

CHAPTER 2

THE DEVELOPMENTAL PSYCHOPATHOLOGY PERSPECTIVE

TRUE OR FALSE

1. The term *paradigm* refers to a shared perspective or cognitive set adopted, for example, by a group of investigators.
2. The adoption of a paradigm typically results in a broadening of the kinds of questions asked, measures taken, and interpretations made.
3. Another word for vulnerability is *diathesis*, as in the diathesis stress model.
4. The biopsychosocial model is an example of the systems approach.
5. Developmental theorists assume that human development proceeds in a coherent pattern.
6. In the study conducted by Keller, Cumings and Davies (2005), parental problem drinking had a direct effect on child behavioral problems.
7. If treatment X is more effective for girls than boys, then gender could be considered a moderating variable.
8. If the effects of poverty operate through lack of health care to lower intellectual functioning, lack of health care mediates the relationship of poverty and intellectual functioning.
9. Brain abnormality is a necessary cause of schizophrenia. This does not mean that it is a sufficient cause.
10. According to the trajectories outlined by Compas, Hinden and Gerhardt (1995), adaptation level in childhood consistently predicts later functioning.
11. Multifinality is the principle that the same outcome can be associated with different pathways or factors.
12. In general, nonnormative events are considered more of a challenge to development than are normative events.
13. Attachment is an example of a developmental task for infants and preschoolers.
14. Resilience is defined as positive outcomes in the face of risk or threat.

15. Risk factors reside in both the environment and the person, but resilience factors reside exclusively in the person.
16. According to the model proposed by Ingram and Price (2010), resilience increases resistance to developing a disorder.
17. Heterotypic continuity of behavior is demonstrated when the same behavior continues over time in an individual.
18. Justine smiles and crawls to her mother. These behaviors facilitate attachment, according to Bowlby.
19. Early attachment experiences can influence later relationships.
20. Temperament is described as a person's predisposition to irritability.
21. According to Chess and Thomas, temperament is malleable.
22. Inhibition is the one dimension of temperament that has been associated with academic adjustment.
23. Emotion and temperament can be considered the same construct.
24. Complex emotions such as shame or guilt are not evident until adolescence.
25. Although emotional knowledge is important in relationships later in life, it is not linked to social problems in childhood.
26. The area of study that examines how individuals take in, understand, and interpret social situations is called social cognitive processing.
27. Research indicates that children with high levels of aggressive behavior usually view other youngsters as passive and trusting.

MULTIPLE CHOICE

28. A(n) _____ is a formal integrated set of principles or propositions that explain phenomena.
 - a. perspective
 - b. opinion
 - c. cognitive set
 - d. theory
29. As a field of study, developmental psychopathology blends:
 - a. developmental and clinical psychology.
 - b. cognitive psychology and statistics.
 - c. medicine and neuroscience.

- d. education and development.
30. Human development is best viewed as
- a. always occurring in stages.
 - b. changes in individuals due to environmental influences.
 - c. change in persons over time due to the interactions of many variables.
 - d. quantitative rather than qualitative growth.
31. _____ is another term for cause.
- a. Effect
 - b. Theory
 - c. Paradigm
 - d. Etiology
32. Which disease supported the medical model of mental illness in the early 1900s?
- a. Syphilis
 - b. Pneumonia
 - c. Encephalitis
 - d. Polio
33. If a disorder occurs only in the presence of Factor X but only when Factor Y or Factor Z are present, we might suspect that Factor X is a _____ cause of the disorder.
- a. necessary but not sufficient
 - b. sufficient but not necessary
 - c. necessary and sufficient
 - d. neither necessary nor sufficient
34. The Lansford et al. (2005) study found that African American children may respond differently to physical discipline than European American children. Therefore, which of the following is true?
- a. Culture had a mediating effect.
 - b. Culture had a moderating effect.
 - c. Culture had no effect.
 - d. Culture is a sufficient cause.
35. Peter got along quite well as a child, but in adolescence he associated with a “bad” crowd, took drugs, and suffered academically. At 21 years of age, he appears to have put aside these behaviors and has successfully returned to college. Peter’s development is following which of the five adolescent developmental pathways described in the text?
- a. Unstable adaptation
 - b. Unstable maladaptation
 - c. Decline of adaptation
 - d. Temporal maladaptation

36. It has been shown that child abuse can lead to several different kinds of behavioral problems. This demonstrates the principle of
- equifinality.
 - multifinality.
 - cumulative continuity.
 - excessive continuity.
37. Which term refers to the principle that different factors or developmental paths can result in the same developmental outcome?
- Indirect causation
 - Mediation
 - Distal causation
 - Equifinality
38. Risk factors
- can be biological, psychological, or social.
 - are best conceptualized as being mostly biological.
 - are best conceptualized as characteristics of the individual.
 - are best viewed as independent factors that do not affect each other.
39. In regard to the timing of risky experiences, the idea that early trauma may program a child's biological reactivity to stressful events is linked to which of the following?
- The sensitive period model
 - The developmental programming model
 - The life course model
 - The decline of adaptation model
40. In the Grant et al., (2003) model of the relationship between adversities and psychopathology, which of the following is a mediator?
- Major life events
 - Child characteristics
 - Psychological processes
 - Syndromes
41. Which is most likely to be a nonnormative influence on the development of the present generation of U.S. adolescents?
- Starting elementary school at about age 6
 - Severe childhood illness
 - Learning to drive an automobile during adolescence
 - Living in a culture concerned about violence
42. Resilience is best defined as
- a person's characteristics that protect him or her from negative outcomes.
 - characteristics of the environment that protect a person from negative outcomes.
 - one or more factors that work with risk factors to produce a disorder.
 - one or more factors that protect a person in the presence of risk factors for a disorder.

43. According to Masten and Coatsworth (1998), which of the following is a developmental task of middle childhood?
- Developing an attachment to caregivers
 - Forming a cohesive sense of self identity
 - Differentiating self from environment
 - Rule governed conduct
44. The study of resilience conducted on Kauai revealed that resilience
- was common despite the youth having numerous risk factors.
 - was impacted by personal attributes, family characteristics and support outside of the family.
 - was predicted primarily by personal attributes.
 - was predicted primarily by support outside of the family.
45. Billy and Kyle are both evaluated at a child assessment clinic at age 6. Billy comes from an affluent, loving and intact family. He is meeting all developmental tasks and is well adjusted. Kyle is living in poverty with his maternal grandmother after being abandoned by his parents. He is scoring in the clinically significant range on measures that test for behavioral problems. Years later, both boys are re-evaluated and both are found to be well adjusted and developing normally. Kyle reports that he became active in sports and was mentored by caring adults over the years. This is an example of
- ordinary magic.
 - multifinality.
 - unstable, maladaptive development.
 - nonnormative development.
46. Investigations of the continuity of childhood behavior problems into adulthood suggest that
- virtually all behavior problems carry over into adulthood.
 - it is impossible to link child and adult problems.
 - developmental changes in behavior can make it difficult to trace continuity.
 - if childhood behavior problems are not linked to adult problems, they should not be treated.
47. Heterotypic continuity refers to the continuance
- of risk factors across the lifespan.
 - of resilience factors across the lifespan.
 - of a problem in the same form over time.
 - of a problem, with the problem changing in form over time.
48. When Jane was worried at nine years of age, she tended to develop stomachaches. At age thirty, this is still true. Thus, Jane exhibits _____ continuity of anxiety.
- interactional
 - proximal
 - homotypic
 - normative

49. In the Strange Situation Kevin does not use his mother as a resource. He does not seem distressed when she leaves and ignores her when she returns. Which attachment style is Kevin exhibiting?
- Secure
 - Insecure resistant
 - Insecure avoidant
 - Disorganized
50. Which pattern of infant-caretaker attachment is especially associated with infants who have been exposed to abusive, pathological caretaking?
- Avoidant
 - Secure
 - Ambivalent
 - Disorganized/disoriented
51. Secure attachment between infants and their caretakers is positively correlated with childhood and adolescent
- aggressiveness.
 - verbal ability.
 - adaptive social behavior.
 - dependency.
52. _____ refers to the processes that facilitate or hinder reactivity.
- Goodness of fit
 - Self-regulation
 - Inhibition
 - Emotion
53. Sandy cries easily, has tantrums when facing novel situations, and is highly reactive to stress. Which temperament type best describes Sandy?
- Easy
 - Slow-to-warm-up
 - Difficult
 - Disorganized
54. The Chess and Thomas case study of Carl demonstrated that
- the relationship between difficult temperament and behavioral problems depends in part on the child's academic achievement.
 - the relationship between difficult temperament and behavioral problems depends in part on the child's social environment.
 - easy temperament in children can sometimes be associated with behavioral problems.
 - slow-to-warm temperament in children can sometimes be associated with behavioral problems.
55. A recent study of temperament and parenting types (good or poor) by Bradley and Corwyn (2008) found
- children with difficult temperaments had problems regardless of what type of parenting they received.
 - children of all temperament types were impacted negatively by poor parenting.

- c. children with difficult temperaments were more responsive to the type of parenting they received.
 - d. children with slow-to-warm-up temperaments were immune to poor parenting.
56. Which of the following includes three well-recognized components of emotion?
- a. Private feelings, bodily reactions, overt expressions
 - b. Temperament, reactivity, outcome
 - c. Genetics, modeling, regulation
 - d. Development, expression, regulation
57. Youth who have been rejected by their peers or who exhibit high levels of aggression tend to see the world as more _____ than other youth.
- a. hostile
 - b. envious
 - c. secretive
 - d. rational
58. According to models of social cognitive processing, which is central in mediating children's experiences and their behavior?
- a. Their interaction with their parents
 - b. Their interpretation of their experiences
 - c. Their earlier attachment to their parents
 - d. Their temperamental tendencies

BRIEF ESSAY QUESTIONS

- 59. Define the term *paradigm* and discuss the advantages and disadvantages of applying a paradigm to understanding behavioral disorders.
- 60. Define *development* and comment on three widely agreed-upon characteristics of human development.
- 61. Define and give an example of a mediator and a moderator.
- 62. Discuss the idea that abnormal behavior develops over time as children transact with their environments. Include in your discussion the Compas et al. descriptions of developmental pathways as well as the principles of equifinality and multifinality.
- 63. Give three examples of normative and nonnormative influences on development.
- 64. Recreate the flow chart from Figure 2.3 in the text which depicts the Grant et al. (2003) model of how stressors are related to psychopathology.
- 65. Define *resilience* and discuss known resilience correlates in young people.
- 66. Describe the differences between heterotypic and homotypic continuity and give one example of each.

67. List and give an example of 3 out of the 5 factors identified as carrying problems forward in time in Figure 2.5 of your text.
68. Define *infant-caretaker attachment* and discuss factors that influence the development of attachment behaviors.
69. Summarize four patterns of infant-caretaker attachment and their relationship to later adjustment. Be specific.
70. Explain Chess and Thomas' "goodness-of-fit" model and how the example of Carl reinforces this approach.
71. Describe the three-factor, widely recognized, dimensions of temperament (Sanson, Letcher, Smart et al., 2009).
72. Discuss the early development of emotion as well as the process of understanding and regulating emotion.
73. What is social cognitive processing and how does it relate to maladaptive behavior?

ANSWER KEY

1. T, p. 20, factual
2. F, p. 20, conceptual
3. T, p. 20, conceptual
4. T, p. 20, factual
5. T, p. 21, factual
6. F, p. 22, applied
7. T, p. 22, conceptual
8. T, p. 22, conceptual
9. T, p. 22, conceptual
10. F, p. 23 (Fig. 2.1), factual
11. F, p. 24, factual
12. T, p. 26, conceptual
13. T, p. 27 (Table 2.2), factual
14. T, p. 26, factual
15. F, p. 26, factual
16. T, p. 29 (Fig. 2.4), applied
17. F, p. 30, conceptual
18. T, p. 30, applied
19. T, p. 31, factual
20. F, p. 32, factual
21. T, p. 32, factual
22. F, p. 32, factual
23. F, p. 34, factual
24. F, p. 35, factual
25. F, p. 36, conceptual

26. T, p. 36, factual
27. F, p. 37, conceptual
28. D, p. 20, factual
29. A, p. 21, factual
30. C, p. 21, conceptual
31. D, p. 21, factual
32. A, p. 21, factual
33. A, p. 22, conceptual
34. B, p. 22 (Accent), applied
35. D, p. 23 (Fig. 2.1), applied
36. B, p. 24, factual
37. D, p. 25 (Fig. 2.2), factual
38. A, p. 25, factual
39. B, p. 26 (Accent), factual
40. C, p. 27 (Fig. 2.3), applied
41. B, p. 27 (Table 2.1), conceptual
42. D, p. 26, factual
43. D, p. 27 (Table 2.2), applied
44. B, p. 28, factual
45. A, p. 28 (Accent), applied
46. C, p. 29, conceptual
47. D, p. 30, factual
48. C, p. 30, applied
49. C, p. 31, applied
50. D, p. 31, factual
51. C, p. 31, factual
52. B, p. 33 (Table 2.5), conceptual
53. C, p. 32 (Carl case study), applied
54. B, p. 32 (Carl case study), applied
55. C, p. 33, (Accent) applied
56. A, p. 34, factual
57. A, p. 36, factual
58. B, p. 36, conceptual
59. p. 20, conceptual
60. pp. 21-22, factual
61. p. 22, conceptual
62. pp. 24-25 (Figures 2.1 and 2.2), conceptual
63. p. 26 (Table 2.1), factual
64. p. 26 (Figure 2.3), applied
65. pp. 27-28 (Table 2.3), factual
66. p. 29, conceptual
67. p. 29 (Figure 2.5), conceptual
68. p. 30, conceptual
69. pp. 30-31, factual
70. p. 32, conceptual
71. p. 32 (Table 2.5), conceptual
72. pp. 33-34, conceptual
73. pp. 34-35, conceptual

