CHAPTER 1 INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY AND ITS RESEARCH STRATEGIES

MULTIPLE CHOICE

1. ____ refers to systematic continuities and changes in an individual that happen over the course of life.
   a. Randomization
   b. Metabolism
   c. Accumulation
   d. Development

   ANS: D DIF: moderate REF: Introduction to Developmental Psychology
   MSC: Factual NOT: New

2. In the context of this course, development refers to
   a. growth in the national economy.
   b. advances in civilization's technologies.
   c. continuities and changes during the organism's lifespan.
   d. the evolution of species in the animal kingdom.

   ANS: C DIF: easy REF: Introduction to Developmental Psychology
   MSC: Conceptual

3. The assertion that development occurs from "womb to tomb" implies that
   a. it is a lifelong experience.
   b. death may precede the organism's conception.
   c. nurturance of young is an unavoidable activity.
   d. maturation and learning are essentially the same.

   ANS: A DIF: moderate REF: Introduction to Developmental Psychology
   MSC: Conceptual

4. Changes during development that are orderly, patterned, and enduring are described as
   a. systematic.
   b. immutable.
   c. randomized.
   d. self-directed.

   ANS: A DIF: moderate REF: Introduction to Developmental Psychology
   MSC: Factual

5. The continuities of development are aspects that
   a. show abrupt, sudden change with age.
   b. depend on the organism's intention.
   c. regress with age to simpler forms or types.
   d. remain stable over time or reflect the past.

   ANS: D DIF: moderate REF: Introduction to Developmental Psychology
   MSC: Conceptual

6. Two important processes that underlie developmental changes are
   a. history and parenting.
   b. evolution and experience.
   c. maturation and learning.
   d. cognition and behavior.

   ANS: C DIF: moderate REF: Introduction to Developmental Psychology
   MSC: Conceptual

7. An example of a maturational change would be
   a. learning how to add numbers.
   b. learning to speak one's parents' language.
   c. imitating the facial expressions of a cartoon character.
   d. disappearance of an infant reflex at a predictable age.

   ANS: D DIF: moderate REF: Introduction to Developmental Psychology
   MSC: Applied

8. In the first week after hatchout, chicks improve their accuracy of pecking for seeds, regardless of their visual experience. This reflects development from
   a. learning.
   b. maturation.
   c. cross-sectioning.
   d. digestion.

   ANS: B DIF: difficult REF: Introduction to Developmental Psychology
   MSC: Applied

9. ____ is a process by which our experiences produce relatively permanent changes in our feelings, thoughts, and behaviors.
   a. Maturation
   b. History
   c. Accommodation
   d. Learning

   ANS: D DIF: easy REF: Introduction to Developmental Psychology
   MSC: Factual

10. The text especially emphasizes development during ____ of the lifespan.
    a. childhood and adolescence
    b. young adulthood
    c. the senior years
    d. all ages equally

    ANS: A DIF: easy REF: Introduction to Developmental Psychology
    MSC: Factual

11. A researcher videotaped preschoolers at a playground for a study of the frequency of cooperative behaviors. His research goal was
    a. description.
    b. explanation.
    c. changing behavior.
    d. optimization.

    ANS: A DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Applied

12. By specifying how people change over time, the research goal of ____ establishes the facts of development.
    a. optimization
    b. longitudinalization
    c. explanation
    d. description

    ANS: D DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

13. Suppose researchers find that the average American baby begins to stand by itself at the age of 10 months. This finding is related to ____ development.
    a. psychoanalytic
    b. ideographic
    c. nonrepresentative
    d. normative

    ANS: D DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Applied

14. In contrast with well-fed American babies, impoverished babies in rural Africa achieve movement skills at consistently younger average ages. This is an example of research on ____ development.
    a. optimized
    b. psychophysical
    c. the ecological validity of
    d. normative

    ANS: D DIF: difficult REF: Introduction to Developmental Psychology
    MSC: Applied

15. The research goal of description is summarized as,
    a. “How?”
    b. “Best!”
    c. “What?”
    d. “Why?”

    ANS: C DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

16. Normative development consists of
    a. changes that optimize developmental outcomes.
    b. changes that result from maturation.
    c. developmental changes that are typical of many children.
    d. individual variations among children.

    ANS: C DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Factual

17. A mother asks her doctor, "Is my baby normal in comparison with her age group?" The mother is concerned with her child's ____ development.
    a. normative
    b. ideographic
    c. reliability of
    d. plasticity of

    ANS: A DIF: easy REF: Introduction to Developmental Psychology
    MSC: Applied

18. Ideographic development refers to
    a. changes that occur as a result of maturation.
    b. changes that most children experience at a specific age.
    c. changes that are unrelated to development.
    d. individual variations in patterns of change.

    ANS: D DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Factual

19. The research goal of explanation is summarized as,
    a. "How?"
    b. "Why?"
    c. "What?"
    d. "Best!"

    ANS: B DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

20. In the field of developmental psychology, the goal of explanation centers on understanding
    a. both the similarities and differences that emerge in the development of individuals.
    b. the typical course of development for most individuals.
    c. the variations in development that exist between individuals.
    d. the psychological processes involved in development.

    ANS: A DIF: difficult REF: Introduction to Developmental Psychology
    MSC: Conceptual

21. NORMATIVE DEVELOPMENT is to IDEOGRAPHIC DEVELOPMENT as ____ is to ____.
    a. WEAKNESS :: STRENGTH
    b. HAPPINESS :: SADNESS
    c. INTENTION :: LUCK
    d. TYPICAL :: UNIQUE

    ANS: D DIF: difficult REF: Introduction to Developmental Psychology
    MSC: Conceptual

22. The research goal of optimization is summarized as,
    a. “Best!”
    b. “Why?”
    c. “How?”
    d. “What?”

    ANS: A DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

23. The text’s authors claims that in future decades, developmental researchers will increasingly emphasize ____ goals as they increasingly apply their research findings to solve real problems.
    a. optimization
    b. descriptive
    c. baby biographical
    d. explanatory

    ANS: A DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Factual

24. Students who study developmental psychology to learn the practicalities of becoming good parents will be especially interested in the research goals of
    a. confidentiality.
    b. optimization.
    c. ethnography.
    d. explanation.

    ANS: B DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Applied

25. Developmentalists assert that development is a continual and cumulative process. This implies that
    a. childhood experiences have no impact on later development.
    b. the first 12 years of life are an important part of the lifespan that influence future development.
    c. adult development should be regarded as independent of childhood development.
    d. childhood experiences will influence adolescent development but will not affect adult development.

    ANS: B DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

26. The cumulative aspect of development implies that
    a. development is intentional or planned.
    b. changes during the lifespan are haphazard and random.
    c. one’s earlier experiences can have important implications for the future.
    d. the person thinks about his or her own traits.

    ANS: C DIF: easy REF: Introduction to Developmental Psychology
    MSC: Conceptual

27. The plasticity principle states that the child
    a. responds flexibly to changes in his or her life experiences.
    b. must be trained by parents to avoid consuming plastics.
    c. progresses predictably through developmental stages.
    d. asserts his or her individuality and cannot accurately be described by generalizations that apply to all children.

    ANS: A DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

28. The idea that human development is a holistic process suggests that
    a. changes in one aspect of development have important implications for other aspects.
    b. the development of humans follows a specific sequence.
    c. during childhood, few differences emerge across humans.
    d. all areas of development follow a sequence that is independent of the changes that occur in other areas of functioning.

    ANS: A DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

29. The holistic perspective of development is a dominant theme today, around which the text is organized. This view emphasizes
    a. the active role of the child in his or her own development.
    b. that development is a lifelong process that is continual and cumulative.
    c. the interdependent way in which all components of the self (physical, cognitive, social, emotional, etc.) determine outcomes.
    d. the belief that all members of the family influence each other.

    ANS: C DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

30. The holistic approach to development suggests that
    a. parents notice the gaps (holes) in the child's abilities and work to fill those gaps.
    b. traits or abilities are distinct and show separate developmental patterns of change.
    c. aspects of developmental change are interrelated.
    d. developmental trends in animals or humans are similar.

    ANS: C DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

31. Rita's parents are concerned about the fact that she is not speaking as well as her older brother did when he was two years old. At a visit to the pediatrician, Rita's parents learn that her speech delay is likely due to her frequent ear infections, which have at times impaired her hearing. This is an example of the concept of
    a. cumulative development.
    b. continuous development.
    c. holistic development.
    d. plasticity.

    ANS: C DIF: difficult REF: Introduction to Developmental Psychology
    MSC: Applied

32. In the text, the authors report that a person's popularity with peers is determined by multiple factors, including social skills, age at puberty, and academic achievement. This illustrates the concept of
    a. holistic development.
    b. cumulative development.
    c. continuous development.
    d. plasticity.

    ANS: A DIF: easy REF: Introduction to Developmental Psychology
    MSC: Factual

33. Suppose that the plasticity principle did NOT apply to development; if this were true, it would imply that
    a. babies would not be motivated to consume plastic things.
    b. children who grow up in terrible circumstances would suffer inevitably from their deficiencies.
    c. parental training would be vital for children to develop normally.
    d. boy/girl gender differences would be nonexistent.

    ANS: B DIF: difficult REF: Introduction to Developmental Psychology
    MSC: Conceptual

34. The fact that plasticity applies to children's development implies that
    a. most developmental traits are biologically determined.
    b. parents' influence on the developing child is minimal.
    c. children born in the same year are members of a cohort.
    d. predictions based on developmental principles can be imprecise.

    ANS: D DIF: difficult REF: Introduction to Developmental Psychology
    MSC: Conceptual

35. Horace had a tough childhood; he suffered physical abuse, neglect, and poverty while being raised by his single mom in an inner-city ghetto. Yet, he is resilient and graduated as high school valedictorian. Horace's success illustrates the ____ developmental principle.
    a. holistic
    b. plasticity
    c. historical/cultural
    d. tabula rasa

    ANS: B DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Applied

36. The study of cohort effects recognizes the importance of ____ on development.
    a. historical context
    b. nutritional quality
    c. the family/home situation
    d. school type

    ANS: A DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

37. A researcher declares, “We must look carefully at how adults of various ethnic identities differ in their parenting styles.” Her statement implies the importance of ____ for child development.
    a. longitudinal follow-up
    b. practice effects
    c. ideographic traits
    d. cultural context

    ANS: D DIF: easy REF: Introduction to Developmental Psychology
    MSC: Applied

38. Developmentalists have found that
    a. although social class can influence development, human development is the same across cultures.
    b. race and ethnicity influence development, whereas social class does not.
    c. social class, race, and ethnicity can exert a strong influence on the course of development.
    d. social class, race, and ethnicity exert no influence on development.

    ANS: C DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

39. Generational differences in child-rearing practices suggest that researchers must pay attention to
    a. ethical considerations.
    b. converging evidence.
    c. cultural diversity.
    d. historical context.

    ANS: D DIF: moderate REF: Introduction to Developmental Psychology
    MSC: Conceptual

40. Predictions that arise from theory are called
    a. heuristics.
    b. ecological validators.
    c. hypotheses.
    d. confounded variables.

    ANS: C DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

41. A set of concepts and propositions designed to organize, describe, and explain a set of observations is known as
    a. a hypothesis.
    b. a theory.
    c. an observation.
    d. an experiment.

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

42. ____ is a hallmark of the scientific method.
    a. Commonsense intuition
    b. Psychical information
    c. Cross-sectional comparison
    d. Objectivity

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

43. An old professor tells her graduate students, "Above all, when you apply the scientific method, be sure to
    a. stay close to your gut feelings."
    b. avoid contradicting your commonsense knowledge."
    c. acknowledge that psychic phenomena are beyond scientific explanation."
    d. develop theories from objective observations."

    ANS: D DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

44. The scientific method suggests that when data contradict one's theory, the researcher should
    a. critically attack the weaknesses of the data.
    b. modify or discard the theory.
    c. search for support for the theory in other writings.
    d. steadfastly defend the theory against criticism.

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

45. Reliability means that the measurement
    a. actually measures the targeted variable.
    b. is free from any confounding factors.
    c. is stable over time or across observers.
    d. has real validity.

    ANS: C DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

46. Goofus got a 75 on his psychology midterm and another 75 when he retook the test a month later. The midterm test is strong on this quality:
    a. reliability.
    b. confidentiality.
    c. validity.
    d. ecological validity.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

47. At a beauty pageant, none of the five judges can agree with each other about who should win. The pageant rating system is low in
    a. validity.
    b. selective attrition.
    c. interrater reliability.
    d. temporal stability.

    ANS: C DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

48. In a punch-card hand recount, suppose that various election officials disagree among themselves about whether particular ballots contain real votes in their "dimpled chads." Their rating system is weak in
    a. interrater reliability.
    b. temporal stability.
    c. confidentiality.
    d. random assignment.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

49. If a measure accurately measures what it is designed to measure, it is said to be
    a. valid.
    b. reliable.
    c. objective.
    d. generative.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

50. Validity means that a measurement
    a. is stable over time or across observers.
    b. identifies the causes of behavior.
    c. is free from contamination by cohort effects.
    d. measures what it is supposed to measure.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

51. Suppose that a test claims to measure "cleverness" in preschoolers. If the cleverest children earn the highest scores on the test, then the test is strong on
    a. temporal stability.
    b. interrater reliability.
    c. validity.
    d. benefits-to-risk ratio.

    ANS: C DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

52. Each of these is a self-report research methodology EXCEPT
    a. experimentation.
    b. the clinical method.
    c. interviewing.
    d. questionnaires.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

53. INTERVIEW is to QUESTIONNAIRE as ____ is to ____
    a. VALID :: RELIABLE
    b. KINDNESS :: CRUELTY
    c. ORAL :: WRITTEN
    d. VOLUNTARY :: REQUIRED

    ANS: C DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

54. Questionnaire research is like
    a. asking someone to go out on a date with you.
    b. being in charge of a TV quiz show.
    c. noticing that well-dressed people drive expensive cars.
    d. working at a polling station on election day.

    ANS: D DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

55. What is structured in a structured interview?
    a. The duration of the subjects' answers.
    b. The quality of the subjects' answers.
    c. The questions and their presentation sequence.
    d. The room or circumstances in which the answers are heard.

    ANS: C DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

56. The advantage of structured interviews over unstructured interviews is that during a structured interview,
    a. a person can fully explain his or her views.
    b. a person will submit to an interview even without pay.
    c. the interviewer's racial or gender biases are minimized.
    d. subjects are all treated alike and responses can be compared among them.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

57. In their study designed to assess the growth of moodiness and negativity as children transition to adolescence, Larson, Monetta, Richards, and Wilson used the ____ methodology.
    a. interview
    b. diary study
    c. correlation
    d. longitudinal

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Factual NOT: New

58. Which of these is NOT among the several shortcomings of interviews or questionnaires?
    a. Subjects may lie about their own actions.
    b. Young preschoolers might misunderstand the questions.
    c. Results may be inconsistent for children and parents.
    d. Self-report techniques generate a lot of data.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

59. Truthful answers to interviews or questionnaires are more likely to be obtained when the subjects are
    a. asked about embarrassing topics.
    b. reminded that improper behavior deserves to be punished.
    c. promised confidentiality of their responses.
    d. offered payment for responding correctly.

    ANS: C DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

60. STRUCTURED INTERVIEW is to CLINICAL METHOD as ____ is to ____.
    a. LIE :: TRUTH
    b. RIGID :: FLEXIBLE
    c. WRITTEN :: ORAL
    d. PRIVATE :: PUBLIC

    ANS: B DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

61. The clinical method is like
    a. fighting a much stronger opponent.
    b. having a conversation with a stranger.
    c. waiting in line to be served.
    d. giving a sales pitch for a useless product.

    ANS: B DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

62. A developmental researcher tells colleagues, “I regard each child to be a unique individual, unlike any other; thus I use the ____ research method.”
    a. structured interview
    b. questionnaire
    c. correlational
    d. clinical

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

63. With its emphasis on individuality, the clinical method is especially useful for the ____ research design.
    a. case study
    b. cross-sectional
    c. correlational
    d. sequential

    ANS: A DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

64. The clinical method is like
    a. tracking a moving target.
    b. reciting the Pledge of Allegiance.
    c. noticing that rabbits are always pursued by dogs.
    d. serving the same food to everyone at a dinner.

    ANS: A DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

65. An interview technique in which a child's response to each successive question determines what the investigator will ask next is called
    a. the experimental method.
    b. a case study.
    c. the correlational method.
    d. the clinical method.

    ANS: D DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

66. Swiss psychologist Jean Piaget favored this method in his developmental research with children:
    a. formal experimentation.
    b. structured interviews.
    c. correlation.
    d. the clinical method.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

67. The clinical method for research is especially WEAK on
    a. its individualized content of questions.
    b. flexibility in the sequencing of questions.
    c. encouraging the child to explain his or her answers.
    d. standardization.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

68. Which research method is especially suitable for infants or toddlers because verbal instructions are unnecessary?
    a. Structured interview
    b. Naturalistic observation
    c. Questionnaire
    d. Experimentation

    ANS: B DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

69. Observing people in their typical environments is the hallmark of
    a. naturalistic observation.
    b. correlation.
    c. interview methods.
    d. clinical methods.

    ANS: A DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

70. Dr. Smart studies play by passively watching children at daycare or on playgrounds. She applies the method of
    a. naturalistic observation.
    b. structured observation.
    c. time-sampling.
    d. cohort comparison.

    ANS: A DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

71. A bar patron tells his buddies, "I've been studying you guys for months now, and I conclude that you are all nuts!" The bar patron applied a crude type of
    a. structured observation.
    b. naturalistic observation.
    c. practice effect.
    d. time-sampling.

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

72. Watching behavior at locations where it ordinarily happens is called
    a. visual verification.
    b. ocular tracking.
    c. ecological viewing.
    d. naturalistic observation.

    ANS: D DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

73. Some of the strengths of naturalistic observation include all of the following EXCEPT
    a. naturalistic observation can easily be applied.
    b. naturalistic observations are particularly useful in studying pre-verbal children.
    c. naturalistic observation illustrates how people behave in everyday life.
    d. the observer's presence can influence the participant's behavior.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

74. Which of these is NOT a limitation of the naturalistic observation research method?
    a. It is unable to identify the causes of behavior.
    b. It is inapplicable to rarely occurring behaviors.
    c. It is inapplicable to undesirable behaviors that are performed privately.
    d. The behaviors happen at sites where they commonly occur.

    ANS: D DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

75. Which statement is true regarding observer influence in observational studies?
    a. Observer influence is bad and should be minimized.
    b. Observer influence identifies the behaviors' causes.
    c. Hidden videotaping tends to increase observer influence.
    d. Observer influence improves the observations' validity.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

76. Which of the following is a method used to minimize the impact of observer influence on the behavior of research participants?
    a. Spending time in the setting before collecting data
    b. Paying participants for their time
    c. Asking participants to behave as they typically would
    d. Wearing dark glasses

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

77. During structured observation, the child is
    a. exposed to a carefully prepared stimulus situation.
    b. given explicit instructions on the proper way to act.
    c. provided with toys or materials to construct objects that are appropriate for the prescribed task.
    d. observed in a common, everyday situation.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

78. Tronick et al. (2005) used the ____ method in their study of mother-child interactions in children who were prenatally exposed to cocaine.
    a. case study
    b. experimental
    c. clinical
    d. structured observation

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

79. The ____ method is appropriate when the research focus is to understand a particular child.
    a. correlational
    b. case study
    c. cross-sectional
    d. experimental

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

80. Gathering varied data about a child from many different sources is the hallmark of the ____ method.
    a. questionnaire
    b. sequential
    c. case study
    d. correlational

    ANS: C DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

81. Psychoanalyst Sigmund Freud's detailed reports about his clinical patients' life histories illustrates the ____ method.
    a. correlational
    b. questionnaire/testing
    c. case study
    d. ethnographic

    ANS: C DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

82. A major drawback of the case study method is that
    a. data are collected broadly from large groups of people.
    b. it focuses too much attention on one particular child.
    c. conclusions cannot be generalized to other children.
    d. it is inapplicable to children who are too young to read.

    ANS: C DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

83. In his investigation of identity development in young adolescents, Michael Bamburg (2004) evaluated information obtained from journal entries, oral accounts, individual interviews, and group discussions among boys aged 10, 12, and 15. This is an example of a(n)
    a. case study used to describe a group.
    b. structured observation.
    c. experiment.
    d. clinical interview.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

84. The type of participant observation known as ethnography was borrowed from the field of
    a. biology.
    b. anthropology.
    c. education.
    d. literature.

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

85. The ethnographic research method is most suitable for studying child-rearing practices
    a. within a particular culture or society.
    b. by identifying the thoughts of a particular child.
    c. by observing daycare children's lunchtime manners.
    d. by identifying why children act the way that they do.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

86. A main limitation of the ethnographic research method is that it
    a. is inapplicable to nonwhite or impoverished children.
    b. is very subjective and prone to observer bias.
    c. yields results that apply universally to all cultures.
    d. focuses too much on explanation rather than description.

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

87. Which of these is NOT a psychophysiological method?
    a. Ethnography
    b. Event-related potentials
    c. Heart rate (pulse)
    d. EEG brain waves

    ANS: A DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

88. Heart rate (pulse) is a psychophysiological response that is used as a measure of an infant's
    a. hunger or satiation.
    b. attention or wariness.
    c. sleep stages.
    d. future planning.

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

89. The infant's baseline heart rate (pulse) is its
    a. minimum rate needed to keep the body alive.
    b. quickest rate that can be healthily sustained.
    c. normal rate while resting in the absence of stimulation.
    d. heart rate that matches its mother's rate.

    ANS: C DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

90. Measurement of EEG brain waves is especially helpful to identify the child's
    a. inclination to tell lies.
    b. level of sleep or alertness.
    c. racial or ethnic identity.
    d. conscious thoughts.

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

91. Event-related potentials (ERPs) are useful to identify
    a. happenings that make the child feel distressed.
    b. the child's level of intelligence.
    c. whether a sensory stimulus has been detected.
    d. the extent of physical abuse that the child has suffered during his or her personal history.

    ANS: C DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

92. Which of these is a limitation of psychophysiological research methods?
    a. Results do not generalize to other situations.
    b. These methods are inapplicable to infants.
    c. These methods tend to violate ethical guidelines.
    d. Measurements may be confounded by hunger or mood changes.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

93. The correlational research design focuses on
    a. specifying the causes of behavior.
    b. describing the traits of a particular child.
    c. identifying long-term developmental trends.
    d. specifying the strength and direction of a relationship within a pair of variables.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

94. The correlational design is WEAKEST at
    a. describing the direction of a relationship.
    b. describing the strength of a relationship.
    c. making predictions from one variable to the second variable.
    d. identifying which variable causes changes in the other.

    ANS: D DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

95. A correlation coefficient's negative sign indicates that
    a. the correlation is significant (real).
    b. the two factors are unrelated.
    c. the first factor causes the second factor to change.
    d. as one variable increases, the other variable decreases.

    ANS: D DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

96. Correlation is essentially a(n) ____ approach.
    a. explanatory
    b. descriptive
    c. optimization
    d. experimental

    ANS: B DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

97. Several studies have found a moderate correlation between the amount of violence watched on TV and aggression; i.e., the more televised violence children watch, the more aggressive they are. The correlation most consistent with these findings is
    a. 0.00.
    b. + 0.40.
    c. - 0.10.
    d. - 0.40.

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

98. The big advantage of experimentation over all other research approaches is that experiments
    a. enable researchers to wear white lab coats.
    b. generate huge volumes of research data.
    c. mix observations with correlations.
    d. identify causal relationships between variables.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

99. In an experiment, the factor that is studied, controlled, and manipulated is called the ____ variable.
    a. ecological
    b. independent
    c. confounding
    d. dependent

    ANS: B DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

100. In an experiment, the factor that measures the child's response or behavior is called the ____ variable.
    a. independent
    b. longitudinal
    c. dependent
    d. sequential

    ANS: C DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

101. In an experiment on the effects of gamma rays on the growth of morning glory flowers, the independent variable would be
    a. intensity of the gamma rays.
    b. morning glory flowers.
    c. growth of the flowers.
    d. the botanist.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

102. Researchers studying the effects of alcohol consumption tested the physical coordination skills of 21-year-old men who were assigned to drink four, two, or zero ounces of an alcoholic drink in the laboratory. In this study, the dependent variable was the
    a. age of the research participants.
    b. amount of alcohol consumed.
    c. length of time elapsed between drinking the alcohol and taking the coordination test.
    d. physical coordination skills of the participants.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

103. In an experiment on the effects of gamma rays on the growth of morning glory flowers, the dependent variable would be
    a. morning glory flowers.
    b. intensity of the gamma rays.
    c. the botanist.
    d. growth of the flowers.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

104. The first chapter presented an experiment on the effects of violent TV programs on children's aggression. The dependent variable was
    a. the type of TV show: violent vs. nonviolent.
    b. the child's action: hurting or helping others.
    c. the number of children who served as subjects.
    d. whether the child volunteered to participate.

    ANS: B DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

105. Which statement about confounding variables in experiments is FALSE?
    a. Every experiment has at least one confounding variable.
    b. Confounding variables should be avoided or minimized.
    c. Random assignment controls confounding variables.
    d. Confounding variables lead to incorrect conclusions.

    ANS: A DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

106. The purpose of randomization or random assignment is to
    a. eliminate participants who are too indecisive.
    b. make the experiment impressively complicated.
    c. prevent psychics from distorting the results through paranormal influences.
    d. control confounding variables by equalizing the experimental conditions.

    ANS: D DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

107. Random assignment in an experiment means that
    a. participants get to choose their treatment group.
    b. smart children get placed into one group, and the rest get placed in another group.
    c. each child has an equal chance of being placed in any treatment group.
    d. parents state their preferences for placement of their children into groups.

    ANS: C DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

108. The goal of experimental control is to
    a. emphasize description rather than explanation.
    b. prevent confounding variables from affecting the dependent variable.
    c. make simple research appear complicated.
    d. determine whether the dependent variable causes the independent variable to change.

    ANS: B DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

109. Results from a laboratory experiment do NOT generalize to children's behavior in the real world. This shows a problem with the experiment's
    a. interrater reliability.
    b. temporal stability.
    c. ecological validity.
    d. informed consent.

    ANS: C DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

110. An experiment that takes place in a naturalistic setting is referred to as a
    a. correlation.
    b. field experiment.
    c. naturalistic observation.
    d. longitudinal study.

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

111. In their field experiment, Leyens et al. (1975) evaluated the impact of media exposure on the aggression of Belgian delinquents. In this study, the authors found that viewing violent films
    a. resulted in a significant increase in physical and verbal aggression.
    b. did not affect verbal and physical aggression.
    c. increased verbal aggression but had no impact on physical aggression.
    d. increased physical aggression but reduced verbal aggression.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Factual

112. Natural (or quasi-) experiments differ from real experiments in the sense that
    a. the IV is selected but not manipulated or controlled.
    b. both variables are IVs.
    c. experimental control is strengthened.
    d. causes of behaviors are identified more clearly.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

113. A study is done on the effect of surviving a tornado on children's self-esteem. Survivors are compared to others with a self-esteem test. This study applied the method of
    a. a true experiment.
    b. a natural (or quasi-) experiment.
    c. tabula rasa.
    d. structured observation.

    ANS: B DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

114. A study is done on the effect of tornado survival on children's self-esteem. Survivors of a tornado are compared to others on a self-esteem test. The independent variable is
    a. whether the child experienced a tornado.
    b. the scores on the self-esteem test.
    c. the number of children who participated.
    d. the severity of the trauma.

    ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

115. A study is done on the effect of tornado survival on children's self-esteem. Survivors are compared to others using a self-esteem test. The dependent variable is
    a. the number of children who participated.
    b. the severity of the tornadoes.
    c. whether the child experienced a tornado.
    d. the scores on the self-esteem test.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

116. The major WEAKNESS of a natural (quasi-) experiment is its
    a. nonrandom assignment of participants to groups.
    b. obsession with psychophysiological measurements.
    c. absence of ecological validity.
    d. strong cohort effects.

    ANS: A DIF: difficult REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

117. Studies in which participants from different cultural or subcultural backgrounds are observed, tested, and compared on one or more aspects of development are
    a. laboratory experiments.
    b. field experiments.
    c. observational designs.
    d. cross-cultural designs.

    ANS: D DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual NOT: New

118. A study is done on parental disciplinary styles in various worldwide societies. This approach is called
    a. the tabula rasa approach.
    b. internationalized developmentalism.
    c. international selective attrition.
    d. cross-cultural comparison.

    ANS: D DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Applied

119. ____ is needed to determine whether a developmental principle is universal among all peoples.
a. Random assignment
b. Selective attrition
c. Cross-cultural comparison
d. Longitudinal follow-up

ANS: C DIF: moderate REF: Research Strategies: Basic Methods and Designs
MSC: Conceptual

120. The Souza et al. (2004) study on children with ADHD living in Brazil was an example of a(n)
a. cross-cultural design looking for similarities.
b. cross-cultural design looking for differences.
c. experimental design looking for similarities.
d. experimental design looking for differences.

ANS: A DIF: difficult REF: Research Strategies: Basic Methods and Designs
MSC: Factual NOT: New

121. Cross-cultural investigators tend to emphasize
a. differences rather than similarities.
b. similarities rather than differences.
c. cohort differences rather than age differences.
d. confidentiality rather than protection from harm.

ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
MSC: Conceptual

122. Researchers guard against overgeneralizing their results to worldwide societies by carrying out
a. cross-cultural comparisons.
b. naturalistic observations.
c. interview studies.
d. correlational studies.

ANS: A DIF: moderate REF: Research Strategies: Basic Methods and Designs
MSC: Factual

123. Jess is conducting a study in which she compares stages of cognitive development in the United States to the stages in cognitive development in less developed parts of the world. Jess needs to use a(n)
a. field experment.
b. cross-cultural design.
c. experimental design.
d. correlational design.

ANS: B DIF: Moderate REF: Research Strategies: Basic Methods and Designs
MSC: Applied NOT: New

124. In the ____ research design, children of different age groups are studied and compared at the same point in time.
a. correlational
b. longitudinal
c. cross-sectional
d. experimental

ANS: C DIF: moderate REF: Research Strategies and Studying Development
MSC: Conceptual

125. George W. Bush, Bill Clinton, Cher, Steven Spielberg, and Ken Starr were all born in 1946; this means that they are all members of the same
a. cohort.
b. longitude.
c. practice effect.
d. ecological validator.

ANS: A DIF: easy REF: Research Strategies and Studying Development
MSC: Applied

126. A cohort is a group of people who
a. share the same cultural or racial heritage.
b. have the same equivalent level of education.
c. share the same beliefs about important topics.
d. were born in the same year and grew up in the same historical era.

ANS: D DIF: moderate REF: Research Strategies and Studying Development
MSC: Conceptual

127. Some believe that the American generation that fought World War II was superior to other generations in courage, persistence, and devotion to ideals. This generational difference illustrates a(n) ____ effect.
a. structured observational
b. ethnographic
c. case study
d. cohort

ANS: D DIF: difficult REF: Research Strategies and Studying Development
MSC: Applied

128. Which of these is NOT a weakness of the cross-sectional research design?
a. Cohort effects may confound the results.
b. Age effects may be present.
c. Development of individual children is not reported.
d. It may be difficult to recruit enough children to fill the various age groups.

ANS: B DIF: difficult REF: Research Strategies and Studying Development
MSC: Conceptual

129. Cohort effects in cross-sectional studies
a. enhance the validity of the research.
b. do not occur; cohort effects are irrelevant.
c. confound the interpretation of age effects.
d. are a problem for observational studies only.

ANS: C DIF: difficult REF: Research Strategies and Studying Development
MSC: Conceptual

130. In cross-sectional studies, problems with cohort effects will be especially strong when
a. children are evaluated longitudinally.
b. rarely occurring behaviors are studied.
c. the cohorts differ widely in age.
d. the cohorts' ages vary in six-month increments.

ANS: C DIF: difficult REF: Research Strategies and Studying Development
MSC: Conceptual

131. Despite its weaknesses, the cross-sectional design remains popular with researchers because it
a. is quickly and easily applied.
b. reveals details about individual development while the child matures.
c. requires patience while data are collected for years.
d. gives clearly interpretable results when cohort effects are especially strong.

ANS: A DIF: moderate REF: Research Strategies and Studying Development
MSC: Factual

132. In their research on learning, Bill Coates and Willard Hartup (1969) compared learning among four- to five-year-olds and seven- to eight-year-olds. This study is an example of
a. cross-cultural research.
b. naturalistic observation.
c. longitudinal research.
d. cross-sectional research.

ANS: D DIF: moderate REF: Research Strategies and Studying Development
MSC: Factual

133. Cross-sectional comparison is like
a. staring at a candle while it gradually burns.
b. looking into classrooms while walking through a school.
c. voting with a Florida-style punch-card ballot.
d. shopping for various vegetables in a supermarket.

ANS: B DIF: difficult REF: Research Strategies and Studying Development
MSC: Conceptual

134. A strong advantage of the longitudinal design is
a. that informed consent is unnecessary.
b. its ability to discern differences among cohorts.
c. that it follows the development of individuals.
d. its immunity from selective attrition.

ANS: C DIF: moderate REF: Research Strategies and Studying Development
MSC: Conceptual

135. Collecting follow-up data each year on the same children while they grow is the hallmark of the ____ research design.
a. quasi-experimental
b. correlational
c. cross-sectional
d. longitudinal

ANS: D DIF: moderate REF: Research Strategies and Studying Development
MSC: Conceptual

136. CROSS-SECTIONAL is to LONGITUDINAL as ____ is to ____.
a. PET :: CHILD
b. RANDOM :: SYSTEMATIC
c. PRESENT :: FUTURE
d. PATIENCE :: HURRIED

ANS: C DIF: difficult REF: Research Strategies and Studying Development
MSC: Conceptual

137. A strength of the longitudinal design is its ability to identify
   a. cohort effects.
   b. gender differences between girls and boys.
   c. long-term individual differences among children.
   d. ethnographic differences in multicultural populations.

   ANS: C DIF: difficult REF: Research Strategies and Studying Development
   MSC: Conceptual

138. Longitudinal research is like
   a. a one-day trip with children to Disneyland.
   b. filling out an income tax form.
   c. shopping for bargains at different shops.
   d. noticing how grandchildren have grown when they visit in successive years.

   ANS: D DIF: difficult REF: Research Strategies and Studying Development
   MSC: Conceptual

139. "Long-term follow-up" would be a suitable label for the ____ research design.
   a. cross-sectional
   b. laboratory experimental
   c. correlational
   d. longitudinal

   ANS: D DIF: moderate REF: Research Strategies and Studying Development
   MSC: Conceptual

140. Kato is interested in understanding how a family's behavior changes when they have guests living in their homes for long periods of time. Kato's best choice of research design/method is
   a. cross-sectional, experimental study.
   b. longitudinal, experimental study.
   c. longitudinal, observational study.
   d. cross-sectional, observational study.

   ANS: C DIF: moderate REF: Research Strategies and Studying Development
   MSC: Applied

141. Which of these is an advantage of longitudinal research?
   a. Longitudinal projects are time-consuming, lasting years.
   b. Practice affects confound data collected in later tests.
   c. Some children eventually drop out of the study.
   d. Long-term patterns of individual development are shown with much detail.

   ANS: D DIF: moderate REF: Research Strategies and Studying Development
   MSC: Conceptual

142. Which of the following is NOT a potential drawback of longitudinal designs?
   a. Practice effects
   b. Selective attrition
   c. Cost
   d. Cohort effects

   ANS: D DIF: moderate REF: Research Strategies and Studying Development
   MSC: Conceptual

143. The cross-generational problem is conceptually similar to which other research principle?
a. Cohort effect
b. Informed consent
c. Benefits-to-risk ratio
d. Ecological validity

ANS: A DIF: difficult REF: Research Strategies and Studying Development
MSC: Conceptual

144. The sequential research design combines features of these two methods or designs:
a. experimentation and correlation.
b. naturalistic and structured observations.
c. case study and self-report questionnaire.
d. cross-sectional and longitudinal designs.

ANS: D DIF: difficult REF: Research Strategies and Studying Development
MSC: Conceptual

145. In contrast with other designs, the ____ research design has a unique capability to assess whether harmful cohort effects are present.
a. experimental
b. sequential
c. correlational
d. cross-sectional

ANS: B DIF: difficult REF: Research Strategies and Studying Development
MSC: Conceptual

146. The____ is a type of research used to identify and describe the processes that promote developmental change.
a. microgenetic design
b. naturalistic observation
c. correlational design
d. sequential design

ANS: A DIF: moderate REF: Research Strategies and Studying Development
MSC: Conceptual

147. Cognitive theorists have used the ____ approach to better understand how children develop more efficient problem-solving approaches.
a. sequential design
b. observation method
c. microgenetic design
d. case study method

ANS: C DIF: moderate REF: Research Strategies and Studying Development
MSC: Factual

148. In their study, Courage, Edeson, and Howe (2004) combined the microgenetic and cross-sectional approaches to investigate
    a. cross-cultural child-rearing practices.
    b. play behavior in toddlers.
    c. mother-child interactions.
    d. the development of visual self-recognition in infants.

    ANS: D DIF: moderate REF: Research Strategies and Studying Development
    MSC: Factual

149. Which of the following is NOT a limitation of microgenetic techniques?
    a. Microgenetic techniques are very complex and difficult to implement.
    b. Microgenetic research is typically very costly and time-consuming.
    c. Microgenetic research is too specific.
    d. Practice effects in microgenetic research can lead to confounds.

    ANS: C DIF: moderate REF: Research Strategies and Studying Development
    MSC: Conceptual

150. The principle of converging evidence means that
    a. researchers search for the best single method to study a particular topic.
    b. several methods applied to a topic should give consistent results.
    c. careful research will avoid error.
    d. only experiments should be done to get valid results.

    ANS: B DIF: moderate REF: Research Strategies and Studying Development
    MSC: Conceptual

151. Professor Wisdom studies the effects of TV on cooperative play. He uses parental interviews, child interviews, correlation, and experiments. All his results show consistently that children who watch the least TV are most cooperative. He applies the principle of
    a. selective attrition.
    b. converging evidence.
    c. observer bias.
    d. innate purity.

    ANS: B DIF: moderate REF: Research Strategies and Studying Development
    MSC: Applied

152. The overriding goal of research ethics is to
    a. obtain valid and reliable results.
    b. discourage and detect cheating by researchers.
    c. protect the participants from harm.
    d. establish whether the results will generalize to other populations.

    ANS: C DIF: moderate REF: Ethical Considerations in Developmental Research
    MSC: Conceptual

153. Researchers seek parents' advance permission for their children to participate in a study. This is the principle of research ethics called
    a. protection from harm.
    b. benefits-to-risk ratio.
    c. confidentiality.
    d. informed consent.

    ANS: D DIF: easy REF: Ethical Considerations in Developmental Research
    MSC: Conceptual

154. Ethical guidelines allow children to serve in research
    a. only with informed consent of the parent or guardian.
    b. as long as the children's names do not appear with data.
    c. without parental informed consent, so long as the child agrees to participate.
    d. if each child is suitably rewarded with toys or candy.

    ANS: A DIF: moderate REF: Ethical Considerations in Developmental Research
    MSC: Factual

155. The confidentiality principle of research ethics requires that this information be kept secret:
    a. the researchers' hypotheses.
    b. subjects' names and individual results.
    c. insurance policies held by the laboratory.
    d. results of unnamed groups of subjects.

    ANS: B DIF: moderate REF: Ethical Considerations in Developmental Research
    MSC: Conceptual

156. The author argued that students should learn about developmental research methods mainly so that they
    a. can carry out their own independent research projects.
    b. will be able to explain methodology to their children.
    c. can evaluate research reported in the media or journals.
    d. are able to explain research to politicians.

    ANS: C DIF: moderate REF: Ethical Considerations in Developmental Research
    MSC: Factual

157. The proper attitude to maintain while reading research reports is
    a. respectful acceptance.
    b. puzzled bewilderment.
    c. wonder or amazement.
    d. skepticism.

    ANS: D DIF: moderate REF: Ethical Considerations in Developmental Research
    MSC: Factual

158. When Halpern and her colleagues adopted a biopsychosocial approach in their research, this suggests the _____ perspective of human development.
a. correlational
b. microgenetic
c. holistic
d. lifespan

ANS: C DIF: moderate REF: Themes in the Study of Human Development
MSC: Conceptual

159. The debate among theorists about the relative importance of biological predispositions and environmental influences is known as the _____ in development.
a. nature/nurture issue
b. continuity/discontinuity issue
c. active/passive theme
d. holistic approach

ANS: A DIF: moderate REF: Themes in the Study of Human Development
MSC: Conceptual NOT: New

160. CONTINUITY is to DISCONTINUITY as _____ is to _____.
a. HOLISTIC::PARTIAL
b. PARTIAL::HOLISTIC
c. QUANTITATIVE::QUALITATIVE
d. QUALITATIVE::QUANTITATIVE

ANS: C DIF: difficult REF: Themes in the Study of Human Development
MSC: Conceptual NOT: New

161. Connor has Asperger's syndrome. His behavior is socially awkward, and the children in his classroom tend to react negatively to him because of it. In your text's discussion of developmental themes, the impact of Connor's awkwardness on his peers' response to him illustrates
a. a child passive in development.
b. a child active in development.
c. a child moving through continuous stages.
d. a child moving through discontinuous stages.

ANS: B DIF: difficult REF: Themes in the Study of Human Development
MSC: Applied NOT: New

162. Those who borrow from many theories in their attempts to predict and explain human development are
a. continuity theorists.
b. passive theorists.
c. eclectics.
d. plagiarizing.

ANS: C DIF: easy REF: Themes in the Study of Human Development
MSC: Conceptual NOT: New

SHORT ANSWER

1. Identify the two general ways in which developmental changes can occur, and provide examples that illustrate each of these processes.

   ANS: Answer not provided.

   DIF: moderate REF: Introduction to Developmental Psychology
   MSC: Conceptual

2. Describe several goals of developmentalists.

   ANS: Answer not provided.

   DIF: easy REF: Introduction to Developmental Psychology
   MSC: Conceptual

3. Provide one example of normative development and one example of ideographic development.

   ANS: Answer not provided.

   DIF: difficult REF: Introduction to Developmental Psychology
   MSC: Applied

4. Define the term “plasticity,” and describe its effect on development.

   ANS: Answer not provided.

   DIF: moderate REF: Introduction to Developmental Psychology
   MSC: Factual

5. What do we mean when we say that “development is not piecemeal but **holistic**"?

   ANS: Answer not provided.

   DIF: moderate REF: Introduction to Developmental Psychology
   MSC: Conceptual

6. Define the term “theory,” and explain how the adequacy of a theory is assessed.

   ANS: Answer not provided.

   DIF: difficult REF: Research Strategies: Basic Methods and Designs
   MSC: Conceptual

7. Identify the two qualities that scientific measures must have if they are to be useful, and briefly explain what is meant by each of these terms.

   ANS: Answer not provided.

   DIF: easy REF: Research Strategies: Basic Methods and Designs
   MSC: Conceptual

8. Identify three potential shortcomings of structured interviews and questionnaires in obtaining information about development.

   ANS: Answer not provided.

   DIF: moderate REF: Research Strategies: Basic Methods and Designs
   MSC: Conceptual

9. What are "diary studies," and how are they used?

   ANS: Answer not provided.

   DIF: moderate REF: Research Strategies: Basic Methods and Designs
   MSC: Conceptual

10. Explain how the clinical method of gathering data differs from a structured interview or questionnaire.

    ANS: Answer not provided.

    DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

11. Identify two potential drawbacks in using case studies to obtain information about development.

    ANS: Answer not provided.

    DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

12. Identify a key strength and a weakness of ethnography as a method of research.

    ANS: Answer not provided.

    DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

13. What is the major limitation of the correlational method of research?

    ANS: Answer not provided.

    DIF: easy REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

14. During an experiment, the researcher will often use random assignment to place participants in each of the treatment conditions. Why is this necessary?

    ANS: Answer not provided.

    DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

15. Identify the main differences between natural or quasi-experiments and laboratory experiments.

    ANS: Answer not provided.

    DIF: moderate REF: Research Strategies: Basic Methods and Designs
    MSC: Conceptual

16. Describe the procedure used by each of the three designs for studying developmental change. Also, for each design, identify the key strengths and weaknesses: (a) cross-sectional design, (b) longitudinal design, and (c) sequential design.

    ANS: Answer not provided.

    DIF: difficult REF: Research Strategies and Studying Development
    MSC: Conceptual

17. Explain what is meant by the term "cohort effects," and identify the research design that is most likely to confound age effects and cohort effects.

    ANS: Answer not provided.

    DIF: difficult REF: Research Strategies and Studying Development
    MSC: Conceptual

18. What are disadvantages to the microgenetic approach?

    ANS: Answer not provided.

    DIF: difficult REF: Research Strategies and Studying Development
    MSC: Conceptual

19. Identify the four main ethical guidelines that have been adopted to protect the rights of children who take part in research studies.

    ANS: Answer not provided.

    DIF: moderate REF: Ethical Considerations in Developmental Research
    MSC: Factual

20. Identify the four major themes in development that your textbook discusses.

    ANS: Answer not provided.

    DIF: difficult REF: Themes in the Study of Human Development
    MSC: Factual NOT: New

ESSAY

1. Discuss the roles of maturation and learning in human development.

   ANS: Maturation is determined by genes, in the sense that all normal humans have a "species heredity" that designs and sets limits on how they will develop. Characteristics of the individual also depend upon genetic information specifically inherited from parents and ancestors. Learning also determines development but is more clearly psychological in the sense of permanent changes in feelings, thoughts, and patterns of behavior that result in a highly complex fashion from an individual's experiences. Many developmental changes are the result of the interaction between maturation and learning.

   DIF: moderate REF: Introduction to Developmental Psychology
   MSC: Conceptual

2. When interviewed, Mr. and Mrs. Williams said that their two children, Jack and Wilbur, were different from the day each child was born. Jack was very affectionate, almost never cried or fussed, and always seemed curious about the faces that appeared above his crib, even those of strangers. Wilbur, on the other hand, was irritable from the outset, often cried for no apparent reason, and usually became upset when strangers' faces came into view. Thus, the Williamses wondered about their children's early personalities and about children in general. (a) Which basic notion about children is favored here, nature or nurture? Why? (b) What basic methods might the investigators employ in collecting information on Jack and Wilbur?

   ANS: (a) The parents' observations of their children focus on differences from the outset, which implies an innate tendency. This emphasis favors the "nature" side of the nature/nurture issue. Had the question focused on how the two children's environments differed--perhaps because the family was more financially established by the time the second child came long--then a nurture side would have been more evident. (b) A structured interview might be employed with the parents, with questions asked in specific order to allow direct comparison between the children. A clinical interview would allow the parents to determine the direction of the interview, yielding data that might otherwise be overlooked. Either of these might be incorporated into a case study if the investigator also used observation or psychological testing to collect information on specific children.

   DIF: moderate REF: Introduction to Developmental Psychology
   MSC: Application NOT: New

3. Describe psychophysiological methods of investigation, and discuss how they are being used in developmental research.

   ANS: In recent years, developmentalists have turned to psychophysiological methods—techniques that measure the relationship between physiological responses and behavior—to explore the biological underpinnings of children's perceptual, cognitive, and emotional responses. Psychophysiological methods are particularly useful for interpreting the mental and emotional experiences of infants and toddlers who are unable to report such events (Bornstein, 1992).

   Heart rate is an involuntary physiological response that is highly sensitive to one's psychological experiences. Compared to their normal resting, or baseline levels, infants who are carefully attending to an interesting stimulus may show a decrease in heart rate; those who are uninterested in the stimulus may show no heart rate change, and others who are afraid of or angered by the stimulus may show a heart rate increase (Campos, Bertenthal, & Kermoian, 1992; Fox & Fitzgerald, 1990).

Measures of brain function are also very useful for assessing psychological state. Because different patterns of EEG activity characterize different arousal states, such as sleep, drowsiness, and alertness, investigators can track these patterns and determine how sleep cycles and other states of arousal change with age. Novel stimuli or events also produce short-term changes in EEG activity. So an investigator who hopes to test the limits of infant sensory capabilities can present novel sights and sounds and look for changes in brain waves (called event-related potentials, or ERPs) to determine whether these stimuli have been detected, or even discriminated, because two stimuli sensed as "different" will produce different patterns of brain activity (Bornstein, 1992).

Though very useful, psychophysiological responses are far from perfect indicators of psychological states. Even though an infant's heart rate or brain-wave activity may indicate that he or she is attending to a stimulus, it is often difficult to determine exactly which aspect of that stimulus (shape, color, etc.) has captured attention. Furthermore, changes in physiological responses often reflect mood swings, fatigue, hunger, or even negative reactions to the physiological recording equipment, rather than a change in the infant's attention to a stimulus or emotional reactions to it. For these reasons, physiological responses are more likely to be valid indications of psychological experiences when participants (particularly very young ones) are initially calm, alert, and contented.

DIF: difficult REF: Research Strategies: Basic Methods and Designs
MSC: Conceptual

4. Distinguish an experiment from a natural (quasi-) experiment.

ANS: The basic experimental method requires that the researcher devise and manipulate an independent variable and assign subjects to groups. These procedures are necessary to get to cause-and-effect relationships because they narrow down the possible causes for the independent variable. In contrast, in a natural (quasi-) experiment, researchers do not change the independent variable or assign subjects randomly. Instead, they take advantage of naturally occurring independent variables and groups. Then, they measure some aspect of the subjects' behavior that might have resulted from this naturally occurring independent variable or group. But natural (quasi-) experiments do not allow strong cause-and-effect statements because other, uncontrolled factors may be responsible for measured differences in behavior.

DIF: moderate REF: Research Strategies: Basic Methods and Designs
MSC: Conceptual

5. Dr. Bernstein kept a thorough record of her child's behavior and progress throughout the first year of life, with careful attention to the sounds and noises her baby made that seemed to lead up to later language usage. She also kept notes on how her own behavior affected her baby's vocalizing, in an attempt to learn how parent-child interactions influence language development. Later, in developing her own theory, she and her colleagues replicated the project on several dozen other children by observing them weekly throughout their first year of life. (a) What research methods were employed? What type of comparison was used? (b) Why was the research conducted on children other than Dr. Bernstein's? (c) If Dr. Bernstein observed that whenever she talked to her baby, the baby's rate of vocalizing increased, would this mean that her behavior "caused" the baby's? Why or why not?

   ANS: (a) Assuming that Dr. Bernstein did not try to elicit or train specific aspects of language usage in her child, the basic method is naturalistic observation (and in her focus on her own child, one might argue a case study) and then a longitudinal design for the study conducted with colleagues. (b) The researchers would be interested in whether the initial observations of her own child generalized and reflected universal behaviors. (c) Causation should not be inferred from this type of observation. It would be necessary to experimentally vary the mother's vocalizations and other behavior to see what effect such treatments have on the baby's language development.

   DIF: moderate REF: Research Strategies: Basic Methods and Designs
   MSC: Application

6. A team of researchers set out to study aggressive behavior in preschool children in two different play settings, one where only large playground equipment was present and another where only small toys were present. Aggressive behavior was defined as arguing, taking toys by force, and fighting. The researchers hypothesized that the large playground equipment would produce more sharing, whereas the small toys would produce more aggression, due to the nature of the toys. To test their hypothesis, the researchers created two groups of children, one for each play area. More aggressive behavior was observed in the small-toy play area. (a) What research methods and techniques were employed? (b) What procedures might have been employed to ensure accuracy in the observing of aggressive behavior? (c) Can we say for sure that the small toys caused aggressive behavior?

   ANS: (a) The basic method is a field experiment, based on the presumed use of random assignment of children to the two different play areas. (b) The researchers might have two observers independently record the same behaviors for the same children, thus allowing reliability checks. A high level of observer agreement would be necessary. (c) No, because specific aspects of the play areas were not varied experimentally. Further research would be necessary to ensure that the small toys were indeed responsible, but the researchers were off to a good start.

   DIF: difficult REF: Research Strategies: Basic Methods and Designs
   MSC: Conceptual

7. Briefly design a cross-sectional comparison, a longitudinal comparison, and a sequential comparison, noting essential elements of each.

   ANS: A cross-sectional comparison involves comparing two or more groups of subjects of differing ages, such as four-year-olds versus eight-year-olds; the groups are studied at the same point in time. A longitudinal comparison studies one group across a given age range, such as a group of children from ages four through eight. The subjects' behavior would be measured repeatedly at two or more points in time. A sequential comparison is a mix of the other two, using two or more groups and following them longitudinally. For example, four-year-olds and six-year-olds might be followed for two years. All of the various scientific methods (interviews, naturalistic observation, experiments, etc.) might be employed in any of the three types of comparison.

   DIF: difficult REF: Research Strategies and Studying Development
   MSC: Conceptual

8. A researcher decides to investigate change in the nature and formation of friendships in children from ages three to 11. Discuss how both the longitudinal and microgenetic approaches might be used in this study. What would be the advantages and disadvantages of each? Would one method be preferable to the other in this situation?

   ANS: In a cross-sectional design, people who differ in age are studied at the same point in time. In cross-sectional research, participants at each age level are different people. That is, they come from different cohorts, where a cohort is defined as a group of people of the same age who are exposed to similar cultural environments and historical events as they are growing up. By comparing participants in the different age groups, investigators can often identify age-related changes in whatever aspect of development they happen to be studying.

   Microgenetic designs, currently favored by many researchers who study children's cognitive development, are used in an attempt to illuminate the processes that are thought to promote developmental changes. The logic is straightforward: children who are thought to be ready for an important developmental change are exposed repeatedly to experiences that are thought to produce the change, and their behavior is monitored as it is changing.

   DIF: moderate REF: Research Strategies and Studying Development
   MSC: Conceptual

9. Explain how ethical considerations in developmental research on children might vary from research that does not study developmental change in children.

   ANS: Probably the first, and most obvious, way research on developmental change in children differs from research that deals with adults (and not development) is in how informed consent is obtained. When working with an adult population, the participant him/herself can give consent. When working with children, the parent must consent for the child. This adds a layer of complication to the process of obtaining informed consent, because the researcher must not only get the consent from the parent but ethically ought to also try to explain the study to the child in language he or she can understand as well.

   Another major difference between developmental research and research that is more of a one-shot design is that developmental studies often are longitudinal in nature. This means that the researcher needs to be able to track participants over time. Maintaining confidentiality yet retaining a way to identify an individuals data over a period of years can be a challenge--one that is not present if a researcher only makes a one-time observation of a person.

Debriefing children differs notably from debriefing adults, as well. When debriefing an adult, we can often assume that the adult will understand the language we use to explain our results, but children may not. It takes special effort on the part of the researcher to explain the results not only to the parents of children but to the children as well.

DIF: moderate REF: Ethical Considerations in Developmental Research
MSC: Conceptual NOT: New

10. Give examples of how a child could be active and passive in his or her development.

ANS: A child can be a passive receptacle of the environment when he or she reacts to parental behavior. For example, if a harsh parenting style is employed, the child may grow up believing punishment is likely and that little positive outcomes can be found in response to their own behaviors. On the other hand, children rarely are mere receptacles of the environment--they respond and react to it, which makes them active participants in their own development, as well. So the child who has harsh parents may respond to that by feeling angry and acting out. This behavior may in turn influence the kind of environment the child subsequently experiences. A child who acts out may get into more trouble, eliciting more harsh response (from parents and perhaps school officials), which may in turn produce more anger.

DIF: difficult REF: Themes in the Study of Human Development
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