

1. John Tatum

- a. generated the first comprehensive theory of lifespan development.
- b. was the first African-American psychologist.
- c. won three gold medals at the 2009 National Senior Games.
- d. was the first black soldier to serve in an all-white unit in World War II.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

2. Development is best defined as

- a. individual differences in human behavior.
- b. systematic changes and continuities from conception to death.
- c. way in which people change in positive ways across time.
- d. systematic unfolding of genetic potential.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

3. The fact that development often involves continuities speaks to the fact that over time, humans tend to

- a. remain the same.
- b. become more intelligent.
- c. become less active.
- d. undergo orderly patterns of change.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

4. The three broad domains explored by developmental psychologists are

- a. motor, interpersonal, and cognitive.
- b. physical, cognitive, and psychosocial.
- c. personality, motor, and learning.
- d. interpersonal, maturational, and learning.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

5. Albert, a developmental psychologist, conducts research on children's emotional reactions to studying math in school. Albert is concerned with children's _____ development.

- a. cognitive
- b. maturational
- c. physical
- d. psychosocial

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

6. What characteristic belongs most in the cognitive domain of development?

- a. Physical maturation of the body
- b. A changing personality
- c. Poor interpersonal skills
- d. Language acquisition

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

7. Which characteristic does NOT belong on a list of key aspects of physical development?

- a. Change in motor ability
- b. Change in body organ efficiency
- c. Change in short-term memory
- d. Change in skin tone (e.g., wrinkling)

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

8. Traditionally, growth has been defined as

- a. physical changes that occur from conception to maturity.
- b. the biological unfolding of genetic potential.
- c. positive changes across the lifespan.
- d. gains, changes, and losses at each stage of the lifecycle.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

9. _____ aging involves the deterioration of an organism that eventually results in death.

- a. Cognitive
- b. Psychosocial
- c. Behavioral
- d. Biological

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

10. _____ aspects of development follow the “gain-stability-loss” model.

- a. All
- b. Some
- c. No
- d. Only physical

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

11. Aging is most accurately defined as involving _____ in the maturing organism.

- a. only negative changes
- b. only positive changes
- c. both negative and positive changes
- d. neither positive nor negative changes

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

12. The term *age grade* refers to a

- a. group of individuals who are all the same mental age.
- b. socially defined age group, with culture-specific assigned roles, privileges, and responsibilities.
- c. universally defined age group, with universal roles, privileges, and responsibilities.
- d. group of children assigned at a specific age to a specific grade in school.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

13. “Senior” discounts on meals available only to individuals over age 55 provide an excellent example of a(n)

- a. age norm.
- b. social clock.
- c. age grade.
- d. social convoy.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

14. The category of “teenager” best exemplifies an age

- a. effect.
- b. coefficient.
- c. analysis.
- d. grade.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

15. Male social age grades for the Arusha people of East Africa include

- a. only boys or men.
- b. junior warriors and retired elders.
- c. the helpful and helpless.
- d. the boyish and girlish

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

16. A rite of passage marks a transition from one _____ to another.

- a. culture
- b. gender

d. status

d

Easy

1.1 How Should We Think about Development?

LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

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b. is a Jewish rite of passage.

d. defines parenthood.

c

Moderate

1.1 How Should We Think about Development?

LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

quires employees to retire at the age of 65. This policy is an example of

b. age stratification.

d. growth norms.

a

Difficult

1.1 How Should We Think about Development?

LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

When Madonna wore a miniskirt to a wedding, one of her friends commented, “I sure wish Madonna had worn a burqa.” This comment best illustrates the concept of

b. age grade.

d. maturation.

a

Difficult

1.1 How Should We Think about Development?

LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

WWW

concerns an individual's sense of the age at which he or she should experience certain events.

b. age stratification

d. age grade

c

Moderate

1.1 How Should We Think about Development?

LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural

contexts.

21. Manuel hoped to graduate from college by age 22 but finds himself enrolling for the first time at age 52. The anxiety Manuel feels because of this situation may be best explained by the concept of

- a. biological maturation.
- b. a social clock.
- c. plasticity.
- d. historical change.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

22. Diversity can be based on

- a. race or ethnicity, but not socioeconomic status.
- b. race or socioeconomic status, but not ethnicity.
- c. ethnicity or socioeconomic status, but not race.
- d. race, ethnicity, or socioeconomic status.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

23. When compared to those from middle- or upper-income families, individuals from lower-income families tend to

- a. reach milestones of adulthood earlier.
- b. reach milestones of adulthood later.
- c. never reach milestones of adulthood.
- d. reach milestones of adulthood at the same time.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

24. Which statement concerning the pre-seventeenth century conception of childhood is most accurate?

- a. Pre-seventeenth century adults believed that children were simply miniature adults.
- b. Pre-seventeenth century adults did not discipline their children because infants were thought to be morally pure.
- c. Pre-seventeenth century adults forced children to grow up at a very slow pace.
- d. Pre-seventeenth century adults held views toward childhood that are different from most modern parents.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

contexts.

25. Which distinct period of development was the first to be recognized?

- a. Childhood
- b. Adolescence
- c. Middle age
- d. Old age

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

26. The term *emerging adulthood* refers to individuals from about age

- a. 11 to 17.
- b. 18 to 29.
- c. 29 to 37.
- d. 38 to 46.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

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27. Hermes is currently in the “emerging adulthood” stage of development. As such, he would most likely

- a. be leading a very stable life.
- b. feel adultlike in all ways.
- c. be focused on others rather than himself.
- d. believe in a life of limitless possibilities.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

28. Which statement best characterizes individuals in the “emerging adulthood” period of development?

- a. Young people who are adolescents but not adults
- b. Young people who are neither adolescents nor adults
- c. Old people who are adults but not elderly
- d. Old people who are neither adults nor elderly

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

KEYWORDS: WWW

29. Which of the following is true of the average life expectancy in the United States?

- a. It is higher for black females than for white males.

- b. It has more than doubled since 1900.
- c. It is higher for black males than white males.
- d. It is 18 years greater for females than for males.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

30. The average life expectancy for a newborn in the United States is _____ years.

- | | | | |
|----|----|----|----|
| a. | 73 | b. | 78 |
| c. | 83 | d. | 88 |

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

31. Which United States-born newborn would currently have the longest life expectancy?

- a. Donny, who is a white male
- b. Marie, who is a white female
- c. Michael, who is an African-American male
- d. Janet, who is an African-American female

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

32. By 2030, when most members of the baby boom generation will have retired, adults 65 and older will represent approximately what percentage of the U.S. population?

- | | | | |
|----|-----|----|-----|
| a. | 10% | b. | 20% |
| c. | 30% | d. | 40% |

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

33. The question of how biological and environmental forces impact development is referred to as the _____ issue.

- | | | | |
|----|--------------------------|----|-----------------|
| a. | continuity-discontinuity | b. | passive-active |
| c. | nature-nurture | d. | proximal-distal |

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

34. Maturation is best defined as

- a. any physical changes that occur from conception to maturity.
- b. the biological unfolding of genetic potential.
- c. the physical gains, changes, and losses across the lifespan.
- d. the effects of experience on thoughts, feelings, and behavior.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

35. Which best describes the relationship between maturation and genes?

- a. Maturation is driven by a plan contained in the genes.
- b. Maturation is the nature side of development, and genes are the nurture side of development.
- c. Maturation is the process by which genes learn.
- d. Genes and maturation are unrelated concepts.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

36. Which of the following represents a maturational process?

- a. Being taught how to pay attention
- b. Changing one's violent ways as the result of spending time in prison
- c. Learning to tie your shoes
- d. The development of pubic hair during puberty

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

37. Environmental impacts include all _____ that influence our development.

- a. external physical and social conditions
- b. external genetic and social conditions
- c. internal physical and social conditions
- d. internal genetic and social conditions

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

38. Learning is defined as the process through which _____ brings about relatively permanent changes in actions,

thoughts, or feelings.

- a. maturation
- b. genetics
- c. instincts
- d. experience

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

39. Nature is to nurture as

- a. maturation is to learning.
- b. experience is to genetics.
- c. psychology is to biology.
- d. positive is to negative.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

40. Maturation is to learning as

- a. genes are to social experience.
- b. knowing is to doing.
- c. the environment is to heredity.
- d. practice is to instinct.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

41. If all you know is that men commit more violent crimes than women, you can most accurately conclude that

- a. genes alone cause aggression.
- b. women elicit violent behavior in men.
- c. gender roles alone cause aggression.
- d. a difference in the level of a behavior exists, but the cause may involve hereditary and/or environmental factors.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

42. Living near a noisy airport can interfere with a child's learning how to read. This is an example of the effects of

- a. maturation.
- b. physical environment.
- c. gene-environment interaction.
- d. socioeconomic environment.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

43. The fact that sex differences in aggression are greatest in patrilineal cultures suggests that
- genes for aggression most likely come from fathers.
 - cultural standards play a significant role in determining aggression.
 - boys are naturally more aggressive than girls.
 - primitive societies were likely less aggressive than modern societies.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

44. The deterioration of organisms (including humans) that leads inevitably to their death is best called
- biological aging
 - maturation
 - aging
 - decline

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

45. What term best describes the physical changes that occur from conception to maturity?
- growth
 - individuation
 - development
 - maturation

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

46. Which of the following is inconsistent with the gain-stability-loss model?
- Physical strength increases until early adulthood and then decreases.
 - The ages at which children and adolescents become sexually mature varies across cultures.
 - Adults aged 60 and older score higher on vocabulary tests than adults aged 18 to 30.
 - There is no universally-recognized indicator of "adulthood."

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

47. The observation that children gain many cognitive abilities as they get older but also lose self-esteem and become more prone to depression is
- consistent with the gain-stability loss model.

- b. inconsistent with a "nature" approach to development.
- c. inconsistent with the gain-stability-loss model.
- d. consistent with a "nurture" approach to development.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

48. Dorian is a strong supporter of the "gain-stability-loss" model. This means that she most likely

- a. rejects the inevitability of age-associated declines in cognition.
- b. believes all children develop at about the same rates.
- c. recognizes that there are age-associated losses in function.
- d. focuses on early development rather than aging.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

49. The psychologist associated with the idea of emerging adulthood is

- | | |
|---------------|-----------|
| a. Cruikshank | b. Arnett |
| c. Neugarten | d. Burton |

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

50. Development of the idea of adolescence occurred as

- a. more industrialization and an educated labor force required laws that restricted child labor and made schooling compulsory.
- b. recognition of the risks associated with early childbearing led to increases in the age at which females could be married.
- c. the criminal justice system recognized that teenagers, while different from children, did not possess the reasoning capabilities of adults.
- d. the westward expansion of the United States created a need for a young, strong, healthy workforce.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

51. The construct of middle-age emerged when

- a. a more educated workforce continued working longer.
- b. increased consumerism in the early 20th Century created a desire for greater wealth.
- c. the loss of healthy young men during World Wars I and II created an excess of healthy, marriageable young

women.

- d. 20th-century parents began to bear fewer children and live long enough to see their children grow up and leave home.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

52. The twentieth century's unique addition to the definition of old age is the idea of

- a. dementia.
- b. ageism.
- c. inevitable decline.
- d. retirement.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

53. Dr. Benjamin Spock wrote a popular book for parents, providing information on what behaviors can be expected of typical infants at specific ages. This sort of publication primarily reflects which goal of developmental psychology?

- a. Prediction
- b. Optimization
- c. Explanation
- d. Description

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.4 - 1.2. Summarize the four goals of the science of life-span development and describe how the study of human development began.

54. The title of Dr. Doublemint's latest bestseller is *Why Identical Twins Differ from Each Other*. Given this title, it is safe to assume that Dr. Doublemint's primary interest is in the _____ goal of psychology.

- a. prediction
- b. optimization
- c. explanation
- d. description

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.4 - 1.2. Summarize the four goals of the science of life-span development and describe how the study of human development began.

55. Vue is a developmental psychologist who is concerned with helping adolescents learn to deal constructively with divorce. Her work focuses primarily on which goal of developmental psychology?

- a. Prediction
- b. Optimization
- c. Explanation
- d. Description

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.4 - 1.2. Summarize the four goals of the science of life-span development and describe how the study of human development began.

56. When making a decision on whether or not to follow the latest diet trend, Jillian focuses on what the best scientific research has to say about the topic of nutrition. This indicates that Jillian believes in engaging in _____ practice.

- a. speculative
- b. ethnocentric
- c. evidence-based
- d. emerging

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.4 - 1.2. Summarize the four goals of the science of life-span development and describe how the study of human development began.

57. In the nineteenth century, scholars began to systematically record the growth and development of their own children. The published versions of these observations were known as

- a. quasi-experiments.
- b. time of measurement papers.
- c. meta-analyses.
- d. baby biographies.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.4 - 1.2. Summarize the four goals of the science of life-span development and describe how the study of human development began.

58. _____ is often cited as the most influential of the baby biographers.

- a. G. Stanley Hall
- b. Charles Darwin
- c. Sigmund Freud
- d. Jean Piaget

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.4 - 1.2. Summarize the four goals of the science of life-span development and describe how the study of human development began.

59. Who is most often cited as the founder of developmental psychology?

- a. G. Stanley Hall
- b. Charles Darwin
- c. Sigmund Freud
- d. Jean Piaget

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.4 - 1.2. Summarize the four goals of the science of life-span development and describe how the study of human development began.

60. In his book *Adolescence* (1904), G. Stanley Hall described the period between childhood and adulthood as a time of

- a. senescence.
- b. plasticity.

c. storm and stress.

d. fun and exploration.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.4 - 1.2. Summarize the four goals of the science of life-span development and describe how the study of human development began.

61. Francine has just purchased a copy of G. Stanley Hall's 1922 book *Senescence* for herself. This indicates that she is likely very interested in the topic of

a. mental illness.

b. language.

c. bioecology.

d. old age.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.4 - 1.2. Summarize the four goals of the science of life-span development and describe how the study of human development began.

62. Dr. Johnson exclusively researches how people adapt to economic, psychological, and physical changes in old age. Given this emphasis, Dr. Johnson appears to be a(n)

a. lifespan developmentalist.

b. anthropologist.

c. pubescence specialist.

d. gerontologist.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.5 - 1.2. List and illustrate the seven key assumptions of the modern-life-span S: perspective.

63. Which statement is NOT an assumption of the lifespan perspective?

a. Development is shaped by historical context.

b. Development can take multiple directions.

c. Development focuses on gains not losses.

d. Understanding development requires multiple disciplines.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.5 - 1.2. List and illustrate the seven key assumptions of the modern-life-span S: perspective.

64. Sixty-year-old Kwan has led a life filled with ups (a prosperous career) and downs (a battle with breast cancer) and continues to maintain the capacity to change in response to such experiences. A lifespan developmental psychologist would likely say that Kwan has

a. a flawed social clock.

b. great plasticity.

c. minimal longevity.

d. maturational grief.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.5 - 1.2. List and illustrate the seven key assumptions of the modern-life-span S: perspective.

65. Which best exemplifies the concept of neuroplasticity?

- a. The ability to use your arm to draw after the arm was severely broken
- b. The development of thicker heart muscles in old age after undertaking an aerobic exercise class
- c. The production of large amounts of testosterone during puberty
- d. The formation of new brain cell connections as the result of reading a book

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: SHD.SIGE.14.1.2.5 - 1.2. List and illustrate the seven key assumptions of the modern-life-span perspective.

66. The fact that many adult males who lived through the Great Depression later had erratic careers and unstable marriages exemplifies

- a. the impact of historical context on development.
- b. the multidirectional nature of development.
- c. maturation.
- d. the baby boom generation.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: SHD.SIGE.14.1.2.5 - 1.2. List and illustrate the seven key assumptions of the modern-life-span perspective.

67. According to the lifespan perspective, development is

- a. singularly influenced and involves a single discipline.
- b. multiply influenced and involves a single discipline.
- c. singularly influenced and involves multiple disciplines.
- d. multiply influenced and involves multiple disciplines.

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: SHD.SIGE.14.1.2.5 - 1.2. List and illustrate the seven key assumptions of the modern-life-span perspective.

68. The scientific method is best characterized as

- a. neither a method nor an attitude.
- b. a method but not an attitude .
- c. an attitude but not a method.
- d. both a method and an attitude.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: SHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

69. The key element of the scientific method is the belief that _____ should determine the merits of an idea.

- a. systematic observation
- b. logic
- c. debate
- d. intuition

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

70. A theory is best defined as a

- a. set of concepts and propositions used to control developmental outcomes.
- b. set of concepts and propositions intended to describe and explain some aspect of experience.
- c. factual description of developmental phenomena.
- d. series of systematic tests of all available hypotheses.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

71. Dr. Wells has proposed that the center of the Earth consists of large open areas that contain air and water and may be inhabited by some life form. This proposition is best described as a

- a. fact.
- b. hypothesis.
- c. theory.
- d. correlation.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

72. A specific prediction about what will hold true if we observe a phenomenon is called a

- a. fact.
- b. hypothesis.
- c. theory.
- d. correlation.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

73. After observing the interaction between rival street gangs, Jet predicts that fighting between the gangs would decrease significantly if the existing “colors” (clothing) of the two gangs (one black and one red) were changed to pink and yellow. This prediction is most accurately thought of as a

- a. fact.
- b. hypothesis.
- c. theory.
- d. correlation.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

74. Based on an observation at a local fast-food restaurant, Dr. Colby predicts that more people will buy a hamburger if it is covered with cheese. This prediction is most accurately thought of as a

- a. fact.
- b. hypothesis.
- c. theory.
- d. correlation.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

75. If asked to list the characteristics of a good theory, you should AVOID saying

- a. speculative.
- b. supported by data.
- c. internally consistent.
- d. falsifiable.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

76. Dr. Vandepolder is conducting a study on American Midwest college students' radio-listening habits. He doesn't have the resources to survey all college students in the Midwest, so he uses census data to randomly select a group of several thousand students from Michigan, Wisconsin, Illinois, and Minnesota to participate in the study. In this study, the group of all American Midwest college students is called the _____, while the group randomly selected from Michigan, Wisconsin, Illinois, and Minnesota is called the _____.

- a. sample; control group
- b. sample; population
- c. control group; population
- d. population; sample

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

77. Reba wants to examine the TV-viewing habits of 18- to 25-year-old males in the United States. As it is quite impossible to include all males of this age group in her study, she selects a smaller group of 18- to 25-year old males to survey. The males included in her study are called a(n)

- a. population.
- b. sample.
- c. control group.
- d. age grade.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

78. Trojan interviews a group of 50 teen mothers to determine what sort of knowledge they hold regarding use of contraceptives prior to the time they became pregnant. He then writes an article where he speaks in broad terms about what teen mothers know about the use of contraceptives prior to becoming pregnant. In this study, the group of 50 teen mothers is called the _____, while all teen mothers are collectively called the _____.

- a. control group; population
- b. population; sample
- c. sample; control group
- d. sample; population

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

79. The major goal behind random sampling is to ensure that the

- a. data is falsifiable.
- b. sample is representative of the population.
- c. project will not be costly.
- d. population is large.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

80. Which is NOT a major shortcoming of self-reports?

- a. Standardizing the self-report measure results in difficulty in comparing the responses of two different individuals who have completed the self-report.
- b. Respondents may give socially desirable answers so the researchers think more positively of them.
- c. These types of reports are difficult to use with very young children.
- d. Language abilities between people of different ages can make interpretation of results difficult.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

81. Dr. Hu is interested in children's affective responses to studying science. She spends many hours sitting quietly and observing in elementary school classrooms during science instruction, and makes careful notes on all she observes. While observing, Dr. Hu is careful not to interact with the children or to interfere with their behavior in any way. This form of data collection is known as

- a. self-report investigation.
- b. naturalistic observation.
- c. structured observation.
- d. case study analysis.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.6 - 1.6

82. Developmental psychologist Dr. Wiggles is interested in preschool children's helping behavior. He spends hours watching children at the campus preschool, taking great care not to interfere with the children or to influence their behavior in any way. What data collection technique is Dr. Wiggles using?

- a. Case study
- b. Naturalistic observation
- c. Meta-analysis
- d. Structured observation

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

83. The greatest advantage of the naturalistic observation method is that it
- can tell us what people do in everyday life.
 - is easily conducted in a laboratory setting.
 - readily leads to the discovery of cause-effect relationships.
 - untangles age effects from cohort effects.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

84. Which is true of ALL structured observations?
- The data is analyzed using inferential statistics.
 - They take place outside of the laboratory setting.
 - They measure some verbal response.
 - The researcher creates a special condition to elicit a behavior.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

85. Dr. Dré is very interested in infants' reactions to different music styles. In order to study the phenomena, he built a special lab crib containing audio speakers. He then individually brings six-month-olds into the lab, places them in the crib, plays rap music, and watches each baby's reactions. Given this description, Dr. Dré appears to be using the _____ technique.

- self-report investigation
- naturalistic observation
- structured observation
- case study analysis

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

86. A brain scan is most accurately categorized as a
- naturalistic observation.
 - physiological measure.
 - structured observation.
 - quasi-experiment.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

87. An fMRI uses magnetic forces to measure _____ in an active area of the brain.

- a. blood flow
- b. neurotransmitter levels
- c. dendritic expansion
- d. hormone output

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

88. The main limitation of physiological measures is that

- a. responses to such measures are easy to fake.
- b. they cannot be used to assess emotional reactions.
- c. it is not always clear what is being assessed.
- d. they cannot be used to study infants.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

89. Which type of study always involves an in-depth examination of one specific individual or a very small number of individuals?

- a. Cross-sectional study
- b. Quasi-experimental study
- c. Longitudinal study
- d. Case study

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

90. The main limitation of the case study method is that

- a. results may not generalize to others.
- b. inferential statistics must be used in its analysis.
- c. it is “too artificial” as it is typically conducted in the laboratory.
- d. it does not provide any detail about an individual’s behavior.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

91. In a psychological experiment, a researcher always

- a. manipulates some aspect of the environment and then measures the effect on behavior.
- b. uses a control group.
- c. randomly assigns participants to a minimum of three different instances of the independent variable.
- d. tests the entire population.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

92. Professor Plumb is interested in the impact of fruit consumption on memory. He identifies a group of college students to serve as research participants. Then he randomly assigns them to one of three conditions. In condition 1, the students eat no fruit for a week. In condition 2, students eat one pound of fruit each day for one week. Those students assigned to condition 3 eat five pounds of fruit each day for one week. At the end of the week, Professor Plumb measures the students' memory recall for a list of 20 words. Given this description, Professor Plumb appears to be using a(n) _____ research technique.

- a. correlational
- b. meta-analysis
- c. experimental
- d. biographical

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

93. A true experiment involves the _____ of the independent variable.

- a. manipulation
- b. measurement
- c. elimination
- d. correlation

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

94. A psychologist measures the IQs of 20 students who ingested a "smart pill" and 20 students who ingested a "sugar pill" in order to determine if the pill had an effect on intelligence. To ensure peak performance, she tests all of the students on Wednesdays. In this experiment, the independent variable is the

- a. day of the week.
- b. pill type.
- c. IQ score.
- d. sex of the researcher.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

95. In the Friedrich and Stein study on the influence of television on aggression, the type of television show watched (aggressive, prosocial, or neutral) represented the _____ variable in the experiment.

- a. extraneous
- b. dependent
- c. independent
- d. confounding

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

96. In an experimental design, the behavior being measured is called the _____ variable.

- a. extraneous
- b. dependent
- c. independent
- d. confounding

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

97. A psychologist measures the IQs of 20 students who ingested a “smart pill” and 20 students who ingested a “sugar pill” in order to determine if the pill had an effect on intelligence. To ensure peak performance, she tests all of the students on Wednesdays. In this experiment, the dependent variable is the

- a. day of the week.
- b. pill type.
- c. IQ score.
- d. sex of the researcher.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

98. A study is done examining whether rewarding children for good behavior increases the amount of time students spend studying. In this study, the amount of time spent studying would be the _____ variable.

- a. control
- b. dependent
- c. confounding
- d. independent

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

99. In DeLoache's study of the relationship between types of training and vocabulary acquisition, vocabulary acquisition represented the _____ variable in the experiment.

- a. extraneous
- b. dependent
- c. independent
- d. confounding

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

100. Random assignment helps ensure

- a. cohort effects.
- b. differences exist between treatment groups prior to the treatment.
- c. age effects.
- d. similarity of treatment groups prior to the treatment.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

101. Which is NOT a hallmark of a true experiment?

- a. Control over responses on the dependent measure
- b. Manipulation of an independent variable
- c. Control over extraneous variables
- d. Random assignment of participants to experimental conditions

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

102. Faith wants to know whether there is a cause-effect relationship between the amount of time parents spend reading to their children and their children's attitudes toward reading. What type of research design should Faith use?

- a. Cross-sectional
- b. Experimental
- c. Longitudinal
- d. Naturalistic observation

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

103. A key limitation of the experimental method is that it

- a. cannot be used to identify cause-and-effect.
- b. is very expensive.
- c. cannot be used to assess many interesting questions due to ethical reasons.
- d. does an excellent job of explaining real-world experience, but does not do a good job of explaining what happens in the laboratory.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

104. What point was Urie Bronfenbrenner attempting to make when he said that developmental psychology had become, "the science of the strange behavior of children in strange situations with strange adults"?

- a. Modern developmental psychology is too focused on laboratory research.
- b. Modern developmental psychology pays too much attention to exceptional children and not enough to normal children.
- c. Modern developmental psychology is too worried about the impact of early childhood abuse by parents.
- d. Modern developmental psychology conducts far too few experiments.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

105. The key distinction between a true experiment and a quasi-experiment is that in quasi-experiments,
- research is conducted in the “real world” not in the laboratory.
 - individuals are not randomly assigned to different treatments.
 - no statistical analysis is conducted.
 - there is always a control group.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

106. Dr. Rambo wants to determine whether there are sex differences in reactions to televised violence. He asks male and female participants to watch a 15-minute video clip of a violent program and then complete a rating scale. Rambo’s research project is best classified as a(n)

- true experiment.
- quasi-experiment.
- naturalist observation.
- interview.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

107. The fundamental question addressed by the correlational method is

- “Does variable A cause variable B?”
- “How is a control group influenced by the absence of an independent variable?”
- “What impact does random assignment have on psychological behavior?”
- “Are two or more variables related in some systematic way?”

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

108. In the field of developmental psychology, the main reason that the correlational method is used more often than experimental methods is because

- correlations are more effective at addressing the issue of cause.
- of ethical concerns.
- correlational research is significantly more scientifically rigorous.
- of the availability of computers.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

109. Dr. Fill wants to study the relationship between drug addiction and being the victim of child abuse. As Dr. Fill is an

ethical researcher, he would have to conduct a(n) _____ study.

- a. experimental
- b. correlational
- c. laboratory
- d. cross-sectional

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

110. Tom finds a correlation of $+0.81$ between number of years in school and salary of first job. This would mean that

- a. the more education one has, the lower his or her starting salary is likely to be.
- b. the more education one has, the higher his or her starting salary is likely to be.
- c. education determines whether or not someone will get a job after graduation.
- d. increases in education cause employers to offer higher salaries.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

111. If the correlation between listening to country music and passing general psychology is found to be -0.8 , then one could rightly conclude that _____ country music listeners pass the class.

- a. all
- b. most
- c. few
- d. no

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

112. Mara finds that the correlation between variables A and B is $+0.43$, while the correlation between variables A and C is -0.78 . These results indicate that

- a. the correlation between A and C is stronger than the correlation between A and B.
- b. the correlation between A and B is stronger than the correlation between A and C.
- c. variable A causes variable B but not variable C.
- d. variable A causes both variables B and C.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

113. Smoking cigarettes and having lung cancer are highly correlated events, and people often logically conclude that smoking must cause the cancer. It is hypothetically possible, however, that having lung cancer causes one to crave nicotine and thus it leads to smoking. This example illustrates the issue of

- a. the third variable.
- b. a reversed cause-effect relationship.
- c. time of measurement effects.
- d. plasticity.

ANSWER: b

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: SHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

114. Research has shown a positive correlation between the amount of time children spend watching television and their levels of aggression. It is possible that the actual cause of this relationship involves harsh parents who act aggressively toward children (teaching them to be aggressive) and whose violence leads children to avoid them at all costs (including by watching television). This example illustrates the issue of

- a. the third variable.
- b. a reversed cause-effect relationship.
- c. time of measurement effects.
- d. plasticity.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: SHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

115. A meta-analysis is best described as

- a. a study using numerous previous studies.
- b. a controlled laboratory experiment.
- c. an unstructured interview.
- d. a longitudinal design study.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: SHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

116. In order to study the effects of television on children's behavior, Dr. Squarepants synthesizes the results from 150 studies looking at the influence of cartoons on children's moral development. Given this description, Dr. Squarepants appears to be using the _____ research technique.

- a. naturalistic observation
- b. meta-analysis
- c. structured observation
- d. sequential design

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: SHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

117. Which statement best describes the basic premise of the cross-sectional research design?

- a. Assess different age groups (e.g., 5-, 10-, 15-year-olds) at the same time (e.g., during the same week)
- b. Assess the same age group (e.g., only 5-year-olds) at the same time (e.g., during the same week)
- c. Assess different age groups (e.g., 5-, 10-, 15-year-olds) at different times (e.g., 5-year-olds in 2003, 10-year-olds in 2004, and 15-year-olds in 2005)
- d. Assess the same group (e.g., 5-year-olds) at different times (e.g., first test when kids are 5, then when they are 10, and finally when they turn 15)

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: SHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional,

VES: longitudinal, and sequential designs.

118. Who is using a cross-sectional research design?

- a. Fred, who is assessing study habits in fifth graders in three different countries
- b. Barney, who is assessing the study habits in a group of fifth graders and who will follow and assess this same group when they get to eighth and then eleventh grade
- c. Wilma, who is simultaneously testing the study habits of fifth, eighth, and eleventh graders
- d. Betty, who is assessing the study habits of fifth graders in the year 2003, and plans to assess eighth-graders' study habits in 2004 and eleventh graders' habits in 2005

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional,

VES: longitudinal, and sequential designs.

119. For her senior project, Shantae wants to study children's moral reasoning. During the fall semester, she interviews 20 individuals in each of the following grades: first, fourth, seventh, tenth, and college sophomores. She asks each participant to solve a practical moral dilemma. What sort of research design is Shantae using?

- a. Cross-sectional
- b. Experimental
- c. Longitudinal
- d. Sequential

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional,

VES: longitudinal, and sequential designs.

120. A _____ is a group of people born in a specified, limited span of years (e.g., the 1960s).

- a. cohort
- b. cross-section
- c. population
- d. sample

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional,

VES: longitudinal, and sequential designs.

121. The fact that individuals who were born in 1980 will develop differently than individuals born in 1880 is best explained using the concept of _____ effects.

- a. age
- b. microsystem
- c. cohort
- d. social clock

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional,

VES: longitudinal, and sequential designs.

122. In which research design are age differences and cohort differences hopelessly tangled?

- a. Cross-cultural
- b. Cross-sectional
- c. Longitudinal
- d. Sequential

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

123. While I am the fastest to conduct research design, one big disadvantage I have is that I do not generate information about the development of individuals. Which research method am I?

- a. Cross-cultural
- b. Cross-sectional
- c. Longitudinal
- d. Sequential

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

124. In a(n) _____ research design, the performance of one group of individuals is assessed repeatedly across a portion of the lifespan.

- a. cross-sectional
- b. experimental
- c. longitudinal
- d. sequential

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

125. Who is using a longitudinal research design?

- a. George, who is assessing eating habits of 40-year-olds in three different countries
- b. Jane, who is assessing the eating habits in a group of 40-year-olds, and who will follow and assess this same group when they get to ages 60 and 80
- c. Elroy, who is simultaneously testing the eating habits of 40-, 60-, and 80-year-olds
- d. Judy, who is assessing the eating habits of 40-year-olds in the year 2014, and plans to assess 60-year-olds' eating habits in 2019 and 80-year-olds' habits in 2024

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

126. Olga is interested in how people develop strategies for conflict resolution. She selects a group of preschoolers, and uses both interviews and naturalistic observation to explore their approaches to dealing with conflict. Every two years thereafter, Olga again interviews and observes this same group of youngsters, concluding her study when the children reach adolescence. Olga has been using a _____ research design.

- a. behavioral observation
- b. cross-sectional
- c. longitudinal
- d. sequential

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

*LEARNING OBJECT*ILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, *VES*: longitudinal, and sequential designs.

127. The impact on research findings produced by historical events occurring at the moment the data were collected are referred to as _____ effects.

- a. meta-analysis
- b. placebo
- c. age
- d. time of measurement

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

*LEARNING OBJECT*ILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, *VES*: longitudinal, and sequential designs.

128. In which type of study are the effects of age and the effects of time of measurement confounded with one another?

- a. Correlational
- b. Cross-sectional
- c. Longitudinal
- d. Sequential

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

*LEARNING OBJECT*ILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, *VES*: longitudinal, and sequential designs.

129. Measuring different age groups of subjects repeatedly at different periods in time is called a _____ design.

- a. longitudinal
- b. cross-sectional
- c. sequential
- d. cross-cultural

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

*LEARNING OBJECT*ILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, *VES*: longitudinal, and sequential designs.

130. Sol is investigating the effects of divorce on children's self-esteem. His initial sample consists of a group of 10 five-year-olds, which he plans to follow over a period of at least 15 years. When this group of children reaches age 15, Sol adds a second group of five-year-olds to his study, and plans to follow them for another 15 years. Sol's overall plan is best classified as a _____ research design.

- a. correlational
- b. cross-sectional
- c. longitudinal
- d. sequential

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

*LEARNING OBJECT*ILSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, *VES*: longitudinal, and sequential designs.

131. Only the _____ design allows a researcher to potentially separate out effects of age, cohort, and time of measurement.

- a. cross-sectional
- b. experimental
- c. longitudinal
- d. sequential

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

132. Socioeconomic status affects the development of

- a. both lower- and higher-SES individuals.
- b. lower-SES but not higher-SES individuals.
- c. higher-SES but not lower-SES individuals.
- d. neither lower- nor higher-SES individuals.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.4.9 - 1.4. Discuss the challenges in conducting culturally sensitive research.

133. Ethnocentrism is the belief that

- a. it is better to think of others as having a “deficit” than being “different.”
- b. one’s own culture is superior.
- c. it is easier to understand the position of people different from one’s self.
- d. race does not impact behavior.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.4.9 - 1.4. Discuss the challenges in conducting culturally sensitive research.

134. While considering a new study, Creed is concerned that the stimulus he is using might frighten the infants he is testing. This indicates that Creed is focusing on

- a. meta-analysis.
- b. a correlational design.
- c. a sequential design.
- d. research ethics.

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.4.10 - 1.4. Explain the four major ethical obligations of investigators to their research participants.

135. The American Psychological Association and the Society for Research on Child Development guidelines for ethics in research stipulate all of the following EXCEPT

- a. informed consent.
- b. the avoidance of physical and psychological harm.
- c. debriefing participants.
- d. testing participants using multiple measures.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.4.10 - 1.4. Explain the four major ethical obligations of investigators to their

ES: research participants.

136. The fact that a study participant needs to be aware of what they may experience while in a research study illustrates the concept of

- a. informed consent.
- b. debriefing.
- c. protection from harm.
- d. confidentiality.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVLSHD.SIGE.14.1.4.10 - 1.4. Explain the four major ethical obligations of investigators to their ES: research participants.

137. After Mr. Flay has finished filling out a survey that he thought was on cooking skills, he is told that the actual purpose of the survey was to assess his intelligence. This best represents the concept of

- a. informed consent.
- b. debriefing.
- c. protection from harm.
- d. confidentiality.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVLSHD.SIGE.14.1.4.10 - 1.4. Explain the four major ethical obligations of investigators to their ES: research participants.

138. In a study in which participants are tricked into believing that they caused harm to someone else, a researcher is obligated to make sure that the participants are told about the true nature of the study before they leave and also must make sure that the participants do not feel badly about their behavior. These two obligations are referred to as

- a. informed consent and debriefing.
- b. debriefing and protection from harm.
- c. protection from harm and confidentiality.
- d. confidentiality and informed consent.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVLSHD.SIGE.14.1.4.10 - 1.4. Explain the four major ethical obligations of investigators to their ES: research participants.

KEYWORDS: WWW

139. Due to the ethical standard concerning _____, a researcher could not tell a parent that the parent's child scored in the "genius" range on an IQ test that the researcher had given.

- a. informed consent
- b. debriefing
- c. protection from harm
- d. confidentiality

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.10 - 1.10

140. Biological aging is defined as the deterioration of organisms that leads inevitably to their death.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

141. Lisa thinks that age 22 is the perfect time to get married because all of her friends plan to marry at this age. This is an example of an age norm.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

142. In Western societies, it took until the beginning of the eighteenth century for “adolescence” to be viewed as a distinct period of the lifespan.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

143. Maturation refers to the gains that occur across the lifespan as the result of experiences.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

144. The genetic blueprint children receive makes it likely that they will walk and utter their first words at about 1 year of age.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

145. Learning refers to relatively permanent changes in thoughts, feelings, or behavior.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.3 - 1.1. Summarize the extreme positions one can take on "nature-nurture" issue and the position most developmental scientists today take.

146. Plasticity involves the capacity to change in response to both positive and negative events.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.5 - 1.2. List and illustrate the seven key assumptions of the modern-life-span perspective.

147. The scientific method is both an attitude and a method.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

148. A theory is a specific prediction generated by a hypothesis.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

149. A random sample is always smaller than the population from which it is drawn.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

150. In a structured observation a researcher creates a special condition designed to elicit some behavior of interest.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

151. The greatest advantage of the experimental method is the ability to establish the fact that one thing causes another.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

152. In an experimental research design, the variable that is manipulated by the experimenter is called the independent variable.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

153. Random assignment of participants occurs in all quasi-experimental designs.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

154. A correlation of +.2 indicates a stronger relationship between two variables than would a correlation of -.9.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

155. The main advantage of the correlational method is that it can be used to establish cause-effect relationships.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

VES: and correlational methods.

156. Cohort effects concern the impact of being born in one particular historical context rather than another.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVE: LSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

157. Cross-sectional studies are better suited than longitudinal studies to the examination of individual differences.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVE: LSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

158. In a sequential design, time of measurement is confounded with cohort effects.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVE: LSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

159. Informed consent is typically obtained following a study.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Moderate

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVE: LSHD.SIGE.14.1.4.10 - 1.4. Explain the four major ethical obligations of investigators to their research participants.

160. Development is defined as the systematic changes that take place between _____ and death.

ANSWER: conception

DIFFICULTY: Difficult

REFERENCES: 2

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1 - 1.1 Define development, aging, and their relationship to each other.

161. The status and privileges assigned to individuals of a specific age defines the concept of an age _____.

ANSWER: grade

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

162. A rite of _____ is a ritual marking the transition from one age status to another.

ANSWER: passage

DIFFICULTY: Easy

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

163. The “new” period between adolescence and full-fledged adulthood is called _____ adulthood.

ANSWER: emerging

DIFFICULTY: Easy

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

164. _____ is the deterioration of organisms (including humans) that leads inevitably to their death.

ANSWER: Biological aging

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

165. Changes and continuities in perception, language, learning, memory, problem solving, and other mental processes are examples of _____ development.

ANSWER: cognitive

DIFFICULTY: Difficult

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

166. The term _____ refers to the physical changes that occur from conception to maturity.

ANSWER: growth

DIFFICULTY: Moderate

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

167. _____ is considered the most famous baby biographer.

ANSWER: Darwin

DIFFICULTY: Easy

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.4 - 1.2. Summarize the four goals of the science of life-span development and describe how the study of human development began.

168. A set of concepts and propositions intended to describe and explain some aspect of experience is a(n) _____.

ANSWER: theory

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

169. The overall group from which a sample is drawn is called the _____.

ANSWER: population

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

170. In a(n) _____ observation study, the researcher creates a special condition designed to elicit the behavior of interest.

ANSWER: structured

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

171. In an experiment, the researcher manipulates the _____ variable.

ANSWER: independent

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

172. A(n) _____-experiment is an experiment-like study that assesses the impact of different treatments, but does not involve random assignment to treatment groups.

ANSWER: quasi

DIFFICULTY: Difficult

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

173. The numeric expression $r = +.84$ represents a(n) _____ coefficient.

ANSWER: correlation

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

174. In a(n) _____, the results from multiple studies are synthesized to produce some overall conclusion.

ANSWER: meta-analysis

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

175. _____ effects concern the impact of being born as a member of a particular generation in history.

ANSWER: Cohort

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

176. In a(n) _____ design, a single cohort group is assessed repeatedly over time.

ANSWER: longitudinal

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

177. A(n) _____ design combines elements of both longitudinal and cross-sectional designs.

ANSWER: sequential

DIFFICULTY: Moderate

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

178. Family indicators like education, income, and occupational prestige levels underlie _____ status.

ANSWER: socioeconomic

DIFFICULTY: Moderate

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.4.9 - 1.4. Discuss the challenges in conducting culturally sensitive research.

179. The belief that one's own group and its culture are superior is referred to as _____.

ANSWER: ethnocentrism

DIFFICULTY: Difficult

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.4.9 - 1.4. Discuss the challenges in conducting culturally sensitive research.

180. Define "development." Then discuss and give examples of the three broad domains of interest to students of human development.

ANSWER: Answer not provided

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.1 - 1.1. Define development, aging, and their relationship to each other.

181. Discuss the contributions of G. Stanley Hall to the study of human development.

ANSWER: Answer not provided

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.4 - 1.2. Summarize the four goals of the science of life-span development and describe how the study of human development began.

182. Currently, development is characterized as multidirectional, multiply-influenced, and having lifelong plasticity. What does this mean?

ANSWER: Answer not provided

REFERENCES: 1.2 What Is the Science of Life-Span Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.2.5 - 1.2. List and illustrate the seven key assumptions of the modern-life-span perspective.

183. What is the relationship between theories, hypotheses, and the scientific method?

ANSWER: Answer not provided

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

184. You have been asked to conduct an experiment on whether a pill affects memory development. Please describe your experiment by identifying the independent and dependent variable(s) you would select. Discuss how the variable(s) would be manipulated.

ANSWER: Answer not provided

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.7 - 1.3. Evaluate the strengths and weaknesses of the case study, experimental, and correlational methods.

185. What are age effects, cohort effects, and time of measurement effects, and how do researchers design studies to control each effect?

ANSWER: Answer not provided

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.

186. Discuss the ethical concerns a researcher must consider before conducting a study using humans.

ANSWER: Answer not provided

REFERENCES: 1.4 What Special Challenges Do Developmental Scientists Face?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.4.10 - 1.4. Explain the four major ethical obligations of investigators to their research participants.

187. What are the concepts of age grade, age norms, and a social clock, and how could they be applied to you and your life?

ANSWER: Answer not provided

REFERENCES: 1.1 How Should We Think about Development?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.1.2 - 1.1. Explain and illustrate the role played by age grades, age norms, and the social clock in making human development different in different historical, cultural, and subcultural contexts.

188. A researcher is interested in what children of different ages understand about their parents' jobs. Describe the advantages and disadvantages of verbal-report, naturalistic observations, and structured observations in conducting a study on this issue.

ANSWER: Answer not provided

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: LSHD.SIGE.14.1.3.6 - 1.3. Summarize the scientific method and the choices involved in selecting a sample and choosing data collection methods.

189. Dr. Newmonic is interested in memory skill development between ages 5 and 25. Please tell Dr. Newmonic about the advantages and disadvantages of using cross-sectional, longitudinal research, and sequential designs in conducting his

study.

ANSWER: Answer not provided

REFERENCES: 1.3 How Is Development Studied?

LEARNING OBJECTIVES: SHD.SIGE.14.1.3.8 - 1.3. Evaluate the strengths and weaknesses of the cross-sectional, longitudinal, and sequential designs.