

Chapter 1

Quick Quiz

1. These systematic, detailed observations of individual children done by scientists, including Darwin, in the nineteenth century paved the way for today's objective, analytic research.
 - a. child logs
 - b. baby biographies
 - c. field notes
 - d. infant observations
2. In child development, an organized set of ideas that is designed to explain and make predictions about development is known as a(n)
 - a. hypothesis.
 - b. scientific observation.
 - c. systematic observation.
 - d. theory.
3. According to this theory, development reflects a specific and prearranged scheme or plan within the body.
 - a. maturational theory
 - b. ethological theory
 - c. psychodynamic theory
 - d. psychosocial theory
4. When 4-year-old Caryn realizes that taking another child's toy is wrong, she is demonstrating which component of personality according to Freud?
 - a. id
 - b. ego
 - c. superego
 - d. self-concept
5. Rashid is 7 years old and is working hard to learn basic skills and how to work well with others. According to Erikson's theory, Rashid is in what stage of psychosocial development?
 - a. autonomy versus shame and doubt
 - b. initiative versus guilt
 - c. industry versus inferiority
 - d. identity versus identity confusion
6. Telling a child that she doesn't have to fold the laundry because she cleaned up her room is an example of
 - a. positive reinforcement.
 - b. negative reinforcement.
 - c. positive punishment.
 - d. negative punishment.
7. The four stages of Piaget's cognitive development theory are, in chronological order:
 - a. sensorimotor, preoperational, concrete operational, and formal operational.
 - b. preoperational, sensorimotor, formal operational, and concrete operational.
 - c. formal operational, concrete operational, preoperational, and sensorimotor.
 - d. concrete operational, formal operational, sensorimotor, and preoperational.
8. Locke's view that children are a blank slate on which experience writes, is an illustration of which theme in child development?
 - a. continuity-discontinuity
 - b. nature-nurture
 - c. active-passive child
 - d. connections between developmental domains
9. Children who are attractive tend to have more friends than children who are not as attractive. That is, attractiveness is associated with having more friends. This is an example of a
 - a. positive correlation.
 - b. negative correlation.
 - c. cause-and-effect relationship.
 - d. manipulated independent variable.
10. Weaknesses of longitudinal studies include all of the following EXCEPT:
 - a. cohort effects.
 - b. selective attrition.
 - c. practice effects.
 - d. inability to examine individual development over time.

Chapter 1

Quick Quiz Answers

1. **Chapter Module:** Setting the Stage
Answer: b **Page(s):** 5 **Type:** Factual **Diff:** Easy
Rationale: Baby biographies are detailed, systematic observations of individual children.
2. **Chapter Module:** Foundational Theories of Child Development
Answer: d **Page(s):** 7 **Type:** Factual **Diff:** Easy
Rationale: A theory is an organized set of ideas that is designed to explain and make predictions about development.
3. **Chapter Module:** Foundational Theories of Child Development
Answer: a **Page(s):** 8 **Type:** Factual **Diff:** Easy
Rationale: Maturational theory states that child development reflects a specific and prearranged scheme or plan within the body.
4. **Chapter Module:** Foundational Theories of Child Development
Answer: c **Page(s):** 9 **Type:** Applied **Diff:** Moderate
Rationale: The superego emerges during the preschool years and is an internalization of adult standards of right and wrong.
5. **Chapter Module:** Foundational Theories of Child Development
Answer: c **Page(s):** 10 **Type:** Applied **Diff:** Hard
Rationale: This is the challenge and age group represented by the industry vs. inferiority stage — learning basic skills and working with others.
6. **Chapter Module:** Foundational Theories of Child Development
Answer: b **Page(s):** 11 **Type:** Applied **Diff:** Hard
Rationale: This is negative reinforcement because you are taking away something undesirable (folding clothes) to increase (reinforcement) the chance of the behavior (cleaning the room) occurring again.
7. **Chapter Module:** Foundational Theories of Child Development
Answer: a **Page(s):** 13 **Type:** Factual **Diff:** Easy
Rationale: Order given by text from first to last stage.
8. **Chapter Module:** Themes in Child-Development Research
Answer: c **Page(s):** 17 **Type:** Conceptual **Diff:** Hard
Rationale: Locke's view illustrates the passive side of the active-passive child issue.
9. **Chapter Module:** Doing Child-Development Research
Answer: a **Page(s):** 24-25 **Type:** Applied **Diff:** Moderate
Rationale: As one variable goes up (attractiveness) the other variable (number of friends) also increases, so this is a positive correlation.

10. **Chapter Module:** Doing Child-Development Research

Answer: d

Page(s): 30

Type: Conceptual

Diff: Moderate

Rationale: Longitudinal designs give you the ability to examine individual development over time, which is a strength of this method, not a weakness.

Chapter 1

The Science of Child Development

MULTIPLE CHOICE QUESTIONS

- 1.1 Viewing infants as *tabula rasas* suggests that
- infants will develop naturally unless the environment interferes.
 - experience will mold infants into unique individuals.
 - nature is more important than nurture.
 - infants are born with a sense of morality.

Chapter Module: Setting the Stage

Answer: b

Page(s): 4

Type: Factual

Diff: Easy

Rationale: Locke's *tabula rasa* is the idea that infants are blank slates on which experience writes.

- 1.2 The idea that the mind of the human infant is a *tabula rasa* at birth reflects the belief that
- experience molds each person into a unique individual.
 - children should be left alone so that their good natures can unfold.
 - heredity plays a major role in an individual's development.
 - infants cannot think because their minds are blank.

Chapter Module: Setting the Stage

Answer: a

Page(s): 4

Type: Conceptual

Diff: Moderate

Rationale: Locke's *tabula rasa* is the idea that infants are blank slates on which experience writes.

- 1.3 If parents believe that children are *tabula rasas* at birth, they are likely to
- leave their children alone so their virtuous natures can unfold.
 - be very permissive with their children.
 - assume that nothing they do will have any influence on their children's development.
 - plan their children's experiences from the moment of their birth.

Chapter Module: Setting the Stage

Answer: d

Page(s): 4

Type: Applied

Diff: Moderate

Rationale: Locke believed that experience was important to development; therefore parents play an important role in planning their children's experiences.

- 1.4 The French philosopher, Jean Jacques Rousseau, believed that
- the human infant is born a *tabula rasa*.
 - infants were born with an innate sense of justice and morality.
 - experience molds each human into a unique individual.
 - parents should teach their children rationality and self-control.

Chapter Module: Setting the Stage

Answer: b

Page(s): 4

Type: Factual

Diff: Easy

Rationale: Rousseau believed that infants are born with an innate sense of justice and morality.

- 1.5 Heather believes her 12-month-old daughter will develop optimally if Heather gives her freedom to grow naturally and does not try to shape her development. Heather's beliefs about child rearing are most similar to those of
- a. Sigmund Freud.
 - b. Erik Erikson.
 - c. John Locke.
 - d. Jean Jacques Rousseau.

Chapter Module: Setting the Stage

Answer: d

Page(s): 4

Type: Applied

Diff: Moderate

Rationale: Rousseau believed in a natural unfolding of a child's innate sense of justice and morality, a philosophy that formed the basis of the maturational theory.

- 1.6 Detailed, systematic observations of individual children are referred to as
- a. blank slates.
 - b. baby biographies.
 - c. mental tests.
 - d. critical periods.

Chapter Module: Setting the Stage

Answer: b

Page(s): 5

Type: Factual

Diff: Easy

Rationale: Baby biographies are detailed, systematic observations of individual children. The observations in the biographies were often subjective and the conclusions were sometimes reached on the basis of minimal evidence.

- 1.7 _____ based his ideas about child development on evolutionary theory and was interested in age-trends in children's beliefs and feelings.
- a. John Locke
 - b. Jean Jacques Rousseau
 - c. G. Stanley Hall
 - d. Alfred Binet

Chapter Module: Setting the Stage

Answer: c

Page(s): 5

Type: Factual

Diff: Easy

Rationale: Hall generated theories based on evolutionary theory and conducted studies to determine age trends in children's beliefs and feelings about a range of topics.

- 1.8 _____ uses developmental research to promote healthy development, particularly for vulnerable children and families.
- a. Family policy
 - b. Applied developmental science
 - c. A quasi-experimental design
 - d. The Index of Social Health for Children and Youth (ISHCY)

Chapter Module: Setting the Stage

Answer: b

Page(s): 6

Type: Factual

Diff: Easy

Rationale: A new branch of child-development research has emerged that is known as applied developmental science, which uses developmental research to promote healthy development.

- 1.9 An organized set of ideas that is designed to explain development is referred to as a
- a. theory.
 - b. critical period.
 - c. *tabula rasa*.
 - d. case history.

Chapter Module: Foundational Theories of Child Development

Answer: a

Page(s): 7

Type: Factual

Diff: Easy

Rationale: Theories are organized sets of ideas that are designed to explain and make predictions about development.

- 1.10 The view that development is a result of the unfolding of a specific and prearranged scheme or plan within the body is characteristic of
- Konrad Lorenz's ethological theory.
 - Sigmund Freud's psychodynamic theory.
 - Erik Erikson's psychosocial theory.
 - Arnold Gesell's maturational theory.

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 8 **Type:** Factual **Diff:** Moderate

Rationale: This describes maturational theory, which was put forth by Gesell.

- 1.11 _____ theory states that child development occurs according to a prearranged scheme or plan within the body.
- Psychodynamic
 - Ecological
 - Maturational
 - Cognitive developmental

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 8 **Type:** Conceptual **Diff:** Easy

Rationale: According to Gesell, maturational theory reflects a specific and prearranged scheme or plan within the body.

- 1.12 Gesell's maturational theory most closely fits with the ideas of
- Jean Jacques Rousseau.
 - Erik Erikson.
 - John Locke.
 - John Watson.

Chapter Module: Foundational Theories of Child Development

Answer: a **Page(s):** 8 **Type:** Conceptual **Diff:** Hard

Rationale: Rousseau believed in a natural unfolding of a child's innate sense of justice and morality, a perspective very much in keeping with maturational theory.

- 1.13 Which of the following theories has a biological perspective?
- Freud's psychosexual theory
 - Bandura's social cognitive theory
 - Gesell's maturational theory
 - Erikson's psychosocial theory

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 8 **Type:** Conceptual **Diff:** Moderate

Rationale: Maturational theory and ethological theory are the two theories with a biological perspective.

- 1.14 An evolutionary perspective is most closely associated with which of the following theories?
- psychosocial
 - psychodynamic
 - maturational
 - ethological

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 8 **Type:** Conceptual **Diff:** Easy

Rationale: Ethological theory is based on Darwin's theory of evolution.

- 1.15 When a particular type of learning can take place only during a specific time period, not before or after that period, there is a(n) _____ for learning that behavior.
- instinct
 - critical period
 - blank slate
 - emotional bond

Chapter Module: Foundational Theories of Child Development

Answer: b **Page(s):** 8 **Type:** Factual **Diff:** Easy

Rationale: Ethologists believe that all animals are biologically programmed so that some kinds of learning occur only at certain ages.

- 1.16 According to ethologists, some behaviors can only be learned
- when the behavior is reinforced and opposing behaviors are punished.
 - through observational learning.
 - during a critical period when the organism is biologically programmed to learn that behavior.
 - when the conflict between biological drives and society's standards is resolved.

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 8

Type: Factual

Diff: Moderate

Rationale: One tenet of ethological theory is the idea of the critical period.

- 1.17 Raeann believes that babies are born with tendencies to form emotional bonds with their caregivers because it makes them more likely to survive. Raeann's beliefs fit most closely with _____ theory.
- maturational
 - psychodynamic
 - learning
 - ethological

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 8

Type: Applied

Diff: Moderate

Rationale: This describes an evolutionary perspective (survival behaviors) that is the foundation of the ethological theory.

- 1.18 Creating an emotional bond with the mother is sometimes called
- self-efficacy.
 - adapting.
 - imprinting.
 - maturation.

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 8

Type: Factual

Diff: Easy

Rationale: Lorenz theorized that imprinting is the creation of an emotional bond with the mother.

- 1.19 Jill was the first moving object a newly hatched chick saw. The chick later followed her around, just as if Jill were the chick's mother. The chick's behavior is a result of
- maturation.
 - tabula rasa*.
 - self-efficacy.
 - imprinting.

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 8

Type: Applied

Diff: Moderate

Rationale: Chicks are biologically programmed to follow the first moving object they see, a behavior called imprinting.

- 1.20 Sigmund Freud's psychodynamic theory
- emphasizes the influence of early experiences on later development.
 - suggests that learning is the key to understanding development.
 - suggests that behavior should be considered in context.
 - emphasizes the importance of maturation.

Chapter Module: Foundational Theories of Child Development

Answer: a **Page(s):** 9

Type: Conceptual

Diff: Moderate

Rationale: Freud believed that early experiences establish patterns that endure throughout a person's life.

- 1.21 Freud based his psychodynamic theory on
- his patients' case histories.
 - observations of his children.
 - correlational research studies.
 - experimental research studies.

Chapter Module: Foundational Theories of Child Development

Answer: a **Page(s):** 9

Type: Factual

Diff: Easy

Rationale: Freud was a physician who specialized in nervous system diseases and he kept detailed patient histories on which he based his theory.

- 1.22 The id
- wants immediate gratification of bodily desires.
 - provides a sense of morality.
 - works to resolve conflicts.
 - presses for socially acceptable actions.

Chapter Module: Foundational Theories of Child Development

Answer: a **Page(s):** 9 **Type:** Factual **Diff:** Easy

Rationale: According to Freud, the id is the reservoir of primitive instincts and drives, focused on immediate gratification of bodily desires.

- 1.23 Hedy lives according to the philosophy “If it feels good, do it.” Hedy’s personality appears to be dominated by her
- ego.
 - imprinting.
 - superego.
 - id.

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 9 **Type:** Applied **Diff:** Moderate

Rationale: According to Freud, the id is the reservoir of primitive instincts and drives, focused on immediate gratification of bodily desires.

- 1.24 If an ego could talk, it might say
- “I want to eat NOW!”
 - “Do you think that is the right and honorable way to act?”
 - “Let’s see if we can discuss this issue calmly and rationally.”
 - “Is that what your mother would do?”

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 9 **Type:** Conceptual **Diff:** Moderate

Rationale: The ego mediates between the superego and the id; it is the rational part of the mind.

- 1.25 The moral agent in a child’s personality is the
- ego.
 - superego.
 - primitive instincts.
 - id.

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 9 **Type:** Factual **Diff:** Easy

Rationale: The superego is the “moral agent” in the child’s personality, which emerges during preschool as children begin to internalize adult standards of right and wrong.

- 1.26 During recess Melissa noticed that another girl dropped the doll she was playing with. According to Freud’s theory, Melissa’s _____ would tell her to grab the doll and keep it as her own whereas her _____ would tell her that taking another girl’s doll would be wrong.
- id; ego
 - superego; ego
 - superego; id
 - id; superego

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 9 **Type:** Applied **Diff:** Moderate

Rationale: According to Freud, the id wants immediate gratification of needs and wants, whereas the superego reflects the internalized standards of right and wrong.

- 1.27 Psychosocial theory is associated with

- a. Arnold Gesell.
- b. Sigmund Freud.
- c. Erik Erikson.
- d. Albert Bandura.

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 10

Type: Factual

Diff: Easy

Rationale: Erikson was the founder of psychosocial theory.

- 1.28 Erikson emphasized
- a. psychological and social aspects of development.
 - b. biological and physical aspects of development.
 - c. environmental influences on development.
 - d. cognitive development.

Chapter Module: Foundational Theories of Child Development

Answer: a **Page(s):** 10

Type: Conceptual

Diff: Easy

Rationale: Erikson's theory deals with eight stages of psychosocial development.

- 1.29 Erikson proposed a _____ theory in which development consists of a sequence of stages, each defined by a unique crisis or challenge.
- a. biological
 - b. learning
 - c. psychosocial
 - d. cognitive-developmental

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 10

Type: Factual

Diff: Easy

Rationale: Erikson's theory focuses on psychosocial development.

- 1.30 The first of Erikson's stages focuses on the issue of
- a. industry vs. inferiority.
 - b. autonomy vs. shame and doubt.
 - c. trust vs. mistrust.
 - d. identity vs. identity confusion.

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 10

Type: Factual

Diff: Easy

Rationale: Erikson's first stage, from birth to 1 year, is basic trust versus mistrust.

- 1.31 Erikson's theory suggests that 16-year-old Glenn is likely to be facing the challenge of
- a. realizing that he is an independent person.
 - b. establishing an intimate relationship with another person.
 - c. developing a sense of trust in the world.
 - d. developing a sense of his own identity.

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 10

Type: Applied

Diff: Moderate

Rationale: An adolescent would be in the stage of identity versus identity confusion, where the challenge is to develop an identity.

- 1.32 In Erikson's psychosocial theory,
- a. outcomes of earlier stages influence how well children deal with the challenges of later stages.
 - b. each stage is self-contained and has no influence on other stages.
 - c. physical aspects of development are more important than social aspects of development.
 - d. the same challenges are faced over and over again in each stage.

Chapter Module: Foundational Theories of Child Development

Answer: a **Page(s):** 10

Type: Conceptual

Diff: Moderate

Rationale: Erikson believed that how one resolves conflicts in earlier stages influences later stages.

- 1.33 Jaraan was never really able to answer the question “Who am I?” as a teenager. Erikson would predict that during young adulthood, Jaraan will
- be likely to view his life as satisfactory and worth living.
 - establish a loving relationship with another person.
 - develop the ability to try new things and handle failure.
 - have difficulty forming intimate relationships.

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 10 **Type:** Applied **Diff:** Hard

Rationale: An unsuccessful resolution to an earlier stage will cause problems in the next stage.

- 1.34 According to Erikson’s theory of psychosocial development, development is
- the result of a natural unfolding of biological plans.
 - determined by the resolution of conflicts between one’s biological drives and society’s standards of right and wrong.
 - the result of children’s attempts to understand their worlds.
 - determined by children’s resolution of psychological and social crises.

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 10 **Type:** Conceptual **Diff:** Easy

Rationale: Erikson believed that development involved the resolution of psychosocial crises.

- 1.35 Experience plays the *most* important role in which of the following theories?
- maturational
 - cognitive-developmental
 - ethological
 - learning

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 10 **Type:** Conceptual **Diff:** Moderate

Rationale: Experience plays the biggest role in behaviorist theories like learning theories.

- 1.36 Who was the first theorist to use learning theory to explain child development?
- Sigmund Freud
 - John Watson
 - Jean Piaget
 - Konrad Lorenz

Chapter Module: Foundational Theories of Child Development

Answer: b **Page(s):** 10 **Type:** Factual **Diff:** Easy

Rationale: John Watson was the first to apply learning theories to child development.

- 1.37 Nehama believes that we could totally understand why children behave as they do if we would just look at the rewards and punishments they’ve received for their behaviors in the past. Nehama looks at child development as a(n) _____ theorist does.
- ecological
 - cognitive-developmental
 - psychodynamic
 - learning

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 10 **Type:** Applied **Diff:** Moderate

Rationale: Reinforcement and punishment is a key tenet of learning theories.

- 1.38 B. F. Skinner is most closely associated with which of the following concepts?
- imprinting
 - self-efficacy
 - operant conditioning
 - observational learning

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 10 **Type:** Factual **Diff:** Easy

Rationale: B. F. Skinner was a leading researcher in the field of operant conditioning.

- 1.39 Carol begged her father for some candy when they were in the grocery store. Eventually, Carol's father gave in and bought Carol some candy. According to theories of operant conditioning, what is likely to happen the next time Carol and her father go to the grocery store?
- a. Carol will not beg for candy because her father punished her begging the last time that they were in the store.
 - b. Carol will not beg for candy because her father reinforced her begging the last time that they were in the store.
 - c. Carol will beg for candy because her father reinforced her begging the last time they were in the store.
 - d. Carol will beg for candy because her father punished her begging the last time they were in the store.

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 11

Type: Applied

Diff: Moderate

Rationale: Because Carol's behavior was positively reinforced (with candy) she will be likely to repeat that behavior in the future.

- 1.40 When 8-year-old Chris brought home a report card with all A's, his parents gave him one dollar for each "A." Chris's parents were attempting to use _____ to shape Chris's future behavior.
- a. negative reinforcement
 - b. positive reinforcement
 - c. punishment
 - d. self-efficacy

Chapter Module: Foundational Theories of Child Development

Answer: b **Page(s):** 11

Type: Applied

Diff: Moderate

Rationale: It is reinforcement because the parents want Chris to repeat the behavior (all A's) in the future. It is positive reinforcement because something desirable was added (money).

- 1.41 Whenever Krysia hung up her coat and put away her backpack after school, she was excused from setting the table, a chore she detests. Krysia's parents were using _____ to modify her behavior.
- a. self-efficacy
 - b. punishment
 - c. negative reinforcement
 - d. positive reinforcement

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 11

Type: Applied

Diff: Hard

Rationale: It is reinforcement because her parents want Krysia to repeat the behavior (put away coat and backpack) in the future. It is negative reinforcement because something undesirable was taken away (setting the table).

- 1.42 A reward that consists of taking away something unpleasant is called
- a. positive reinforcement.
 - b. negative reinforcement.
 - c. extinction.
 - d. punishment.

Chapter Module: Foundational Theories of Child Development

Answer: b **Page(s):** 11

Type: Factual

Diff: Moderate

Rationale: Negative reinforcement consists of rewarding people by taking away unpleasant things.

- 1.43 Seth failed to put away his bicycle at night as he was supposed to. His father told him that he would not be allowed to ride his bicycle for one week. Seth's father tried to change Seth's behavior by using
- a. punishment.
 - b. extinction.
 - c. positive reinforcement.
 - d. negative reinforcement.

Chapter Module: Foundational Theories of Child Development

Answer: a **Page(s):** 11

Type: Applied

Diff: Moderate

Rationale: Punishment is used when you want to prevent a behavior from occurring in the future.

- 1.44 A consequence that decreases the future likelihood of the behavior that it follows is called
- a. positive reinforcement.
 - c. self-efficacy.

b. negative reinforcement.

d. punishment.

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 11

Type: Factual

Diff: Moderate

Rationale: Punishment suppresses a behavior by either adding something aversive or withholding a pleasant event.

- 1.45 Frank was watching a Saturday morning cartoon in which the main character kicked someone and took away a toy. Frank then walked across the room and kicked his brother Joe and took away Joe's toy just as the cartoon character had done on the TV show. According to social cognitive theory, Frank has just demonstrated

a. observational learning or imitation.

c. reinforcement for sharing toys.

b. punishment for aggressive behavior.

d. imprinting.

Chapter Module: Foundational Theories of Child Development

Answer: a **Page(s):** 11

Type: Applied

Diff: Moderate

Rationale: Imitating an action that you have seen modeled is an example of observational learning.

- 1.46 Amanda noticed that whenever other children asked a question in class, their teacher seemed to get mad at them. Amanda decided not to ask her teacher for help, even though she needed it and her teacher had never seemed to be angry with her. Amanda's behavior was shaped by

a. positive reinforcement.

c. observational learning.

b. negative reinforcement.

d. self-efficacy.

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 11

Type: Applied

Diff: Moderate

Rationale: Watching and learning from the consequences of another's behavior is an example of observational learning.

- 1.47 Nate watched another boy pull a girl's hair. Nate is most likely to imitate the boy's behavior if
- a. the boy is not very popular.
 - b. a teacher sends Nate to time-out.
 - c. the girl smiled at the boy after he pulled her hair.
 - d. the boy is not very smart.

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 11

Type: Applied

Diff: Hard

Rationale: Learning from watching the consequences of another's behavior is an example of observational learning. Therefore, Nate is most likely to imitate the behavior if the consequences are positive (e.g., the girl smiles).

- 1.48 Six-year-old Sarah had been watching her older brother and sister in swim meets for several years. Sarah believed she was a good swimmer, too, and eagerly entered her first swim meet shortly after she turned 6. Bandura would say that _____ played a role in Sarah's desire to imitate her siblings.
- a. genetic factors
 - b. self-efficacy
 - c. punishment
 - d. negative reinforcement

Chapter Module: Foundational Theories of Child Development

Answer: b **Page(s):** 11

Type: Applied

Diff: Moderate

Rationale: Sarah's belief that she is a good swimmer is an example of self-efficacy.

- 1.49 One difference between Skinner's operant conditioning and Bandura's social cognitive theory is that
- a. Bandura believes children play an active role in their own development, while Skinner sees them as being passively shaped by the environment.
 - b. Skinner views reinforcement and punishment as being important while Bandura does not.

- c. Skinner believes that self-efficacy influences behavior while Bandura does not.
- d. Bandura emphasizes rewards and punishment while Skinner does not.

Chapter Module: Foundational Theories of Child Development

Answer: a **Page(s):** 12 **Type:** Conceptual **Diff:** Hard

Rationale: For Skinner, children were the passive recipients of the environment's rewards and punishments, whereas Bandura believes that children play a more active (cognitive) role in their development through observational learning.

- 1.50 The cognitive-developmental perspective is mainly concerned with
- a. experience.
 - b. personality.
 - c. thinking.
 - d. context.

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 12 **Type:** Conceptual **Diff:** Easy

Rationale: Cognitive means thinking.

- 1.51 Jean Piaget is associated with _____ theory.
- a. ecological
 - b. psychodynamic
 - c. learning
 - d. cognitive-developmental

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 12 **Type:** Factual **Diff:** Easy

Rationale: Piaget was the creator of the best known of the cognitive-developmental theories.

- 1.52 Piaget believed that children
- a. are passively shaped by their experiences.
 - b. actively try to make sense of their world.
 - c. learn through a series of reinforcements and punishments.
 - d. face a series of conflicts or challenges as they develop.

Chapter Module: Foundational Theories of Child Development

Answer: b **Page(s):** 12-13 **Type:** Conceptual **Diff:** Moderate

Rationale: Piaget believed that children were like scientists, actively experimenting and testing their beliefs of the world around them.

- 1.53 Jean Piaget's theory of cognitive development focused on
- a. the resolution of psychological crises.
 - b. improvements in mental hardware and software.
 - c. children's creation of "theories" that help them understand their worlds.
 - d. adaptive behaviors that are learned during critical periods.

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 12-13 **Type:** Conceptual **Diff:** Moderate

Rationale: Piaget believed that children were like scientists, actively experimenting and testing their beliefs and theories of the world around them.

- 1.54 Your neighbor tells you about his little boy who is always manipulating objects "just like a scientist trying to test his theory about the world." Having just read the first chapter of your child development textbook, you reply, "You sound just like
- a. B.F. Skinner!"
 - b. Sigmund Freud!"
 - c. Urie Bronfenbrenner!"
 - d. Jean Piaget!"

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 12-13 **Type:** Applied **Diff:** Moderate

Rationale: Piaget believed that children were like scientists, actively experimenting and testing their beliefs of the world around them.

- 1.55 Piaget stated that children's theories about the world
- remain the same until adulthood.
 - undergo three major changes during development.
 - are never tested by the children.
 - are based on what adults tell them.

Chapter Module: Foundational Theories of Child Development

Answer: b **Page(s):** 12-13 **Type:** Conceptual **Diff:** Moderate

Rationale: Piaget's theory is a stage theory with four stages; therefore children undergo three major qualitative changes during development.

- 1.56 Which shows the correct sequence of Piaget's stages of cognitive development?
- preoperational, concrete operational, formal operational, and sensorimotor
 - sensorimotor, concrete operational, preoperational, and formal operational
 - sensorimotor, preoperational, concrete operational, and formal operational
 - concrete operational, formal operational, sensorimotor, and preoperational

Chapter Module: Foundational Theories of Child Development

Answer: c **Page(s):** 13 **Type:** Factual **Diff:** Moderate

Rationale: Sensorimotor (birth – 2), preoperational (2 – 7), concrete operational (7 – 11), and formal operational (adolescence and beyond) is the correct order.

- 1.57 _____ was a theorist who was primarily interested in ways that adults convey cultural beliefs to children.
- Piaget
 - Skinner
 - Freud
 - Vygotsky

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 13 **Type:** Factual **Diff:** Easy

Rationale: Vygotsky's theory is a contextual theory that emphasizes the importance of culture.

- 1.58 According to _____ children develop when they work with skilled adults, including parents and teachers.
- Piaget
 - Skinner
 - Freud
 - Vygotsky

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 14 **Type:** Factual **Diff:** Easy

Rationale: Vygotsky's theory is a contextual theory that emphasizes the importance of culture.

- 1.59 According to _____ theory, development is a result of how conflicts are resolved.
- biological
 - learning
 - cognitive-developmental
 - psychodynamic

Chapter Module: Foundational Theories of Child Development

Answer: d **Page(s):** 14 **Type:** Factual **Diff:** Moderate

Rationale: Freud's psychodynamic theory involves the resolution of conflicts at each stage.

- 1.60 Biology is to environment as _____ theory is to _____ theory.
- maturational; Skinner's operant conditioning
 - psychosocial; ethological
 - Piaget's; Freud's

d. psychodynamic, Erikson's psychosocial

Chapter Module: Foundational Theories of Child Development

Answer: a **Page(s):** 14

Type: Conceptual

Diff: Hard

Rationale: Biology is connected to the maturational theory while environment is connected to Skinner's operant conditioning theory.

- 1.61 One example of a theory with a learning perspective is
- a. Erikson's theory.
 - b. Bandura's social cognitive theory.
 - c. Piaget's theory.
 - d. Freud's theory.

Chapter Module: Foundational Theories of Child Development

Answer: b **Page(s):** 14

Type: Conceptual

Diff: Moderate

Rationale: Bandura's theory is based on the learning perspective of Skinner.

- 1.62 The idea of continuity in development
- a. is consistent with the view that behavior during the preschool years is not related to behavior during later childhood.
 - b. means that development in one domain is related to development in other domains.
 - c. is consistent with the view that early development is related to later development.
 - d. means that development is jointly influenced by heredity and environment.

Chapter Module: Themes in Child-Development Research

Answer: c **Page(s):** 16

Type: Conceptual

Diff: Hard

Rationale: Continuity means that earlier aspects relate to later aspects of development.

- 1.63 Yvonne was a busy, energetic child who grew up to be a busy, energetic adult. Yvonne provides an example of
- a. the influence of nurture on development.
 - b. continuity in development.
 - c. the connectedness of different domains of development.
 - d. the active role of the child in development.

Chapter Module: Themes in Child-Development Research

Answer: b **Page(s):** 16

Type: Applied

Diff: Moderate

Rationale: Continuity means that earlier aspects relate to later aspects of development.

- 1.64 The continuity-discontinuity issue addresses the question of whether
- a. genes or environment are most important.
 - b. development in different domains is related.
 - c. children actively influence their own development.
 - d. early development is related to later development.

Chapter Module: Themes in Child-Development Research

Answer: d **Page(s):** 16

Type: Factual

Diff: Easy

Rationale: Continuity means that earlier aspects relate to later aspects of development.

- 1.65 The nature-nurture issue is concerned with
- a. the connection of development in one domain to development in other domains.
 - b. the role that children play in influencing their own development.
 - c. the roles that biology and environment play in development.
 - d. how early development is related to later development.

Chapter Module: Themes in Child-Development Research

Answer: c **Page(s):** 17

Type: Conceptual

Diff: Easy

Rationale: Nature = genetics and biology, and nurture = environment.

- 1.66 Jackie feels that superior genes are the primary reason her daughter Jacqueline is intellectually gifted. Jackie believes in the importance of
- a. the active child.
 - b. continuity.
 - c. nature.
 - d. the connection of domains.

Chapter Module: Themes in Child-Development Research

Answer: c **Page(s):** 17

Type: Applied

Diff: Moderate

Rationale: The nature part of the nature-nurture issue deals with genes and biology.

- 1.67 Ximena and Chris believe that they don't need to worry about parenting their new son, Brant, because he was born with a good nature and his good nature will determine his outcomes in life. Chris and Ximena's views of parenting are consistent with the _____ of the _____ issue.
- a. nature; nature-nurture
 - b. passive; active-passive child
 - c. connection; connection of domains
 - d. continuity; continuity-discontinuity

Chapter Module: Themes in Child-Development Research

Answer: a **Page(s):** 17

Type: Applied

Diff: Hard

Rationale: This is a nature-nurture issue, with Ximena and Chris falling on the nature (genetics) side.

- 1.68 Travis insists that people are the masters of their own destinies. Travis believes in
- a. the active child.
 - b. the passive child.
 - c. continuity.
 - d. discontinuity.

Chapter Module: Themes in Child-Development Research

Answer: a **Page(s):** 17

Type: Conceptual

Diff: Moderate

Rationale: The active child side of the active-passive child issue holds that children influence their own development through their own individual characteristics.

- 1.69 Michael and Lisa are new parents and they believe that their actions will influence their new son. They don't think that their son's behavior will influence their parenting. Michael and Lisa's views of parenting are consistent with the _____ position of the _____ issue.
- a. nature; nature-nurture
 - b. passive; active-passive child
 - c. connection; connection of domains
 - d. continuity; continuity-discontinuity

Chapter Module: Themes in Child-Development Research

Answer: b **Page(s):** 17

Type: Conceptual

Diff: Hard

Rationale: This is an active-passive child issue, with Michael and Lisa falling on the passive child (at the mercy of the environment) side.

- 1.70 John Locke's views are consistent with
- a. the idea that development in different domains is connected.
 - b. a passive view of the child.
 - c. an emphasis on nature.
 - d. a view of development as discontinuous.

Chapter Module: Themes in Child-Development Research

Answer: b **Page(s):** 17

Type: Factual

Diff: Moderate

Rationale: Locke believed that children were a blank slate on which experience wrote, which is a classic example of the passive child (at the mercy of the environment).

- 1.71 Based on her experience in rearing five children, Elaine believes that personality influences the rate of physical-motor development. Elaine appears to take the view that
- a. development is always jointly influenced by heredity and environment.

- b. early development is related to later development.
- c. development in different domains is connected.
- d. children are at the mercy of the environment.

Chapter Module: Themes in Child-Development Research

Answer: c **Page(s):** 18

Type: Applied

Diff: Moderate

Rationale: Elaine appears to believe that development in one domain (social-personality) is influenced by development in another domain (physical-motor).

- 1.72 Which of the following statements best represents the prevailing view among developmentalists?
- a. Social development is not related to cognitive development.
 - b. Physical development is not related to cognitive development.
 - c. Social development is not related to physical development.
 - d. Physical, social, and cognitive development are interrelated.

Chapter Module: Themes in Child-Development Research

Answer: d **Page(s):** 18

Type: Conceptual

Diff: Moderate

Rationale: Most developmentalists believe that development across domains is interrelated.

- 1.73 Irina wants to study infant language development. She decides to watch 10 babies once a month from birth to 2 years of age and write down the sounds they make and the words they use. Irina is using
- a. self-report.
 - b. systematic observation.
 - c. sampling behavior with tasks.
 - d. interviews.

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 20

Type: Applied

Diff: Moderate

Rationale: Systematic observation means watching and carefully recording what children do and say.

- 1.74 Research measures that involve watching children's unprompted behavior in real-life settings are referred to as
- a. structured observations.
 - b. tasks that sample behavior.
 - c. self-report measures.
 - d. naturalistic observations.

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 20

Type: Factual

Diff: Easy

Rationale: In naturalistic observations, children are observed as they behave spontaneously in some real-life situation.

- 1.75 Which of the following is *true* of naturalistic observations?
- a. Researchers usually record all of a child's behaviors.
 - b. Because children are being observed in their natural settings, the behavior of interest is less likely to be disturbed.
 - c. This method is useful for studying phenomena that occur rarely.
 - d. This method is useful for studying behaviors that occur in private settings.

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 20

Type: Factual

Diff: Moderate

Rationale: The advantage of naturalistic observation is that the behavior of interest is less likely to be disturbed by the researcher.

- 1.76 Mary chose to assess the quality of infants' relationships with their caregivers by observing infants in a laboratory situation wherein the infants experienced a series of separations from and reunions with their caregivers. What kind of measure did Mary use?
- a. self-report
 - c. structured observation

b. naturalistic observation

d. questionnaire

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 20

Type: Applied

Diff: Moderate

Rationale: It is an observation, and the fact that it occurs in a laboratory setting makes it structured.

- 1.77 One drawback of structured observations is that
- the artificial nature of the setting may distort the behavior of interest.
 - they cannot be used to study behaviors that occur naturally only rarely.
 - they can only be used to study behaviors that occur in public settings.
 - they cannot be performed in a laboratory.

Chapter Module: Doing Child-Development Research

Answer: a **Page(s):** 21

Type: Conceptual

Diff: Moderate

Rationale: The artificial nature of the laboratory setting is a weakness of structured observations.

- 1.78 Which of the following measures involves sampling behavior with a task?
- putting a number of objects in front of a child and having the child count them
 - listening to children's everyday conversations and recording the complexity of their sentence structures
 - asking children how much television they watch in one week
 - having children fill out a questionnaire about their study habits

Chapter Module: Doing Child-Development Research

Answer: a **Page(s):** 21

Type: Applied

Diff: Moderate

Rationale: The others are examples of self-reports and observations.

- 1.79 Which of the following is a *strength* associated with measures that sample behavior with tasks?
- Children's behavior is seen as it occurs naturally.
 - They almost always validly represent real-life behaviors.
 - They are convenient to use.
 - They assure representative sampling.

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 21

Type: Factual

Diff: Easy

Rationale: The principal strength is convenience; the others are not truthful representations of sampling behaviors with tasks.

- 1.80 Which of the following is *true* of sampling behavior with tasks?
- Sampling behavior with tasks may not really sample the behavior of interest.
 - Sampling behavior with tasks can be used to observe behavior directly.
 - Sampling behavior with tasks isn't a popular method because it isn't convenient to use.
 - Sampling behavior with tasks might lead some children to provide socially acceptable answers.

Chapter Module: Doing Child-Development Research

Answer: a **Page(s):** 21

Type: Conceptual

Diff: Moderate

Rationale: The task may not sample the behavior of interest because it is only as good as the task developed. The others are not truthful representations of sampling behaviors with tasks.

- 1.81 A researcher is interested in how toddlers perceive emotions. The researcher brings toddlers into a room and presents them with different photographs of faces, each representing a different emotion. The toddlers are asked to point to different emotions as the researcher reads them aloud. This is an example of what type of research design?
- correlational
 - sampling behavior with tasks
 - self-report
 - naturalistic observation

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 21

Type: Applied

Diff: Hard

Rationale: Toddlers' understanding of emotions cannot be observed directly. The research created a task that sampled the behavior of interest (identifying emotions).

- 1.82 _____ measures ask children questions about the topic of interest.
- a. Naturalistic observation
 - b. Structured observation
 - c. Sampling behavior with tasks
 - d. Self-report

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 21

Type: Factual

Diff: Easy

Rationale: This definition is in the text.

- 1.83 Which of the following is a problem with the use of self-report?
- a. Answers do not lead directly to information on the topic of interest.
 - b. Children may provide answers that are socially acceptable.
 - c. The collection of information is not convenient.
 - d. Children have very accurate memories, so their answers regarding past events can be trusted.

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 22

Type: Factual

Diff: Moderate

Rationale: Response bias (including socially acceptable answers) is a major problem of self-reports.

- 1.84 Alvaro is interested in finding out how children's conceptions of death change with age. He decides to interview children and ask them questions such as "What happens when people die?" and "Do people eat when they die?" Alvaro is using a form of _____ to measure children's conceptions of death.
- a. naturalistic observation
 - b. self-report
 - c. sampling behavior with tasks
 - d. structured observation

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 22

Type: Applied

Diff: Moderate

Rationale: Alvaro is asking children directly for their answers, therefore it is self-report.

- 1.85 The tendency to select socially acceptable answers is called
- a. response bias.
 - b. self-report.
 - c. validity.
 - d. sampling behavior.

Chapter Module: Doing Child-Development Research

Answer: a **Page(s):** 22

Type: Factual

Diff: Easy

Rationale: Children tend to answer questions incorrectly because they are more likely to select socially acceptable, rather than socially unacceptable, answers.

- 1.86 Abe is investigating moral reasoning by asking children what they would do in different situations, such as if one of their friends would shoplift when they were together. He is concerned that children may be giving him the answers they think he wants to hear, rather than their genuine feelings about what they would really do. Abe is worried about
- a. cohort effects.
 - b. representative sampling.
 - c. response bias.
 - d. confidentiality.

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 22

Type: Applied

Diff: Moderate

Rationale: Response bias (including socially acceptable answers) is a major problem of self-reports.

- 1.87 Which of the following is a *weakness* of self-report measures?
- a. They are difficult to use with behaviors that are rare or that typically occur in private settings.

- b. They may be invalid because they cannot sample behavior as it occurs naturally.
- c. They may be invalid because structured settings distort the behavior.
- d. They may be invalid because children answer incorrectly due to forgetting or response bias.

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 22

Type: Factual

Diff: Moderate

Rationale: Response bias (including socially acceptable answers) is a major problem of self-reports.

- 1.88 A measure is _____ if the results are consistent over time.
- a. representative
 - b. reliable
 - c. valid
 - d. a sample

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 23

Type: Factual

Diff: Easy

Rationale: Reliable = consistency over time.

- 1.89 If Mohammed took the same achievement test at three different times and received scores of 100, 55, and 75, the test would have low levels of
- a. validity.
 - b. representativeness.
 - c. sampling behavior.
 - d. reliability.

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 23

Type: Applied

Diff: Moderate

Rationale: Because the test scores are not consistent over time, the test has low reliability.

- 1.90 _____ refers to whether a measure really measures what it is intended to measure.
- a. Validity
 - b. Reliability
 - c. Sampling
 - d. Stability

Chapter Module: Doing Child-Development Research

Answer: a **Page(s):** 23

Type: Factual

Diff: Easy

Rationale: Validity = measuring what it was designed to measure.

- 1.91 To measure children's social skills, you decide to use the number of interactions children have with other children as your measure of social skills. As you collect data, you notice that some children who have many interactions do not seem to be very socially skilled because many of their interactions are negative. This makes you question the _____ of your measure.
- a. sampling
 - b. stability
 - c. validity
 - d. reliability

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 23

Type: Applied

Diff: Hard

Rationale: A measure lacks validity if it doesn't seem to measure what it purports to measure.

- 1.92 Ludmilla is interested in finding out how children typically learn math concepts. She found a class of gifted math students willing to be her subjects. What might be an issue with using that particular group of students as subjects?
- a. response bias
 - b. representative sampling
 - c. structured setting
 - d. cohort effects

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 23-24

Type: Applied

Diff: Moderate

Rationale: In this case, the sample is not representative of typical math students because they are taken from a gifted class, thus impacting the generalizability of the research.

- 1.93 Correlations can range from
- a. 0 to 100.
 - b. 1 to 10.
 - c. -1.0 to +1.0.
 - d. -.10 to .10.

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 24

Type: Factual

Diff: Easy

Rationale: Correlations range from -1.0 (strong negative) to +1.0 (strong positive).

- 1.94 A correlation coefficient of 0 indicates what about the relation between two variables?
- a. The two variables are directly related.
 - b. The two variables are inversely related.
 - c. The two variables are completely unrelated.
 - d. This coefficient indicates which variable was the “cause” and which the “effect.”

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 24

Type: Conceptual

Diff: Easy

Rationale: A correlation coefficient of 0 indicates no relationship between variables, as it is in the midpoint of the correlation continuum.

- 1.95 In a correlational study
- a. factors are manipulated to determine whether they are related.
 - b. it is possible to determine whether there is a causal relationship between two variables.
 - c. it is possible to determine whether two variables are related, but not whether there is a causal relationship between the variables.
 - d. there is an independent variable and a dependent variable.

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 25

Type: Conceptual

Diff: Moderate

Rationale: Correlation does not indicate cause and effect, which can only be determined with a true experiment.

- 1.96 A correlation of .82 was found between the number of hours studied and final exam scores. This means that
- a. students who studied less received higher exam scores.
 - b. students who studied less received lower exam scores.
 - c. studying caused students to receive higher exam scores.
 - d. the amount of studying was unrelated to exam scores.

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 24-25

Type: Applied

Diff: Moderate

Rationale: This is a strong positive correlation such that as one variable increases (amount of studying) the other variable increases (exam scores).

- 1.97 Researchers studied the relationship between intelligence and friendship in children. Which of the following illustrates a negative correlation between the two variables?
- a. Children who are smart tend to have fewer friends than children who are not smart.
 - b. Children who are smart tend to have more friends than children who are not smart.
 - c. Children who are smart tend to have the same number of friends as children who are not smart.
 - d. Children’s intelligence is unrelated to the friendship patterns between children.

Chapter Module: Doing Child-Development Research

Answer: a **Page(s):** 24-25

Type: Applied

Diff: Moderate

Rationale: A negative correlation means that larger values on one variable (intelligence) are associated with smaller values on a second variable (number of friends).

- 1.98 A high correlation between a child's behavior (e.g., being aggressive) and that of her parents (e.g., spanking) indicates that
- a. the child's aggression caused the spanking.
 - b. the spanking caused the aggression.
 - c. shared aggressive genes, a third factor, caused the child's aggression and the parents' spanking.
 - d. aggression and spanking are related, but correlations do not indicate causality.

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 25 **Type:** Conceptual **Diff:** Hard

Rationale: Correlation does not indicate cause and effect, which can only be determined with a true experiment.

- 1.99 Imagine the following correlation: The more overweight the child, the slower his or her running speed. Given only this information, which of the following could be true?
- a. Being overweight causes children to run slower.
 - b. Children who are slow runners are at a higher risk of being overweight.
 - c. Having respiratory problems (such as asthma) as a child can cause children to run slower and to become overweight.
 - d. Both A and B are possible.
 - e. All of the above could explain the correlation — the researcher would need to do more to find out if any are actually true.

Chapter Module: Doing Child-Development Research

Answer: e **Page(s):** 25 **Type:** Conceptual **Diff:** Hard

Rationale: Correlation does not indicate cause and effect, which can only be determined with a true experiment.

- 1.100 In an experimental study, the _____ is manipulated to observe its effects on another variable.
- a. dependent variable
 - b. independent variable
 - c. correlation coefficient
 - d. random assignment

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 27 **Type:** Factual **Diff:** Easy

Rationale: The factor that is varied in an experiment is called the independent variable.

- 1.101 A researcher is interested in how the scores that children receive on a spelling test are affected by the amount of food that they eat for lunch. The independent variable is
- a. the age of the children.
 - b. the scores on the spelling test.
 - c. the words on the spelling test.
 - d. the amount of food eaten for lunch.

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 26 **Type:** Applied **Diff:** Moderate

Rationale: The independent variable that is manipulated is the amount of food eaten for lunch.

- 1.102 Sonja conducts an experiment to determine whether listening to music affects emotional state. She has children wait alone in a room that either did or did not have music playing and then has them complete a questionnaire asking about their current level of happiness. The independent variable in this study is
- a. how happy they were before the study began.
 - b. being alone in the room while waiting.
 - c. whether or not music was playing in the room.
 - d. their level of happiness as rated on the questionnaire.

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 26 **Type:** Applied **Diff:** Moderate

Rationale: The independent variable that is manipulated is whether or not music was playing in the

room.

- 1.103 The variable in an experiment that is observed to see if it changes when another variable is manipulated is called the
- a. correlation coefficient.
 - b. independent variable.
 - c. cohort.
 - d. dependent variable.

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 26

Type: Factual

Diff: Easy

Rationale: The factor that is measured in an experiment is called the dependent variable.

- 1.104 Yuri is interested in finding out whether exercise affects boys' and girls' performance on a memory task. The dependent variable in this situation is
- a. memory performance.
 - b. the amount of exercise.
 - c. the age of the children.
 - d. gender.

Chapter Module: Doing Child-Development Research

Answer: a **Page(s):** 26

Type: Applied

Diff: Moderate

Rationale: The dependent variable that is measured is memory performance.

- 1.105 A strength of experimental studies is that
- a. they measure behavior in a natural setting.
 - b. no manipulation of variables is done.
 - c. they allow conclusions about cause and effect.
 - d. only a single study is needed to definitely settle a question.

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 27

Type: Conceptual

Diff: Moderate

Rationale: The primary strength of experimental studies is the inference of causality.

- 1.106 A *weakness* of experimental studies is that
- a. they cannot be used to determine cause and effect.
 - b. results may not be representative of real-life behavior.
 - c. they cannot be used in a laboratory setting.
 - d. they are usually expensive.

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 27

Type: Conceptual

Diff: Moderate

Rationale: Because they are manipulated and are often in a laboratory setting, they may not be representative of real-life behavior. The results may be too artificial.

- 1.107 Dr. Land conducted a study in a preschool to test his hypothesis that the amount of unstructured time (free play) in a day affects the amount of unruliness that children display. Teachers systematically varied the amount of free play each day for a month, and Dr. Land's research assistants recorded the amount of unruliness children displayed each day. This study would best be described as a(n)
- a. correlational study.
 - b. laboratory experiment.
 - c. field experiment.
 - d. quasi-experiment.

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 27

Type: Applied

Diff: Moderate

Rationale: A manipulated independent variable makes this an experiment and the naturalistic setting makes it a field experiment.

- 1.108 Professor Jameson is interested in studying the effects of prenatal cocaine exposure on early infant development. Professor Jameson's study would best be described as a(n)

- a. correlational study.
- b. laboratory experiment.
- c. field experiment.
- d. quasi-experiment.

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 28

Type: Applied

Diff: Moderate

Rationale: Quasi-experiments typically involve examining the impact of an independent variable (here cocaine) by using groups that were not created with random assignment.

- 1.109 Marcio studies developmental changes in intelligence by testing one group of subjects when they are 4, 8, 12, and 16 years of age. What kind of design is Marcio using?
- a. self-report
 - b. observational
 - c. cross-sectional
 - d. longitudinal

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 29

Type: Applied

Diff: Moderate

Rationale: Marcio is studying development of the same children over time (12 years).

- 1.110 A microgenetic study would best be described as
- a. a very short longitudinal study.
 - b. a very long longitudinal study.
 - c. a very short cross-sectional study.
 - d. a very long cross-sectional study.

Chapter Module: Doing Child-Development Research

Answer: a **Page(s):** 30

Type: Conceptual

Diff: Easy

Rationale: A microgenetic study is a special type of longitudinal study that is abbreviated in nature.

- 1.111 Which of the following is a *disadvantage* of longitudinal studies?
- a. the development of “test-wise” subjects
 - b. the complication of interpretation of differences between groups
 - c. the sample of subjects over the course of the research stays the same
 - d. the cost of conducting a longitudinal study is relatively low

Chapter Module: Doing Child-Development Research

Answer: a **Page(s):** 30

Type: Conceptual

Diff: Moderate

Rationale: Answer b is a disadvantage of cross-sectional studies, c is a strength, and d is false.

- 1.112 Which of the following is NOT a disadvantage of a longitudinal approach?
- a. They cannot answer questions about the continuity or discontinuity of behavior.
 - b. Subject dropout may alter results.
 - c. Results may be specific to a particular cohort.
 - d. Repeated testing may distort results.

Chapter Module: Doing Child-Development Research

Answer: a **Page(s):** 30

Type: Conceptual

Diff: Moderate

Rationale: Answer a is the only false statement; the others are true disadvantages.

- 1.113 Cohort effects are most likely to be a problem in _____ studies.
- a. experimental
 - b. correlational
 - c. longitudinal
 - d. cross-sectional

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 30

Type: Conceptual

Diff: Hard

Rationale: Cohort effects present the biggest problem for cross-sectional studies, although they can be a problem in the other three types of studies as well. When children in a longitudinal study are observed over a period of several years, the developmental change may be specific to a specific generation of people.

- 1.114 Differences between age groups resulting from environmental events, rather than developmental processes, are referred to as
- a. response biases.
 - b. cohort effects.
 - c. representative samplings.
 - d. artificial settings.

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 30

Type: Conceptual

Diff: Easy

Rationale: A cohort is a group of people born in the same year or same generation.

- 1.115 The fact that differences between age groups in a cross-sectional study may result as easily from chance environmental events as from significant developmental processes is
- a. an example of the sample constancy problem.
 - b. a major problem of longitudinal studies.
 - c. a problem with a random sample from a population of interest.
 - d. a major disadvantage of the cross-sectional approach.

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 30-31

Type: Factual

Diff: Moderate

Rationale: Answer b has no relevance to the question, a and c are made up, so d is the only true statement.

- 1.116 Olivia wants to find out how many calories children of various ages consume. She asks parents of children aged 2 to 6 to bring their children to the laboratory for an hour session. While there, children are encouraged to eat as much as they want. Which of the following designs is Olivia using?
- a. longitudinal
 - b. microgenetic
 - c. cross-sectional
 - d. longitudinal-sequential

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 30

Type: Applied

Diff: Moderate

Rationale: In a cross-sectional design, changes are identified by testing children of different ages at one point in their development.

- 1.117 Different sequences of children are tested longitudinally in a study with a
- a. cross-sectional design.
 - b. longitudinal design.
 - c. longitudinal-sequential design.
 - d. microgenetic design.

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 31

Type: Conceptual

Diff: Easy

Rationale: The hybrid of the longitudinal and cross-sectional approaches is known as the longitudinal-sequential design.

- 1.118 Different sequences of children are tested longitudinally in a study with a
- a. cross-sectional design.
 - b. longitudinal design.
 - c. longitudinal-sequential design.
 - d. microgenetic design.

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 31-32

Type: Conceptual

Diff: Easy

Rationale: The hybrid of the longitudinal and cross-sectional approaches is known as the longitudinal-sequential design.

- 1.119 Professor Fischer observes three different age groups over a period of 10 years to chart changes in memory. What kind of research is this?
- a. cross-sectional design.
 - b. longitudinal design.
 - c. longitudinal-sequential design.
 - d. microgenetic design.

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 31-32

Type: Applied

Diff: Moderate

Rationale: The hybrid of the longitudinal and cross-sectional approaches is known as the longitudinal-sequential design.

- 1.120 Which of the following designs used in child-development research provides information about continuity and allows researchers to determine the presence of practice and cohort effects?
- a. microgenetic design
 - b. cross-sectional design
 - c. longitudinal-sequential design
 - d. quasi-experimental design

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 32

Type: Applied

Diff: Moderate

Rationale: Longitudinal-sequential designs provide less information about continuity than full longitudinal studies, but solve most problems associated with longitudinal studies.

- 1.121 Dr. Roberts wants to compare the results of many studies that have looked at the relation between gender and math ability. Dr. Roberts would find a _____ most appropriate for his needs.
- a. microgenetic design
 - b. meta-analysis
 - c. longitudinal-sequential design
 - d. quasi-experimental design

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 33

Type: Applied

Diff: Moderate

Rationale: A meta-analysis is a comparison of the results of many studies.

- 1.122 _____ is a tool that allows researchers to synthesize the results of many studies to estimate relations between variables.
- a. Quasi-experimental design
 - b. Microgenetic design
 - c. Naturalistic observation
 - d. Meta-analysis

Chapter Module: Doing Child-Development Research

Answer: d **Page(s):** 33

Type: Factual

Diff: Easy

Rationale: Meta-analysis is a tool that allows researchers to integrate findings from many similar studies, making it possible to determine generality and consistency of research results.

- 1.123 Which of the following is an ethical responsibility that researchers have to the participants in their research?
- a. Researchers do not need to explain the use of deception in their studies.
 - b. Children's data should be linked with their names so that they can be identified easily.
 - c. Researchers should minimize the potential for harm or stress to their participants.
 - d. Researchers do not need to describe the research to participants before they decide to participate.

Chapter Module: Doing Child-Development Research

Answer: c **Page(s):** 34

Type: Factual

Diff: Moderate

Rationale: Researchers should explain the use of deception and do need to describe the research to participants, so a and d are false. Children's data should not be linked with their names, so b is false, leaving c as the only correct answer.

- 1.124 Deciding whether a research study is ethical is
- a. usually done by the researcher alone.
 - b. typically done by a review board.
 - c. arbitrary because no one has established uniform guidelines for making decisions about whether research is ethical.
 - d. determined by whether a study is deemed as being worthy of publication.

Chapter Module: Doing Child-Development Research

Answer: b **Page(s):** 34

Type: Factual

Diff: Moderate

Rationale: Research studies must be approved by an institutional or human subjects review board.

TRUE/FALSE QUESTIONS

- 1.125 Jean Jacques Rousseau believed that the human infant is a tabula rasa such that experience molds the individual.

Chapter Module: Setting the Stage

Answer: False

Page(s): 4

Type: Factual

Diff: Moderate

Rationale: The view of tabula rasa (or blank slate) was that of John Locke not Jean Jacques Rousseau.

- 1.126 The American Psychological Society was formed in 1933 in an effort to bring together an interdisciplinary group dedicated to improving children's lives through research.

Chapter Module: Setting the Stage

Answer: False

Page(s): 5

Type: Factual

Diff: Moderate

Rationale: The Society for Research in Child Development is this organization's name.

- 1.127 Applied developmental science uses developmental research to promote healthy development, particularly for vulnerable children and families.

Chapter Module: Setting the Stage

Answer: True

Page(s): 6

Type: Factual

Diff: Easy

Rationale: Scientists with an applied developmental science interest use research to promote healthy development.

- 1.128 A theory is supported when research results match the theory's predictions.

Chapter Module: Foundational Theories of Child Development

Answer: True

Page(s): 7

Type: Conceptual

Diff: Easy

Rationale: A theory is an organized set of ideas that is designed to explain and make predictions.

- 1.129 According to maturational theory, parents should carefully construct their children's environments so that behaviors like speech, play, and reasoning will all emerge.

Chapter Module: Foundational Theories of Child Development

Answer: False

Page(s): 8

Type: Conceptual

Diff: Moderate

Rationale: Maturational theory believes that developing is an unfolding of an innate plan, and that environment and experience have little effect.

- 1.130 One well-known example of a critical period comes from the work of Lorenz and is work on imprinting.

Chapter Module: Foundational Theories of Child Development

Answer: True

Page(s): 8

Type: Conceptual

Diff: Moderate

Rationale: Konrad Lorenz theorized that chicks are biologically programmed to follow the first moving object that they see. The critical period for imprinting lasts about a day, when chicks experience the moving object outside the critical period, imprinting doesn't happen.

- 1.131 The ego, one of Freud's components of personality, tries to resolve the conflicts between one's biological desires and society's standards.

Chapter Module: Foundational Theories of Child Development

Answer: True

Page(s): 9

Type: Conceptual

Diff: Easy

Rationale: The ego is the practical, rational component of the personality that tries to resolve conflict.

- 1.132 According to Erikson, the challenge during adolescence is to develop a sense of trust in the world.

Chapter Module: Foundational Theories of Child Development

Answer: False

Page(s): 10

Type: Conceptual

Diff: Easy

Rationale: Trust is the challenge of infancy, not adolescence.

- 1.133 According to Erikson, the challenge during early childhood is to develop a sense of initiative.

Chapter Module: Foundational Theories of Child Development

Answer: True

Page(s): 10

Type: Conceptual

Diff: Moderate

Rationale: Initiative versus guilt is the challenge of early childhood.

- 1.134 Adolescents who do not meet the challenge of developing an identity will not establish truly intimate relationships.

Chapter Module: Foundational Theories of Child Development

Answer: True

Page(s): 10

Type: Conceptual

Diff: Hard

Rationale: According to Erikson, the earlier stages of psychosocial development provide the foundation for later stages (adolescents will become overly dependent on their parents for sources of identity).

- 1.135 Making a child do extra chores when she doesn't clean her room is an example of positive reinforcement.

Chapter Module: Foundational Theories of Child Development

Answer: False

Page(s): 11

Type: Conceptual

Diff: Moderate

Rationale: This would be an example of punishment, not reinforcement.

- 1.136 According to Bandura, self-efficacy beliefs help determine when children will imitate others.

Chapter Module: Foundational Theories of Child Development

Answer: True

Page(s): 12

Type: Conceptual

Diff: Easy

Rationale: Self-efficacy is the belief that one is capable of performing a certain task.

- 1.137 During Piaget's preoperational period, knowledge of the world is based on an infant's sensory and motor skills.

Chapter Module: Foundational Theories of Child Development

Answer: False

Page(s): 12-13

Type: Conceptual

Diff: Moderate

Rationale: This is a description of the sensorimotor stage, not the preoperational period.

- 1.138 Abstract thinking characterizes thought during Piaget's stage of formal operational thinking.

Chapter Module: Foundational Theories of Child Development

Answer: True

Page(s): 12-13

Type: Conceptual

Diff: Moderate

Rationale: Adolescents think abstractly and have the ability to speculate on hypothetical situations in the formal operational stage.

- 1.139 According to Vygotsky, a child's development must be considered against the backdrop of his or her culture's beliefs, customs, and skills.

Chapter Module: Foundational Theories of Child Development

Answer: True

Page(s): 13

Type: Conceptual

Diff: Easy

Rationale: Lev Vygotsky focused on the ways that adults convey to children the beliefs, customs, and

skills of their culture.

- 1.140 Piaget viewed development as an apprenticeship in which children develop when they work with skilled adults, including teachers and parents.

Chapter Module: Foundational Theories of Child Development

Answer: False

Page(s): 14

Type: Conceptual

Diff: Easy

Rationale: Lev Vygotsky focused on the ways that adults convey to children the beliefs, customs, and skills of their culture.

- 1.141 According to the contextual perspective, development reflects children's efforts to understand the world.

Chapter Module: Foundational Theories of Child Development

Answer: False

Page(s): 14

Type: Conceptual

Diff: Moderate

Rationale: According to the contextual perspective, development is influenced by immediate and more distant environments, which typically influence each other.

- 1.142 The belief that outgoing 5-year-olds become outgoing adults is consistent with the belief that development is discontinuous.

Chapter Module: Themes in Child-Development Research

Answer: False

Page(s): 16

Type: Conceptual

Diff: Moderate

Rationale: This is consistent with a continuous view of development.

- 1.143 Development is shaped by the interaction of nature and nurture.

Chapter Module: Themes in Child-Development Research

Answer: True

Page(s): 16-17

Type: Conceptual

Diff: Easy

Rationale: Virtually no aspects of child development are due exclusively to either heredity or environment.

- 1.144 The view that children are active in their development means that children are at the mercy of their environments.

Chapter Module: Themes in Child-Development Research

Answer: False

Page(s): 17

Type: Conceptual

Diff: Moderate

Rationale: This is more consistent with the view that children are passive in their development.

- 1.145 Structured observations may be difficult to use with behaviors that are rare or that typically occur in private settings.

Chapter Module: Doing Child-Development Research

Answer: False

Page(s): 20

Type: Conceptual

Diff: Moderate

Rationale: Naturalistic observations may be more difficult when the behavior of interest is rare or occurs in a private setting.

- 1.146 A strength of correlational research is that it can be used to determine cause and effect.

Chapter Module: Doing Child-Development Research

Answer: False

Page(s): 24

Type: Conceptual

Diff: Moderate

Rationale: Correlational research can never be used to determine cause and effect.

- 1.147 A correlation coefficient of .85 indicates that two variables are positively related (e.g., children who watch many violent TV shows are more aggressive).

Chapter Module: Doing Child-Development Research

Answer: True

Page(s): 24-25

Type: Applied

Diff: Moderate

Rationale: When r , the correlation coefficient, is greater than 0, scores are related positively.

- 1.148 A correlation coefficient of -.85 indicates that there is no relationship between two variables (e.g., children's aggressive behavior and watching violent TV shows are not related).

Chapter Module: Doing Child-Development Research

Answer: False

Page(s): 24-25

Type: Applied

Diff: Moderate

Rationale: This would indicate a strong, negative correlation (inverse relationship) — when the r is less than 0.

- 1.149 The results of a correlational study illustrate the causal relationship between the two variables of interest.

Chapter Module: Doing Child-Development Research

Answer: False

Page(s): 25

Type: Conceptual

Diff: Hard

Rationale: Results of correlational studies tell whether variables are related, but the design does not address the question of cause and effect between the variables.

- 1.150 A strength of field experiments is that the results are more likely to be representative of behavior in real-world settings than results obtained in a laboratory.

Chapter Module: Doing Child-Development Research

Answer: True

Page(s): 27

Type: Conceptual

Diff: Moderate

Rationale: With field experiments the investigators embed manipulation of an independent variable in a natural setting.

- 1.151 A field experiment typically involves examining the impact of an independent variable by using groups that were not created with random assignment.

Chapter Module: Doing Child-Development Research

Answer: False

Page(s): 28

Type: Conceptual

Diff: Moderate

Rationale: A quasi-experiment exists when conducting a true experiment would be impossible or unethical — where children cannot be randomly assigned to groups (e.g., mothers who smoke or grow up on a farm).

- 1.152 One strength of cross-sectional studies is that they allow researchers to chart the continuity or discontinuity of behavior.

Chapter Module: Doing Child-Development Research

Answer: False

Page(s): 29

Type: Conceptual

Diff: Moderate

Rationale: The only way to answer questions of continuity or discontinuity is to use a longitudinal design.

- 1.153 One disadvantage of cross-sectional studies is that repeated testing may change participants' behaviors.

Chapter Module: Doing Child-Development Research

Answer: False

Page(s): 31

Type: Conceptual

Diff: Moderate

Rationale: This is a disadvantage of longitudinal studies, not cross-sectional ones.

- 1.154 Different sequences of children are tested longitudinally in a microgenetic design.

Chapter Module: Doing Child-Development Research

Answer: False

Page(s): 31

Type: Conceptual

Diff: Moderate

Rationale: Different sequences of children are tested longitudinally in longitudinal-sequential designs.

1.155 Research participants do not need to be told if deception is part of an experiment.

Chapter Module: Doing Child-Development Research

Answer: False

Page(s): 34

Type: Conceptual

Diff: Easy

Rationale: Researchers are ethically required to notify participants about deception.

1.156 Children's names should be linked with their data so that they are easy to identify.

Chapter Module: Doing Child-Development Research

Answer: False

Page(s): 34

Type: Conceptual

Diff: Easy

Rationale: Participants' names should be anonymous or confidential.

1.157 Children under the age of 18 are not legally capable of giving informed consent to participate in research, therefore their parents or guardians must be asked for consent as well.

Chapter Module: Doing Child-Development Research

Answer: True

Page(s): 34

Type: Factual

Diff: Easy

Rationale: Children are minors and are not legally capable of giving consent.

SHORT ANSWER QUESTIONS

1.158 Name and briefly describe the eight stages of Erikson's psychosocial development theory.

Chapter Module: Foundational Theories of Child Development

Page(s): 10

Type: Conceptual

Diff: Moderate

Answer: A good answer will include the following key points:

- *Basic Trust versus Mistrust* (birth to 1 year): The Challenge is to develop a sense that the world is a safe, good place.
- *Autonomy versus Shame and Doubt* (1 – 3 years): The Challenge is to realize that one is an independent person who can make decisions.
- *Initiative versus Guilt* (3 – 6 years): The Challenge is to develop a willingness to try new things and to handle failure.
- *Industry versus Inferiority* (6 – adolescence): The Challenge is to learn basic skills and to work with others.
- *Identity versus Identity confusion* (adolescence): The Challenge is to develop a lasting, integrated sense of self.
- *Intimacy versus Isolation* (young adulthood): The Challenge is to commit to another in a loving relationship.
- *Generativity versus Stagnation* (middle adulthood): The Challenge is to contribute to young people, through child rearing, child care, or other productive work.
- *Integrity versus Despair* (later life): The Challenge is to view one's life as satisfactory and worth living.

1.159 Name and briefly describe the four stages of Piaget's cognitive development theory.

Chapter Module: Foundational Theories of Child Development

Page(s): 13

Type: Conceptual

Diff: Moderate

Answer: A good answer will include the following key points:

- *Sensorimotor* (birth to 2 years): Infant's knowledge of the world is based on senses and motor skills. By the end of the period, infant uses mental representations.
- *Preoperational* (2 – 7 years): The child learns how to use symbols, such as words and numbers to represent the world, but relates to the world only through his or her perspective.
- *Concrete operational* (7 – 11 years): The child understands and applies logical operations to experiences, provided they are concrete and focused on the here and now.
- *Formal operational* (adolescence and beyond): The adolescent or adult thinks abstractly, speculates on hypothetical situations, and reasons deductively about what may be possible.

- 1.160 Summarize the five developmental perspectives (e.g., biological, psychodynamic, etc.) and list which theories belong with each perspective.

Chapter Module: Foundational Theories of Child Development

Page(s): 14 **Type:** Conceptual

Diff: Moderate

Answer: A good answer will include the following key points:

- *Biological* development is determined by biological forces — Maturational theory and ethological theory.
- *Psychodynamic* development is determined by how a child resolves conflicts at different ages — Freud's theory and Erikson's psychosocial theory.
- *Learning* development is determined by a child's environment — Skinner's operant conditioning and Bandura's social cognitive theory.
- *Cognitive-Developmental*: development reflects children's efforts to understand the world — Piaget's cognitive development theory.
- *Contextual*: development is influenced by immediate and more distant environments, which influence each other — Vygotsky's theory.

- 1.161 Describe four themes or issues that often arise in the study of child development.

Chapter Module: Themes in Child-Development Research

Page(s): 16–18 **Type:** Conceptual

Diff: Moderate

Answer: A good answer will include the following key points:

- Early development is related to later development, but not perfectly (*continuity vs. discontinuity issue*). This issue addresses the question of how consistently early development is related to later development.
- Development is always jointly influenced by heredity and environment (*nature vs. nurture issue*). This issue addresses the roles of biology and environment in child development.
- Children determine their own development (*active-passive child issue*). This issue addresses the question of whether children are at the mercy of their environment or if they actively influence their own development through their own unique individual characteristics.
- Development in different domains is *connected*. Development in the physical, cognitive, social, and other domains is interrelated.

- 1.162 Using self-reports is a special case of using tasks to measure children's behavior. Describe the strengths and weaknesses of self-reports.

Chapter Module: Themes in Child-Development Research

Page(s): 21-22 **Type:** Conceptual

Diff: Moderate

Answer: A good answer will include the following key points:

- *Strengths*:
 - Can lead directly to information on the topic of interest
 - Relatively convenient (especially when administered to groups of children or adolescents)
- *Weakness*:
 - Children's answers are sometimes inaccurate due to response bias

- a. Describe the correlational and experimental research designs. Discuss the strengths and weaknesses of each design.

Chapter Module: Doing Child-Development Research

Page(s): 24–28

Type: Conceptual

Diff: Moderate

Answer: A good answer will include the following key points:

- *Correlational:* Observe variables as they exist in the world and determine their relations.
 - *Strength:* Behavior is measured as it occurs naturally.
 - *Weakness:* Cannot determine cause and effect.
- *Experimental:* Manipulate independent variable and determine effect on dependent variable.
 - *Strength:* Control of variables allows conclusions about cause and effect.
 - *Weakness:* Work is often laboratory-based, which can be artificial.

- b. Describe longitudinal and cross-sectional research designs. What are strengths and weaknesses of each design?

Chapter Module: Doing Child-Development Research

Page(s): 29–33

Type: Conceptual

Diff: Moderate

Answer: A good answer will include the following key points:

- *Longitudinal:* One group of children is tested repeatedly as they develop.
 - *Strength:* Only way to chart an individual's development and look at the stability of behavior over time.
 - *Weakness:* Expensive, participants drop out, and repeated testing can distort performance.
- *Cross-sectional:* Children of different ages are tested at the same time.
 - *Strength:* Convenient, inexpensive, don't have participant drop-out because they're seen at only one time, don't have repeated testing effects.
 - *Weakness:* Cannot study stability of behavior; cohort effects complicate interpretation of differences between groups.

- c. Describe the four key guidelines of ethical research.

Chapter Module: Doing Child-Development Research

Page(s): 33–34

Type: Conceptual

Diff: Moderate

Answer: A good answer will include the following key points:

- Minimize risks to research participants.
- Describe the research to potential participants so they can determine whether they wish to participate.
 - Obtain informed consent.
- Avoid deception. If participants must be deceived, provide a thorough explanation of the true nature of the research as soon as possible (debriefing).
- Keep results anonymous (no names gathered) or confidential (names are gathered, but not reported).

- 1.163 Do you believe that the potential benefits to research justify the use of deception by the researcher? Support your answer.

Chapter Module: Doing Child-Development Research

Page(s): 34

Type: Conceptual

Diff: Hard

Answer: A good answer will include the following key points:

Here are some possible arguments for and against the use of deception in research.

- *Against:* People who are deceived may not trust another researcher and they may be unwilling to participate in future research projects.
- *Against:* If participants find out that they were deceived their data may be distorted.
- *For:* Deception is okay if any false information given to participants is corrected and a rationale for the deception is given.

- *For:* Sometimes deception is necessary. For example, studies that examine honesty, sharing, and aggression may need to use deception because full-knowledge of the purpose of the study may change participants' behaviors.

ESSAY QUESTIONS

- 1.164 Your sister Kumi is having problems with her 2-year-old daughter. Your niece, Kayla, has been throwing tantrums to get her own way. As you watch Kumi and Kayla interact, you see that Kumi will say “no” to Kayla, Kayla will scream and cry, and then Kumi will give in to her. What can you tell Kumi about the principles of operant conditioning that might help her deal with the situation?

Chapter Module: Foundational Theories of Child Development

Page(s): 10-11 **Type:** Applied **Diff:** Moderate

Answer: A good answer will be similar to the following:

You should tell Kumi that reinforcement is a consequence that increases the future likelihood of the behavior that it follows. Reinforcers can include food, candy, toys, or getting your own way. By giving in to Kayla, Kumi is reinforcing her tantrums and increasing the likelihood that Kayla will throw another tantrum. Instead, Kumi should be punishing Kayla's tantrums because punishment decreases the likelihood that a behavior will be repeated. Punishments can include things such as being sent to one's room, having privileges taken away, or having a toy taken away. So, Kumi should stop reinforcing Kayla's tantrums by giving in to her.

- 1.165 Your friends have a new baby girl named Kaycee and they have told you that they can't wait to raise her because they will create a wonderful environment that Kaycee will love. For example, they will never let Kaycee watch worthless shows on television, and she will love to read because they will read to her all the time when she is a baby. What can you tell your friends about the issue of the child being active versus passive in her development?

Chapter Module: Themes in Child-Development Research

Page(s): 17 **Type:** Conceptual **Diff:** Moderate

Answer: A good answer will be similar to the following:

According to John Locke, a child is a blank slate on which experiences in the environment are written. Locke's view is consistent with the view of the child who is passive in her development. Your friends also seem to be taking the view that Kaycee will be the passive recipient of the environment that they structure for her. In reality, children often are active in influencing and interpreting their worlds. For example, Kaycee may not sit still when they read to her so they will eventually stop trying. Also, Kaycee may prefer playing catch and kicking a soccer ball to sitting and reading.

- 1.166 One day you and a friend are talking and your friend states, “Development is the result of the genes that you inherit, and those genes put you on a developmental path that stays the same throughout your life.” What can you tell your friend about the issues of nature versus nurture and continuity versus discontinuity?

Chapter Module: Themes in Child-Development Research

Page(s): 16-17 **Type:** Conceptual **Diff:** Moderate

Answer: A good answer will be similar to the following:

You can tell your friend that both nature and nurture interact with each other to influence development. So, your friend's idea that genes are the only important influence on development is wrong. Almost all aspects of development are shaped by both heredity and environment. Also, the developmental path that one is on is not completely rigid and fixed as your friend thinks. Early behavior does not predict later behavior perfectly so a child who is a brat may actually grow up to be a nice adult.

- 1.167 A researcher is interested in studying cooperative and competitive behavior in siblings. How might he or she use (1) systematic observations, and (2) self-reports to measure sibling behavior? Explain each type of measure, and give an example of how each could be used to measure cooperation and competition between siblings.

Chapter Module: Doing Child-Development Research

Page(s): 20-22 **Type:** Applied

Diff: Moderate

Answer: A good answer will be similar to the following:

- *Systematic observations* involve watching children and carefully recording what they say or do. They can be either *naturalistic observations* (observing children as they behave spontaneously in some real-life situation) or *structured observations* (observing children in a setting the researcher has created that is likely to elicit the behavior of interest). For example, a researcher might observe siblings in a naturalistic setting, such as a park or playground, and watch for spontaneously occurring occasions where the siblings behave cooperatively, such as taking turns pushing each other on swings, or competitively, such as racing to see who reaches a slide first. Or a researcher might put children in situations which would be likely to elicit either cooperative or competitive behavior. For example, they could be given a puzzle and told they would be rewarded if, together, they are able to complete it within a specified amount of time. Or they could each be given their own puzzle and be told that the one who finishes their puzzle first would be given a reward.
- *Self-reports* involve children answering questions about the topic of interest. The questions and answers can either be given verbally (*interview format*) or in a written format (*questionnaire*). For example, a researcher might ask children how cooperative and competitive they are with their siblings.

- 1.168 Using examples from everyday life, explain why a correlation between two variables does not prove a cause and effect relation between the variables.

Chapter Module: Doing Child-Development Research

Page(s): 24-26 **Type:** Conceptual

Diff: Hard

Answer: A good answer will be similar to the following:

There is a positive correlation between the number of fire trucks at a fire and the number of deaths in the fire. In other words, the more fire trucks at a fire, the more people who will die in the fire. However, it doesn't make sense to say that the fire trucks cause the deaths or that the number of deaths caused the presence of more fire trucks. In this case, a third variable, the size of the fire, leads to more fire trucks at the fire and the likelihood of more deaths in the fire. So, while the number of fire trucks and the number of deaths are correlated there is no cause-effect relation between the two variables. (Note: Student's examples will vary, but the logic should be similar to the logic given in this example.)

- 1.169 A researcher wants to see if watching a violent movie leads to more aggressive behavior in preschool children. How should the researcher proceed? Be sure to discuss sampling, assignment to conditions, and choice of independent and dependent variables.

Chapter Module: Doing Child-Development Research

Page(s): 26-27 **Type:** Applied

Diff: Hard

Answer: A good answer will be similar to the following:

The researcher could use an experimental design. The participants should be a sample of preschool children who are similar in social class, IQ, etc. to the population of interest (representative sampling). These children would be assigned randomly to one of two experimental conditions. In one condition, children would see a movie that contained many violent acts. In the other condition, children would see a movie about sharing that contained no violent acts. The type of movie that the children watched is the independent variable. After watching the movie, the children would be allowed to play in a room with toys. Structured observation would be used to determine if the amount of aggressive behavior, while playing was related to the type of movie that the children had watched. Aggressive behavior while playing (e.g., hitting, kicking, punching) is the dependent variable.

- 1.170 A researcher wants to examine the changes in the stability of friendship between first and third grade. Should the researcher use a cross-sectional or a longitudinal design? Explain your choice. Give the advantages and disadvantages of each design.

Chapter Module: Doing Child-Development Research

Page(s): 29-33 **Type:** Applied

Diff: Hard

Answer: A good answer will be similar to the following:

A longitudinal study would involve looking at children's friendships in first grade. Later, when the same children were in third grade, researchers could see how many friendships still existed. A cross-sectional study might involve asking a group of first-graders and a group of third-graders questions about the stability of their friendships. The main advantage of a cross-sectional research design is that it can be done in a relatively short period of time and at a much lower cost than a longitudinal study. The major disadvantage is that cohort effects may be present which make it difficult to draw conclusions about developmental change. The main advantage of longitudinal research designs is that cohort effects are eliminated and actual stability and change can be studied. The major disadvantage of longitudinal studies is that they are expensive. Other disadvantages include the lack of sample constancy over the course of the study as participants drop out and the development of "test-wise" participants.

- 1.171 Two first-grade teachers were interested in boys' aggressive behavior that seemed to happen during recess. One teacher believed that the aggressive behavior was more likely to happen when the boys and girls got to play together during recess while the other teacher believed that the boys' aggressive behavior was worse when they played among themselves. To settle their debate, for one week they had the boys play alone (without the girls) during recess. The following week they had the boys play with the girls during recess. The teachers monitored boys' aggressive behavior each week. What potential ethical problems do these teachers have? How could this problem be corrected and avoided?

Chapter Module: Doing Child-Development Research

Page(s): 33-34

Type: Applied

Diff: Moderate

Answer: A good answer will be similar to the following:

The teachers made changes to recess structure without getting informed consent from the children's parents or guardians. The teachers must describe the research to the parents, so the parents can determine if they want their children to participate. The legal guardians of all the children must provide written consent before the study is done. In addition, prior to doing this, the teachers must also make sure they have minimized the potential risks for the students. They must closely monitor each recess period to be sure to avoid any unforeseen stress or harm. This must be conveyed to parents when describing the study.