 1

Question ID: 2.1-9

Page Ref: 29

Topic: Freud's Psychosexual Theory

Skill: factual

Objective: 2.1

Answer: d. five

2.1-10. **One of the main components of Freud's theories is his concept of stages. Therefore, Freud would agree with the _____ of development.**

- a. continuity
- b. discontinuity
- c. innate goodness theory
- d. ecological theory

Difficulty: 3

Question ID: 2.1-10

Page Ref: 29

Topic: Freud's Psychosexual Theory

Skill: conceptual

Objective: 2.1

Answer: b. discontinuity

Rationale: Information in this chapter is related to information from Chapter 1. Discontinuity focuses on stages.

2.1-11. **Jane is 10 years old. She sucks her thumb at home, on the school bus, and when she is in class. According to Freud, this is an example of**

- a. the phallic stage.
- b. the genital stage.
- c. repressed memory.
- d. fixation.

Difficulty: 2

Question ID: 2.1-11

Page Ref: 29

Topic: Freud's Psychosexual Theory

Skill: applied

Objective: 2.1

Answer: d. fixation.

Rationale: Jane is fixated or stuck in a younger stage of development.

2.1-12. **An important accomplishment of the Oedipal/Electra Complex is**

- a. oral gratification.
- b. same-sex identification.
- c. toilet training.
- d. mature sexual intimacy.

Difficulty: 2

Question ID: 2.1-12

Page Ref: 29

Topic: Freud's Psychosexual Theory

Skill: factual

Objective: 2.1

Answer: b. same-sex identification.

2.1-13. **One of the major criticisms of Freud's psychosexual theory is that it is based on**

- a. patient's memories.
- b. extensive laboratory observation.
- c. experiments.
- d. cross-cultural comparisons.

Difficulty: 2

Question ID: 2.1-13

Page Ref: 28

Topic: Freud's Psychosexual Theory

Skill: factual

Objective: 2.1

Answer: a. patient's memories.

2.1-14. **Freud is to _____ as Erikson is to _____**

- a. theory; hypothesis.
- b. trust; oral.
- c. crises; stages.
- d. sexual; social.

Difficulty: 1

Question ID: 2.1-14

Page Ref: 29 - 30

Topic: Freud's Psychosexual Theory; Erikson's Psychosocial Theory

Skill: conceptual

Objective: 2.1; 2.2

Answer: d. sexual; social.

2.1-15. **Although Erikson agreed with Freud about the importance of internal impulses, Erikson differed with Freud concerning the importance of _____ factors.**

- a. parental
- b. cultural
- c. unconscious
- d. maturational

Difficulty: 1

Question ID: 2.1-15

Page Ref: 30

Topic: Erikson's Psychosocial Theory

Skill: factual

Objective: 2.2

Answer: b. cultural

2.1-16. **LaToya is 3-years old. She wanted to dress herself for preschool this morning. She selected a checked blouse and plaid pants. Her 12 year old sister laughed at her and told her to take them off because they did not match. According to Erikson, this would not be healthy for the development of**

- a. autonomy.
- b. initiative.
- c. industry.
- d. identity.

Difficulty: 3

Question ID: 2.1-16

Page Ref: 30

Topic: Erikson's Psychosocial Theory

Skill: applied

Objective: 2.2

Answer: a. autonomy.

Rationale: LaToya needs to develop independence and make errors in order to advance in her growth.

2.1-17. **By the end of the first year, Erikson believed that due to consistent and positive care giving, the child will have developed**

- a. independence.
- b. loyalty.
- c. trust.
- d. purpose.

Difficulty: 1

Question ID: 2.1-17

Page Ref: 30

Topic: Erikson's Psychosocial Theory

Skill: factual

Objective: 2.2

Answer: c. trust.

2.1-18. **Jonah asked to shadow a local newspaper reporter. According to Erikson, Jonah is most likely in the _____ Crisis.**

- a. Initiative versus Guilt
- b. Industry versus Inferiority
- c. Identity versus Role Confusion
- d. Intimacy versus Isolation

Difficulty: 3

Question ID: 2.1-18

Page Ref: 30-31

Topic: Erikson's Psychosocial Theory

Skill: applied

Objective: 2.2

Answer: c. Identity versus Role Confusion

Rationale: Jonah is trying to find his place in the world by following the reporter, he is trying on new roles.

2.1-19. **According to Erikson, there are two major tasks to be accomplished during the adolescent years. These are**

- a. sexual and occupational identities.
- b. sexual and relationship identities.
- c. identification with same-sex parent and occupational identity.
- d. relationship and occupational identities.

Difficulty: 1

Question ID: 2.1-19

Page Ref: 30 - 31

Topic: Erikson's Psychosocial Theory

Skill: factual

Objective: 2.2

Answer: a. sexual and occupational identities.

2.1-20. **One of the major contributions of Erikson's psychosocial theory is that it is**

- a. a life-span approach.
- b. opposed to Freudian Theory.
- c. emphasizes the sexual factors.
- d. denies the importance of unconscious factors.

Difficulty: 1

Question ID: 2.1-20

Page Ref: 31

Topic: Erikson's Psychosocial Theory

Skill: factual

Objective: 2.2

Answer: a. a life-span approach.

2.1-21. **One of the most important contributions of the psychoanalytic theories is that they recognized the importance of**

- a. the quantitative nature of development.
- b. the changing relationships of caregivers and children.
- c. concrete definitions.
- d. experimental evidence.

Difficulty: 1

Question ID: 2.1-21

Page Ref: 31

Topic: Evaluation of Psychoanalytic Theories

Skill: factual

Objective: 2.3

Answer: b. the changing relationships of caregivers and children.

2.1-22. **Both Freud's and Erikson's theories have been cumulative theories. This means that later stages and crises build on the previous ones. Therefore, in both of these theories which of the following is critical?**

- a. Sexual identity
- b. Good schooling
- c. Ego integrity
- d. Early infant and childhood experiences

Difficulty: 2

Question ID: 2.1-22

Page Ref: 31

Topic: Evaluation of Psychoanalytic Theories

Skill: conceptual

Objective: 2.3

Answer: d. Early infant and childhood experiences

Rationale: Freud discussed how early experiences could cause the individual to fixate on younger stages while Erikson based his theory on trust in early development.

2.1-23. **The repeated association of a neutral stimulus with one that naturally produces a reflexive response that results in a new association is called**

- a. associationism.
- b. classical conditioning.
- c. positive learning.
- d. incidental learning.

Difficulty: 2

Question ID: 2.1-23

Page Ref: 32 - 33

Topic: Classical Conditioning

Skill: conceptual

Objective: 2.4

Answer: b. classical conditioning.

Rationale: Classical conditioning involves learning from the association of stimuli.

2.1-24. **Which of the following researchers is credited with discovering classical conditioning?**

- a. John Watson
- b. B. F. Skinner
- c. Albert Bandura
- d. Ivan Pavlov

Difficulty: 1

Question ID: 2.1-24

Page Ref: 32

Topic: Classical Conditioning

Skill: factual

Objective: 2.4

Answer: d. Ivan Pavlov

- 2.1-25. **Every time 2-month-old Alberto's mother gives him a bottle, she smiles and sings him a song. If classical conditioning is correct, Alberto should soon start sucking**
- whenever his mother says his name.
 - only when the bottle's nipple is placed in his mouth.
 - when his mother smiles at him.
 - when his mother smiles and places the bottle's nipple into his mouth

Difficulty: 3

Question ID: 2.1-25

Page Ref: 32 - 33

Topic: Classical Conditioning

Skill: applied

Objective: 2.4

Answer: c. when his mother smiles at him.

Rationale: The bottle is the unconditioned stimuli while the smiling by his mother is the neutral stimulus which becomes the conditioned stimulus.

- 2.1-26. **Although Watson has been called an extreme advocate of John Locke's "blank slate theory" his request for "... a dozen healthy infants, well-formed, ..." indicates that he did acknowledge**
- biological processes.
 - classical conditioning.
 - internal impulses.
 - the libido.

Difficulty: 3

Question ID: 2.1-26

Page Ref: 32

Topic: Learning Theories

Skill: conceptual

Objective: 2.4

Answer: a. biological processes.

Rationale: While Watson advocated for behaviorism, he also accepted the role of biology to promote behavioral change.

- 2.1-27. **Watson conditioned a phobia in "Little Albert" to demonstrate that development can be attributed solely to learned associations between stimuli and responses. Thus, Watson can be seen to agree with the _____ of development.**

- continuity
- discontinuity
- emergence
- Inborn biases

Difficulty: 3

Question ID: 2.1-27

Page Ref: 33

Topic: Classical Conditioning

Skill: conceptual

Objective: 2.4

Answer: a. continuity

Rationale: Student must use information from Chapter 1 and apply to information in text in Chapter 2.

2.1-28. In the case of “little Albert,” the white rat was the

- a. problem.
- b. reflexive stimulus.
- c. unconditioned stimulus.
- d. conditioned stimulus.

Difficulty: 1
Question ID: 2.1-28
Page Ref: 33
Topic: Classical Conditioning
Skill: factual
Objective: 2.4
Answer: d. conditioned stimulus.

2.1-29. After Watson conditioned “Little Albert” to the white rat, he found that “Little Albert” also demonstrated fear responses to other white and furry objects. This phenomenon is called

- a. classical conditioning.
- b. systematic
- c. associationism.
- d. generalization.

Difficulty: 1
Question ID: 2.1-29
Page Ref: 33
Topic: Classical Conditioning
Skill: factual
Objective: 2.4
Answer: d. generalization.

2.1-30. According to the APA’s ethical standards that guide human research practices, Watson could not conduct the “Little Albert” project today. Which of the following standards does Watson fail to meet?

- a. Confidentiality
- b. Deception
- c. Protection from harm
- d. Use of animals with children

Difficulty: 3
Question ID: 2.1-30
Page Ref: 33
Topic: Classical Conditioning
Skill: application
Objective: 2.4

Answer: c. Protection from harm

Rationale: Watson’s experiment with Little Albert did not ensure the infant protection from harm.

2.1-31. According to Skinner, an organism's increase or decrease of a behavior is due to both stimuli and

- a. conditioned responses.
- b. neutral responses.
- c. inborn biases.
- d. consequences.

Difficulty: 1

Question ID: 2.1-31

Page Ref: 34

Topic: Skinner's Operant Conditioning

Skill: factual

Objective: 2.5

Answer: d. consequences.

2.1-32. Reinforcement _____ the likelihood of a behavior reoccurring again in the future.

- a. increases
- b. decreases
- c. conditions
- d. eliminates

Difficulty: 1

Question ID: 2.1-32

Page Ref: 34

Topic: Skinner's Operant Conditioning

Skill: factual

Objective: 2.5

Answer: a. increases

2.1-33. An example of a negative reinforcement is

- a. time out.
- b. increase in allowance.
- c. elimination of tonight's homework.
- d. a scolding.

Difficulty: 3

Question ID: 2.1-33

Page Ref: 34

Topic: Skinner's Operant Conditioning

Skill: conceptual

Objective: 2.5

Answer: c. elimination of tonight's homework.

Rationale: Negative reinforcement occurs when an individual learns to perform a specific behavior in order to cause something unpleasant to stop.

2.1-34. **According to Skinner’s Operant Conditioning Theory, a decrease in unwanted behavior can be accomplished through**

- a. positive reinforcement.
- b. negative reinforcement.
- c. classical conditioning.
- d. punishment.

Difficulty: 1

Question ID: 2.1-34

Page Ref: 34

Topic: Skinner’s Operant Conditioning

Skill: factual

Objective: 2.5

Answer: d. punishment.

2.1-35. **Maura went to kindergarten for the first time this week. She travels to school on the bus with children of many different ages. On Friday, Maura responded to her father’s request with an unacceptable word. Her father was horrified and was ready to punish Maura. Maura’s grandmother, however, stopped him and whispered in his ear “Just ignore it and it will go away.” Maura’s grandmother’s advice is an example of which of the following operant conditioning principles?**

- a. Positive reinforcement
- b. Negative reinforcement
- c. Extinction
- d. Generalization

Difficulty: 2

Question ID: 2.1-35

Page Ref: 35

Topic: Skinner’s Operant Conditioning

Skill: applied

Objective: 2.5

Answer: c. Extinction

Rationale: Extinction is the gradual elimination of a behavior through repeated nonreinforcement.

2.1-36. **Sandra is watching some of her classmates on the play ground. They have become rowdy and are hitting each other with the jump ropes. The recess monitor intervenes and the children are placed into time-out as Sandra watches. The next day when the jump ropes are distributed at recess, Sandra is careful to use them to jump. This is an example of**

- a. classical conditioning.
- b. operant conditioning.
- c. the ego.
- d. observational learning.

Difficulty: 2

Question ID: 2.1-36

Page Ref: 35

Topic: Bandura’s Social-Cognitive Theory

Skill: applied

Objective: 2.6

Answer: d. observational learning.

Rationale: This is learning that results from observing a model being punished or rewarded for behavior.

2.1-37. **Bandura's social-cognitive theory is an advancement over both classical and operant conditioning in explaining development in that social-cognitive theory includes**

- a. more control over extraneous variables.
- b. a qualitative component.
- c. partial reinforcement.
- d. cognitive and emotional factors.

Difficulty: 1

Question ID: 2.1-37

Page Ref: 36

Topic: Bandura's Social-Cognitive Theory

Skill: factual

Objective: 2.6

Answer: d. cognitive and emotional factors.

2.1-38. **One of the major strengths of the learning theories is that they provide a model for**

- a. studying age-related changes.
- b. explanations for development.
- c. explaining inborn biases.
- d. behavioral change.

Difficulty: 1

Question ID: 2.1-38

Page Ref: 36

Topic: Evaluation of Learning Theories

Skill: factual

Objective: 2.7

Answer: d. behavioral change.

2.1-39. **One of the insights that guided Piaget is that developmental sequences are**

- a. due to operant conditioning.
- b. learned.
- c. universal.
- d. acquired.

Difficulty: 1

Question ID: 2.1-39

Page Ref: 37

Topic: Piaget's Cognitive-Developmental Theory

Skill: factual

Objective: 2.8

Answer: c. universal.

- 2.1-40. **Leroy wants to decrease the amount of soda his 3-year-old son drinks. He remembers Piaget from his developmental science class from college and devises a scheme. He decides to**
- forbid his son from drinking soda.
 - reinforce his son for drinking more water.
 - model for his son by drinking more water himself.
 - pour the soda into a tall thin glass.

Difficulty: 2

Question ID: 2.1-40

Page Ref: 37

Topic: Piaget's Cognitive-Developmental Theory

Skill: applied

Objective: 2.8

Answer: d. pour the soda into a tall thin glass.

Rationale: Using the principle of conservation for liquids, Leroy's son will not realize he is getting less soda.

- 2.1-41. **According to Piaget, the early schemes are part of which domain of development?**

- Physical
- Cognitive
- Socioemotional
- Maturational

Difficulty: 2

Question ID: 2.1-41

Page Ref: 37

Topic: Piaget's Cognitive-Developmental Theory

Skill: conceptual

Objective: 2.8

Answer: b. Cognitive

Rationale: Information presented in Chapter 1 on the three domains must be applied to the idea of early schemes.

- 2.1-42. **According to Piaget, children are born with a sucking reflex. This reflex must be adapted to the environment for the child to gain nutrition. Shortly after birth when presented with a bottle the child attempts to suck with the in-born sucking reflex. According to Piaget, this is an example of which of the following processes?**

- Assimilation
- Accommodation
- Equilibration
- Modeling

Difficulty: 2

Question ID: 2.1-42

Page Ref: 38

Topic: Piaget's Cognitive-Developmental Theory

Skill: conceptual

Objective: 2.8

Answer: a. Assimilation

Rationale: Assimilation is the process of using a scheme to make sense of an event or experience.

2.1-43. Which of the following is an example of accommodation?

- a. Review sheets
- b. Improving one's time in the math review
- c. Repeating this week's spelling words
- d. Revising the ending to a book

Difficulty: 3

Question ID: 2.1-43

Page Ref: 38

Topic: Piaget's Cognitive-Developmental Theory

Skill: conceptual

Objective: 2.8

Answer: d. Revising the ending to a book

Rationale: Accommodation means change as a result of new information.

2.1-44. Piaget hypothesized four stages of development. Therefore, it can be concluded that he agreed with the _____ of development.

- a. continuity
- b. discontinuity
- c. innate goodness theory
- d. learning

Difficulty: 3

Question ID: 2.1-44

Page Ref: 38

Topic: Piaget's Cognitive-Developmental Theory

Skill: conceptual

Objective: 2.8

Answer: b. discontinuity

Rationale: Knowledge of continuity versus discontinuity from Chapter 1 applied to Piaget's idea of stages.

2.1-45. In this Piagetian stage, children begin to employ symbols.

- a. Sensorimotor
- b. Preoperational
- c. Concrete operational
- d. Formal operational

Difficulty: 1

Question ID: 2.1-45

Page Ref: 38

Topic: Piaget's Cognitive-Developmental Theory

Skill: factual

Objective: 2.8

Answer: b. Preoperational

2.1-46. Josie and Allie have been discussing with each other the possibility of parallel universes, to which they were introduced to in their science class today. Josie entertains the possibility of the idea by stating “what if”; Allie states “No way. That’s a crazy idea. I never heard of it before today.” Josie is in Piaget’s _____ stage; Allie is in Piaget’s _____ stage.

- a. preoperational; formal
- b. formal; concrete
- c. concrete; formal
- d. preoperational; concrete

Difficulty: 2

Question ID: 2.1-46

Page Ref: 38

Topic: Piaget’s Cognitive-Developmental Theory

Skill: applied

Objective: 2.8

Answer: b. formal; concrete

Rationale: Persons in the formal stage are able to analytically solve problems, while those in the concrete stage are more matter-of-fact and fail to see alternative methods.

2.1-47. Conservation is one of the major operations achieved in the _____ stage.

- a. sensorimotor
- b. preoperational
- c. concrete operational
- d. formal operational

Difficulty: 1

Question ID: 2.1-47

Page Ref: 38 - 39

Topic: Piaget’s Cognitive-Developmental Theory

Skill: factual

Objective: 2.8

Answer: c. concrete operational

2.1-48. Research has supported Piaget’s contention that the sequence of the stages

- a. is fixed although rates differ.
- b. varies but the rates are fixed.
- c. depends on the individual child and the rate is fixed.
- d. is approximate and depends on the individual.

Difficulty: 2

Question ID: 2.1-48

Page Ref: 38

Topic: Piaget’s Cognitive-Developmental Theory

Skill: factual

Objective: 4.8

Answer: a. is fixed although rates differ.

2.1-49. According to Piaget the important agent in cognitive development is _____; while for Vygotsky it is _____.

- a. the individual child; social interactions
- b. the teacher; peer-interaction
- c. the individual child; maturation
- d. society; maturation

Difficulty: 2

Question ID: 2.1-49

Page Ref: 39

Topic: Vygotsky's Sociocultural Theory

Skill: conceptual

Objective: 2.9

Answer: a. the individual child; social interactions

Rationale: Piaget focused on the individual child while Vygotsky focused on the child's social interactions.

2.1-50. Vygotsky proposed that children learn best when assisted by others. This assistance can take the form of hints, modeling, and questioning. Vygotsky labeled this assistance

- a. discovery.
- b. mnemonics.
- c. sociocultural agents.
- d. scaffolding.

Difficulty: 2

Question ID: 2.1-50

Page Ref: 39

Topic: Vygotsky's Sociocultural Theory

Skill: factual

Objective: 2.9

Answer: d. scaffolding.

2.1-51. In the preschool program at the YWCA, the teachers designed a café for the children to learn a number of math concepts. The children were encouraged to assume roles as waiter, diner, cashier, chef, etc. Simulated food, a working cash register, menus, and clothing were all provided. Which of the following theorists would be most appreciative of this activity?

- a. Watson
- b. Piaget
- c. Vygotsky
- d. Pavlov

Difficulty: 2

Question ID: 2.1-51

Page Ref: 39

Topic: Vygotsky's Sociocultural Theory

Skill: applied

Objective: 2.9

Answer: c. Vygotsky

Rationale: Vygotsky proposed that complex forms of thinking had their origins in social interactions and by working with adults children are guided in their learning experiences.

2.1-52. **Vygotsky's theory is an excellent example of how the different domains of development interact. Which of the following two domains are integral to Vygotsky's theory?**

- a. Physical, cognitive
- b. Cognitive, socioemotional
- c. Physical, socioemotional
- d. Cognitive, maturational

Difficulty: 3

Question ID: 2.1-52

Page Ref: 39

Topic: Vygotsky's Sociocultural Theory

Skill: conceptual

Objective: 2.9

Answer: b. Cognitive, socioemotional

Rationale: Vygotsky proposed that complex forms of thinking had their origins in social interactions and by working with adults children are guided in their learning experiences.

2.1-53. **Neo-Piagetian theorists argue that older children demonstrate more advanced problem solving capabilities than younger children because older children have greater short-term memory capabilities. Therefore, these theorists would support the _____ theory of development.**

- a. continuity
- b. discontinuity
- c. stage
- d. emergence

Difficulty: 3

Question ID: 2.1-53

Page Ref: 40

Topic: Information-Processing Theory

Skill: applied

Objective: 2.10

Answer: a. continuity

Rationale: Student must use information from Chapter 1 and apply to information in text in Chapter 2.

2.1-54. **Which of the following is the best analogy for the model employed by the information-processing theory?**

- a. A hierarchical pyramid
- b. A circle
- c. A histogram
- d. A flow chart

Difficulty: 2

Question ID: 2.1-54

Page Ref: 40

Topic: Information-Processing Theory

Skill: conceptual

Objective: 2.10

Answer: d. A flow chart

Rationale: The mind manages information in a similar fashion to a flowchart.

2.1-55. _____ is the main area of research of the information processing theorists.

- a. Peer interaction
- b. Memory
- c. Social agents
- d. Discovery learning

Difficulty: 1

Question ID: 2.1-55

Page Ref: 40

Topic: Information-Processing Theory

Skill: factual

Objective: 2.10

Answer: b. Memory

2.1-56. Another term for short-term memory is

- a. working memory.
- b. sensory memory.
- c. long-term memory.
- d. conditioned memory.

Difficulty: 1

Question ID: 2.1-56

Page Ref: 40

Topic: Information-Processing Theory

Skill: factual

Objective: 2.10

Answer: a. working memory.

2.1-57. One of the most important aspects of Piaget's theory is that the research to support his ideas is

- a. best explained by learning theories.
- b. old as Piaget did his research beginning in 1920.
- c. comparable to conditioning.
- d. cross-cultural and universal.

Difficulty: 2

Question ID: 2.1-57

Page Ref: 41

Topic: Evaluation of Cognitive Theories

Skill: factual

Objective: 2.11

Answer: d. cross-cultural and universal.

2.1-58. **The field of behavioral genetics studies the effects of heredity on**

- a. individual differences.
- b. age-related behaviors.
- c. universal characteristics.
- d. stage-related changes

Difficulty: 1
Question ID: 2.1-58
Page Ref: 42
Topic: Behavior Genetics
Skill: factual
Objective: 2.12
Answer: a. individual differences.

2.1-59. **According to research by Posthuma, deGeus, & Boomsma, 2003, early IQ scores are due to both genetic and environmental influences. However, their findings based on longitudinal data indicates that _____ may have more life-long influence.**

- a. the environment
- b. genetics
- c. both genetics and the environment
- d. first genetics, then the environment

Difficulty: 2
Question ID: 2.1-59
Page Ref: 42
Topic: Behavior Genetics
Skill: comprehension
Objective: 2.12
Answer: b. genetics

Rationale: Specifically, at least with regard to IQ scores, the influence of heredity appears to increase with age, while that of the environment declines.

2.1-60. **Jamie runs into the nursery room whenever she hears her 1-month-old cry. According to the ethologists, both of these behaviors have been shaped by the environment because they are necessary for**

- a. accommodation.
- b. cognitive development.
- c. survival.
- d. individual differences.

Difficulty: 2
Question ID: 2.1-60
Page Ref: 43
Topic: Ethology and Sociobiology
Skill: applied
Objective: 2.13
Answer: c. survival.

Rationale: As the caretaker and infant interact, an emotional bond is created between them. Thus, genes for crying in an irritating manner increase infants' chances of survival.

2.1-61. **The theory of ethology stresses the importance of _____ in adaptation to the environment.**

- a. evolution
- b. learning
- c. memory
- d. quantitative changes

Difficulty: 1

Question ID: 2.1-61

Page Ref: 43

Topic: Ethology and Sociobiology

Skill: factual

Objective: 2.13

Answer: a. evolution

2.1-62. **Ethologists are interested in how humans and animals adapt to their environment. Therefore, their preferred method of research should be which of the following?**

- a. Case study
- b. Experiment
- c. Naturalistic observation
- d. Laboratory observation

Difficulty: 3

Question ID: 2.1-62

Page Ref: 43

Topic: Ethology and Sociobiology

Skill: conceptual

Objective: 2.13

Answer: c. Naturalistic observation

Rationale: Student must use information from Chapter 1 and apply to information in text in Chapter 2.

2.1-63. **The study of how genetic programming leads to universal codes of behavior which enable survival is**

- a. ethology.
- b. sociobiology.
- c. information processing.
- d. sociocultural theory.

Difficulty: 2

Question ID: 2.1-63

Page Ref: 43

Topic: Ethology and Sociobiology

Skill: factual

Objective: 2.13

Answer: b. sociobiology.

2.1-64. **One of the major criticisms of the ethology and sociobiology theories is that they**

- a. deemphasize genetic factors.
- b. employ biological models.
- c. employ experimental methods.
- d. deemphasize environmental factors.

Difficulty: 1

Question ID: 2.1-64

Page Ref: 43

Topic: Ethology and Sociobiology

Skill: factual

Objective: 2.13

Answer: d. deemphasize environmental factors.

2.1-65. **The approach hypothesized by Urie Bronfenbrenner which emphasizes the individual and their relationship to many interrelated environments is called**

- a. ethology.
- b. sociobiology.
- c. classical Conditioning.
- d. bioecological theory.

Difficulty: 1

Question ID: 2.1-65

Page Ref: 44

Topic: Bronfenbrenner's Bioecological Theory

Skill: factual

Objective: 2.14

Answer: d. bioecological theory.

2.1-66. **Bronfenbrenner's outermost context is the macrosystem. An example of the macrosystem is**

- a. parents.
- b. inborn biases.
- c. TV.
- d. democracy.

Difficulty: 2

Question ID: 2.1-66

Page Ref: 44

Topic: Bronfenbrenner's Bioecological Theory

Skill: conceptual

Objective: 2.14

Answer: d. democracy.

Rationale: The outermost circle, the *macrosystem* (the cultural context), contains the values and beliefs of the culture in which a child is growing up. Democracy would be in the outermost circle.

2.1-67. In Bronfenbrenner's theory, the child's immediate environment is the

- a. microsystem.
- b. exosystem.
- c. macrosystem.
- d. endosystem.

Difficulty: 1

Question ID: 2.1-67

Page Ref: 44

Topic: Bronfenbrenner's Bioecological Theory

Skill: factual

Objective: 2.14

Answer: a. microsystem.

2.1-68. Geena has been failing asleep in class on a regular basis. Most of the time her homework is not completed, and she frequently comes to school during the winter with no coat or gloves. The school authorities contact social services. They investigate. This is an example of which of Bronfenbrenner's contexts?

- a. Macrosystem
- b. Exosystem
- c. Mesosystem
- d. Microsystem

Difficulty: 2

Question ID: 2.1-68

Page Ref: 44

Topic: Bronfenbrenner's Bioecological Theory

Skill: applied

Objective: 2.14

Answer: b. Exosystem

Rationale: The exosystem (the socioeconomic context), includes the institutions of the culture that affect children's development indirectly such as school.

2.1-69. Since its inception, Bronfenbrenner's bioecological theory has generated considerable research. One reason for this is due to the theory's focus on the

- a. interrelatedness of developmental contexts.
- b. child's temperament.
- c. genetic variables.
- d. physical domain.

Difficulty: 1

Question ID: 2.1-69

Page Ref: 44 - 45

Topic: Bronfenbrenner's Bioecological Theory

Skill: factual

Objective: 2.14

Answer: a. interrelatedness of developmental contexts.

2.1-70. Sociobiology is to _____ as bioecological theory is to _____.

- a. genetics; biology
- b. genetics; inborn biases
- c. biology; maturation
- d. genetics; environment

Difficulty: 2

Question ID: 2.1-70

Page Ref: 44 - 45

Topic: Ethology and Sociobiology; Bronfenbrenner's Bioecological Theory

Skill: conceptual

Objective: 2.13; 2.14

Answer: d. genetics; environment

Rationale: Sociobiology is the study of society using the methods and concepts of biological science. Ethology focuses on the study of animals in their natural environments.

2.1-71. Which of the following theorists agrees with the discontinuity of development?

- a. Bandura
- b. Watson
- c. Erikson
- d. Skinner

Difficulty: 2

Question ID: 2.1-71

Page Ref: 45 - 46

Topic: Assumptions About Development

Skill: factual

Objective: 2.15

Answer: c. Erikson

2.1-72. Which one of the following theories considers nature to be a more contributing factor than nurture?

- a. Classical conditioning
- b. Sociocultural
- c. Information-processing
- d. Psychosexual

Difficulty: 2

Question ID: 2.1-72

Page Ref: 45 - 46

Topic: Assumptions About Development

Skill: factual

Objective: 2.15

Answer: d. Psychosexual

2.1-73. In response to the question concerning the role of the individual in the developmental process, psychosexual theory is to _____ as sociocultural theory is to _____.

- a. passive; active
- b. active; instigates
- c. instigates; determines
- d. active; passive

Difficulty: 2

Question ID: 2.1-73

Page Ref: 45 - 46

Topic: Assumptions About Development

Skill: factual

Objective: 2.15

Answer: a. passive; active

2.1-74. Rather than adhere to any one theory of age-related change, most contemporary developmental researchers employ a(n) _____ approach.

- a. continuity
- b. passive
- c. eclectic
- d. cultural

Difficulty: 1

Question ID: 2.1-74

Page Ref: 47

Topic: Eclecticism

Skill: factual

Objective: 2.17

Answer: c. eclectic

2.1-75. Erikson was most interested in which of the following domains?

- a. Physical
- b. Cognitive
- c. Socioemotional
- d. Maturational

Difficulty: 2

Question ID: 2.1-75

Page Ref: 30

Topic: Erikson's Psychosocial Theory

Skill: conceptual

Objective: 2.2

Answer: c. Socioemotional

Rationale: Student must use information from Chapter 1 and apply to information in text in Chapter 2.

2.1-76. **One of the main advantages to the developmental theories of Freud and Piaget is the**

- a. use of experimental evidence.
- b. emphasis on the passive role of the individual.
- c. focus on the environment.
- d. degree to which they stimulate thinking and research.

Difficulty: 3

Question ID: 2.1-76

Page Ref: 46 - 47

Topic: Usefulness

Skill: conceptual

Objective: 2.16

Answer: d. degree to which they stimulate thinking and research.

Rationale: Freud and Piaget stimulated many research studies and the greater development of the field.

Fill-in-the-Blank

2.2-1. _____ is the term Freud employed for the unconscious drive for pleasure.

Difficulty: 1

Question ID: 2.2-1

Page Ref: 28

Topic: Freud's Psychosexual Theory

Skill: factual

Objective: 2.1

Answer: Libido

2.2-2. **According to Freud, when the ego satisfies the impulses of the id but also violates the morals of the superego, the ego becomes stressed. In order to protect itself, the ego employs _____ to reduce the anxiety level.**

Difficulty: 2

Question ID: 2.2-2

Page Ref: 29

Topic: Freud's Psychosexual Theory

Skill: conceptual

Objective: 2.1

Answer: defense mechanisms

2.2-3. _____ occurs in the phallic stage when according to Freud the child has a sexual attraction to his or her opposite-sex parent.

Difficulty: 1
Question ID: 2.2-3
Page Ref: 29
Topic: Freud's Psychosexual Theory
Skill: factual
Objective: 2.1
Answer: Oedipal Complex or Electra Complex

2.2-4. Erikson proposed that the most important socializing agent was _____ in the industry versus inferiority crisis.

Difficulty: 1
Question ID: 2.2-4
Page Ref: 30
Topic: Erikson's Psychosocial Theory
Skill: factual
Objective: 2.2
Answer: School; education

2.2-5. _____ was an early theorist who advocated that environmental influences were the cause of behavioral change.

Difficulty: 1
Question ID: 2.2-5
Page Ref: 32
Topic: Learning Theories
Skill: factual
Objective: 2.4
Answer: John Watson

2.2-6. According to Skinner's operant conditioning theory, _____ occurs when a behavior is no longer reinforced.

Difficulty: 1
Question ID: 2.2-6
Page Ref: 35
Topic: Skinner's Operant Conditioning
Skill: factual
Objective: 2.5
Answer: extinction

2.2-7. _____ is a rephrasing of the operant conditioning principle of the advice frequently given to both parents and teachers to “catch children engaging in correct behavior.”

Difficulty: 2
Question ID: 2.2-7
Page Ref: 34
Topic: Skinner’s Operant Conditioning
Skill: applied
Objective: 2.5
Answer: Positive reinforcement

2.2-8. _____ occurs, according to Bandura, when in addition to acquiring behaviors by observing and modeling others, children also learn about their personal competencies.

Difficulty: 1
Question ID: 2.2-8
Page Ref: 36
Topic: Bandura’s Social-Cognitive Theory
Skill: factual
Objective: 2.6
Answer: Self-efficacy

2.2-9. In Piaget’s theory, _____ is the balance between assimilation and accommodation.

Difficulty: 1
Question ID: 2.2-9
Page Ref: 38
Topic: Piaget’s Cognitive-Development Theory
Skill: factual
Objective: 2.8
Answer: equilibration

2.2-10. In the concrete operational stage, the child demonstrates _____, which is the ability to understand that irrelevant transformations, for example changes only in color, shape, spacing, and glass size, do not change the relevant variables of amount, number, length, and volume.

Difficulty: 2
Question ID: 2.2-10
Page Ref: 38 - 39
Topic: Piaget’s Cognitive-Developmental Theory
Skill: conceptual
Objective: 2.8
Answer: conservation

2.2-11. _____ is the survival mechanism discovered by the famous ethologist, Konrad Lorenz, when he observed that goslings learned to follow a protecting organism shortly after birth.

Difficulty: 1
Question ID: 2.2-11
Page Ref: 43
Topic: Ethology and Sociobiology
Skill: factual
Objective: 2.13
Answer: Imprinting

2.2-12. _____ proposed a theory of development that includes a complex system of interrelated contexts that interact with the child's unique biological processes.

Difficulty: 1
Question ID: 2.2-12
Page Ref: 44
Topic: Bronfenbrenner's Bioecological Theory
Skill: factual
Objective: 2.14
Answer: Urie Bronfenbrenner

2.2-13. _____ is the Piagetian stage that begins in adolescence.

Difficulty: 1
Question ID: 2.2-13
Page Ref: 38
Topic: Piaget's Cognitive –Developmental Theory
Skill: factual
Objective: 2.8
Answer: Formal Operational

2.2-14. Cross-cultural data is necessary to support the theory that states that group rules and behavior are selected for and encoded in the genes. This idea is central to _____ theory.

Difficulty: 2
Question ID: 2.2-14
Page Ref: 43
Topic: Ethology and Sociobiology
Skill: conceptual
Objective: 2.13
Answer: sociobiology

2.2-15. Vygotsky stated that each child's _____ must be considered in order for scaffolding to be effective.

Difficulty: 1
Question ID: 2.2-15
Page Ref: 39
Topic: Vygotsky's Sociocultural Theory
Skill: factual
Objective: 2.9
Answer: zone of proximal development

Essay

2.3-1. What is eclecticism? Why is this approach useful to contemporary developmental scientists?

Difficulty: 2
Question ID: 2.3-1
Page Ref: 47; 53
Topic: Eclecticism
Skill: conceptual
Objective: 2.17

Answer: Utilizes aspects of all the major developmental theories and different research methods to study age-related changes. This is also a multidisciplinary approach. Useful for contemporary developmental science as allows for consideration of many different domains and variable. Also permits consideration of Whole Child. Can generate more comprehensive theories and research questions.

2.3-2. Compare and contrast the two psychoanalytic theories. Present two comparisons and two contrasts. Why are these two theories important in the study of age-related changes?

Difficulty: 3
Question ID: 2.3-2
Page Ref: 28 – 32; 46
Topic: Evaluation of Psychoanalytic Theories; Assumptions About Development
Skill: conceptual
Objective: 2.3; 2.15

Answer: Comparisons – stages (qualitative development); passive; early experience is important; unconscious impulses; conflicts; early problems may lead to mental health issues later. Contrasts – 5 versus 8 stages; sexual versus social; nature versus both; ends in adolescence versus life-span; body pleasures areas versus life crisis; Psychoanalytic Theory is deterministic whereas Erikson's theory supported the idea that people can change and overcome difficulties that arose from early childhood. Importance – theoretical constructs; generates research; comprehensive theory.

2.3-3. **Present the four contexts that constitute Bronfenbrenner’s bioecological theory. Define each and provide a developmental example for each one. How is this model a multidisciplinary one?**

Difficulty: 3

Question ID: 2.3-3

Page Ref: 52

Topic: Bronfenbrenner’s Bioecological Theory

Skill: conceptual

Objective: 2.14

Answer: Bronfenbrenner’s Theory encompasses several disciplines: biology, economics, political science, theology, psychology, sociology, history and economics.

Macrosystem – cultural emphasis includes values and systems, democracy, sexism, racism, capitalism, education emphasis; anthropology.

Exosystem – indirect influence on individual; societal level; media – TV and internet, societal level; sociology.

Mesosystem – interactions between exosystem and microsystem; parental leave policies of workplace; parent-teacher conferences; sociology; psychology.

Microsystem – direct influences on development, parents, teachers, peers – psychological level; psychology Person – biological level; biology.

2.3-4. **Compare the three learning theories. Present two comparisons and two differences.**

Difficulty: 3

Question ID: 2.3-4

Page Ref: 32 – 37; 49 - 50

Topic: Classical Conditioning; Skinner’s Operant Conditioning; Bandura’s Social-Cognitive Theory; Evaluatio

Skill: conceptual

Objective: 2.4; 2.5; 2.6; 2.7

Answer:

Comparison – all focus on behavior; no stages; environmental (nurture); stimuli and consequences important for behavior.

Contrasts – classical and operant conditioning – passive, social-cognitive – active; classical and operant conditioning – only behavior, social-cognitive – includes cognitive behavior as well as observable behavior; classical and operant conditioning – individual learning, social-cognitive – social interactions and modeling; classical – reflexive behavior, operant conditioning and social-cognitive – voluntary behavior.

2.3-5. **Present Piaget’s four stages of cognitive development. For each stage present a major acquisition in thought processes and the approximate ages. What are two criticisms of Piaget’s theory?**

Difficulty: 2

Question ID: 2.3-5

Page Ref: 37 – 38; 40 - 41

Topic: Piaget’s Cognitive-Developmental Theory; Evaluation of Cognitive Theories

Skill: conceptual

Objective: 2.8; 2.11

Answer:

Sensorimotor - physical senses are important; pretend play and use of symbols, birth – 18 months.
Preoperational – use of symbols, internal schemes; simple classification; language; can take other’s perspective; 18 mths – 6.

Concrete operational – concrete logic, focused on real world; class inclusion, conservation; 6 – 12.

Formal Operations – abstract and hypothetical logic; what if questions; internal organization of ideas; 12+.

Critiques: Incorrect about ages; individual differences have been shown; general concept of stage-dependent cognition too simplistic; may be adult cognitive age-related development.

MyDevelopmentLab Essay

2.4-1. **Summarize the three structures of personality that Freud included as part of his psychosexual theory of development. Define each and provide an age-related example of each one.**

Difficulty: 2

Question ID: 2.4-1

Page Ref: MDL

Topic: Explore: The Id, Ego and Superego

Skill: conceptual

Objective: 2.1

Answer:

Id – includes the impulses, the biological needs and sex and aggression; immediate gratification, if hungry, eat; infant cries for food; present at birth.

Ego – functions in accordance with reality; cognitive functioning; meets demands of id and superego; meeting needs of hunger for 5 year old involves context (kitchen, kindergarten classroom, mall) and consequences of behavior (crying, stealing, cooking, waiting).

Superego – conscience – sense of right/wrong; develops – most apparent around age 7; 8 year old knows even if hungry when at the mall, you do not reach into food counter and ‘steal’ food.

- 2.4-2. **Present the first five stages of Erikson’s psychosocial theory. For each stage, present the approximate ages. What developmental crisis defines each stage? For each of the five stages, present a developmental task that characterizes that stage.**

Difficulty: 2
Question ID: 2.4-2
Page Ref: MDL
Topic: Explore: Erikson’s First Four Stages of Psychosocial Development
Skill: conceptual
Objective: 2.2
Answer:

1. Trust versus mistrust birth – 1 year; ability to influence others; recognition of caregiver; attachment.
2. Autonomy versus shame and doubt 1 – 3; independence; toileting; social interactions.
3. Initiative versus guilt 3 – 6; child demonstrates goal-oriented behavior; increased social interactions; playing with others; helping with chores.
4. Industry versus inferiority 6 – 12; competency; school; hobbies; clubs.
5. identity versus role confusion 12 – 18; sexual and occupational identity; examination of values; dating; part-time employment.

- 2.4-3. **Vygotsky stated that cognitive development occurs as a result of the child interacting with the social environment. Children acquire more knowledge and concrete skills via direct teaching and discovery activities. Of major importance to Vygotsky’s theory are the concepts of scaffolding and the zone of proximal development. Define each of these concepts. How would the information processing theory explain the phenomena of scaffolding and the zone of proximal development?**

Difficulty: 3
Question ID: 2.4-3
Page Ref: MDL
Topic: Watch: Zone of Proximal Development
Skill: conceptual
Objective: 2.9; 2.10
Answer:

Scaffolding – providing hints, cues and other assistance to aid child in learning a task; telling a child the target word rhymes with ____.

Zone of proximal development – based on capabilities of individual children; zone is what child can do on own; what can do with assistance; and accomplishing task on own. What the child can do with assistance will vary as to where child is at beginning of instruction and complexity of task.

Information processing theory – focuses on individual child; scaffolding task, will be both age-related and tailored to individual child; zone will depend on working memory capabilities.

