

Chapter 1—History, Theories, and Methods

MULTIPLE CHOICE

1. According to the textbook, how have children been viewed throughout history?
 - a. Children have always been viewed in the same manner throughout history.
 - b. In the past, children were typically given more privileges than they have today.
 - c. In terms of their roles and privileges, children have been viewed differently throughout history.
 - d. Children today are considered to be young developing adults, whereas they were considered more childlike during the Middle Ages.

ANS: C PTS: 1 REF: p. 3-4 OBJ: LO1
KEY: WWW BLM: Remember

2. How were children viewed in ancient times and in the Middle Ages?
 - a. as essentially good
 - b. as innately evil
 - c. as a tabula rasa
 - d. as capable of reasoning

ANS: B PTS: 1 REF: p. 3 OBJ: LO1
BLM: Remember

3. What theorist from the 1700s would most likely have said: Every child I meet is an empty canvas waiting to be beautifully created?
 - a. John Locke
 - b. Alfred Binet
 - c. Sigmund Freud
 - d. Jean-Jacques Rousseau

ANS: A PTS: 1 REF: p. 3 OBJ: LO1
KEY: WWW BLM: Higher Order

4. If you believe that every person is born innately good, which thinker do you most likely agree with?
 - a. John Locke
 - b. Alfred Binet
 - c. Sigmund Freud
 - d. Jean-Jacques Rousseau

ANS: D PTS: 1 REF: p. 3 OBJ: LO1
KEY: WWW BLM: Higher Order

5. Philosophers once believed children to be a “tabula rasa.” What is meant by this belief?
 - a. Children are born with fears that must be overcome.
 - b. Children are born inherently selfish in order to survive.
 - c. Children can be influenced by their experiences.
 - d. Children are born with all that they need for survival.

ANS: C PTS: 1 REF: p. 3 OBJ: LO1
KEY: WWW BLM: Higher Order

6. Which of the following does NOT describe how children have been viewed historically?
- as innately evil and in need of harsh discipline
 - as miniature adults after age 7, or the "age of reason"
 - as clean slates changed by experience
 - as cunning and capable of any deed required to meet their own selfish needs

ANS: D PTS: 1 REF: p. 3-4 OBJ: LO1

BLM: Higher Order

7. Which developmental theorist suggested that a child is born with unlimited possibilities but can develop in unimaginable ways as a result of direction, guidance, and teaching?
- John Watson
 - B.F. Skinner
 - Jean Piaget
 - John Locke

ANS: A PTS: 1 REF: p. 4 OBJ: LO2

KEY: WWW BLM: Higher Order

8. Who suggested that children could become generous and ethical people if they were left to their natural tendencies or impulses?
- John Locke
 - Alfred Binet
 - Sigmund Freud
 - Jean-Jacques Rousseau

ANS: D PTS: 1 REF: p. 3 OBJ: LO1

BLM: Remember

9. Which of the following best describes the experience of most children during the 20th century?
- They received less education than during previous centuries.
 - They tended to marry at a younger age than during previous centuries.
 - They had greater legal protections compared with earlier periods of history.
 - They were considered the property of their parents and therefore the law did NOT protect them from physical and sexual abuse.

ANS: C PTS: 1 REF: p. 4 OBJ: LO1

KEY: WWW BLM: Remember

10. How has the concept of "family life" changed over time?
- It has remained constant throughout history.
 - It decreased in size during the Industrial Revolution, allowing only one child per family.
 - It was narrowed to include just the nuclear family during the Industrial Revolution.
 - It has grown to include a broader range of family members, such as cousins, aunts, and uncles.

ANS: C PTS: 1 REF: p. 3 OBJ: LO1

BLM: Remember

11. How has the idea that childhood is a special time of life developed over time?
- This idea declined throughout the 20th century.
 - This idea became evident during the Industrial Revolution.
 - This idea occurred at a time of ease and play for children during the Industrial Revolution.
 - This idea corresponded to the Middle Ages and the importance of children in the family during this time.

ANS: B PTS: 1 REF: p. 4 OBJ: LO1
BLM: Remember

12. What was the rationale for the first intelligence test?
- to identify children at risk of falling behind in school
 - to compare children of different racial and ethnic backgrounds
 - to measure IQ scores to determine genius-level abilities in children
 - to create separate classrooms for high- and low-intelligence children

ANS: A PTS: 1 REF: p. 4 OBJ: LO1
KEY: WWW BLM: Remember

13. How has the study of adult development changed over time?
- After the population shift of the 1990s, developmental theorists focused their studies more on adult development, leading to a diminished interest in child and adolescent development.
 - It was extensively studied during the social justice conscience efforts of the 1960s, but interest faded out by the 1980s.
 - Today, researchers have expanded their work and are beginning to study it more and more.
 - Developmental theorists overlooked this field of study because adulthood developmental changes are primary physical, and NOT social and cognitive.

ANS: C PTS: 1 REF: p. 4 OBJ: LO1
BLM: Higher Order

14. What is a similarity between John Watson's behaviourism and John Locke's concept of "tabula rasa"?
- Both rigorously studied human development; however, Locke emphasized the adult experience.
 - Both suggest that genetic endowment determines a person's ideas, preferences, and skills.
 - Both suggest that experience determines one's ideas, preferences, and skills.
 - Both emphasize the importance of maturational processes.

ANS: C PTS: 1 REF: p. 4 OBJ: LO2
BLM: Higher Order

15. What was Gesell's view of child development?
- Children are inherently evil.
 - Children are inherently good.
 - Environment is the main principle of development.
 - Biological maturation is the main principle of development.

ANS: D PTS: 1 REF: p. 5 OBJ: LO2
KEY: WWW BLM: Higher Order

16. What was the primary focus of John Watson's behaviourism theory?
- the effects of nature
 - the effects of nurture
 - the effects of biology
 - the effects of environment

ANS: B PTS: 1 REF: p. 5 OBJ: LO2

BLM: Higher Order

17. What was the primary focus of Arnold Gesell's maturational perspective?
- the effects of behaviour patterns
 - the effects of physical aspects of growth and development
 - the effects of heredity
 - the effects of biology

ANS: B PTS: 1 REF: p. 5 OBJ: LO2

BLM: Higher Order

18. Who is considered to be the "father" of psychoanalytic theory?
- Erikson
 - Jung
 - Freud
 - Locke

ANS: C PTS: 1 REF: p. 5 OBJ: LO2

KEY: WWW BLM: Remember

19. According to psychoanalytic perspectives, what is a child's conflict during early development?
- the child's id
 - the child's sexual and aggressive tendencies
 - parental expectations, social rules, and moral codes
 - the child's external limits, which have been internalized

ANS: C PTS: 1 REF: p. 5 OBJ: LO2

KEY: WWW BLM: Remember

20. Mary is holding her newborn daughter and comments on her gentle temperament. If Freud were in the room, what might he state is the only part of the child's personality that is present?
- her id
 - her ego
 - her superego
 - her subliminal ego

ANS: A PTS: 1 REF: p. 5 OBJ: LO2

BLM: Higher Order

21. According to one theory, when external limits, such as parental demands, are internalized, they conflict with inner forces. A child's observable behaviour, thoughts, and feelings reflect the outcomes of this conflict. What is the name of this theory?
- learning theory
 - behavioural theory
 - psychoanalytic theory
 - cognitive-developmental theory

ANS: C

PTS: 1

REF: p. 5

OBJ: LO2

BLM: Higher Order

22. Which theories are common to both Freud and Erikson?
- stage theories
 - continuous theories
 - behavioural theories
 - exclusively nature theories

ANS: A

PTS: 1

REF: p. 6

OBJ: LO2

KEY: WWW

BLM: Higher Order

23. What is the focus of Freudian psychoanalytic theory?
- observable behaviours
 - learning and education
 - emotional and social development
 - quantitative change in development

ANS: C

PTS: 1

REF: p. 5-6

OBJ: LO2

KEY: WWW

BLM: Higher Order

24. According to Freud, what word describes the id?
- conscious
 - unconscious
 - preconscious
 - subliminal

ANS: B

PTS: 1

REF: p. 5

OBJ: LO2

BLM: Remember

25. Jason is a 15-year-old, but in many ways he seems much younger. He is impatient and egocentric. If you are listening to your MP3 player and Jason wants to hear the song, he might take the player from you. He does NOT seem to appreciate the difference between "yours" and "mine." According to Freudian theory, what level is Jason operating at?
- the preconscious mind
 - the superego
 - the id
 - the ego

ANS: C

PTS: 1

REF: p. 5

OBJ: LO2

BLM: Higher Order

26. After Mathew had worked at his job for only three weeks and was still on probation, his friend suggested he should skip work and go cycling. Although Mathew wanted to go cycling with his friend, he decided work was the better choice. According to Freud's theory, what was at work?
- superego
 - id
 - preconscious mind
 - ego

ANS: D PTS: 1 REF: p. 5 OBJ: LO2
KEY: WWW BLM: Higher Order

27. Which of the following is a characteristic of the superego?
- It is present at birth.
 - It is innate and transmitted to the child genetically.
 - It represents the moral standards and values of parents.
 - It develops to help the child find rational ways of satisfying urges.

ANS: C PTS: 1 REF: p. 5 OBJ: LO2
BLM: Remember

28. What term did Freud use to describe his theory of child development?
- psychometric
 - epigenetic
 - psychosexual
 - emergent

ANS: C PTS: 1 REF: p. 5 OBJ: LO2
KEY: WWW BLM: Remember

29. John has a 6-month-old son and is telling his friend Tom about his son's activities. Tom has just read a book by Sigmund Freud describing child development stages. According to Tom, which stage is John's son in?
- the oral stage
 - the anal stage
 - the fixated stage
 - the latency stage

ANS: A PTS: 1 REF: p. 5-6 OBJ: LO2
BLM: Higher Order

30. According to Freud, which of the following would NOT cause a child to become "fixated" in a stage of development?
- insufficient gratification
 - excessive gratification
 - conflicts in gratification
 - intrapsychic conflict

ANS: D PTS: 1 REF: p. 5 OBJ: LO2
KEY: WWW BLM: Higher Order

31. According to Freudian psychoanalytic theory, a child may become fixated in the oral stage of development. In Freud's view, what experience can lead to this type of fixation?
- a. a stringent potty training schedule
 - b. concentrating on school work too long
 - c. playing with opposite-gender children too often
 - d. being denied appropriate amount of breast milk or nursed too long

ANS: D PTS: 1 REF: p. 5 OBJ: LO2
BLM: Higher Order

32. According to Freud's theory, what behaviour can result from becoming fixated during the anal stage of development?
- a. being overly dependent
 - b. being untidy and careless
 - c. being shy and overcautious
 - d. being very gullible (easily fooled)

ANS: B PTS: 1 REF: p. 6 OBJ: LO2
BLM: Higher Order

33. According to Freudian psychoanalytic theory, a nail-biting adult is "fixated" during which stage of development?
- a. the oral stage
 - b. the anal stage
 - c. the genital stage
 - d. the phallic stage

ANS: A PTS: 1 REF: p. 6 OBJ: LO2
KEY: WWW BLM: Higher Order

34. What is the correct order of Freud's psychosexual stages?
- a. anal, latency, phallic, oral, genital
 - b. anal, oral, latency, phallic, genital
 - c. phallic, oral, anal, latency, genital
 - d. oral, anal, phallic, latency, genital

ANS: D PTS: 1 REF: p. 5-6 OBJ: LO2
KEY: WWW BLM: Remember

35. According to Freud, during what stage can boys develop strong attachments to their mothers while girls form strong attachments to their fathers?
- a. the oral stage
 - b. the anal stage
 - c. the genital stage
 - d. the phallic stage

ANS: D PTS: 1 REF: p. 6 OBJ: LO2
BLM: Higher Order

36. Children enter the latency stage at 5 or 6 years of age. What is the next step of development?
- They generally stay there until puberty.
 - They stay there until the anal stage at age 8.
 - They usually do NOT progress to any further stage.
 - They then enter the phallic stage at adolescence.

ANS: A PTS: 1 REF: p. 6 OBJ: LO2

BLM: Higher Order

37. Martha is an 8-year-old girl whose sexual impulses are buried. She spends her time focusing on her schoolwork and developing relationships with same-sex friends. According to Freud, what psychosexual stage is Martha in?
- the oral stage
 - the genital stage
 - the phallic stage
 - the latency stage

ANS: D PTS: 1 REF: p. 6 OBJ: LO2

BLM: Higher Order

38. According to Freud, what controls much of our behaviour?
- our unconscious desires
 - our mental associations
 - our environmental stimuli
 - our tabula rasa

ANS: A PTS: 1 REF: p. 5 OBJ: LO2

BLM: Remember

39. According to the textbook, what is Freud's legacy for future thinkers?
- Freud's focus on the scientific method has led to stronger ways of studying human development.
 - Freud's focus on children's sexuality has encouraged many to continue researching his thesis.
 - Freud's emphasis on children's emotional reality and needs has helped guide educators in their understanding of children's behaviour.
 - Freud's focus on the importance of genetics has led to modern researchers understanding of how genetics and environment intersect.

ANS: C PTS: 1 REF: p. 6 OBJ: LO2

KEY: WWW BLM: Higher Order

40. How does Erikson's psychosocial theory differ from Freud's psychosexual theory?
- Erikson's psychosocial theory places greater emphasis on the id.
 - Erikson's psychosocial theory increases the emphasis on intrapsychic conflict.
 - Erikson's psychosocial theory focuses extensively on genetic explanations of early child behaviour.
 - Erikson's psychosocial theory emphasizes social relationships more than sexual ones.

ANS: D PTS: 1 REF: p. 6-7 OBJ: LO2

BLM: Higher Order

41. Each of Erikson stages of development was assigned a specific name. What were his labels based on?
- a. life crises
 - b. chronological age
 - c. psychosexual conflicts
 - d. unhealthy patterns of parenting

ANS: A PTS: 1 REF: p. 7 OBJ: LO2
KEY: WWW BLM: Remember

42. What does Erikson's psychosocial theory emphasize?
- a. the role of the id
 - b. psychological traits
 - c. lifespan development
 - d. the importance of early experiences

ANS: C PTS: 1 REF: p. 6-7 OBJ: LO2
BLM: Higher Order

43. According to Erikson, what is the effect of our early experiences?
- a. They are easy to conquer under the right circumstances.
 - b. They wield a continued influence on our future development.
 - c. They exert very little influence on the person we become.
 - d. They forecast future development only after we reach 6 to 8 years of age.

ANS: B PTS: 1 REF: p. 7-8 OBJ: LO2
KEY: WWW BLM: Higher Order

44. Which of the following is considered to be a positive influence of Erikson's theory?
- a. It emphasizes the importance of human consciousness and choice.
 - b. It reinforces the importance of unconscious forces in human development.
 - c. It reminds us that humans are selfish therefore, ultimately able to meet their own needs, and achieve goals.
 - d. It suggests that childhood experiences can easily be overcome as we develop in our lives.

ANS: A PTS: 1 REF: p. 8 OBJ: LO2
BLM: Higher Order

45. What is the general view of Erikson's psychosocial theory of development?
- a. It assists in our understanding of childhood behaviour, but ignores the aging process.
 - b. It is more positive and hopeful than Freudian theory.
 - c. It is in conflict with all contemporary empirical evidence.
 - d. It is less appealing than Freud's theory because Erikson's theory portrays people as prisoners of their psyche.

ANS: B PTS: 1 REF: p. 8 OBJ: LO2
BLM: Higher Order

46. Zack has been wetting the bed. A special pad is placed under him while he is sleeping. If the pad becomes wet, a circuit closes, causing a bell to ring. After several repetitions, Zack learns to wake up before wetting the pad. Over time, Zack stops wetting the bed altogether. What theory is this behavioural technique an example of?
- a. learning theory
 - b. cognitive theory
 - c. psychosocial theory
 - d. psychodynamic theory

ANS: A PTS: 1 REF: p. 8 OBJ: LO2
BLM: Higher Order

47. Who conceptualized and introduced the concept of reinforcement into behaviourism?
- a. Freud
 - b. Skinner
 - c. Watson
 - d. Piaget

ANS: B PTS: 1 REF: p. 8-9 OBJ: LO2
BLM: Remember

48. How is negative reinforcement enacted?
- a. by decreasing an unwanted behaviour by administering a punishment
 - b. by eliminating an unwanted behaviour by administering something bad
 - c. by increasing a desired behaviour by taking away something unpleasant
 - d. by decreasing an unwanted behaviour by withholding something desired

ANS: C PTS: 1 REF: p. 8-9 OBJ: LO2
BLM: Higher Order

49. According to operant conditioning, what leads to a changed behaviour?
- a. innate processes
 - b. reinforcements or punishments
 - c. mental evaluation of a situation
 - d. pairing two stimuli to produce a response

ANS: B PTS: 1 REF: p. 8-9 OBJ: LO2
BLM: Higher Order

50. According to the textbook, when does extinction of learning occur?
- a. when classically conditioned stimuli are discontinued
 - b. never; once something is learned it NOT possible to unlearn
 - c. with the passage of time, even if reinforcement continues
 - d. after repetitive performance of operant behaviour are without reinforcement

ANS: D PTS: 1 REF: p. 9 OBJ: LO2
KEY: WWW BLM: Higher Order

51. What is a defining characteristic of punishment?
- It is physical, such as a spanking.
 - It decreases the frequency of a behaviour.
 - It works equally as well as reinforcements.
 - It is considered the best method of childrearing.

ANS: B PTS: 1 REF: p. 9 OBJ: LO2
KEY: WWW BLM: Remember

52. Chris's mother offers him a cookie, but only if he doesn't throw a temper tantrum in the grocery store. Which concept of operant conditioning is Chris's mother applying?
- extinction
 - positive reinforcement
 - alternative reinforcement
 - conditioned stimulus and conditioned response

ANS: B PTS: 1 REF: p. 9 OBJ: LO2
KEY: WWW BLM: Higher Order

53. Which strategy will NOT increase the effects of punishment?
- making the punishment consistent
 - making the punishment occur only on a partial, sporadic schedule
 - having the punishment immediately follow the behaviour it is meant to punish
 - pairing punishment of the wrong behaviour with reinforcement of the correct behaviour

ANS: B PTS: 1 REF: p. 8-9 OBJ: LO2
BLM: Higher Order

54. Punishment is sometimes used as a child-rearing technique to suppress the frequency of an unwanted behaviour. Why is punishment NOT the most effective strategy?
- It may lead to feelings of anger and hostility.
 - It works even when delivery is NOT guaranteed.
 - It provides clear alternatives to unacceptable behaviour.
 - It suppresses the behaviour for both parents or for all teachers.

ANS: A PTS: 1 REF: p. 9 OBJ: LO2
KEY: WWW BLM: Remember

55. Which of the following is characteristic of punishment?
- It is usually more effective than reinforcement.
 - It is a good way to teach children how to deal with stress.
 - It does NOT suggest an alternative to unacceptable behaviour.
 - It is methodically planned and executed

ANS: C PTS: 1 REF: p. 9 OBJ: LO2
BLM: Higher Order

56. After six-year-old Mary is punished, she temporarily stops her well-established bad behaviour. However, Mary soon goes back to her bad behaviours. Why did her undesired behaviour resurface?
- The conditional emotional response to the punishment has generalized to another behaviour.
 - The undesired behaviour has been recovered.
 - The effects of punishment have become a habit.
 - Punishment is known to only temporarily suppress or inhibit a behaviour.

ANS: D PTS: 1 REF: p. 8-9 OBJ: LO2
BLM: Higher Order

57. What action might a teacher take when a child needs "time out from positive reinforcement"?
- placing the child in a "time-out seat" at the front of the classroom
 - having the child write sentences on the board
 - having the child sit and read a book in the corner of the classroom
 - placing the child away from peers and classroom activities for a short time period

ANS: D PTS: 1 REF: p. 9 OBJ: LO2
BLM: Higher Order

58. Which statement is characteristic of social cognitive theorists, such as Albert Bandura?
- Children learn through doing hands-on activities that are age appropriate.
 - Children learn much of what they learn through the observation of others.
 - Children do NOT learn by the use of such principles as reinforcement and punishment.
 - Children learn through activities that emphasis physical movement.

ANS: B PTS: 1 REF: p. 9-10 OBJ: LO2
KEY: WWW BLM: Higher Order

59. Which statement best represents the thinking of Bandura?
- Children can learn only by doing.
 - Children are passive recipients of knowledge.
 - Children choose whether they will show new behaviours they have learned.
 - Children will NOT imitate the behaviour of others unless they are rewarded for doing so.

ANS: C PTS: 1 REF: p. 9-10 OBJ: LO2
BLM: Higher Order

60. Which of the following scenarios is an example of observational learning?
- Jonathan jumps when he hears loud thunder.
 - Nicholas isn't given any dessert because he didn't eat his green vegetables.
 - Frank stops having temper tantrums in public after his father begins ignoring them.
 - Gina watches her mother mow the grass and then she pushes her toy lawnmower around the lawn.

ANS: D PTS: 1 REF: p. 10 OBJ: LO2
BLM: Higher Order

61. Which theorist was most interested in how children perceive and mentally represent the world?
- Freud
 - Skinner
 - Erikson
 - Piaget

ANS: D PTS: 1 REF: p. 10 OBJ: LO2

KEY: WWW BLM: Higher Order

62. What topic is a cognitive theorist most likely to study?
- how children perceive and mentally represent the world
 - how patterns of reinforcement and punishment promote learning
 - how children confront and resolve developmental crises in their lives
 - how the id, ego, and superego work together to form a healthy personality

ANS: A PTS: 1 REF: p. 10 OBJ: LO2

BLM: Higher Order

63. What did Piaget conclude from his work at the Binet Institute in Paris?
- Children's incorrect answers resulted from inconsistent cognitive processing.
 - Only children's correct answers demonstrated what they were thinking.
 - Children's incorrect answers followed consistent cognitive processes.
 - A child's comprehension precedes verbal production, which explains inaccuracies in testing.

ANS: C PTS: 1 REF: p. 10 OBJ: LO2

KEY: WWW BLM: Higher Order

64. What observation caused Piaget to see children as "natural physicists"?
- Children were at the mercy of their ids.
 - Children liked to experiment with their physical environments.
 - Children learned only through reinforcements and punishments.
 - Children had innate knowledge of their worlds, which was unaffected by experience.

ANS: B PTS: 1 REF: p. 10-11 OBJ: LO2

BLM: Higher Order

65. According to Piaget, what is a scheme?
- something babies suck
 - the interaction between the environment and the organism
 - an innate knowledge structure that does NOT change with development
 - a pattern of action or cognitive structures used in acquiring or organizing knowledge

ANS: D PTS: 1 REF: p. 11 OBJ: LO2

BLM: Higher Order

66. According to Piaget, how are schemes changed?
- only through assimilation
 - by combining previously acquired physical schemes with new knowledge
 - as a result of the more complex genetic structures that children acquire as they get older
 - by comparing new information with old schemes that do NOT fit the new information

ANS: D PTS: 1 REF: p. 11 OBJ: LO2

BLM: Higher Order

67. As a supporter of Piaget's theory, you will talk about his work whenever the opportunity presents itself. Which of the following terms will you most likely NEVER discuss?
- a. schemes
 - b. superego
 - c. adaptation
 - d. equilibration

ANS: B PTS: 1 REF: p. 11 OBJ: LO2
KEY: WWW BLM: Higher Order

68. What is the function of schemes?
- a. They are action patterns.
 - b. They restrict our understanding of the world.
 - c. They limit our ability to learn about and to represent our world mentally.
 - d. They guarantee that information processing will be unique and individualized.

ANS: A PTS: 1 REF: p. 11 OBJ: LO2
BLM: Higher Order

69. Which of the following statements best describes infants?
- a. They do NOT have schemes.
 - b. They are incapable of cognition.
 - c. They are entirely dependent on reflexes for survival.
 - d. They have schemes that involve simply what they can and cannot do with objects.

ANS: D PTS: 1 REF: p. 11 OBJ: LO2
BLM: Higher Order

70. What term describes what Piaget noted as a biological tendency of organisms to act together with and respond to their surroundings?
- a. adaptation
 - b. referencing
 - c. assimilation
 - d. accommodation

ANS: A PTS: 1 REF: p. 11 OBJ: LO2
KEY: WWW BLM: Remember

71. Baby Thomas has an understanding of "things he can reach," such as a toy in his crib, and "things he can't reach," such as the mobile hanging above his crib. According to Piaget, what term refers to these cognitive structures?
- a. theories
 - b. schemes
 - c. assimilation categories
 - d. accommodation categories

ANS: B PTS: 1 REF: p. 11 OBJ: LO2
BLM: Higher Order

72. In cognitive-developmental theory, what is involved in accommodation?
- the elimination of an old scheme
 - a linkage between cognition and language
 - a process of restricting knowledge to avoid confusion
 - the alteration of an existing scheme or the making of a new scheme

ANS: D PTS: 1 REF: p. 11 OBJ: LO2

BLM: Remember

73. Cynthia's mother gives her an apple each day and tells her that apples are "fruit." One day, Cynthia's mother gives her an orange. She tells Cynthia the orange is also "fruit." How does Cynthia process this new information and her scheme of "fruit"?
- She ignores the new information about oranges.
 - She assimilates the new information about oranges into the existing scheme.
 - She incorporates the information so that her scheme now includes apples and oranges.
 - She eliminates the concept of apple so that her scheme of fruit now contains only oranges.

ANS: C PTS: 1 REF: p. 11 OBJ: LO2

BLM: Higher Order

74. A child attempts to assimilate new information but cannot. How will the child cope with this inability?
- The child will ignore the contradiction.
 - The child may accommodate to restore equilibrium.
 - The child will accept the incongruity.
 - The child will give up and engage in another activity.

ANS: B PTS: 1 REF: p. 11 OBJ: LO2

KEY: WWW BLM: Higher Order

75. According to Piaget, which of the following is NOT a stage of cognitive development?
- the hypothetical stage
 - the sensorimotor stage
 - the preoperational stage
 - the concrete operational stage

ANS: A PTS: 1 REF: p. 11 OBJ: LO2

BLM: Remember

76. Which of the following statements best represents Piaget's thinking?
- Children are born with all of the schemes they will ever need.
 - Intelligence is genetic and unfolds through maturation with the passage of time.
 - Cognitive developments are based on children's interactions with the environment.
 - Cognition is a simple process that is innate and becomes stronger with experience and time.

ANS: C PTS: 1 REF: p. 11 OBJ: LO2

BLM: Higher Order

77. Which of the following statements is characteristic of Piaget's work?
- a. Cognitive developments are stage-based and universal.
 - b. Development is haphazard, random, and based on experience.
 - c. Perception is too directly linked to sensation to separate the two.
 - d. Children learn in different sequences that are based on their environments.

ANS: A PTS: 1 REF: p. 11 OBJ: LO2

BLM: Higher Order

78. A teacher wants to apply Piaget's theory to the classroom setting. Which action is the teacher most likely to take?
- a. provide instructional activities aimed at the children's developmental levels
 - b. to first foster group discussion, then assist children in completing problems in their workbooks
 - c. recognize that children of all ages process information similarly
 - d. examine children's abilities to repress their aggressive tendencies

ANS: A PTS: 1 REF: p. 11 OBJ: LO2

BLM: Higher Order

79. Piaget's theory of cognitive development has been widely studied. Which of the following statements is most likely to be an evaluation of his theory?
- a. Piaget completely misunderstood children's ability to think logically.
 - b. Piaget was correct that cognitive development occurs in distinct stages.
 - c. Piaget overrated the ages at which children are capable of doing certain things.
 - d. Piaget underestimated the ages at which children are capable of doing certain things.

ANS: D PTS: 1 REF: p. 11 OBJ: LO2

KEY: WWW BLM: Higher Order

80. What is the focus of the information-processing view of cognition?
- a. how people encode, store, and retrieve information
 - b. how people integrated sensory information into meaningful schemes
 - c. how people assimilate and accommodate information into their schemes
 - d. how people develop their native intelligence

ANS: A PTS: 1 REF: p. 11-12 OBJ: LO2

BLM: Remember

81. The information-processing perspective describes how memory and problem-solving work. Which object is used as a metaphor for describing these processes?
- a. a computer
 - b. a camera
 - c. a camcorder
 - d. a digital clock

ANS: A PTS: 1 REF: p. 11-12 OBJ: LO2

BLM: Higher Order

82. The information-processing perspective describes people's strategies for problem-solving. Which of the following is used as a metaphor for describing these strategies?
- a. input
 - b. RAM
 - c. software
 - d. hardware

ANS: C PTS: 1 REF: p. 12 OBJ: LO2
BLM: Higher Order

83. You apply a biological perspective in your work with children. How would you describe your scope of practice?
- a. I examine how children learn to act by observing models.
 - b. I deal with the ways in which children encode information.
 - c. I view children as going through stages of psychosexual development.
 - d. I refer to heredity, maturation of the nervous system, and the effects of hormones.

ANS: C PTS: 1 REF: p. 12 OBJ: LO2
BLM: Higher Order

84. What is ethology an example of?
- a. a biologically oriented theory of development
 - b. a behaviourist method for studying behaviour
 - c. a stage theory for studying cognitive development
 - d. a strict information processing approach to studying development

ANS: A PTS: 1 REF: p. 12 OBJ: LO2
BLM: Higher Order

85. Which of the following researchers has NOT been in some way connected to the field or concepts incorporated in ethology?
- a. Lorenz
 - b. Bronfenbrenner
 - c. Tinbergen
 - d. Darwin

ANS: B PTS: 1 REF: p. 12-13 OBJ: LO2
BLM: Remember

86. The theory of ethology refers to built-in or instinctive behaviours. What is another term for these behaviours?
- a. nurturing
 - b. assimilation
 - c. released stimuli
 - d. fixed action patterns

ANS: D PTS: 1 REF: p. 12 OBJ: LO2
KEY: WWW BLM: Remember

87. According to ethology, what causes people to respond the way they do?
- innate behaviours
 - psychosexual crises
 - learned associations
 - experimentation with the environment

ANS: A PTS: 1 REF: p. 12 OBJ: LO2

BLM: Higher Order

88. Beavers reared in isolation have been known to build dams, even if they have never seen either a dam or another beaver build a dam. What term do ethologists use to refer to these built-in, instinctive behaviours?
- reflexes
 - fixed action patterns
 - survival mechanisms
 - learned behavioural tendencies

ANS: B PTS: 1 REF: p. 12 OBJ: LO2

KEY: WWW BLM: Higher Order

89. Which of the following statements would you be most likely to hear from an ethologist?
- Different varieties of living things have different fixed action patterns.
 - Instincts have little effect on the behaviour of an individual.
 - Prenatal exposure to hormones has little effect on gender behaviours.
 - The same level of influence of biology affects humans as it does other animals.

ANS: A PTS: 1 REF: p. 12 OBJ: LO2

BLM: Higher Order

90. Which of the following statements best represents the views of Urie Bronfenbrenner?
- Who you are at birth is who you are throughout life.
 - Give-and-take interactions influence child development.
 - Interactions with parents determine the kind of adult a child becomes.
 - Unconscious conflicts and urges primarily influence child development.

ANS: B PTS: 1 REF: p. 12-13 OBJ: LO2

KEY: WWW BLM: Higher Order

91. What is the correct order of Bronfenbrenner's five systems, going from narrowest (closest to the child) to widest (furthest away from the child)?
- mesosystem, exosystem, , macrosystem, chronosystem, microsystem
 - exosystem, mesosystem, microsystem, chronosystem, macrosystem
 - microsystem, mesosystem, exosystem, macrosystem, chronosystem
 - macrosystem, exosystem, microsystem, chronosystem, mesosystem

ANS: C PTS: 1 REF: p. 13 OBJ: LO2

BLM: Remember

92. Which of the following is an example of a microsystem?
- a. a child's weekly craft club
 - b. a child's school board
 - c. a child's cultural connections
 - d. a child's interaction between home and school

ANS: A PTS: 1 REF: p. 13 OBJ: LO2

BLM: Higher Order

93. Which of the following is an example of an exosystem?
- a. a child's school
 - b. a parent's workplace
 - c. a neighbourhood park
 - d. a community parade

ANS: B PTS: 1 REF: p. 13 OBJ: LO2

BLM: Higher Order

94. Which of the following is examined in cross-cultural studies?
- a. exosystems
 - b. mesosystems
 - c. microsystems
 - d. macrosystems

ANS: D PTS: 1 REF: p. 13 OBJ: LO2

BLM: Higher Order

95. Sarah's mother works long hours at the office. As a result, she cannot always attend Sarah's soccer games. Which type of system does her mother's workplace represent for Sarah?
- a. an exosystem
 - b. a mesosystem
 - c. a microsystem
 - d. a macrosystem

ANS: A PTS: 1 REF: p. 13 OBJ: LO2

BLM: Higher Order

96. A study is investigating the effects of divorce on children over time. Which of Bronfenbrenner's systems is the study examining?
- a. an exosystem
 - b. a mesosystem
 - c. a macrosystem
 - d. a chronosystem

ANS: D PTS: 1 REF: p. 13 OBJ: LO2

BLM: Higher Order

97. Which of the following is a component of ecological theory?
- It looks for unconscious motives of behaviour.
 - It emphasizes the impact of genetic determinants.
 - It makes researchers aware of the multiple systems that influence children.
 - It clearly delineates the overarching importance of reinforcement and punishment.

ANS: C PTS: 1 REF: p. 12-13 OBJ: LO2

BLM: Higher Order

98. Which theorist is associated with sociocultural theory?
- Freud
 - Erikson
 - Vygotsky
 - Bronfenbrenner

ANS: C PTS: 1 REF: p. 14 OBJ: LO2

BLM: Remember

99. What is the focus of sociocultural theory?
- It addresses the impact of diverse systems on children.
 - It explains how one's genes interact with one's environment.
 - It illuminates the interplay between genetics and diet on development.
 - It explores the importance of the unconscious thoughts on child development.

ANS: A PTS: 1 REF: p. 14 OBJ: LO2

BLM: Remember

100. Which of the following is suggested by Vygotsky's sociocultural theory?
- A child's exchanges with adults help organize the child's learning experiences.
 - Children learn only through a complex interaction of rewards and punishments.
 - Factors such as ethnicity and gender do NOT play an important role in development.
 - Children are like miniature adults and need to be nurtured to obtain cognitive skills.

ANS: A PTS: 1 REF: p. 14 OBJ: LO2

BLM: Higher Order

101. Mark can tie his running shoes, but only with his mother's help. How would Vygotsky describe the task of tying Mark's shoes?
- It is beyond Mark's scope of ability.
 - It is within Mark's zone of proximal development.
 - It is an innate process that simply needs nurturing to unfold.
 - It is too difficult for a child his age to attempt.

ANS: B PTS: 1 REF: p. 14 OBJ: LO2

BLM: Higher Order

102. Which of the following scenarios is an example of scaffolding?
- an adult doing up a child's shoes for a child
 - a child reading a favourite book on her own
 - a child using flash cards to learn math until the child can calculate the answer in her head
 - a child running the bath water, but waiting for a parent before getting in the tub

ANS: C PTS: 1 REF: p. 14 OBJ: LO2

BLM: Higher Order

103. Which of the following is NOT emphasized by the sociocultural perspective?
- a. diversity
 - b. ethnicity
 - c. gender
 - d. genetics

ANS: D PTS: 1 REF: p. 15 OBJ: LO2
BLM: Higher Order

104. According to Citizenship and Immigration Canada, approximately how many multicultural groupings are represented within Canadian society?
- a. 50
 - b. 100
 - c. 150
 - d. 200

ANS: D PTS: 1 REF: p. 15 OBJ: LO2
KEY: WWW BLM: Remember

105. What is the main concern of the nature–nurture debate?
- a. why genes are more influential in development than environment
 - b. why the environment is more important in development than evolution
 - c. the relationships between genetics, environment, and human development
 - d. the claim that females are more intelligent because of their genetic makeup

ANS: C PTS: 1 REF: p. 16 OBJ: LO3
BLM: Higher Order

106. Which theorist would be most likely to respond to the “continuity–discontinuity” debate by saying that development is continuous, with maturational processes of the nervous system allowing cognitive development?
- a. Piaget
 - b. Freud
 - c. Erikson
 - d. Watson

ANS: A PTS: 1 REF: p. 16 OBJ: LO3
KEY: WWW BLM: Higher Order

107. Human developmentalists have debated whether human development is continuous or discontinuous. According to the textbook, what is the current thinking in this debate?
- a. Human development is continuous.
 - b. Human development is discontinuous.
 - c. Whether human development is continuous or discontinuous has NOT yet been determined.
 - d. Human development is both continuous and discontinuous, depending on what aspect of development is being studied.

ANS: D PTS: 1 REF: p. 16 OBJ: LO3
BLM: Remember

108. An educator encourages children in her class to discover their environment and work on projects that stimulate their interests. How does this educator view children?
- a. as active
 - b. as passive
 - c. as continuous
 - d. as discontinuous

ANS: A PTS: 1 REF: p. 16 OBJ: LO3
BLM: Higher Order

109. Dr. Barron wants to know which exhibits children prefer at the local children's museum. To find out, she discreetly watches to see which exhibits they visit most and at which exhibits they spend the most time. What type of research method does Dr. Barron's work represent?
- a. a standardized test
 - b. a longitudinal study
 - c. the case study method
 - d. naturalistic observation

ANS: D PTS: 1 REF: p. 17 OBJ: LO4
KEY: WWW BLM: Higher Order

110. Dr. Wong has intensely observed and recorded the activities of a pair of conjoined twins for two years. What type of research method does Dr. Wong's work represent?
- a. a case study
 - b. an experiment
 - c. a correlational design
 - d. a cross-lagged method

ANS: A PTS: 1 REF: p. 17 OBJ: LO4
BLM: Higher Order

111. Which of the following indicates the strongest correlation?
- a. -0.80
 - b. -0.45
 - c. $+0.65$
 - d. $+0.70$

ANS: A PTS: 1 REF: p. 18 OBJ: LO4
BLM: Higher Order

112. A researcher has found that, in general, the more hours students spend partying, the lower their exam scores. What term describes this finding?
- a. a documented case study
 - b. a correlation with a positive direction
 - c. a negative correlation
 - d. a standardized test

ANS: C PTS: 1 REF: p. 18 OBJ: LO4
BLM: Higher Order

113. Dr. Simmons has found a strong positive correlation between watching violent cartoons on TV and children's levels of aggression toward others. What can be concluded from this research finding?
- Violent TV causes aggressive behaviour in children.
 - Violent TV viewing and aggressive behaviour are unrelated.
 - Aggressive behaviour causes children to watch more violent TV.
 - Watching violent television and children's aggression are related, but may NOT be a causal relationship.

ANS: D PTS: 1 REF: p. 18 OBJ: LO4
BLM: Higher Order

114. Which of the following is characteristic of a hypothesis?
- It is tested in a research experiment
 - It is used only in correlational research.
 - It is always supported by the findings of an experiment.
 - It is ineffectual when comparing two equal groups of participants.

ANS: A PTS: 1 REF: p. 19 OBJ: LO4
BLM: Remember

115. "I remember being a very busy child, always running and jumping. As an adolescent, life became more serious, and I became a quiet, and reflective. In young adulthood, I regained my excitement and sense of challenge. Now, in middle age, I feel a bit more serene." This information is typical of information gathered during what type of research?
- an experiment
 - a longitudinal study
 - a correlational study
 - a cross-sectional study

ANS: B PTS: 1 REF: p. 20 OBJ: LO4
KEY: WWW BLM: Higher Order

116. In an attempt to compare instructional strategies in various elementary schools, educational researchers are sampling the reading skills of third graders every six months for five years. What type of research are they applying?
- naturalistic research
 - longitudinal research
 - cross-sectional research
 - cross-sequential research

ANS: B PTS: 1 REF: p. 20 OBJ: LO4
BLM: Higher Order

117. Why do researchers use random assignment in an experiment?
- to provide ethical reasons for being in an experiment
 - to prevent subjects from knowing which experimental group they are a member of
 - to cause a selection factor to determine how the subjects will behave in the experiment
 - to ensure that no pre-existing differences among groups cause the change in the experimental group's behaviour

ANS: D PTS: 1 REF: p. 19 OBJ: LO4
BLM: Remember

118. Which of the following is NOT considered a drawback of the longitudinal method?
- a. Subjects may die.
 - b. Subjects may be studied over a number of years.
 - c. Subjects may lose track of their researchers.
 - d. Subjects may NOT want to invest their time into a long-term study.

ANS: B PTS: 1 REF: p. 20 OBJ: LO4
BLM: Remember

119. What type of problem is the cohort effect?
- a. a particular problem in cross-sectional research
 - b. a particular problem in cross-sequential research
 - c. a problem when subjects die off selectively from longitudinal research
 - d. a problem when subjects know which experimental group they are a member of

ANS: A PTS: 1 REF: p. 20 OBJ: LO4
BLM: Remember

120. Which of the following statements best describes cross-sequential research?
- a. It is hampered by the cohort effect.
 - b. It takes less time than cross-sectional research.
 - c. It combines longitudinal and cross-sectional research methods.
 - d. It has too many ethical problems to be considered an effective research method.

ANS: C PTS: 1 REF: p. 20 OBJ: LO4
KEY: WWW BLM: Higher Order

121. Four-year-old Janet took part in a research study on the effects of fruit juice consumption on obesity in children. When the study was published in a research journal, Janet's name appeared in the article. What guideline of ethical research involving children was violated?
- a. Parental participation must be obtained.
 - b. Identities of children must remain confidential.
 - c. Children and parents must be informed of the purposes of the research.
 - d. The researchers must receive proper approval for conducting the study.

ANS: B PTS: 1 REF: p. 20 OBJ: LO4
KEY: WWW BLM: Higher Order

CONDITIONING

Mark laughs whenever his neck is touched. Now his mommy says "gotcha" before touching his neck. Eventually, as soon as his mommy says "gotcha," Mark starts to laugh.

122. What is Mark's behaviour an example of?
- a. habituation learning
 - b. classical conditioning
 - c. sensitization learning
 - d. operant habituation

ANS: B PTS: 1 REF: p. 8 OBJ: LO2
BLM: Higher Order

123. What is Mark's conditioned response?
- a. saying "gotcha"
 - b. touching his neck
 - c. laughing when he hears "gotcha"
 - d. laughing when his neck is touched

ANS: C

PTS: 1

REF: p. 8

OBJ: LO2

BLM: Higher Order

124. What is Mark's unconditioned stimulus?
- a. saying "gotcha"
 - b. touching his neck
 - c. laughing when he hears "gotcha"
 - d. laughing when his neck is touched

ANS: B

PTS: 1

REF: p. 8

OBJ: LO2

BLM: Higher Order

125. What is Mark's unconditioned response?
- a. saying "gotcha"
 - b. touching his neck
 - c. laughing when he hears "gotcha"
 - d. laughing when his neck is touched

ANS: D

PTS: 1

REF: p. 8

OBJ: LO2

BLM: Higher Order

126. What is Mark's conditioned stimulus?
- a. saying "gotcha"
 - b. touching his neck
 - c. laughing when he hears "gotcha"
 - d. laughing when his neck is touched

ANS: A

PTS: 1

REF: p. 8

OBJ: LO2

BLM: Higher Order

127. What the best way to divide the participants into groups?
- a. Use random assignment.
 - b. Divide the group based on age; older and younger than 30 years.
 - c. Have all males in one group and all females in the other.
 - d. Make sure that each group wants to eat the chocolate or chew the gum.

ANS: D

PTS: 1

REF: p. 19

OBJ: LO4

KEY: WWW

BLM: Higher Order

HYPOTHESIS

Dr. Morgan forms the hypothesis that ingesting chocolate prior to an exam will improve exam performance. She gives chocolate to half of her participants and gum to the other half. She then gives the participants an exam.

128. Which is the experimental group?
- a. the group that chews gum
 - b. the group that eats chocolate
 - c. the performance on the exam
 - d. the amount of caffeine in the chocolate

ANS: B PTS: 1 REF: p. 19 OBJ: LO4
BLM: Higher Order

129. Which is the dependent variable?
- a. the group that chews gum
 - b. the group that eats chocolate
 - c. the performance on the exam
 - d. whether the participants eat chocolate or chew gum

ANS: C PTS: 1 REF: p. 19 OBJ: LO4
BLM: Higher Order

VARIABLES

A study is being conducted on violent television and aggression.

130. Which is the independent variable?
- a. the television
 - b. the study subject
 - c. aggressiveness (the child's behaviour)
 - d. the type of TV program watched (violent or not)

ANS: D PTS: 1 REF: p. 19 OBJ: LO4
BLM: Higher Order

131. Which is the dependent variable?
- a. the television
 - b. the study subject
 - c. aggressiveness (the child's behaviour)
 - d. the type of TV program watched (violent or not)

ANS: C PTS: 1 REF: p. 19 OBJ: LO4
BLM: Higher Order

MATCHING

- a. Children actively construct their knowledge.
 - b. maturation
 - c. theory of psychosocial development
 - d. place information into existing schemas
 - e. outside of awareness
 - f. using consequences to alter behaviour
 - g. Children are innately good.
 - h. first year of life
 - i. theory of psychosexual development
 - j. standardized intelligence test
 - k. Children are caught in conflicts.
 - l. begins in the third year of life
 - m. tested in experiments
 - n. decreases behaviour
 - o. modify schema to fit new information
 - p. cultural setting
 - q. increases behaviour
 - r. Pavlov
 - s. what we are currently aware of
 - t. tabula rasa
-
- 1. Hypothesis
 - 2. Oral stage
 - 3. Operant conditioning
 - 4. John Locke
 - 5. Sigmund Freud
 - 6. Macrosystem
 - 7. Assimilation
 - 8. Accommodation
 - 9. Biological development
 - 10. Punishment
 - 11. Unconscious
 - 12. Phallic stage
 - 13. Jean Piaget
 - 14. Classical conditioning
 - 15. Alfred Binet
 - 16. Conscious
 - 17. Jean-Jacques Rousseau
 - 18. Reinforcement
 - 19. Psychoanalytic theories
 - 20. Erik Erikson

- | | |
|------------|--------|
| 1. ANS: M | PTS: 1 |
| 2. ANS: H | PTS: 1 |
| 3. ANS: F | PTS: 1 |
| 4. ANS: T | PTS: 1 |
| 5. ANS: I | PTS: 1 |
| 6. ANS: P | PTS: 1 |
| 7. ANS: D | PTS: 1 |
| 8. ANS: O | PTS: 1 |
| 9. ANS: B | PTS: 1 |
| 10. ANS: N | PTS: 1 |
| 11. ANS: E | PTS: 1 |
| 12. ANS: L | PTS: 1 |
| 13. ANS: A | PTS: 1 |
| 14. ANS: R | PTS: 1 |
| 15. ANS: J | PTS: 1 |
| 16. ANS: S | PTS: 1 |
| 17. ANS: G | PTS: 1 |
| 18. ANS: Q | PTS: 1 |
| 19. ANS: K | PTS: 1 |
| 20. ANS: C | PTS: 1 |

TRUE/FALSE

1. During the Middle Ages, children were expected to reach the “age of reason” at age 7.

ANS: T PTS: 1 REF: p. 3 OBJ: LO1
 BLM: Remember

2. John Locke said children begin life without natural predispositions.

ANS: T PTS: 1 REF: p. 3 OBJ: LO1
 BLM: Higher Order

3. “Tabula rasa” means “blank slate.”

ANS: T PTS: 1 REF: p. 3 OBJ: LO1
 KEY: WWW BLM: Remember

4. Jean-Jacques Rousseau stated that children were born inherently mischievous.

ANS: F PTS: 1 REF: p. 4 OBJ: LO1
 BLM: Remember

5. Researchers have found no difference between adolescent and adult performance on intellectual tasks.

ANS: F PTS: 1 REF: p. 4 OBJ: LO1
 KEY: WWW BLM: Remember

6. Freud believed the superego developed to force the id to follow rules.

ANS: F PTS: 1 REF: p. 5 OBJ: LO2
BLM: Higher Order

7. Freud believed that insufficient or excessive gratification in a stage of development would lead to developmental problems.

ANS: T PTS: 1 REF: p. 5 OBJ: LO2
BLM: Higher Order

8. According to Freud, becoming “fixated” in a stage of psychosexual development is a result of receiving too little or too much gratification during that stage.

ANS: T PTS: 1 REF: p. 5 OBJ: LO2
BLM: Higher Order

9. According to Freudian psychosexual theory, children develop significant sexual attachments to the same-sex parent during the genital stage.

ANS: F PTS: 1 REF: p. 5 OBJ: LO2
BLM: Higher Order

10. Erikson's theory is completely dissimilar to Freud's.

ANS: F PTS: 1 REF: p. 6-7 OBJ: LO2
BLM: Higher Order

11. Erikson’s psychosocial theory emphasizes the responsibility of the ego.

ANS: T PTS: 1 REF: p. 7 OBJ: LO2
KEY: WWW BLM: Higher Order

12. John Watson, founder of American behaviourism, believed that children were born with all they needed to know for life.

ANS: F PTS: 1 REF: p. 7 OBJ: LO2
BLM: Higher Order

13. A conditioned stimulus occurs without prior learning.

ANS: F PTS: 1 REF: p. 8 OBJ: LO2
BLM: Higher Order

14. Classical conditioning involves training an individual to respond to a new stimulus by pairing it with an unconditioned stimulus.

ANS: T PTS: 1 REF: p. 8 OBJ: LO2
BLM: Higher Order

15. According to behaviourists, once a behaviour has been learned, it cannot be extinguished.

ANS: F PTS: 1 REF: p. 9 OBJ: LO2
BLM: Higher Order

16. Negative reinforcement will decrease a desired behaviour when removed.

ANS: F PTS: 1 REF: p. 9 OBJ: LO2
BLM: Higher Order

17. Punishments such as slapping are considered less effective than types of discipline that provide alternative, acceptable behaviours.

ANS: T PTS: 1 REF: p. 9 OBJ: LO2
KEY: WWW BLM: Higher Order

18. Bandura's social cognitive theory argues that children learn by observing models.

ANS: T PTS: 1 REF: p. 10 OBJ: LO2
BLM: Higher Order

19. With accommodation, new schemas may be created.

ANS: T PTS: 1 REF: p. 11 OBJ: LO2
BLM: Higher Order

20. Ethology was heavily influenced by the work of Charles Darwin.

ANS: T PTS: 1 REF: p. 12 OBJ: LO2
KEY: WWW BLM: Higher Order

21. Teachers and parents use scaffolding to help children reach a more advanced level of performance than would be possible without assistance.

ANS: T PTS: 1 REF: p. 13 OBJ: LO2
BLM: Higher Order

22. Alfred Binet developed the first intelligence test to identify which children may fall behind in school.

ANS: T PTS: 1 REF: p. 10 OBJ: LO2
BLM: Remember

23. Piaget's cognitive-developmental theory suggests that children passively respond to their environments.

ANS: F PTS: 1 REF: p. 11 OBJ: LO2
BLM: Higher Order

24. Children adapt to their environments through assimilation and accommodation, according to Piaget's cognitive-developmental theory.

ANS: T PTS: 1 REF: p. 11 OBJ: LO2
BLM: Higher Order

25. Teachers who follow Piaget's cognitive-developmental theory provide children with opportunities to experiment with their environment.

ANS: T PTS: 1 REF: p. 11 OBJ: LO2
BLM: Higher Order

26. Information-processing theory uses the computer as a metaphor for human thinking and memory.

ANS: T PTS: 1 REF: p. 11-12 OBJ: LO2
KEY: WWW BLM: Higher Order

27. According to ethologists, fixed action patterns are learned behaviours.

ANS: F PTS: 1 REF: p. 12 OBJ: LO2
BLM: Higher Order

28. A key Vygotskian concept is the zone of proximal development.

ANS: T PTS: 1 REF: p. 14 OBJ: LO2
BLM: Higher Order

29. The sociocultural perspective focuses on children's aggressive and sexual impulses.

ANS: F PTS: 1 REF: p. 14 OBJ: LO2
BLM: Higher Order

30. According to ecological system theory, only genetic factors are worthy of study.

ANS: F PTS: 1 REF: p. 12-13 OBJ: LO2
BLM: Higher Order

31. A child's peer group can be considered an exosystem.

ANS: F PTS: 1 REF: p. 13 OBJ: LO2
BLM: Higher Order

32. According to Bronfenbrenner's ecological systems theory, the chronosystem involves changes over time.

ANS: T PTS: 1 REF: p. 13 OBJ: LO2
BLM: Higher Order

33. All people are born with the same capacities and same opportunities in life, making the study of diversity irrelevant.

ANS: F PTS: 1 REF: p. 15 OBJ: LO2
BLM: Higher Order

34. Gender is NOT considered an aspect of diversity.

ANS: F PTS: 1 REF: p. 15 OBJ: LO2
BLM: Higher Order

35. The nature and nurture controversy debates whether development is continuous or a series of stages.

ANS: F PTS: 1 REF: p. 16 OBJ: LO3
BLM: Higher Order

36. Stage theories consider development as a discontinuous process.

ANS: T PTS: 1 REF: p. 16 OBJ: LO3
KEY: WWW BLM: Higher Order

37. John Locke's conception of children (i.e., as a tabula rasa) was as passive recipients of actions from the environment.

ANS: T PTS: 1 REF: p. 16 OBJ: LO3
BLM: Higher Order

38. The scientific method should NOT be used to study human development for ethical reasons.

ANS: F PTS: 1 REF: p. 18 OBJ: LO4
BLM: Higher Order

39. Naturalistic observation can be used to study athletes from different sports.

ANS: T PTS: 1 REF: p. 16-17 OBJ: LO4
KEY: WWW BLM: Higher Order

40. Case studies involve large numbers of subjects each being studied once.

ANS: F PTS: 1 REF: p. 17 OBJ: LO4
BLM: Higher Order

41. Correlational studies prove causal relationships between variables.

ANS: F PTS: 1 REF: p. 18 OBJ: LO4
BLM: Higher Order

42. Experiments are used to test hypotheses.

ANS: T PTS: 1 REF: p. 19 OBJ: LO4
BLM: Higher Order

43. Independent variables are manipulated by the experimenter.
- ANS: T PTS: 1 REF: p. 19 OBJ: LO4
BLM: Remember
44. Dependent variables are measured results in an experiment.
- ANS: T PTS: 1 REF: p. 19 OBJ: LO4
KEY: WWW BLM: Remember
45. A control group in an experiment receives the experimental treatment.
- ANS: F PTS: 1 REF: p. 19 OBJ: LO4
KEY: WWW BLM: Remember
46. Random assignment in an experiment reduces the likelihood that a selection factor determines the outcome.
- ANS: T PTS: 1 REF: p. 19 OBJ: LO4
BLM: Higher Order
47. Longitudinal research studies the same individuals over time.
- ANS: T PTS: 1 REF: p. 20 OBJ: LO4
BLM: Higher Order
48. Subjects rarely drop out of long-term longitudinal research.
- ANS: F PTS: 1 REF: p. 20 OBJ: LO4
KEY: WWW BLM: Higher Order
49. The cohort effect is a potential problem in cross-sectional research.
- ANS: T PTS: 1 REF: p. 20 OBJ: LO4
BLM: Higher Order
50. Cross-sequential research combines the longitudinal and cross-sectional research methods.
- ANS: T PTS: 1 REF: p. 20 OBJ: LO4
KEY: WWW BLM: Higher Order
51. Researchers do NOT need to concern themselves about ethical considerations when designing an experiment.
- ANS: F PTS: 1 REF: p. 20 OBJ: LO4
BLM: Higher Order
52. Ethical guidelines dictate that research participants' identities remain confidential.
- ANS: T PTS: 1 REF: p. 20 OBJ: LO4
BLM: Higher Order

SHORT ANSWER

1. How has the way children are viewed changed over history?

ANS:

There have been differing views of children throughout history. Early views considered children to be evil and in need of harsh and persistent discipline. Other views looked upon children as miniature adults who simply needed to grow. Advocates of this view, of course, would support putting children to work as soon as they were “big enough” to do the work. Others looked at childhood as a time of goodness or even “blankness,” making the child ready to experience the world and become whatever the environment destined the child to become. John Locke, for example, believed that children were born a “tabula rasa,” or clean slate. According to Locke, children were NOT born with inborn predispositions, which meant they were born ready to become anything. If the children’s environment and their caregiving were positive, they would become positive adults and do important things. If the children’s environment and their caregiving were negative, they were destined to wither and be less productive adults. This idea, of course, can be seen in statements of behavioural psychologists such as John Watson.

PTS: 1

REF: p. 3-4

OBJ: LO1

BLM: Higher Order

2. From the point of view of the child, give examples of the following: microsystem, mesosystem, exosystem, macrosystem, and chronosystem

ANS:

Microsystem: parents, peers, teachers; Mesosystem: relationships among microsystems, such as parent-teacher conferences, school-community interactions on field trips; Exosystem: parents’ workplaces, poverty and unemployment of parents, school board; Macrosystem: cultural values(e.g., expectations for independence of children, belief in co-sleeping of parents and children, importance of mother staying at home with children); Chronosystem: time since divorce for family, historical events such as the Depression.

PTS: 1

REF: p. 12-13

OBJ: LO2

BLM: Higher Order

3. Describe how adaptation is used to further development, according to Piaget’s cognitive-developmental theory.

ANS:

Adaptation is a biological necessity that people have to respond to changes in their environment, using the processes of assimilation and accommodation. Infants are born with basic schemes, which they use to understand their environments, through the process of assimilation. When the schemas are no longer able to work with new information, the schemas are changed through the process of accommodation. Through a series of disequilibrium and equilibrium states, cognitive processes are altered to fit the needs of the environment and the individual. The individual manipulates the environment like a scientist, by testing hypotheses and reaching higher levels of cognitive abilities in a series of stages from sensorimotor to preoperational, concrete operational, and finally formal operational thought.

PTS: 1

REF: p. 10-11

OBJ: LO2

BLM: Higher Order

4. Compare and contrast Freud's psychosexual theory and Erikson's psychosocial theory of development.

ANS:

Freud's theory considers the id to be the primary focus of development. The id, the instinctual needs, requires gratification, which the ego must supervise. During the psychosexual stages, fixation may occur if gratification is either over- or under-filled. Once fixation has occurred, it is difficult or impossible to repair. The psychosexual stages begin at birth and end during adolescence. Erikson's theory considers the ego to be the primary focus of development. During the psychosocial stages, social conflicts must be resolved to have optimal development, although revisiting these conflicts later is possible. The psychosocial stages cover birth through late adulthood.

PTS: 1

REF: p. 5-7

OBJ: LO2

BLM: Higher Order

5. How do behaviourism and ethology differ in their approaches to explaining human development?

ANS:

Behaviourism suggests that children are like clay, ready to be moulded. Parents are thought to provide this moulding, primarily through patterns of reinforcement and punishment. Theorists operating from this biological perspective look at maturation (the predetermined and orderly unfolding of abilities), and ethology examines instinctive or inborn behaviour patterns. Behaviourism assumes that the individual will start with few abilities, except for basic learning patterns, which are based on classical and operant conditioning in response to their environment, whereas ethological theorists assume that the individual brings a host of skills to bear from genetic inheritance.

PTS: 1

REF: p. 8-9 | 12-13

OBJ: LO2

BLM: Higher Order

6. How does the information-processing theory use the computer metaphor to describe human cognition?

ANS:

The computer, with its random-access memory, storage capacity, and software, is used as a metaphor for human cognition. Information is encoded or inputted into the "computer" and then manipulated in working memory (RAM). Information may be stored in a storage device (short- or long-term memory) and retrieved when needed. Problem-solving strategies are considered to be "mental programs" or "software," whereas the brain is considered to be the "hardware." Limitations in thinking may be a result of limited memory capacity, retrieval problems, and ability to run multiple programs.

PTS: 1

REF: p. 11-12

OBJ: LO2

BLM: Higher Order

7. Describe the three main controversies in human development.

ANS:

The main controversies are:

- 1) nature vs. nurture,
- 2) continuity vs. discontinuity, and
- 3) active vs. passive.

The nature vs. nurture controversy is not as much a controversy as it is a debate. The issue is to delineate how much and which aspects of development are due to genetic influences and which are due to environmental influences. The issue of continuity or discontinuity concerns the orderliness and linearity of child development. Continuity theories assume that development is steady, gradual, stage-like, and sequential. Discontinuity theories stress individual differences in development and that development involves both gains and losses. The active vs. passive controversy focuses on how big a role the child plays in her own development. Theorists, such as Freud, seemed to think that development was something that happened to children (who were passive), whereas Piaget stressed the active role children take in their own cognitive development.

PTS: 1

REF: p. 16

OBJ: LO3

BLM: Remember

8. How is the scientific method used to examine human development?

ANS:

We study human development in a scientific manner. The goals of studying child development are:

- 1) description,
- 2) prediction,
- 3) control, and
- 4) explanation.

From observation, researchers may generate theories about why development might occur in certain ways. Hypotheses may be generated that are specific testable predictions that can then be used to formulate experiments and conduct research. People may be studied using naturalistic observation. You might, for example, watch children at a daycare centre and document gender differences in amount and type of aggressive behaviours. Experiments may be conducted if they are considered to be ethical and NOT harmful to children. Individuals may be randomly assigned to groups and comparisons made. Suppose you have the hypothesis that giving rewards for good behaviour will increase those behaviours. You randomly assign 10 children to a “reward” group (the experimental group) and 10 to a “non-reward” group (the control group). You complete the first phase of the study by comparing the number of positive behaviours elicited by each child (to establish that your groups are comparable in the number of positive behaviours elicited prior to the second phase of the study). During the second phase of the study, you reward the positive behaviours of the children in the reward group but NOT those in the control group. During the third phase of the study, you count the number of positive behaviours elicited by the children in each group and then make comparisons. If the children in the reward group are engaging in more positive behaviours than those in the control group, you might conclude that their positive behaviours are due to the presence of the reward in one group and the absence of reward in the other group.

PTS: 1

REF: p. 18-19

OBJ: LO4

BLM: Higher Order

9. What are the costs and benefits of the longitudinal, cross-sectional, and cross-sequential research methods?

ANS:

Longitudinal studies examine longer-range development of a group of individuals over time. They may experience selective dropout or death of subjects and may cost more time and money than other methods. Cross-sectional studies compare different groups of individuals at the same time on one occasion. Many find that groups have different experiences depending on when they were born, which may make cohort effects be problematic. Cross-sequential studies require less time overall than longitudinal studies since they compare different groups of individuals over a shorter period of time and can make time-lag comparisons. Cross-sequential studies avoid the cohort effect since they compare more than one group (cohort) with each other and over time.

PTS: 1

REF: p. 19-20

OBJ: LO4

BLM: Higher Order

10. What ethical concerns must researchers consider when determining a study of human development?

ANS:

To manage ethical concerns, researchers must protect subjects from physical and psychological harm and must inform subjects of purpose of research and methods to be used. Participants must be allowed to provide voluntary consent to participate and to withdraw from the study at any time. Participants must be provided with information about the outcome of the study. The identity of participants must be kept confidential at all times. To proceed with such a study, the researchers must present their plans for their study to a group of peers and receive approval prior to beginning the study.

PTS: 1

REF: p. 20

OBJ: LO4

BLM: Higher Order